

Exploring the Causes, Performance, and Solutions of Academic Presentation Anxiety among Chinese International Students

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Abstract: This study investigates speech anxiety among 21 Chinese postgraduate students at University Teknologi Malaysia (UTM), focusing on public speaking challenges due to language barriers. The primary goal is to identify anxiety sources in academic settings and assess their impact on student performance. Employing a mixed-methods approach, the research combined quantitative data from Likert scale questionnaires with qualitative insights from semi-structured interviews. The research indicated that students' excessive pursuit of pronunciation and standardized English not only failed to enhance their linguistic expression but also exacerbated their speech anxiety. The study found that this heightened anxiety primarily arises from a gap between the students' expectations of their language proficiency and their actual performance during presentations. Behaviors indicative of this anxiety included trembling hands, stuttering, excessive use of filler words, inconsistent eye contact, and a heavy reliance on scripts. Based on these findings, we propose solutions to reduce students' anxiety in academic presentations and improve their performance and confidence. This issue underscores the necessity for supportive educational environments, recommending educators to implement targeted interventions to bolster students' confidence and alleviate their anxiety. Second, educators should assist students in setting gradual goals and encourage the use of process-oriented learning to help them build confidence. Lastly, educators can teach students anxiety coping methods, such as deep breathing, mindfulness, and relaxation techniques, to help them maintain a positive emotional state during presentations.

1. Introduction

In the realm of globalization, there is a rising trend in the number of Chinese students pursuing education abroad. Despite diverse learning objectives and requirements, these international students commonly encounter shared hurdles, particularly evident in public speaking engagements such as academic presentations. Davidson noted that public speaking typically ranks among the top 10 things people tend to avoid. Katz found that individuals who express anxiety about public speaking and struggle to convey confidence through persuasive gestures are often negatively evaluated and appraised. Tuan and Mai have identified spoken English proficiency as a prominent challenge among this cohort. Public speaking anxiety emerges as a significant barrier for those grappling with

apprehension towards verbal expression, prompting avoidance of performance-based scenarios[1-3]. As the study executed by Sikandar found that the public anxiety faced by students is mostly caused by the fear of speaking in front of others, it is seen by 75% of the students who agree with the statement whether or not they experience fear of public speaking. Thus, when compelled to confront such situations, individuals often endure heightened levels of stress and anxiety. As Chinese international students pursue academic achievements, they often encounter a range of complex challenges, with anxiety due to language barriers being particularly prominent. Since English is usually not their native language, these students may struggle with understanding course content, participating in class discussions, and writing academic assignments[4-5]. This lack of linguistic confidence can impact not only their learning outcomes but also their social interactions and personal self-esteem. Therefore, it is vital for educational institutions to deeply understand these challenges and adopt effective teaching strategies and support systems to create an environment that fosters the overall development and academic success of these students[6-8].

This article examined 21 Chinese postgraduate students from the Faculty of Social Sciences and Humanities at University Teknologi Malaysia, who must complete mandatory academic presentations as part of their coursework. These students are often required to deliver various academic speeches and demonstrations, necessitating a high level of fluency and authenticity in their English performance. As a result, they tend to set higher standards for their pronunciation and experience increased pressure. In response, they often dedicate more time and effort to practice, making them more prone to the anxiety and stress associated with academic presentations.

This paper primarily aims to understand the basic information and anxiety performance of Chinese international students at UTM through semi-structured interviews, and through a Likert-scale questionnaire, it seeks to identify the specific sources most likely to cause anxiety among students in public speaking situations[9-12].

The research questions in this paper are follows: What is the anxiety performance of Chinese international students in the public speaking scenario? What are the causes of the anxiety of Chinese international students?

How to deal with the anxiety in the public speaking scenario?

2. Literature Review

2.1 Anxiety among International Students

With more and more international students there are in the world, academic challenges faced by international students are more striking. Studying in a non-native language is one of the main difficulties facing international students.

McCroskey investigated the impact of anxiety on individuals' performance in communication activities, particularly in public speaking. He posited that anxiety is a common emotion, especially when facing challenging communication tasks like public speaking, and that it can significantly influence individual performance. His research revealed that anxiety can lead to manifestations such as stuttering, voice trembling, and nervousness, all of which can impair the quality and effectiveness of speech. McCroskey's theory offers a crucial framework for understanding the relationship between anxiety and speech performance. This aligns with the assertion made by Stephen Krashen that excessive anxiety regarding errors diminishes learners' self-confidence, thereby impeding their effective acquisition of language skills [13-16].

Lewthwaite noted that international students need to have competence in the language used in academic contexts. International students in Australia frequently face a wide range of social and academic transitional issues while adjusting to new learning and the social environment as well. Bifuh-Ambe summarized the main difficulties faced by international students into four domains: the

receptive and expressive language, written language such as written assignments and note-taking, comprehension such as understanding texts, and difficulties related to the methods of teaching and assessment. Park found that the language challenge persists unchanged, foreign students in Australia studying there encounter language obstacles stemming from a lack of confidence in their language abilities and unfavorable societal views toward non-native accents. Sulastiani found that 82.5% of students experienced a medium level of fear and anxiety when speaking English in public speaking classes, which revealed that students' anxiety negatively impacted their performance in public speaking classes, leading to issues such as forgetting their speech, disarranging their speech preparation, feeling confused, frequently interrupting their speech, and experiencing discomfort when speaking English in public settings. Hidayoza discovered that foreign debaters in English department, Unit Kegiatan Bahasa Asing, Universitas Negeri Padang, experienced a medium level of public speaking anxiety. Specifically, 50% of the respondents reported experiencing public speaking anxiety, especially when participating in debates [17-20].

As can be seen from the above illustration, international students generally suffer from anxiety when making academic speeches, while Chinese International students also faced the similar challenges that the anxiety is often linked to language barriers. Inadequate language skills not only impede academic learning but also everyday interactions, which are essential for feeling connected and supported. Detailed studies can help in creating targeted language support programs that address specific areas of difficulty, enhancing students' confidence and reducing their anxiety.

Wang, Andre, and Greenwood conducted a literature review that pinpointed various obstacles faced by Chinese international students. The primary challenges revolved around English language proficiency, adapting to distinct learning methodologies, and navigating cultural disparities. The authors emphasized the need for additional research into the actual experiences of Chinese International students pursuing education abroad [21-26].

2.2 Anxiety Causes in Academic Setting

Price found that learners' self-perception of language ability is the root of classroom-related anxiety. Anxious learners inadvertently compare their pronunciation with that of native speakers, leading to difficulty in accurately expressing English words, which makes learners feel embarrassed and fearful. Stoyhoff delved into the key factors influencing the academic achievements of international students, highlighting a significant link between their academic performance and competency in language abilities. Szyszka investigated the relationship between foreign language anxiety and self-perceived language ability among 48 normal college students who studied English as a foreign language, and the results showed a negative correlation between the two variables. Among them, learners with higher anxiety levels rated their pronunciation level as poor, while learners with lower anxiety levels reported a higher pronunciation ability. Melouah identified the sources and levels of 54 Algerian EFL university students' oral performance anxiety, and the study indicated that students experience a moderate level of speaking anxiety due to low language proficiency. The above researchers believed that for overseas students, their excessive attention to English standardization and accuracy may exacerbate this language anxiety, especially when it comes to academic presentation. Students' concerns about grammatical errors, pronunciation problems, or poor choice of words may cause them to show high levels of nervousness and unease when giving a speech [26-30].

To sum up, students' fanatical pursuit of English standardization and accuracy is often because they believe that language accuracy is the key to success. This pursuit can lead to doubts about their own abilities, especially when faced with demanding academic presentations. They may worry that their English expression is not perfect enough to meet the audience's expectations, thus increasing

the expectation of failure. This is why this paper wants to examine how individual expectations and beliefs influence their motivation and behavior [30-31].

2.3 Academic speech anxiety from the perspective of self-efficacy theory and expectation theory

Self-efficacy refers to an individual's belief in his or her ability to perform a task in a given situation. For students, self-efficacy largely determines their performance in academic presentations. Studies have shown that low self-efficacy can lead to anxiety and avoidance behaviors in language learning. Students' pursuit of English standardization makes them have high expectations for their own language ability. When there is a significant gap between actual abilities and these expectations, students feel disappointed and powerless, which further exacerbates their anxiety. This anxiety not only affects their psychological state, but also manifests themselves in accelerated speech speed, confused thinking and unclear expression in actual speech, further reducing the effectiveness of their speech.

Schunk also put forward a corresponding argument that students generally set high standards for their academic presentations and expect to be able to express complex academic ideas in English fluently and correctly. When they find that their actual English ability cannot meet these high standards, there will be a feeling of inadequacy. This feeling reduces their self-efficacy and makes them more nervous and anxious when giving a speech. This expectation of failure triggers high levels of anxiety and nervousness, further undermining their sense of self-efficacy. In the process of speech, anxiety may be manifested as accelerated speech speed, confused thinking and frequent grammatical errors, thus affecting the overall effect of the speech [32-34].

Recent studies have further validated the importance of self-efficacy and expectation theory in explaining academic speech anxiety. Here are some relevant experiments and research results to help us better understand this phenomenon. Burnset examined the moderating effects of anxiety on the relationship between self-efficacy and academic achievement. It was found that high self-efficacy could enhance academic performance, but high levels of anxiety, often stemming from high expectations, could diminish these positive effects. The research indicated that students with high expectations might experience heightened anxiety, which negatively impacts their self-efficacy and overall academic performance. Peifer, Taasoobshirazi & Meyer-Lee found students' self-efficacy and intercultural competence, highlighting how anxiety and depression can moderate these relationships. The research found that high expectations could lead to increased anxiety, negatively affecting students' self-efficacy. That is to say students with high self-expectations reported higher levels of anxiety, which in turn reduced their self-efficacy and contributed to poorer performance in academic presentations.

This study believed that by combining the self-efficacy theory and expectation theory, and citing the research of relevant scholars, the sources of students' anxiety in academic speech can be more comprehensively understood, and targeted solutions can be provided to help students improve their self-confidence and actual performance while pursuing English standardization and accuracy [35-36].

3. Methodology

This research comprises two main components. Firstly, through semi-structured interviews, we aim to gather fundamental information from participants to comprehend the anxiety manifestations among Chinese international students during public speaking engagements. Secondly, we employ a Likert scale questionnaire designed to delve into students' goal-oriented necessities for overcoming language barriers and their actual achievements in this endeavor. The questionnaire also seeks to

explore the specific sources most likely to evoke anxiety among students within the realm of language barriers. The questionnaire is structured into two primary sections. The first section aims to provide a comprehensive insight into students' expectations regarding attaining a certain level of proficiency in academic presentations. The second section assesses the actual level at which students accomplish their language goals in practical learning scenarios. By juxtaposing the outcomes of these two sections, our objective is to evaluate the variance between students' goal requirements and their current actual levels, thereby gaining a detailed understanding of the root causes of students' anxiety. The questionnaire's content was crafted using an adoption and adaptation approach, drawing inspiration from Zheng's study, which identified potential language barriers in academic speech.

The participants in this survey comprised 21 master's students enrolled in the School of Social Sciences and Humanities at University Teknologi Malaysia. Their average IELTS score was 6.1, and their average TOEFL score was 67.8. These data indicate that they had a certain foundation in English proficiency but may still faced the challenge of language barriers.

3.1 Discussion and Findings

3.1.1 The Anxiety Performance of Chinese International students

In the first phase of this study, we utilized semi-structured interviews to delve deeply into anxiety performance of the students. We collected data samples from 21 graduate students. The data revealed that as many as 19 participants admitted to experiencing varying degrees of self-doubt during public speaking, with 16 respondents explicitly expressing the anxiety they experienced when facing public speaking (see Table 1).

Table 1: The Performance of Students' Anxiety

Behavior/Issue	Number of Respondents	Implications
Inconsistent eye contact	4	Potential nervous mental state; Impact on effective communication with the
Hand tremors and stuttering	5	Increase in physiological tension; Impact on oral expression abilities
Use of filler words	15	Nervousness-induced self-comfort or unconscious behavior to fill pauses
Difficulty articulating thoughts smoothly	16	Lack of confidence; Fear of forgetting lines or delivering incoherent speeches; Reliance on scripts to avoid embarrassment or mistakes
Dependence on scripts	16	Challenges associated with inadequate preparation or excessive dependence; Difficulty in delivering speeches smoothly without script support

The table summarizes key behavioral and psychological challenges among respondents during public speaking engagements. It indicates that a significant number of respondents, 15 out of the total, exhibit a tendency to use filler words ("Um""Uh""Like""You know""Well""I mean"...), suggesting a reliance on nervousness-induced self-comfort or unconscious behaviors to bridge pauses in speech. This behavior is often associated with anxiety and can impact the fluency and coherence of their presentations. Additionally, 16 respondents struggle with articulating their thoughts smoothly, reflecting issues such as a lack of confidence, fear of forgetting lines, or delivering incoherent speeches. This group also tends to rely heavily on scripts to avoid mistakes or

embarrassment, highlighting challenges related to preparation and dependence on written cues. Moreover, the table reveals physical manifestations of anxiety during public speaking, with 5 respondents experiencing hand tremors and stuttering. These physiological reactions indicate an increase in tension, directly affecting their oral expression abilities. Additionally, inconsistent eye contact is noted among 4 respondents, possibly stemming from a nervous mental state and impacting their effectiveness in communicating with the audience. Overall, the table underscores the complex interplay between psychological states, physical reactions, and speech delivery challenges faced by individuals during public speaking engagements.

The research indicated that emotional states significantly impact nonverbal communication. When anxious, speakers may exhibit tense muscles and rapid breathing, which can affect their oral expression abilities. Conversely, when confident, speakers may display relaxed postures and fluid gestures, enhancing the effectiveness of their speeches. Therefore, in preparing for speeches, speakers should focus on and master emotional regulation strategies such as deep breathing and relaxation training to boost confidence and expression capabilities.

The results show that in order to enhance the effectiveness and depth of the speech, the speaker needs to strengthen emotional management, improve non-verbal communication skills, and deeply understand the cultural context of the audience. In response to these needs, the research suggests schools to offer emotional management workshops to teach students how to effectively control and express emotions in stressful or stressful situations. At the same time, the introduction of non-verbal communication courses, focusing on the teaching of facial expression, body language and eye contact skills, these courses are designed to help students better use body language to enhance the persuasive speech. Additionally, the academy can also conduct cultural sensitivity training, enabling students to understand and respect diverse communication styles and expectations across various cultural backgrounds. Such training is beneficial not only for international contexts but also for navigating the complexities of domestic multicultural settings. A platform for simulated presentations can be complemented by real-time feedback, allowing students to identify their speaking strengths and areas for enhancement through hands-on experience.

By implementing these targeted and practical measures, the academy not only enhances students' presentation skills but also equips them with the communication capabilities necessary for successful professional interactions in their future careers.

3.2 The Causes of Students' Anxiety

Table 2: Participants' Target Need on Language

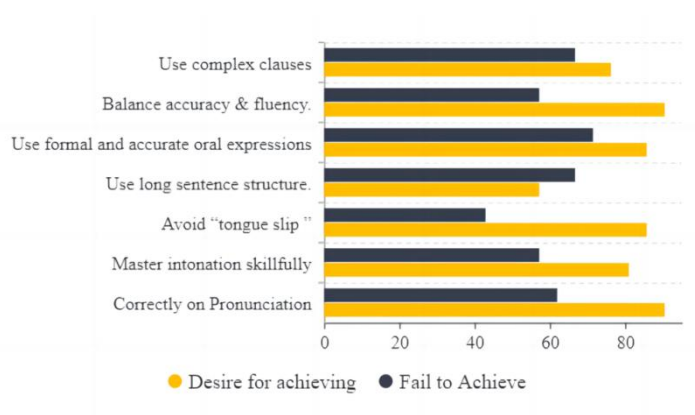
Items	Strongly Agree	Agree	Average	Disagree	Strongly Disagree
Correctly on Pronunciation	12(57.14%)	7(33.33%)	2(9.52%)	0(0%)	0(0%)
Master intonation skillfully	11(52.38%)	6(28.57%)	3(14.29%)	1(4.76%)	0(0%)
Avoid "tongue slip "	10(47.62%)	8(38.10%)	3(14.29%)	0(0%)	0(0%)
Use long sentence structure.	5(23.81%)	7(33.33%)	7(33.33%)	2(9.52%)	0(0%)
Use formal oral expressions	11(52.38%)	7(33.33%)	2(9.52%)	1(4.76%)	0(0%)
Balance accuracy & fluency.	10(47.62%)	9(42.86%)	1(4.76%)	1(4.76%)	0(0%)
Use complex clauses	7(33.33%)	9(42.86%)	4(19.05%)	1(4.76%)	0(0%)

Data showed that 90.47% of the students desired to achieve correct pronunciation, and 90.48% of the students hoped to balance accuracy with fluency, reflecting the students' high expectations for pronunciation quality. In contrast, only 57.14% of the students wanted to use long sentence structures, while 76.19% sought to use complex sentences. These data indicated that students placed more emphasis on pronunciation in their English learning compared to sentence structure or grammatical complexity (see Table 2-Table 4).

Table 3: Participants' Actual Achievements

Items	Strongly Agree	Agree	Average	Disagree	Strongly Disagree
Inaccurate pronunciation	5(23.81%)	8(38.1%)	4(19.05%)	2(9.52%)	2(9.52%)
Difficult to master intonation	5(23.81%)	7(33.33%)	5(23.81%)	2(9.52%)	2(9.52%)
Suffer from "tongue slip "	6(28.57%)	3(14.29%)	7(33.33%)	4(19.05%)	1(4.76%)
Use simple sentence structure.	7(33.33%)	7(33.33%)	3(14.29%)	4(19.05%)	0(0%)
Use informal oral expressions	5(23.81%)	10(47.62%)	5(23.81%)	1(4.76%)	0(0%)
Cannot balance accuracy & fluency	7(33.33%)	5(23.81%)	6(28.57%)	3(14.29%)	0(0%)
Cannot use complex clauses	7(33.33%)	7(33.33%)	4(19.05%)	2(9.52%)	1(4.76%)

Table 4: Gap Analysis



71.43% of the students failed to achieve formal and accurate oral expressions, which was the highest failure rate among all the items, while 85.71% of the students expressed a desire to improve this skill. This suggested that students often lacked sufficient practice and training when dealing with oral expression in formal settings. It also implied that they might have felt uneasy in public speaking or academic situations due to the formal language requirements, which further exacerbated their anxiety.

On the other hand, although about half of the students had successfully mastered intonation, avoided "tongue slip," and balanced accuracy with fluency, and nearly 40% of the students were able to achieve correct pronunciation, use long sentence structures, and complex sentences, they still felt worried and had high expectations in these areas. Given that these students had an average IELTS score of 6.1 and a TOEFL score of 67.8, it indicated that despite having a certain level of English proficiency, their excessive focus on pronunciation and standardized expression caused significant speaking anxiety, particularly affecting their performance during presentations or public speaking. This anxiety primarily stems from the high standards students set for themselves to achieve native-like proficiency. When they fail to meet these expectations in actual academic presentations, they experience discomfort and embarrassment. The negative impact of this emotional state extends beyond the psychological aspect, affecting their ability to perform in public, like what we found in the interviews. They relied excessively on scripts and prepared materials during speeches, which diminishes their opportunities for spontaneous expression and further restricts the natural development of their language skills and their ability to adapt in changing contexts.

Moreover, this continuous internal pressure can lead to excessive self-monitoring in language

use, where students worry about every potential error in their speech output. This excessive anxiety and self-monitoring can cause hesitation and unnaturalness in speech, reducing fluency and spontaneity. Therefore, this issue is not just a technical problem in language learning but also a psychological and emotional challenge.

3.3 How to deal with the anxiety

Based on these findings, we can propose the following detailed solutions, which combine the core ideas of self-efficacy theory, and are designed to help students effectively cope with stress and anxiety in academic presentations, thereby improving their self-confidence and performance.

3.3.1 Help students improve the sense of self-efficacy

Creating a supportive learning environment is key to boosting self-efficacy. In addition to focusing on the accuracy of language use, the researchers suggest that fostering a supportive and inclusive learning atmosphere is also crucial. Students who experienced a low level of anxiety can perform better and actively participate in the classroom. Educators could also explore how various teaching methods and strategies affect the pronunciation anxiety experienced by Chinese international students. For instance, a comparison between traditional pronunciation training courses and comprehensive courses focused on communication and interaction may help determine the most effective approach to alleviate students' anxiety and improve their pronunciation abilities. The researchers believe that while attaching importance to pronunciation and language fluency practice, excessive emphasis on perfect standard pronunciation should be avoided, so as not to increase the psychological burden of students. Teachers should regularly organize speech practice sessions, ensuring that these sessions are neither too long nor overly complicated at the beginning. The focus is to let students gradually adapt to the scene of standing in front of others and speaking. When providing feedback, teachers should emphasize positive feedback, specifically point out areas that can be improved, and avoid excessive criticism, so as not to increase students' psychological pressure.

Schunk highlight that peer learning, teamwork, and positive feedback from teachers contribute to increased social support, which, in turn, enhances students' sense of self-efficacy. Through peer learning and teamwork, students are able to practice and improve their language skills in a safe environment from which they can gain trust and support. Positive feedback from teachers not only helps students identify and improve their own shortcomings, but also boosts their confidence and makes them more relaxed and confident when facing the public. In addition, participating in group discussions and collaborative projects allows students to learn from each other, share experiences and strategies, and thus respond more effectively to challenges in presentations. Overall, this social support system helps to create a positive and supportive learning atmosphere, significantly reducing students' language anxiety and improving their performance in academic presentation.

3.3.2 Set realistic and achievable goals

Teachers should assist students in setting goals for gradual improvement, encouraging progress over perfection. This is in line with what Vroom claim that reasonable goal setting can reduce students' anxiety and improve their self-efficacy. For example, a presentation task can be broken down into small steps, with positive feedback and recognition for each step completed. Students are encouraged to focus on the process of learning and expression, not just the outcome. Zimmerman emphasized that process-oriented learning methods can help students better understand and master knowledge, improve self-efficacy and academic performance. For example, Designing group discussion and role playing activities allows students to do initial practice in smaller groups, helping

them build confidence and comfort before expressing themselves in front of a larger group.

In addition, teachers should actively advocate and demonstrate the importance of setting realistic goals to help students identify and set goals that are in line with their own ability level and room for progress. For example, in a semester of academic speech training, teachers can set phased goals, from a simple self-introduction to a complex research report, gradually increasing the difficulty and challenge. The goals of each phase should be achievable, and detailed feedback and guidance should be provided at the end of each phase. By setting realistic and achievable goals, international students can gradually overcome anxiety in academic presentations, enhance self-efficacy, and build confidence and experience with each success. This not only helps them succeed in their current academic environment, but also lays a solid foundation for their future career development.

3.3.3 Manage anxiety

Research suggests a series of practical strategies for reducing speech anxiety, including mindfulness meditation and role-playing exercises, and self-regulated learning model emphasizes the importance of goal setting, strategy implementation and self-feedback. When it comes to mindfulness meditation, studies have shown that this practice can significantly reduce students' anxiety levels, helping them stay calm and focused before giving a speech. By practicing mindfulness meditation on a regular basis, students can develop stronger emotional management skills and are more at ease with the stress of speaking. Role-playing exercises provide a safe environment where students can practice speaking in a simulated setting. This method can not only help students familiarize themselves with the content of the speech, but also improve their ability to perform in real situations. These elements apply to educating students on how to set specific goals for upcoming presentations, choose appropriate preparation strategies, and conduct effective self-assessments.

In addition, the study also shows that the role of mental health support in the education system cannot be ignored. Peifer found that social support plays a significant role in alleviating student anxiety. Schools should provide appropriate psychological support resources, such as regular mental health talks, individual psychological counseling and stress management workshops, to provide students with a wide range of support.

To sum up, the proposed solutions to address anxiety in academic presentations, based on self-efficacy theory, aim to enhance students' confidence and performance. A supportive learning environment is essential, where educators focus on both language accuracy and fostering inclusivity. Appropriate anxiety levels lead to better performance, and teachers can explore different teaching methods to reduce anxiety, such as comparing traditional pronunciation training with communication-focused courses. Gradual practice and positive feedback should be emphasized, avoiding excessive criticism. Peer learning, teamwork, and teacher feedback also contribute to a supportive environment. Students should set incremental goals rather than striving for perfection, breaking tasks into smaller steps with positive feedback for each step completed. Process-oriented learning methods, like group discussions and role-playing, help students practice in smaller, supportive settings. Mindfulness meditation and role-playing exercises are effective in reducing speech anxiety. Additionally, schools should offer mental health support, including talks, counseling, and stress management workshops. These strategies collectively create a positive learning environment, significantly reducing anxiety and improving performance in academic presentations.

4. Conclusion

The overview of this research indicates the existence of public speaking anxiety, demonstrated

by a range of behaviors such as hand tremors, stuttering speech, frequent use of filler words, inconsistent eye contact, and the inability to deliver speeches without relying entirely on scripts. These behaviors mirror the physical tension and psychological strain experienced by students when confronted with public speaking. Research has also shown that the students' excessive pursuit of pronunciation and English standardization also aggravates their speech anxiety. This excessive pursuit of perfect pronunciation not only increases students' anxiety, but also may affect their self-confidence and performance ability, which will affect their performance and effectiveness in public speech. Besides, students' anxiety during academic presentations is related to the gap between their desire for verbal expression and their actual achievements. Students hold high expectations for improving their verbal skills, such as correct pronunciation, mastering intonation, and avoiding stumbling over words, yet the actual achievement rates are relatively low. This disparity can lead to students feeling anxious during presentations, worrying about whether their oral communication skills are fluent and accurate enough to effectively convey their message to the audience. Additionally, students' desire to use complex sentence structures and formal oral expressions is also high, but the actual achievement rates remain relatively low. This gap may cause students to perceive their presentations as lacking standardization and professionalism, thus intensifying their anxiety and nervousness.

According to the above discussion and research findings, in order to alleviate the anxiety of Chinese international students in academic speech, creating a supportive learning environment is the key to improving students' self-efficacy. In this supportive environment, students can progress together in mutual assistance and encouragement, and gradually overcome excessive concerns about language standardization and correctness, thereby reducing language anxiety. Second, helping students set goals for gradual improvement rather than seeking perfection is also an important strategy. By setting small, achievable goals, students can gradually build a sense of accomplishment and enhance their sense of self-efficacy. This progressive approach not only avoids the frustration of high expectations, but also helps students build confidence and motivation as they continue to progress. Finally, anxiety management strategies are equally critical in dealing with language anxiety. Providing psychological support, anxiety management training and encouraging students to practice relaxation techniques such as meditation can all help reduce their nervousness during academic presentations. In addition, encouragement and positive feedback from teachers and classmates can also significantly alleviate students' anxiety and enhance their confidence in public expression. In conclusion, by creating a supportive learning environment, setting progressive improvement goals, and implementing anxiety management strategies, students can effectively enhance their self-efficacy, reduce their language anxiety during academic presentations, and ultimately improve their overall performance and learning experience.

4.1 Recommendation

Future research should delve into several areas to further understand and mitigate students' anxiety in academic presentations. One important area is conducting longitudinal studies to track the long-term impact of various anxiety-reduction strategies on students' performance and self-efficacy, providing insights into the sustainability of these interventions over time. Comparative studies between different cultural contexts can explore how cultural differences affect anxiety levels and the effectiveness of anxiety-reduction techniques. For instance, comparing the experiences of Chinese international students with those from other cultural backgrounds can reveal unique challenges and tailor strategies to specific needs.

The role of technology in reducing presentation anxiety warrants further investigation. Virtual reality (VR) and augmented reality (AR) environments could offer innovative ways for students to

practice presentations in a simulated setting, potentially reducing anxiety through repeated exposure and feedback. Additionally, exploring the intersection of personality traits and anxiety in academic presentations can help understand how traits like introversion, extroversion, and resilience impact students' responses to anxiety-reduction strategies, allowing for more customized interventions. Examining the impact of peer mentoring and support networks on anxiety could provide valuable insights into how peer relationships and group dynamics influence students' confidence and anxiety levels during presentations. Finally, developing and validating new assessment tools to measure anxiety and self-efficacy in academic presentations more accurately can provide nuanced data, helping educators and researchers better understand and address the specific aspects of anxiety that hinder student performance. In summary, future research should consider these areas to deepen our understanding of anxiety in academic presentations and enhance the effectiveness of mitigation strategies.

4.2 Limitation

Admittedly, the limited sample size or constraints within the study's scope may prevent this research from fully capturing the overall situation of the Chinese international student population. Future research suggests expanding the sample size and diversifying sample sources to more accurately capture the overall picture of China's international student population by recruiting more participants across different schools, disciplines and cultural backgrounds, while taking into account the differences and characteristics between different groups.

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