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English Language Anxiety of Pre-service Teachers: Implications on Self-Improvement and Instruction

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Abstract

Writing and speaking performances can create anxiety for second language users. Recent research found that causes stem from internal and environmental factors. English writing and speaking anxiety can be common for non-native speakers, especially for those students majoring in English. Therefore, the aim of this quantitative descriptive study is to determine the level and causes of anxiety in writing and speaking of students taking the Bachelor in Secondary Education Major in English program at Cebu Normal University. Two standardized questionnaires, the Second Language Writing Anxiety Inventory (Cheng, 2004) [8] and the Public Speaking Class Anxiety Scale (Yaikhong & Usaha, 2012) [46], were administered to fifty respondents selected through Stratified Random Sampling. Among these are first-year to fourth-year English major students. The researchers used Descriptive Analysis to analyze the data. Results indicate that English majors have moderate levels of writing anxiety caused by worries and fears about composition evaluation, composition being derided, poor grades, and time constraints. Similarly, moderate levels of speaking anxiety were also perceived because of forgetting things due to nervousness, being called to speak, and speaking in English without advance preparation. These findings indicate that students are capable of doing and performing writing and speaking activities well if they are prepared and confident about their skills and knowledge. This study provides implications for educators in designing pedagogies to alleviate students' writing and speaking anxiety. It also opens opportunities for conducting further studies about what strategies should be used to eliminate these anxieties and their causes in a larger population.

Introduction

Language anxiety refers to the apprehension one experiences while using the target language or foreign language, especially during writing and speaking performances. Writing and speaking anxiety is the unease, tension, and fears a person experiences before and during writing and speaking (Brown, 2023; Cooks-Campbell, 2022) [7, 9]. Writing and speaking performances can create anxiety for second language users, especially when using English as a second language. For instance, the study by Rezaei & Jafari (2014) [32] revealed that Iranian EFL students have high writing anxiety. It is also revealed that the leading cause of their high level of anxiety came from the fear of the teacher's criticism or negative comments, linguistic challenges, and lack of self-confidence. Meanwhile, in speaking anxiety, Toubot *et al*. (2017) [41] found in their study that students, when using English as a foreign language, have moderate to high speaking anxiety. They also discovered that their anxiety was mainly caused by having low self-confidence, fear of negative evaluation, and comprehension apprehension. With this, writing and speaking anxiety can also be prevalent for non-native English speakers studying English as their major. Thus, the primary aim of the study is to determine the level of anxiety about writing and speaking and its causes among English majors.

Research among students and second language users shows that writing and speaking anxiety have different levels and causes. Studies about writing using English as a foreign language revealed that students had moderate to high writing anxiety. The study by Kirmizi & Kirmizi (2015) [21] found that students from Higher Education in Turkey have moderate writing anxiety levels in both the cognitive and somatic areas. The cognitive areas focus on performance and high expectations, while the somatic areas refer to negative feelings. The study also reveals that, in terms of gender, both genders experience moderate anxiety levels; females suffer somatic anxiety more. However, Quvanch & Kew (2022) [28] revealed that there is no significant difference in writing anxiety between respondents' years of education and gender. Rather, it was perceived among students with different English proficiency levels. On the other hand, studies by Rezaei & Jafari (2014) [32] and Wahyuni & Umam

(2017) [44] reveal that most students experience high anxiety levels, and the dominant type of anxiety is cognitive anxiety. Regarding the causes behind writing anxiety, researchers found that the causes stem from internal and environmental factors. The study of Liu & Ni (2015) [24] and Prasetyaningrum *et al*. (2021) [27] found fundamental internal causes of writing anxiety: low confidence, the aspiration for improvement, exam-related stress, vocabulary limitations, inadequate practice, writing skills, language difficulties, and genre unfamiliarity. Prasetyaningrum *et al*. (2021) [27] discovered other environmental factors that contribute to writing anxiety, including a heavy workload of writing tasks, pressure to achieve perfection, fear of negative evaluation, and time constraints.

Moreover, some studies show how writing anxiety affects students' writing performance. The study by Karlina & Pancoro (2018) [20] revealed students who experience higher levels of anxiety generally write poorly than those who experience a lower level of anxiety. In addition, Kirmizi & Kirmizi (2015) [21] also indicate a negative correlation between writing anxiety and self-efficacy: when writing anxiety decreases, students' writing self-efficacy increases. Students who are less proficient in writing are more anxious than those more proficient because they lack writing skills, vocabulary, and language use.

Meanwhile, the level of speaking anxiety is moderate among students. According to Miskam & Saidalvi (2018) [25], learners have anxiety about speaking English to a certain level. They investigated Malaysian undergraduates' speaking anxiety levels and discovered that most have a moderate level of speaking anxiety, with communication anxiety as its dominant cause. Likewise, in the study of Daud *et al*. (2019) [11], students who are pre-service teachers have mild levels of anxiety. In addition, Sinaga *et al*. (2020) [35] found in their research that third graders exhibit mild anxiety as well, with the fear of being negatively evaluated as the main cause of their speaking anxiety.

Moreover, Suleimenova (2013) [37] argues that communication competence may trigger a high level of speaking anxiety. Contrary to Suleimenova (2013) [37], Miskam & Saidalvi (2018) [25] indicate that communication anxiety is the primary cause of speaking anxiety. These negative factors can derail the students' academic progress, lower their willingness to study English and prevent them from speaking the language. On the other hand, the study by Rajitha & Alamelu (2020) [30] reveals that the primary causes of speaking anxiety are shyness, stage fright, lack of confidence, insufficient knowledge of grammar and pronunciation standards, and peer pressure. In addition, Damayanti & Listyani (2020) [10] found three primary anxiety factors to be the cause of students' speaking anxiety in English-language classrooms: fear of negative evaluation, communication apprehension, and test anxiety.

Furthermore, some studies indicate a correlation between speaking performance and anxiety. Said & Weda (2018) [33] found a substantial link between high anxiety levels and poor academic performance in English students in their study. Moreover, Al-Khotaba *et al*. (2019) [3] argued in their research about the relationship between Saudi Arabian EFL learners' speaking achievement and their anxiety when speaking a foreign language. The study indicated that students with high anxiety perform worse on speaking assessments than students with lower anxiety levels. There was barely any relationship between the speaking proficiency of Saudi EFL students and their level of language anxiety.

Notably, according to Anudin *et al*. (2022) [4], English language learners are assessed orally and in writing in the Philippines. Exercises and other academic activities make use of these two essential skills. In addition, students majoring in English are also expected to write academic essays and discourses about their academic positions while following the given conventions. Thus, English writing and speaking anxiety can be common for students who use English as a second language, especially for those undergraduates majoring in English.

In an educational setting, recognizing anxiety levels is vital to establishing supportive environments. This research can encompass specific techniques to boost confidence and alleviate anxiety. It also helps individuals to understand their anxiety levels. They can take proactive measures to manage and reduce anxiety, which is crucial to personal growth and can lead to greater self-assurance. Gathering data on anxiety levels contributes to a broader comprehension of writing and speaking apprehension and its broader impacts, paving the way for further research and effective interventions. In conclusion, comprehending individuals' writing and speaking anxiety levels is vital for enhancing communication, nurturing personal and professional growth, and establishing inclusive and supportive learning and work environments. It empowers the implementation of tailored strategies to help individuals overcome anxiety-related challenges and realize their full potential.

Statement of the Problem
The aim of this study is to determine the level and causes of anxiety in writing and speaking of students taking the Bachelor in Secondary Education Major in English program at Cebu Normal University.
This study seeks to answer the following sub-problems:
1. What is the demographic profile in terms of:
   1. Age
   2. Year Level
   3. Gender
2. What is the level of writing anxiety of students?
3. What is the level of speaking anxiety of students?
4. What are the causes of writing and speaking anxiety in students?
5. What output can be proposed?

Materials and Methods
Design
The researchers used a descriptive quantitative design to fulfill the study's aims. It intends to measure quantifiable data and generalize results from the sample of a population of interest (Alieto & Rillo, 2018) [2]. The researchers utilized standardized survey questionnaires focusing on the levels and causes of writing and speaking anxiety of English majors at Cebu Normal University. No intervention or treatment was applied to the respondents, implying that this study is non-experimental. This design provided a benchmark for the respondents' writing and speaking anxiety; therefore, this is the best fit for the study.

Respondents and Sampling Design
The study's respondents were 50 undergraduates taking the Bachelor of Secondary Education, Major in English program at Cebu Normal University. The researchers used

Stratified Random Sampling to select respondents per year level. This sampling design narrowed down the huge population of English Majors and chose a sample that represented each year level. The researchers selected 13 respondents in the first year, 11 in the second year, 14 in the third year, and 12 in the fourth year out of the 531 students. The respondents were 17 to 23-year-old English major students; among the respondents, 36 were females while 14 were males. The researchers focused on pre-service English teachers because they are commonly exposed to writing and speaking using English as a second language.

Locale
The study was conducted in Cebu Normal University-Main Campus at Osmeña Blvd, Cebu City, 6000 Cebu. The place was chosen because the institution is known for its track record of excellence in instruction, research, extension, and publication. Thus, conducting the study was beneficial in apprehending the levels and causes of anxiety experienced by students while writing and speaking English.

Instrumentation
In this study, the researchers used two standardized questionnaires. The researchers used The Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) [8], which contains a 22-item questionnaire. This tool was used to gather data on the student's level of writing anxiety using English. Second, Yaikhong & Usaha's (2012) [46] Public Speaking Class Anxiety Scale (PSCAS) was utilized as well. The prominent Foreign Language Classroom Anxiety Scale (FLCAS), created by Horwitz *et al.* (1986) to assess students' speaking anxiety, serves as a basis for the questionnaire. It presented a composition centered on speaking in a public speaking classroom. These questionnaires were used to collect data on students' anxiety levels while using the English language when it comes to writing and speaking, which was essential in analyzing the students' level of anxiety in writing and speaking.

Data Gathering Procedure
Before
The selected respondents, identified through the Stratified Random Sampling method, were provided with a consent form to request their permission for participation. The study's survey commenced promptly after successful negotiations and obtaining respondents' approval. This survey employed two distinct questionnaires.

During
The researchers gave the respondents a Google Form link containing the two questionnaires. First, the researchers gathered data on students' anxiety levels and their causes when writing in English using the Second Language Writing Anxiety Inventory (SLWAI). Second, the researchers utilized the Public Speaking Class Anxiety Scale (PSCAS) to assess the students' anxiety levels in speaking and their causes.

After
Upon completing the survey, participants were duly compensated with an honorarium of 20 pesos. This gesture expressed the researchers' profound appreciation for the participants' authentic participation in the study and for graciously dedicating their valuable time to this survey.

Data Analysis
The data collected underwent analysis through descriptive analysis techniques. Descriptive Statistics present quantitative information easily and comprehensively (William, 2006, as cited in Sharma, 2019). These statistics encompass variability and central tendency measures, facilitating the interpretation of analyzed data through tables, comprehensive discussions, and graphical representations. The researchers assessed the level and causes of writing and speaking anxiety using descriptive statistics.

Ethical Consideration
The entire study adhered to ethical standards throughout its duration. The study underwent a thorough ethical evaluation by the university's Research Ethics Committee (REC). Before collecting the data, the researcher provided the participants with informed consent forms, underscoring the voluntary nature of their involvement and assuring them that they could decline without facing any sanction. The identities of the participants were kept confidential and replaced with pseudonyms to protect their anonymity and ensure confidentiality. Furthermore, as a token of the researcher's appreciation, each participant received compensation.

Results and Discussion
Level of Writing Anxiety
The SLWAI Questionnaire's possible scores must range from 22 to 110. In the levels of writing anxiety, total scores 65 and above are at the high level, 50 to 64 are at the moderate level, and 49 and below are at the low level.

Table 1: Descriptive Statistics of the Levels of Writing Anxiety Based on SLWAI

LEVEL	SCORING	MINIMUM	MAXIMUM	MEAN
HIGH	65≥	65	93	72.74
MODERATE	50-64	51	63	56.13
LOW	49≤	26	48	39.33
MEAN SCORE				56.07

The findings revealed that the respondents' scores range from 26 to 93. The mean score of the three levels combined is 56.07, and it belongs to the moderate level. This indicates that, on average, English majors have moderate anxiety levels in writing.
The average respondents in the study exhibited a moderate level of anxiety in their writing. This moderate level of writing anxiety suggests that most English majors, who participated in the study, tend to experience a moderate amount of anxiety when it comes to writing tasks, but they are still able to write. It indicates that their anxiety levels in writing are neither extremely low nor excessively high but fall somewhere in the middle. They can perform writing tasks effectively, but they still feel anxious about their performance and compositions. When students are required to write English compositions in writing classes, learners typically experience moderate levels of writing anxiety (Biri, 2022) [6]. Similarly, the study by Wahyuni *et al.* (2019) [43] revealed that students, regardless of their academic year,

have writing anxiety at a moderate level. More students fall within this moderate level of anxiety than those who exhibit either high or low levels of anxiety in their writing tasks. Furthermore, Jugo's (2020) [17] study's results indicate that most Filipino participants reported a generally moderate level of concern with writing tasks using the English language.

However, it contradicts another study about Filipino ESL learners by Kabigting *et al*. (2020) [18] that Filipino ESL learners have high anxiety in writing. Similarly, Syarifudin's (2020) [39] study revealed that students experience high writing anxiety when required to compose an English composition. Students who are forced to write in English within a set amount of time frequently feel panicked, trapped, and their hearts pounding.

Level of Speaking Anxiety
The PSCAS Questionnaire's possible scores must range from 17 to 85. In the levels of speaking anxiety, total scores 69 and above are at the high level, 51 to 68 at the moderate level, and 50 and below are at the low level.

Table 2: Descriptive Statistics of the Levels of Speaking Anxiety based on PSCAS

LEVEL	SCORING	MINIMUM	MAXIMUM	MEAN
HIGH	69≥	69	84	74.08
MODERATE	51-68	51	68	62.14
LOW	50≤	18	50	39.58
MEAN SCORE				58.60

The descriptive statistics of speaking anxiety levels, assessed using the PSCAS, provide valuable insights into the state of English majors' anxiety in speaking. The scores ranging from 18 to 84 highlight the considerable variability in speaking anxiety among the respondents. With a mean score of 58.60 within the moderate range, it's evident that, on average, English majors in this study experience moderate anxiety when speaking publicly.

The findings suggest that most students, particularly English majors, experienced moderate feelings of anxiety when speaking. Among all language-learning situations, speaking seems to be the most anxiety-inducing for learners (Karatas *et al*., 2016). The findings of the study are similar to Miskam & Saidalvi (2018) [25] and Akkakoson (2016) [1] that students also have moderate levels of anxiety in speaking. As Akkakoson (2016) [1] revealed in their study, Thai university students are moderately anxious about speaking when using the English language. The findings are also consistent with that of Soldan (2023) [36] which revealed that Croatian EFL high-school learners indeed exhibited moderate levels of speaking anxiety and that proficiency can either decrease or increase these levels. This anxiety level can be a positive force on students because they create the desire to learn and motivate themselves as they take into consideration the fact that they have to be dedicated to learning the target language to become skillful and to lessen their anxiety level in speaking.

However, in having Filipino respondents, the results of this study contradict the results of the study of Labicane (2021)

[23], which indicates that Filipino students have high anxiety in speaking. In addition, the outcome of this study is also contrary to that of Tercan & Dikilitaş (2016) which revealed that learners at the tertiary level experienced high anxiety levels for the specific aspects of speaking skills. On the other hand, Turkish students showed little to no fear when speaking EFL, maybe because they understand that speaking English benefits them in most circumstances (ÖztÜrk & GÜrbÜz, 2014) [26]. They consequently experience less anxiety when attempting to improve their public speaking skills in the classroom.

The analysis of speaking anxiety levels, as measured by the PSCAS, offers crucial insights into English language learning. These findings emphasize the importance of addressing speaking anxiety among English majors, as it can significantly impact their language proficiency and communication skills.

Causes of Writing and Speaking Anxiety
The causes of writing and speaking were determined by the answers of the respondents per question, and a mean score of the answers was generated. The score must range from one (Strongly Disagree) to five (Strongly Agree), as the responses were based on the 5-point Likert Scale. The values assigned to the items showing positive attitudes were reversed.

Table 3: Mean Scores of the Causes of Writing Anxiety

RANK	CAUSES	MEAN
1	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	3.6
2	If my English composition is to be evaluated, I would worry about getting a very poor grade.	3.5
3	I feel my heart pounding when I write English compositions under time constraints.	3.44
	I'm afraid that other students would deride my English composition if they read it.	
4	I'm not afraid at all that my English compositions would be rated as very poor.	3.34
5	I often feel panic when I write English compositions under time constraint.	3.18
6	I don't worry at all about what other people would think of my English compositions.	3.14
7	I don't worry that my English compositions are a lot worse than others.	3.04
8	I tremble or perspire when I write English compositions under time pressure.	2.96
9	My thoughts become jumbled when I write English compositions under time constraint.	2.9
	I'm afraid of my English composition being chosen as a sample to be discussed in class.	
10	I usually seek every possible chance to write English compositions outside of class.	2.5
11	I freeze up when unexpectedly asked to write English compositions.	2.44
12	My mind often goes blank when I start to work on an English composition.	2.42
13	I usually feel my whole body rigid and tense when I write English compositions.	2.14
14	While writing in English, I'm not nervous at all.	2.02
15	I do my best to avoid situations in which I have to write in English.	1.9
16	I would do my best to excuse myself if asked to write English compositions.	1.84
17	Unless I have no choice, I would not use English to write composition.	1.8
18	I usually do my best to avoid writing English compositions.	1.74
19	Whenever possible, I would use English to write compositions.	1.6
20	I often choose to write down my thoughts in English.	1.56

The findings of the study revealed the top three primary causes of writing anxiety, which had the highest average scores. The top cause of writing anxiety as revealed, is worry about composition evaluation with a mean score of 3.6. The second most significant cause is the worry of receiving a very poor grade, with an average score of 3.5. Following closely was the anxiety stemming from time constraints in writing and the fear of having one's composition derided, both averaging 3.44. These factors constitute the major reasons behind students' experience of writing anxiety.

The primary cause for English majors having writing anxiety is because they are worried that their English composition will be evaluated. The results indicate that knowing that their English composition will be evaluated, especially by their teachers, generates anxiety in English majors as they are expected to meet the rubrics for writing outputs and should do well in their writing because they are more taught and exposed to writing activities. This adds pressure to writing performances and creates anxiety in writing. Similarly, the studies by Kirmizi & Kirmizi (2015) [21], Prasetyaningrum et al. (2021) [27], and Hermaniar & Azkiya (2022) [14] also revealed that one of the causes that students experience writing anxiety is due to their fear of negative evaluation. The worry of evaluation stems from finding it difficult to communicate in the target language as non-native English speakers. In addition, students have writing anxiety because of the fear of receiving negative comments from teachers (Rezaei & Jafari, 2014; Wahyuni & Umam, 2017) [32, 44]. The study of Rezaei & Jafari (2014) [32] indicates that with the worry of their teachers evaluating their writing compositions, students become unaware of the intended goal of their writing, focusing solely on obtaining a good grade and not because they write to express themselves.

Similarly, worry over receiving low grades contributes to the development of writing anxiety. Worrying about getting poor grades leads to pressure and stress during writing which leads to writing anxiety. The result is consistent with other studies that high-achieving students (Kurniasih, 2018) [22] and less successful students (Gibriel, 2019) [12] also worry about receiving poor grades in writing compositions.

Another leading cause of writing anxiety is worry about time constraints. The requirement to write within a limited time frame frequently causes students to experience anxiety and pressure (Jaleel & Rauf, 2023; Wern & Rahmat, 2021) [15, 45]. Due to time constraints, they feel distracted and unable to focus which then triggers writing anxiety. Similar to students' worry about composition evaluation, the studies of Wahyuni & Umam (2017) [44] and Prasetyaningrum et al. (2021) [27] also agree that time constraints add pressure to students which triggers their writing anxiety. This suggests that students have struggled with finishing their work on time. On the same level as the aforementioned cause is worry about composition being derided. Students worry about their work being mocked by others. Because of the demands and expectations, students are pressured to produce work excellently and are unable to express their ideas freely. Peer evaluation is normal but the inability to manage this well has negative results especially on students' writing anxiety (Sulfiana et al., 2022) [38]. However, this is contradicted by the study of Tunagur (2021) which claims that peer assessment increases a student's motivation and does not hinder it. Rahim et al. (2016) [29] also agree that

perceptions and comments whether it's from teachers or peers affect a student's writing performance and motivation. Since writing anxiety can be triggered by the fear of being criticized, it is important to create a cordial atmosphere that will allow students to relax (Jebreil et al., 2014) [16]. Success in writing is achieved if these causes are minimized and alleviated.

Table 4: Mean Scores of the Causes of Speaking Anxiety

RANK	CAUSES	MEAN
1	In a speaking class, I can get so nervous I forget things I know.	3.84
2	I can feel my heart pounding when I am going to be called on.	3.82
3	I start to panic when I have to speak English without a preparation in advance.	3.7
4	Even if I am very well prepared, I feel anxious about speaking English.	3.48
5	I feel anxious while I am waiting to speak English.	3.44
6	I never feel quite sure of myself while I am speaking English. Certain parts of my body feel very tense and rigid while I am speaking English.	3.36
7	I am afraid that other students will laugh at me while I am speaking English.	3.28
8	It embarrasses me to volunteer to go out first to speak English.	3.22
9	I get nervous and confused when I am speaking English compositions.	3.14
10	I have no fear of speaking English.	3.08
11	I have trouble to coordinate my movements while I am speaking English.	3.02
12	I feel relaxed while I am speaking English	2.94
13	I face the prospect of speaking English with confidence.	2.72
14	I get nervous when the English teacher asks me to speak English which I have prepared in advance.	2.64
15	I feel confident while I am speaking English	2.62
16	I dislike using my voice and body expressively while I am speaking English.	2.52

The findings revealed the top three causes responsible for speaking anxiety with the highest average scores. The top cause of speaking anxiety is forgetting things they know due to nervousness with a mean score of 3.84; following closely is the anxiety associated with being called to speak, receiving a mean score of 3.82, followed by speaking using English without advance preparation with a mean score of 3.7. These causes take the lead in explaining why students encounter speaking anxiety.

The findings revealed that English majors who participated in this study experienced speaking anxiety. The primary cause of speaking anxiety is forgetting things they know due to nervousness. English majors are expected to be well-organized when it comes to delivering ideas and fluent in speeches because they are trained in those areas each day. Even when students have been exposed to these situations, it remains unavoidable to experience nervousness, particularly because they are aware of being evaluated by the teacher in front of the class (Sinaga et al., 2020) [35]. In simple words, when students get nervous, they tend to have mental blocks or forget the things they know; they are unable to concentrate, think, or reason clearly, resulting in a lack of drive.

The results of this study align with those of Ramamuruthy (2019) [31], in which a major portion of the participants concurred that they tend to forget things they know when

they become highly nervous in English language classes. Regarding the other contributing factors, Ramamuruthy (2019) [31] in the same study disclosed that 60% of the participants experienced increased heart rate when anticipating being called upon. Meanwhile, 70% of the 30 participants admitted to panicking when required to speak without prior preparation. Additionally, some studies suggest that stress and anxiety can impair memory by hindering a student's ability to focus and encode new information and skills into memory (Harvard Health, 2013) [13]. Consequently, students may forget information simply because they are not paying attention or have too much on their minds.

Additionally, the study's findings revealed that a leading cause of speaking anxiety is the requirement to participate in class in a speaking situation. When students are called to speak in front of their peers, they find themselves in a position where they could face potential judgment and evaluation, which notably elevates their anxiety levels. According to Sinaga *et al*. (2020) [35], this can happen because the students feel anxious that other students would laugh at them and pass judgment on them, leading to speaking anxiety in those who have spoken in front of the class. When students are called upon to speak in front of their peers and teachers, they often become highly self-conscious. They worry about how they appear to others, not just in terms of their language proficiency but also about their ideas, opinions, and overall competence. Students fear being judged, criticized, or even ridiculed by their peers, and this fear of negative evaluation can trigger speaking anxiety. Furthermore, speaking without advance preparation was also revealed to be a cause of speaking anxiety. When students engage in spontaneous conversations without prior preparation, they often grapple with a pervasive sense of unease, stemming from their doubts about their ability to communicate effectively. This self-doubt regarding their ability to articulate thoughts effectively can weigh heavily on their minds, further intensifying the anxiety. Moreover, a lack of preparation can leave people without the necessary vocabulary, grammar, or structural knowledge to communicate effectively, adding to their anxiety due to uncertainty about how to proceed. Similarly, the study by Damayanti & Listyani (2020) [10] revealed lack of preparation is a contributing factor to the development of speaking anxiety because although students had ideas about what they should say, they would not be capable of thinking clearly. In addition, Asysyfa *et al*. (2019) [5] discovered that students' insufficient preparation in English classes serves as the primary cause of their anxiety, as they worry about the teacher's potential inquiries regarding the content.

Conclusion
The current study aimed to determine the level and causes of anxiety in writing and speaking of students taking the Bachelor in Secondary Education major in English program at Cebu Normal University. This study has shown that most pre-service teachers in the English department have moderate English language anxiety specifically in writing and speaking. Pre-service English teachers are capable of doing and performing writing and speaking activities, but they can still be distressed by the causes that prevent them from performing well. The results revealed that the leading causes of students' writing and speaking anxiety are due to internal factors that prevent them from performing well in both writing and speaking tasks.

Recommendations
The results of this study imply that the improvement of multiple variables in teaching and learning the English Language as both the student and the professor have a direct relationship regarding the language anxiety of pre-service teachers is highly demanded. Students should opt for self-evaluation and preparation to assess their performance; whereas teachers should also utilize a teaching instruction that does not trigger anxiety. Studies that can implicate resolutions on how to manage these anxieties in the English Language would broaden another field of knowledge for English language learners on alleviating or narrowing factors that cause anxiety in the English Language. Further studies could also determine the levels of writing and speaking anxiety and their students to different year levels, not just students under the English programs, but from other programs as well.

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