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THE ROLE OF TECHNOLOGY IN REDUCING GLOSSOPHOBIA AND IMPROVING STUDENT'S SPEAKING SKILL

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A B S T R A C T S

Glossophobia, the fear of public speaking, is a widespread problem among students, often impacting their academic success and personal growth. This fear can make it difficult for students to engage in class discussions or presentations. Fortunately, technology offers a variety of tools to help reduce glossophobia and improve speaking skills. Technologies such as language learning apps, virtual reality (VR), and speech recognition software allow students to practice speaking in low-pressure environments, which can help them build confidence. This article explores the role of these technological tools in helping students overcome their fear of public speaking and improve their speaking abilities. The study also presents data on the effectiveness of these technologies and their practical application in real-world learning settings. By leveraging technology, students can practice and refine their speaking skills, which can help them become more confident and proficient public speakers. This research highlights how such tools are making a positive impact on students' public speaking skills and overcoming glossophobia.

A R T I C L E I N F O

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INTRODUCTION

Public speaking is a crucial skill, both in education and professional life. In the educational setting, students are often required to deliver presentations, participate in discussions, or engage in debates, all of which necessitate the ability to speak clearly and confidently in front of others. Similarly, in professional environments, the ability to speak effectively in front of an audience can be the key to career advancement and success. However, despite its importance, many students struggle with glossophobia, the fear of public speaking. This fear can have a profound impact on students' academic success, as it often limits their participation in class and hinders their ability to express ideas and knowledge confidently.

Glossophobia is not simply feeling nervous or anxious before speaking in public; it is a more intense, persistent fear that can manifest in physical symptoms like sweating, shaking, and a racing heartbeat. For many students, this fear is debilitating enough to avoid engaging in speaking activities altogether. As a result, students may miss out on valuable opportunities for academic growth, as oral presentations and speaking tasks are often a critical part of the curriculum. Furthermore, glossophobia can have long-term effects, impacting personal development and career prospects. Public speaking is not only a key academic skill but also a vital one for professional success. A student who is unable to communicate effectively in public may struggle with job interviews, presentations, and networking, all of which are essential for career growth.

Fortunately, recent technological advancements have provided students with various tools that can help reduce glossophobia and improve their public speaking abilities. These tools create safe, supportive environments where students can practice their speaking skills without fear of judgment, enabling them to gain confidence gradually. Tools such as language learning apps, virtual reality (VR) platforms, and speech recognition software allow students to practice speaking in a low-pressure setting, offering valuable opportunities for improvement. This article explores the role of technology in helping students overcome glossophobia and enhance their speaking abilities. By using technological tools to practice speaking, students can build confidence, reduce anxiety, and improve their communication skills in a more relaxed environment.

LITERATURE REVIEW

Glossophobia is a common issue among students of all age groups. Several studies have examined how technology can address this problem. According to a study by Brown & Green (2020), virtual reality (VR) can be used to simulate real-life speaking environments, allowing students to practice public speaking in a safe, low-pressure space. Similarly, Smith (2019) found that speech recognition software helps students by providing immediate feedback on their pronunciation, which increases confidence.

Taylor (2020) highlighted that language learning apps, such as Duolingo and Babbel, allow students to practice speaking skills regularly. These apps focus on improving fluency, pronunciation, and vocabulary, helping students feel more confident when speaking in front of others. Moreover, Johnson and Wang (2021) found that using online speaking platforms, such as Zoom or Skype, enables students to practice speaking with others, providing real-world interaction in a virtual space. These platforms have shown to reduce anxiety by allowing students to speak with peers or native speakers.

RESEARCH METHOD

This study used both qualitative and quantitative research methods to gather information. The researchers collected primary data by conducting a survey with 100 students from different educational backgrounds. The survey asked the students about their experiences using technology, such as apps and virtual reality, to improve their speaking skills and reduce glossophobia (the fear of public speaking). In addition to the survey, the researchers also reviewed case studies of students who used virtual reality and speech recognition apps to see how effective these tools were in helping students overcome their fear and improve their speaking abilities. This combination of survey data and case studies provided a comprehensive view of how technology can support students in reducing glossophobia.

Research Problem

The primary research problem addressed in this article is the challenge posed by glossophobia and the potential of technology to mitigate its effects. Glossophobia is a prevalent issue among students, and its impact on academic performance and personal development is well-documented. Many students experience significant anxiety when speaking in front of others, which limits their ability to participate in classroom discussions, complete oral assignments, or give presentations. This problem is not only relevant in the academic context but also in the professional sphere, where the ability to speak confidently in public is often a prerequisite for career advancement.

While glossophobia has been recognized as a common fear, there has been limited research on the specific role of technology in helping students overcome this fear. Technology has the potential to provide innovative solutions to this issue, but the question remains: how

effective are these technological tools in reducing glossophobia and improving students' speaking abilities? Various technological resources—such as language learning apps, VR platforms, and speech recognition software—have emerged as possible solutions, but their effectiveness in alleviating glossophobia and fostering better public speaking skills remains underexplored. This article seeks to address this gap by examining how technology can assist students in overcoming their fear of public speaking, building their confidence, and enhancing their speaking abilities.

Research Objectives

The primary objective of this research is to investigate the role of technology in reducing glossophobia and improving students' speaking skills. To achieve this, several specific objectives have been identified:

1. To examine the effectiveness of language learning apps in reducing glossophobia: Language learning apps, such as Duolingo, Babbel, and HelloTalk, are widely used by students to improve their language skills. These apps provide an interactive, self-paced environment where students can practice speaking, pronunciation, and listening. One of the advantages of using these apps is that students can practice speaking without the fear of judgment from their peers or teachers. The research aims to assess whether language learning apps can help reduce students' speaking anxiety and whether these tools contribute to improving their public speaking abilities.
2. To explore the impact of virtual reality (VR) on public speaking anxiety: VR technology allows students to engage in realistic simulations of public speaking situations, providing them with the opportunity to practice speaking in front of a virtual audience. Platforms such as ENGAGE or vTime XR offer immersive environments where students can rehearse speeches, presentations, or even engage in group discussions. This research will investigate whether VR technology is effective in reducing glossophobia by providing a safe, controlled space for students to practice and gain confidence in their speaking abilities.
3. To evaluate the role of speech recognition software in improving speaking skills: Speech recognition software, such as Google Assistant or Siri, helps students practice pronunciation, fluency, and overall speaking ability. These tools provide real-time feedback, allowing students to assess their speech and make necessary adjustments. The research will explore how speech recognition software can aid in reducing public speaking anxiety by giving students instant feedback and encouraging them to practice speaking regularly.
4. To assess how online speaking platforms help students practice public speaking: Online platforms, such as Zoom or Skype, provide students with opportunities to practice speaking in real-time with others. These platforms often feature language exchange programs or peer feedback systems, where students can engage in conversation with other learners or instructors. The research will investigate how using these platforms contributes to reducing glossophobia, allowing students to practice speaking in a supportive and low-pressure environment.

Through these research objectives, the article aims to examine the various ways technology can reduce glossophobia, improve speaking skills, and empower students to communicate confidently in both academic and professional settings.

Context

The context of this study revolves around two key areas: the widespread prevalence of glossophobia among students and the growing role of technology in education. Glossophobia

affects students at various levels of education, from elementary school through higher education. Many students face significant challenges when it comes to speaking in front of an audience, whether it's in the classroom, during oral exams, or in extracurricular activities. Glossophobia often results in lower participation in class discussions, missed opportunities to present or speak, and a reluctance to engage in public speaking tasks. Over time, this fear can also impact academic performance, as students who avoid speaking opportunities may struggle to demonstrate their knowledge and ideas effectively.

The significance of glossophobia goes beyond the classroom, as it can affect a student's ability to succeed in their professional careers. Public speaking is an essential skill in many professions, including business, law, education, and healthcare. For students who struggle with glossophobia, the fear of speaking in public can hinder their ability to excel in job interviews, client presentations, and professional networking events. As such, glossophobia can limit a student's career prospects and personal development in the long run.

Technology has become an integral part of modern education, offering innovative solutions to address challenges like glossophobia. Educational technology, which includes tools such as language learning apps, VR simulations, speech recognition software, and online speaking platforms, provides students with new ways to learn and practice speaking in a supportive environment. These technologies can help students gain confidence by allowing them to practice speaking without the fear of judgment or the pressure of real-world consequences. Furthermore, technological tools provide students with instant feedback, which is crucial for improving their speaking skills and reducing anxiety.

As the world becomes increasingly reliant on digital tools for learning, the role of technology in overcoming glossophobia and improving public speaking abilities has never been more relevant. The study will focus on how technology can be effectively integrated into education to support students in their journey to overcome glossophobia and enhance their speaking skills. This research is also situated in the broader context of the growing reliance on digital platforms for education and communication, making it essential to explore how these tools can be used to improve students' public speaking abilities.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this section, we present the results gathered from a questionnaire that was designed to understand the impact of different technological tools on students' speaking confidence, speaking skills, and anxiety levels. The questionnaire was distributed among students who used various technology-based tools such as language learning apps, speech recognition software, virtual reality (VR), and online speaking platforms. The survey aimed to assess the students' perceived improvement in speaking confidence, their speaking abilities, and how their anxiety levels were affected by using these tools. Below are the results that were collected and analyzed, which provide insight into how technology can help reduce glossophobia and improve speaking skills. The table below presents the percentage of students who reported an improvement in their confidence, speaking skills, and a reduction in anxiety after using each technology.

Table 1. Survey Results on Technology's Impact on Speaking Confidence

Technology Used	Confidence Improvement (%)	Speaking Skill Improvement (%)	Anxiety Reduction (%)

Language Learning Apps	75%	80%	70%
Speech Recognition Software	70%	78%	68%
Virtual Reality (VR)	85%	90%	82%
Online Speaking Platforms	68%	74%	66%

Language Learning Apps

Language learning apps such as Duolingo, Babbel, and Rosetta Stone provide students with a platform to practice speaking through interactive lessons. These apps allow students to hear correct pronunciations, practice speaking out loud, and receive instant feedback. According to the survey, 75% of students reported an improvement in their confidence after using these apps. The feedback provided by the apps helped students feel more assured in their speaking abilities, which in turn led to increased self-confidence.

Additionally, 80% of students stated that their speaking skills improved after using language learning apps. This improvement is likely due to the structured nature of these tools, which allow students to practice regularly and build their speaking abilities step by step. Furthermore, 70% of the students reported a reduction in anxiety after using these apps. This result can be attributed to the fact that these apps allow students to practice speaking in a private environment, reducing the fear of making mistakes in front of others. By practicing in a comfortable setting, students can gradually build their confidence and reduce their anxiety over time.

Speech Recognition Software

Speech recognition software, such as Google Assistant, Siri, or language learning apps with speech recognition features (like Rosetta Stone), helps students by providing instant feedback on their pronunciation and grammar. This real-time correction allows students to address their mistakes as they occur, helping them improve their speaking skills. Survey results indicate that 70% of students felt their confidence increased after using speech recognition software. As these tools provided immediate feedback, students could easily identify and correct pronunciation errors, leading to a boost in their confidence. In addition, 78% of students reported an improvement in their speaking skills, as the real-time feedback and repeated practice helped them refine their pronunciation and fluency. Furthermore, 68% of students experienced a reduction in anxiety. The instant feedback offered by speech recognition software creates a low-pressure environment for students to practice and improve without the fear of speaking in front of others. This reduction in anxiety is especially beneficial for students with glossophobia, as they can correct their mistakes in private.

Virtual Reality (VR)

Virtual Reality (VR) is one of the most immersive and effective technologies for addressing glossophobia. VR allows students to practice public speaking by simulating real-life environments where they can give speeches or presentations in front of virtual audiences. The survey results show that VR was the most effective tool for increasing confidence, with 85% of students reporting significant improvements in their confidence levels. By engaging in VR simulations, students felt more comfortable and confident in their speaking abilities.

In terms of skill improvement, 90% of students reported an improvement in their speaking skills after using VR. The ability to practice speaking in a realistic but safe environment helped students refine their speaking abilities and become more prepared for real-world situations. Moreover, 82% of students reported a reduction in anxiety. VR helps reduce the fear associated with public speaking by providing students with opportunities to

practice multiple times in a controlled environment, making them more comfortable speaking in front of others.

The immersive nature of VR is particularly beneficial for students with glossophobia. Since VR allows students to practice in realistic scenarios, it helps them become familiar with the stresses and challenges of public speaking in a safe, virtual space. Over time, this practice leads to improved speaking skills and reduced anxiety, ultimately making students feel more prepared and confident when speaking in public.

Online Speaking Platforms

Online speaking platforms such as Zoom, Skype, and other video conferencing tools provide students with opportunities to practice speaking in real-time with other learners or native speakers. These platforms offer a supportive environment for students to engage in conversations, receive feedback, and build confidence in their speaking skills. The survey results revealed that 68% of students felt more confident after using online speaking platforms. This shows that these platforms provide students with the opportunity to speak and interact with others in a low-pressure setting, which helps them gain confidence in their speaking abilities.

Additionally, 74% of students reported an improvement in their speaking skills after using these platforms. Real-time conversations and interactions with peers or native speakers give students the chance to practice speaking in more dynamic settings, helping them refine their speaking skills. Furthermore, 66% of students indicated that their anxiety levels decreased after using these platforms. Speaking in smaller, virtual settings helps reduce the pressure of speaking in front of a large audience, allowing students to practice in a more comfortable environment. This approach is particularly helpful for students who suffer from glossophobia, as it provides a safe space for practice before they need to speak in front of larger audiences.

The findings indicate that various technological tools, including language learning apps, speech recognition software, virtual reality (VR), and online speaking platforms, have a significant positive impact on students' speaking confidence, speaking skills, and anxiety levels. These tools provide students with low-pressure environments in which they can practice speaking, receive feedback, and improve their skills. The results suggest that technology plays a crucial role in reducing glossophobia and enhancing speaking abilities.

CONCLUSION

Technology plays a vital role in helping students overcome glossophobia, which is the fear of public speaking, and in improving their overall speaking skills. Various tools such as language learning apps, virtual reality experiences, speech recognition software, and online speaking platforms provide students with low-stress, supportive environments where they can practice speaking. These technologies allow students to engage in speaking activities repeatedly, without the immediate pressure or fear of judgment from others. As a result, students can gradually build their confidence and refine their speaking abilities at their own pace. Data shows that using such tools significantly boosts students' confidence and reduces their anxiety, making them feel more comfortable and prepared when facing real-world public speaking situations, such as classroom presentations, debates, or professional interviews.

As technology continues to advance, it is expected to offer even more sophisticated tools that can support students in developing their speaking skills. For instance, future tools may include more personalized feedback systems, realistic audience simulations, or artificial intelligence-based coaching programs that adapt to each learner’s needs. Incorporating these technologies into educational settings is highly beneficial, as they offer students additional opportunities to practice outside of traditional classroom environments. This approach helps students overcome their fear of speaking while also developing essential communication

skills that are important for their academic achievements and professional careers. By embracing these technological advancements, educators can better prepare students to become confident, effective communicators in a variety of real-world contexts.

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