A BIBLIOMETRIC ANALYSIS OF SPEAKING ANXIETY IN ENGLISH LANGUAGE EDUCATION

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ABSTRACT

This study presents a bibliometric and thematic analysis of research on speaking anxiety in English language education from 2014 to 2024, based on 71 Scopus-indexed publications. Speaking anxiety remains a persistent barrier to oral proficiency, particularly in online and hybrid learning accelerated by the COVID-19 shift. The paper aims to map publication trends, influential journals and authors, country-level contributions, and emerging research themes. Methodologically, this study combines performance analysis and science mapping using Biblioshiny with a complementary thematic analysis of qualitative findings. Results show a steady rise in publications, with System among the most productive sources and Malaysia and China leading output, while China, Poland, and Thailand show strong citation impact. Keyword and cluster analyses highlight growing attention to digital learning environments, teacher and peer support, and technology-mediated interventions (e.g., ASR, VR, avatars). Persistent gaps include limited non-English coverage, few longitudinal and qualitative studies, and underexplored cultural and socio-economic factors. The findings suggest practical strategies, including peer scaffolding, constructive feedback, and interactive technologies, to reduce speaking anxiety. They also call for broader databases and diverse methodologies to deepen understanding across various contexts.

Keywords: communication apprehension; digital pedagogy; foreign language learning; learner motivation; peer collaboration

ABSTRAK

Penelitian ini menawarkan analisis bibliometrik dan tematik terhadap penelitian tentang kecemasan berbicara dalam pendidikan bahasa Inggris antara 2014–2024, berdasarkan 71 publikasi terindeks Scopus. Kecemasan berbicara terus menjadi penghambat kemampuan berbicara, khususnya dalam pembelajaran daring dan hybrid yang meningkat selama pandemi COVID-19. Tujuan makalah ini adalah memetakan tren publikasi, jurnal dan penulis berpengaruh, kontribusi per negara, serta tema penelitian yang muncul. Secara metodologis, kami menggabungkan analisis kinerja dan pemetaan ilmu menggunakan Biblioshiny dengan analisis tematik komplementer terhadap temuan kualitatif. Hasil menunjukkan kenaikan publikasi yang stabil; jurnal System termasuk sumber paling produktif, sementara Malaysia dan China memimpin dalam hal output, sementara China, Polandia, serta Thailand menunjukkan dampak sitasi yang kuat. Analisis kata kunci dan klaster menyoroti perhatian terhadap lingkungan pembelajaran digital, dukungan guru dan teman sejawat, serta intervensi berbasis teknologi (mis. ASR, VR, avatar). Kesenjangan yang masih ada meliputi cakupan studi di luar Bahasa Inggris yang terbatas, sedikitnya studi longitudinal dan kualitatif, serta faktor budaya dan sosio-ekonomi yang kurang tereksplorasi. Temuan ini menyarankan strategi praktis, misalnya, scaffolding teman sejawat, umpan balik konstruktif, dan teknologi interaktif, untuk mengurangi kecemasan berbicara dan menyerukan penggunaan basis data yang lebih luas serta metodologi beragam guna memperdalam pemahaman lintas konteks.

Kata Kunci: *kecemasan komunikasi; pedagogi digital; pembelajaran bahasa asing; motivasi pembelajar; kolaborasi dengan teman sebaya*

INTRODUCTION

In recent years, attention to speaking anxiety within EFL education has increased steadily in recent years, particularly in response to the rapid transformation of teaching methods caused by technological innovations and disruptions like the COVID-19 pandemic. Some research studies depict that speaking anxiety remains the main barrier that affects EFL students' confidence and performance, both in person and online classes (Erdiana et al., 2020; Baran-Łucarz & Lee, 2021). The shift towards online and hybrid learning has shown us the importance of understanding how these contexts influence anxiety levels amongst learners, as studies have found that a reduction in face-to-face interactions can make students feel lonelier and more anxious (Tauchid, 2025).

Key contributions to understanding of speaking anxiety are those research studies that investigate digital learning environments, emphasizing the importance of teacher and peer support (Tauchid, 2025; Abdullah et al., 2021). For instance, (Tauchid, 2025) explains that even though teacher and peer support is very important, its impact on speaking anxiety, specifically in online settings, needs further exploration (Tauchid, 2025). Additionally, using approaches like the flipped classroom model has been noticed to reduce anxiety levels significantly among EFL learners, where students prepare before class (Bozkurt & Aydin, 2023), and adding technology in lessons (Baran-Łucarz & Lee, 2021; El Shazly, 2021).

Prominent studies published between 2020 and 2025 have deepened our understanding of speaking anxiety (Erdiana et al., 2020). As introduced the key ways to measure anxiety among EFL students, noting that their anxiety level varies depending on their performance. Al-Mukdad, (2021) discusses different situations that cause anxiety. Recent research studies, including work by (Tsang, 2025) and (Liu, 2021) investigates how speaking anxiety and proficiency affect each other, and they give crucial data on how students improve when guided by structured activities. Moreover, research studies related to technological interventions, such as AI and virtual reality, show that they could help lower anxiety and boost speaking skills (El Shazly, 2021; Al Ghaithi & Behforouz, 2024).

Despite these advancements, there are several gaps within this field. There was very little longitudinal research found, which limits our understanding of the persistent speaking anxiety in different learning circumstances and time frames (Arifin et al., 2024). Additionally, there are very few qualitative narrative studies available that could give deep insights into how students feel about speaking anxiety, especially outside of Western countries with different language backgrounds (Vadivel et al., 2022; Suratin & Sribayak, 2025). Exploring these under-researched areas can help us understand important dimensions of EFL learning and how anxiety works.

The objective of this study is to determine: 1) the most prominent journals and publishers in disseminating research on speaking anxiety in English language education, 2) the most globally cited articles on speaking anxiety in English language education, 3) the most cited country in research on speaking anxiety in English language education, (4) the number of countries' productions on speaking anxiety in English language education, (5) the keyword trends to highlight emerging areas of interest in the field.

The study of speaking anxiety in English language classes, especially among English as a Foreign Language (EFL) students, has received a lot of attention in recent years. This literature review summarizes key findings, trends, and the theoretical framework on this topic, focusing on research published between 2020 and 2025. It focuses primarily on articles that discuss the cause of speaking anxiety, teaching methodologies to mitigate it, and how new learning styles, such as online, face-to-face, and hybrid classes, influence anxiety levels.

Recent studies have found various key contributors to speaking anxiety in EFL, especially fear of being judged and worrying about tests, which are popular in language learning contexts. For example, Jin et al., (2020) highlight that these effective contracting strategies give students

more control, nurture positive learning behaviors, and ease their anxiety. Similarly, (Amoah & Yeboah, 2021) explains that a supportive classroom environment enhances motivation and reduces speaking anxiety for Chinese EFL learners. Furthermore, Erdiana et al., (2020) also sorted the anxiety levels of EFL students, highlighting the need for tailored help.

In terms of teaching approaches in EFL, research on the use of technology during the COVID-19 pandemic has revealed innovative ways to address student anxiety. For instance, Abdullah et al., 2021, discovered that flipped classroom models can influence EFL learners' anxiety in speaking tasks and performance during lessons, indicating that an effective, clear, and structured learning environment can help reduce their anxiety (Abdullah et al., 2021). Research studies conducted by (Hanafiah et al., 2022) and (Tsang, 2025) reveal that Computer-Assisted Language Learning (CALL) can boost speaking skills and reduce anxiety. It indicates the success of digital methodological approaches in modern educational settings.

As this review ends, some gaps in the literature are still evident. Notably, there is a continued need for longitudinal studies and intervention-based research, as discussed by Muroya's study into situational factors affecting willingness (Muroya, 2023). Additionally, (Pan et al., 2022) also, exploring how personal identity and cultural background affect speaking anxiety could provide deeper insights. Addressing these gaps with the help of bibliometric analysis will significantly help us understand and possibly reduce speaking anxiety in EFL learners.

Therefore, while substantial progress in understanding speaking anxiety in English language classes has been made, there is still a need for innovative approaches and thorough research to examine this complicated problem deeply.

Theoretical Framework:

Looking at publication through an emotional and sociocultural perspective lets us move from "what was published" to "what that means for teaching and learning". This study does so by linking well-known theories to related publications. For example, Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) shows that the way tasks are designed, how students are assessed, and how capable students feel can cause anxiety.

MacIntyre and Gardner's (1991) theory suggests that communication apprehension and willingness to communicate mean motivation and readiness to interact, shaping whether a student will speak. Krashen's (1982) affective-filtering idea explains that anxiety acts like a gate; when anxiety is high, students receive less language input and learn less. Vygotsky's (1978) sociocultural theory points to mediation, scaffolding, and peer review as a practical way to reduce anxiety through guided social practice. Finally, Bourdieu's (1991) idea of linguistic capital shows that the students' confidence in speaking is shaped by unequal access, social status, and opportunities to use English outside the classroom. Framing the bibliometric cluster, such as technology, peer support, and intervention studies, with these theories goes beyond simply counting articles. It links publication trends to possible causes (like raising affective filters, the impact of affective scaffolding, or a shift in linguistic capital) and points to specific classroom levers that existing research is implicitly trying to influence.

METHODOLOGY
Data Source and Search Strategy

The Scopus database was used to find studies related to speaking anxiety in English education. In Nov 2024, researchers searched the title, abstract, and keywords fields (TITLE-ABS-KEY) using a set of relevant terms. The Boolean search was designed to include different words for "speaking anxiety" and related English language concepts.

This search, following common bibliometric methods, targeted publications between 2014 and 2024. The setting of the document types is limited to peer-reviewed journal articles ("ar"), reviews ("re"), conference proceedings ("cp"), and English-language documents. The search returned 104 records; after duplicate removal and screening, 71 articles were retained for bibliometric analysis.
TITLE-ABS-KEY ("speaking anxiety" OR "foreign language anxiety" OR "language speaking anxiety")
AND TITLE-ABS-KEY ("English language education" OR "English as a foreign language")
AND (PUBYEAR >= 2014 AND PUBYEAR <= 2024)
AND (LIMIT-TO (DOCTYPE, "ar") OR LIMIT-TO (DOCTYPE, "re") OR LIMIT-TO (DOCTYPE, "cp"))
AND (LIMIT-TO (LANGUAGE, "English"))

Selection and Screening Process

From 104 records found, removed 6 duplicate entries, leaving 98 unique studies. The titles and abstracts of these 98 articles were examined to see if they fit our criteria (focus on speaking anxiety in English language teaching/learning contexts). Twenty-seven records were excluded for being irrelevant at this stage (e.g. not on topic, wrong population, or context), which gave us 71 articles to include in our final analysis. The PRISMA-style method ensures transparent article selection. The authors carried out all screening themselves based on the predefined topic scope.

Bibliometric Data Preparation and Analysis

The 71 articles from Scopus were exported (in Bib Tex format) and imported to Biblioshiny, the web interface for the bibliometric R-package. Before analysis, the metadata was cleaned and standardized (e.g. author names, keywords). Then, carried out a full, comprehensive bibliometric analysis in two parts: performance analysis and science mapping. Performance analysis looks at the basic metrics: annual publication counts, total citations, authorship patterns, and journal contributions. While science mapping includes a network of concepts and collaboration.

For the qualitative perspective, after extracting 71 Scopus articles, thematic analysis was used, open coding and combining codes into themes. This study identified three main themes: affective ambivalence, pedagogical scaffolds, and technology-mediated solutions. Learners' statements included: "I felt left out…", "The contract made me volunteer more", and "I was more confident with my avatar" (Jin et al., 2020; Hwang & Lee, 2024).

Ethical Considerations

This analysis used only publicly available bibliographic data and did not involve any human subjects, private information, or unpublished materials. Therefore, it did not need any ethical approval or informed consent, which is standard for bibliometric research practices.
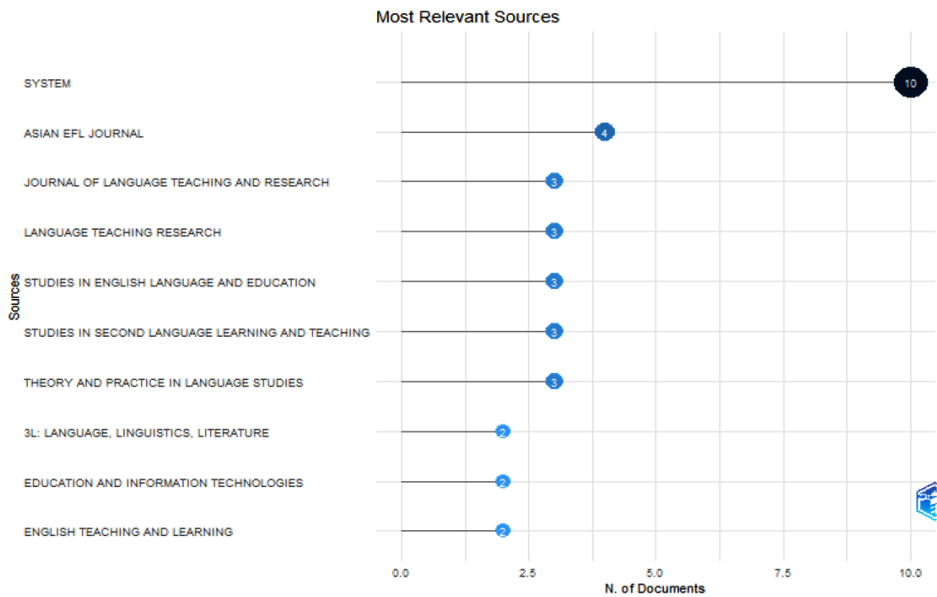
FINDINGS AND DISCUSSION

Quantitative Findings

Most Relevant Sources:

This graph shows the most relevant sources that contributed to the research area of "Speaking Anxiety in English Language Education". The total number of papers each source publishes is represented on the X-axis, while the Y-axis shows the names of the sources. There are a total of 10 sources shown here in Figure 1 that have the most relevant papers in this research area. The source that has the highest contribution to speaking anxiety in English language education is the System, with 10 papers from 2014 to 2024, making it the most prominent source in the research field. The second and third most contributed sources are the Asian EFL Journal with

4 papers and the Journal of Teaching and Research with 3 papers, respectively. The documents closer to the left side indicate they have little contribution to the research area. With the help of this visualization, it will be easy for the researcher to find out which publication source is more active and influential in the research field, which provides a foundation for understanding the key contributions to the field. In Figure 1, the size of each source shows its prominence. The graph provides crucial information for researchers who aim to target impactful journals and publishers. This trend of increased publications from 2014 to 2024 directly addresses RQ1, highlighting the most prominent journals and publishers in disseminating research on speaking anxiety in English language education.

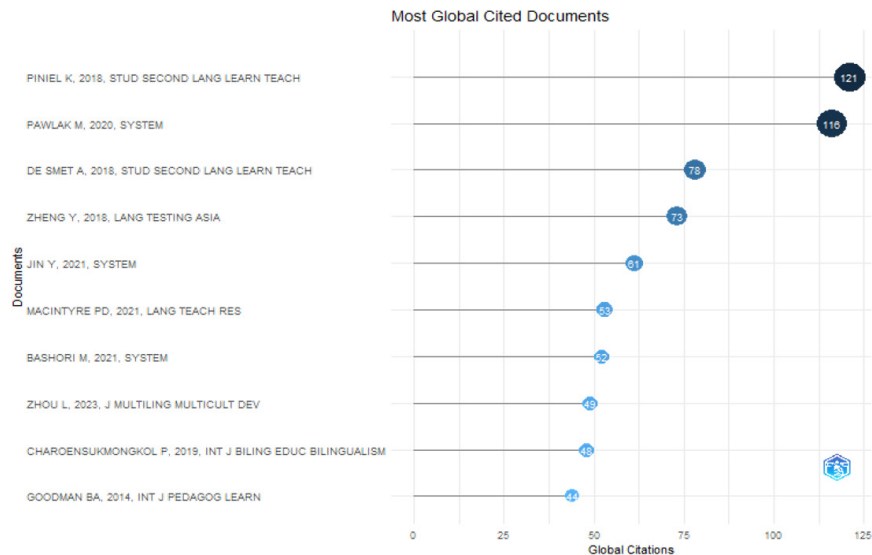**Figure 1.** The Most Prominent Journals and Publishers

Most Global Cited Documents

This graph illustrates the most globally cited papers in the field of speaking anxiety in English language education, with citations represented on the X-axis. These documents are recognized as some of the most influential and prominent works in the area, addressing key themes such as foreign language learning anxiety, communication apprehension, and classroom practices, all of which are closely linked to the study of speaking anxiety in language education.

Notable high-ranking documents include (Piniel, 2018), with 121 citations, and Pawlak, (2020) with 118 citations, both of which offer essential theoretical and empirical insights into language anxiety, particularly in speaking contexts. These studies have played a significant role in shaping the discourse around speaking anxiety. Other highly cited works include De Smet, (2018) with 78 citations, (Zheng (2018) with 73 citations, Jin et al., (2020) with 61 citations, MacIntyre (2021) with 53 citations, (Bashori (2021) with 52 citations, Zhou (2023) with 49 citations, Charoensukmongkol (2019) with 48 citations, and Goodman (2014) with 44 citations. These citations not only highlight crucial research trends but also underscore the vital contributions to the study of speaking anxiety. By analyzing these seminal works, researchers can gain valuable insights for writing a literature review, identifying influential theoretical frameworks, and recognizing research gaps that warrant further exploration. This discussion answers RQ2 of the most globally cited articles on speaking anxiety in English language education.
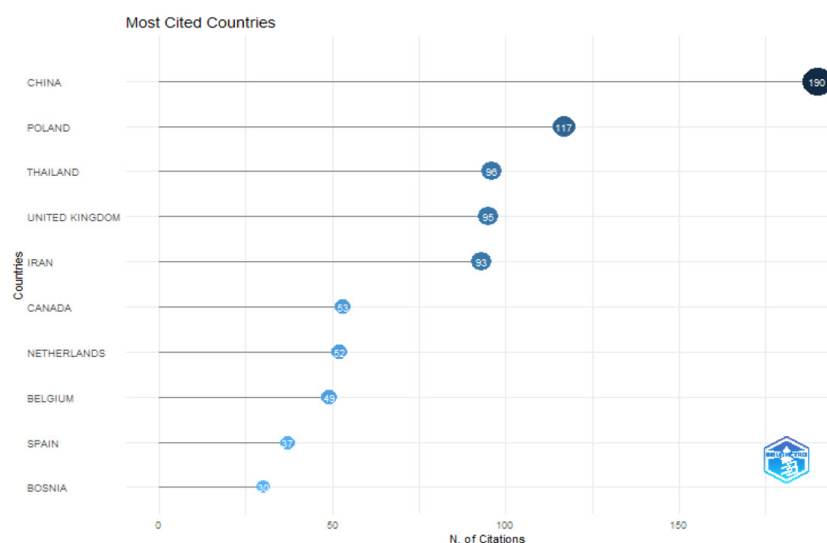
Figure 2. Authors with the Highest Citation of Documents

Most Cited Countries

The graph shows that the most cited country in research related to "Speaking Anxiety in English Language Education" is China with 190 citations, indicating its important role in this research field. The second most cited are 117 by Poland and 96 by Thailand. It reflects their growing academic contribution to the field. The United Kingdom, Iran, and Canada are also among the most cited countries with 95, 93, and 53 citations, respectively. Other countries like the Netherlands, Belgium, Spain, and Bosnia also show their academic presence, but a smaller, yet notable one, with 52,49,37, and 30 citations, respectively. The citations vary across different regions, indicating their differences in research focus and academic interest. Countries like China and Poland play a key role in leading and shaping the discussions in this area. The participation of other countries is also growing, indicating that the topic is getting more globalized and more countries are contributing to this research field. These distributions show that people from different countries are bringing their unique ideas and approaches to deal with speaking anxiety. This graph explains the RQ3 of the most cited country on speaking anxiety in English language education.

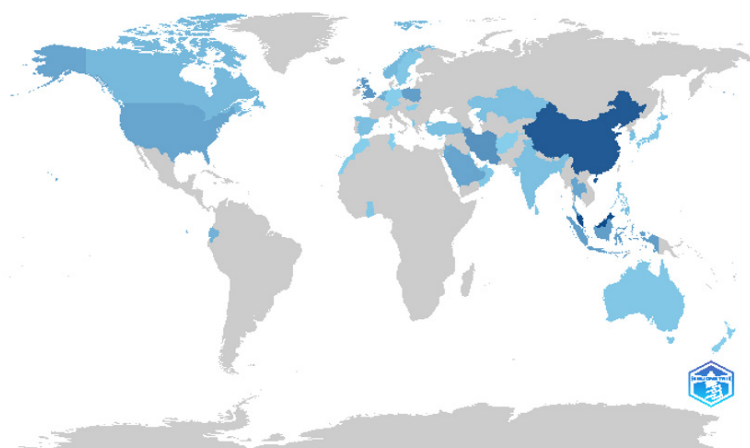**Figure 3.** Top 10 Countries with the most Citations

Country Scientific Production

This graph shows the frequency of scientific publications on speaking anxiety in English language education. The map is shaded with lighter and darker blue colors, where countries with darker blue indicate higher publication frequencies. Among the top 10 countries, Malaysia has the highest number of publications (24), followed by China (19). Other prominent contributors are Iran (10), the UK (9), and Indonesia (8). Apart from these, some other countries such as Poland, Saudi Arabia, Thailand, and the USA also contribute to the production of publications, but to a lesser extent. This distribution shows that research on speaking anxiety in English language education is well established in Asia, where language learning and the development of communicative skills are highly valued. Western countries such as the USA and the UK also contribute to this field of research, although they are less prominent in this list. This information indicates which regions of the world focus more on this research area and highlights areas that may require further investigation. Overall, these findings address RQ4 by identifying the number of countries contributing to research on speaking anxiety in English language education.
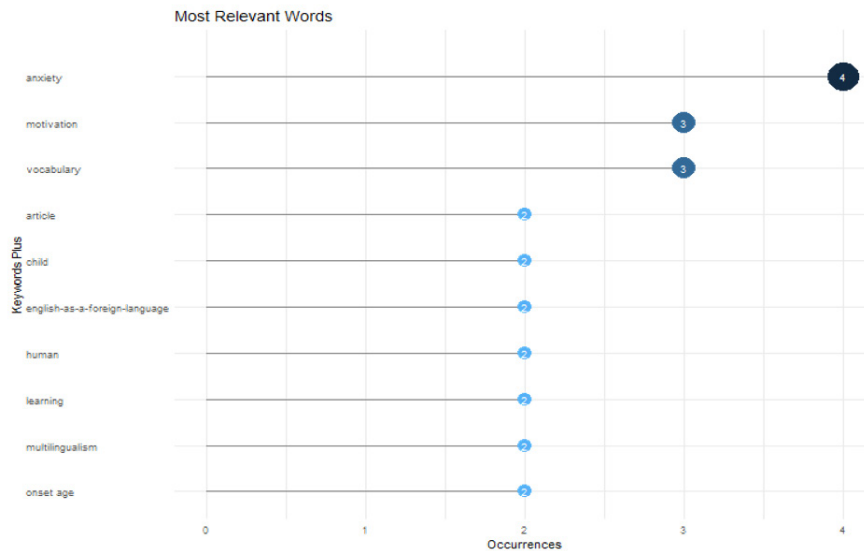
Figure 4. Countries Scientific Production

Most Relevant Words

This graph shows the keywords relevant to the research area of speaking anxiety in English language education. The bubble size of each keyword indicates its importance within the dataset. For example, keywords like "anxiety," "motivation," "vocabulary," and "article" appear frequently, which shows their relevance to the research area. Larger bubbles indicate the higher occurrence of the keywords, signifying their importance and relevance to the topic. The horizontal axis indicates the number of occurrences, and the vertical axis categorizes the keywords. Keywords such as "learning," "English as a foreign language," and "multilingualism" are the words that play an important role. It suggests that these are the common themes or words that can help researchers find the main idea while studying the research area. The graph shows the most important research focus areas and helps to find the research trends and identify the research gaps about speaking anxiety in English language education. Such studies are important and insightful for framing the research study and finding which area could be explored further. The graph shows all the relevant keywords used in this study, which directly answers RQ5, which aims to find what the keyword trends are to highlight emerging areas of interest in the field.

Figure 5. Most Relevant Keywords

Qualitative Findings

The qualitative data revealed three interrelated themes that explain how learners experience and manage speaking anxiety in an English as a Foreign Language (EFL) environment. These themes, affective ambivalence, pedagogical interventions, and technology-mediated solutions, collectively illustrate the emotional, instructional, and technological factors that shape learners' confidence and participation. Below is a table that gives a summary of these themes.

Table 1. Concise Thematic Summary of Qualitative Findings

Theme	Code	Definition	Representative Studies	Example
Affective ambivalence	Language-switch exclusion / Test pressure	Situational emotional responses: anxiety coexists with moments of enjoyment; triggered by testing or classroom language use.	Piniel (2018); Zheng & Cheng (2018); De Smet (2018)	"I felt left out when peers/ lecturers switched to Bahasa" (synthesis).
Pedagogical scaffolds	Contracts / Peer feedback / Flipped tasks	Teacher-led and peer-mediated strategies that lower social risk and create rehearsal opportunities.	Jin (2020); Abdullah (2021); Motallebzadeh (2020); Sukmana (2023); Bozkurt & Aydin (2023)	"The contract made me volunteer more" (intervention reports).
Technology as safe rehearsal	Automatic Speech Recognition/ Virtual Reality / Avatars	Digital environments and automated feedback create low-judgement spaces for repeated practice.	Bashori (2021); Ding (2024); Hwang & Lee (2024)	"I was more confident with my avatar" (learner endorsement).

Affective Ambivalence

The theme of affective ambivalence highlights that many learners feel speaking anxiety and, at the same time, feel enjoyment and motivation while communicating in English. These mixed feelings often come from specific situations, such as test pressure or classroom context. Studies show that although anxiety can reduce students' ability to speak, it can still motivate and excite the students, indicating a complex emotional landscape for learners of English as a Foreign Language (EFL) (Chou, 2018; Nguyen, 2023).
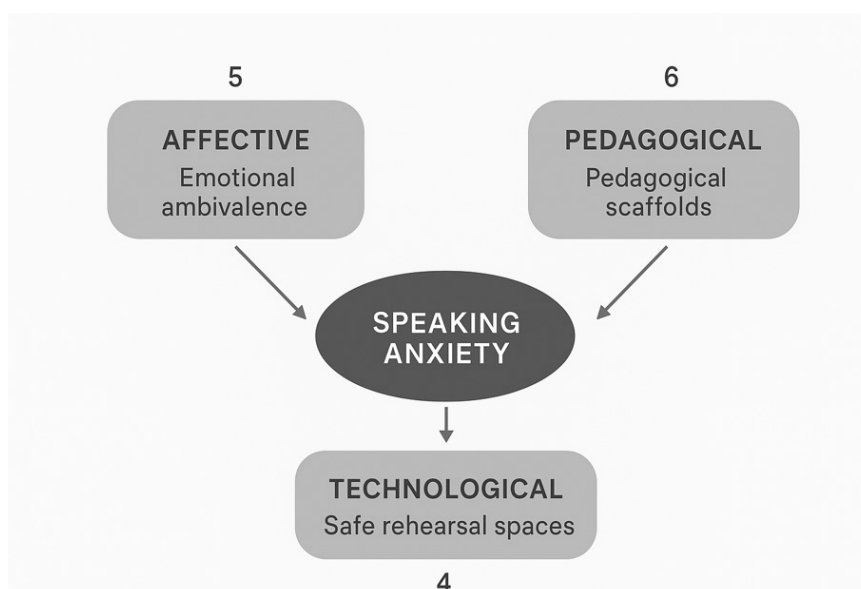
Pedagogical Interventions Reduce Anxiety

The second theme focuses on pedagogical scaffolds that help reduce students' fear and increase their participation in speaking activities. Students show that methods such as the flipped classroom, peer feedback, cue cards, and collaborative tasks consistently show positive links to reduced speaking anxiety. These interventions build supporting learning settings where students feel more confident in their abilities, therefore fostering greater participation in speaking tasks (Kim & Kim, 2021; Huang, 2024).

Technology-Mediated Solutions

Technology serves as a third theme, functioning as a safe space for practicing language without immediate fear of judgment. Tools like Automatic Speech Recognition (ASR) practice platforms, immersive virtual reality settings, and metaverse avatars let learners practice English in low-risk situations. Research shows that these technologies can lead to a measurable decrease in anxiety level and can raise learners' reported confidence, highlighting the value of text-supported practice in reducing EFL speaking apprehension (Soleimani & Aghazadeh, 2024).

Figure 6. Theoretical Map of Qualitative Findings

By synthesizing these themes, I give a clearer and more detailed picture of how emotions, planned teaching routines, and safe practice environments collectively function to alleviate speaking anxiety in diverse EFL contexts. This comprehensive framework is useful for shaping educational policies and practices, emphasizing the significance of integrating emotional awareness, pedagogical support, and technology into language learning strategies (Chou, 2018; Soleimani & Aghazadeh, 2024).

DISCUSSION

Publication Trends

This bibliometric analysis reveals a clear rise in scholarly attention to speaking anxiety in English language education over the last decade. The consistent rise in publications from 2014 to 2024 clearly indicates that researchers consider speaking anxiety an important barrier to achieving communicative competence. Qualitative findings add depth; learners report mixed feelings, for example, "I felt left out when peers/lecturers switch to Bahasa Indonesia, showing affective ambivalence (Piniel, 2018). Researchers stress the point that addressing such affective factors is

important for classroom practices. Intervention studies like Jin et al., (2020) show that measures like learning contracts and scaffolds increase learners' participation, as one participant mentioned: "The contract made me volunteer more." Studies on technology (El Shazly, 2021) find that participation in low-pressure and less judgmental settings reduces speaking anxiety. Al-Mukdad, (2021) highlights that learning contexts vary, which underlines the need to adopt a context-based teaching method. Overall, the field is clearly moving towards a holistic approach that values learners' emotional well-being alongside their communication skills.

Global Citation and Collaboration Patterns

The citation network analysis reveals that research on speaking anxiety in English language education draws on several fields, especially applied linguistics, and educational psychology. These findings support the study's aim to show how scholarly connections influence the theoretical development in this field. The strong citations linked with works like (Tsang, 2025) and (Waluyo & Bakoko, 2022) indicate that communication apprehension remains a central theoretical concept guiding recent research studies. Qualitative findings add more depth to this picture. Previous studies reveal that students avoid classroom talks because they fear negative judgment, while teachers reported that local classroom routines and assessment practices can either increase or reduce students' anxiety. The collaboration among researchers from different countries reflects a growing global conversation and is consistent with (Bozkurt & Aydin, 2023). These citation patterns both support exciting theories and point to new directions for studying the emotional and teaching-related aspects of speaking anxiety across diverse contexts.

Country Contributions

Research studies show that research on speaking anxiety is concentrated in countries like China, Japan, Turkey, Iran, and Spain, places that prioritize English learning and demanding assessments. This aligns with our study aim of identifying which leads in this research area. The dominance of these countries may be explained by their strong policies, which emphasize communicative competence and English proficiency (Gardner & Nesi, 2013). Qualitative voices add important nuance: learners in these contexts described exam pressure, fear of poor marks, and teacher-centered classroom routines as triggers for speaking anxiety, while teachers connected research interest to national testing and curriculum demands. In contrast, Western countries like the USA, UK, and Canada contribute more theoretical and comparative perspectives, showing a different academic orientation. This pattern suggests that national educational goals shape how speaking anxiety is investigated (Ding, 2024; Hsu & Chang, 2025). Therefore, the uneven distribution of studies highlights how cultural and institutional priorities influence both research production and the understanding of speaking anxiety across contexts.

Keyword Analysis

Keyword Analysis found that speaking anxiety and foreign language anxiety are the main themes, linked to concepts like communication apprehension, motivation, and willingness to communicate. These connections support our goal of thematic trends (Ahmetović et al., 2020; Tsang, 2025). Qualitative voices add more detail: learners described low self-confidence and lack of motivation as immediate barriers, "I freeze when I must speak," while teachers noted that interaction patterns shape willingness to communicate in the classroom. This pattern reveals that speaking anxiety is not an isolated issue but arises from emotional and cognitive factors that affect engagement and readiness to speak (Chen, 2024; Motallebzadeh et al., 2020). The strong presence of pedagogical keywords such as oral proficiency, classroom, and language technology indicates that instructional methods and digital tools can reduce anxiety, although

some students find new technologies stressful at first (Alhumsi, 2024; Sukmana et al., 2023). These results align with earlier work and underscore a growing focus on technology-mediated interventions.

Theoretical Implications

The trend observed in bibliometric analysis supports existing theories about speaking anxiety. Horwitz's Foreign Language Classroom Anxiety model underscores that anxiety is specific to classroom situations, a concept backed by extensive research studies, emphasizing that speaking performance settings present distinct anxiety triggers (Malik et al., 2024). Additionally, MacIntyre and Gardner's ideas of connecting communication apprehension and motivation illustrate the link between anxiety and learners' readiness to communicate, as well as their self-confidence (Hwang & Lee, 2024). These findings affirm that speaking anxiety is perceived as an emotional barrier, as past theories suggested. The link among anxiety, motivation, and communication forms a complex network in which addressing emotional factors becomes vital for language pedagogy (Jin et al., 2020; Tauchid, 2025). In essence, the analysis ultimately proves these theoretical bases and underscores the need to adopt Tauchid, (2025) integrated teaching methods that alleviate anxiety, enhance confidence, and advance learners' communicative competence and overall language proficiency.

Future Directions

Identified trends within this research illuminate some promising directions for future research work. First, expanding the research context to include a wider variety of educational institutions, including under-resourced ones, and students of different ages could help us fully understand how current models of speaking anxiety work for everyone (Ding, 2024; Jin et al., 2020). Secondly, conducting cross-cultural comparisons in the education system to see how they affect speaking anxiety can help create teaching strategies that address the multifaceted learners' needs (Tristeza Glomo-Narzoles & Tristeza Glomo-Palermo, 2021). Collectively, this direction shows that the field is ready for further advancement by combining theoretical ideas with hands-on practices in classrooms and enhancing our understanding and management of speaking anxiety.

Practical Implications for Reducing Speaking Anxiety in Indonesian and Asian EFL Classrooms

Teachers can reduce speaking anxiety by giving small, organized tasks that gradually shift from lower-pressure activities to more challenging ones. Start with short, clear models and give step-by-step guidance so students know what to do and feel safe trying. Gradual practice helps students build skill and confidence, especially in Indonesian and other Asian classrooms where students may fear public mistakes. Use simple rubrics and repeatable formats so teachers can scale the approach across classes while keeping costs low. These low-cost steps help students practice more, reduce fear, and encourage steady participation (Erdiana et al., 2020; Abdullah et al., 2021).

Peer support and simple digital tasks reduce fear of judgment and increase speaking chances. Pair work, scaffolded group presentations, and peer feedback create social support where students help each other and practice together. Integrating tools, short recorded micro-talks, voice forums, or guided online rehearsals, lets shy learners rehearse without immediate public exposure and track progress over time. Combine language practice with short emotional checks: regular constructive feedback and brief reflection moments build confidence and motivation. These approaches suit Indonesian and similar Asian classrooms in face-to-face, blended, or hybrid settings (Bozkurt & Aydin, 2023; Hanafiah et al., 2022; Al Ghaithi & Behforouz, 2024; Pan et al., 2022).

Limitations

Several limitations soften these findings. First, our analysis is limited to Scopus-indexed publications written in English. This standardizes our dataset; it omits studies in other languages or more obscure outlets. According to bibliometric experts, these constraints can bias trend analysis (for example, by over-emphasizing research from Western or high-resource contexts). Second, the citation numbers and keyword counts to stand in for real influence. While citations show scholarly usage of the paper, they don't tell us about the practical impact. In other words, a highly cited article might shape academic discussion without changing how teachers teach. Third, our timeframe (2014-2024) may omit fundamental work published before that time, so some historical perspectives are missed. Finally, our pure quantitative method relies only on numbers, which do not capture the qualitative nuances of learners' experiences. Interviews, classroom observations, or case studies would provide much richer insights into learners' perspectives than keywords count allows. Acknowledging these limitations, alongside our results, helps readers decide how much confidence to place in each conclusion.

CONCLUSION AND SUGGESTION

In conclusion, this bibliometric analysis of 71 Scopus-indexed publications from 2020 to 2025 illuminates evolving trends in speaking anxiety research, highlighting key thematic clusters such as communication apprehension, self-confidence, and pedagogical interventions. The co-authorship and country collaboration networks reveal a growing global dialogue. These findings offer researchers and educators a comprehensive roadmap for targeting underexplored areas, such as cross-cultural comparisons and technology-mediated strategies. Future studies should integrate qualitative approaches to enrich the quantitative insights presented here.

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