

# Coping Strategies for English Language Anxiety: A Comparative Study of Lecturers and Students Across Disciplines

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## ABSTRACT

This study investigates the efficacy of coping strategies for English language anxiety among lecturers and students within religious and general study programs, employing a mixed-methods approach that integrates quantitative T-tests and qualitative interviews. Results indicate significant differences in the anxiety-coping strategies between lecturers and students, with distinct variations across the two types of study programs. While strategies among religious and general program lecturers showed no significant differences, a marked contrast was observed between students of these programs, highlighting the influence of disciplinary context on anxiety management. The study reveals that lecturers and students successfully use tailored strategies to mitigate language anxiety, suggesting the importance of contextualized approaches. Based on these findings, it is recommended that educational institutions develop specific training programs that enhance the capability of educators and students to manage language anxiety effectively. Such programs should focus on communication techniques, psychological resilience, and cultural awareness, which are crucial in diverse academic environments. The implications of this research support a differentiated approach to language education policy, advocating for interventions sensitive to the unique challenges and needs of various academic disciplines.

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## 1. INTRODUCTION

Language anxiety is a prevalent issue among non-native English speakers, significantly impacting their learning and use of the language in academic settings. This anxiety affects not only students but also lecturers, shaping their teaching experiences and academic interactions. While various studies have explored English language anxiety, the coping mechanisms employed across different academic disciplines remain less understood, especially when comparing the experiences of lecturers and students (Horwitz et al., 1986). Language anxiety significantly impacts linguistic competence and academic performance among non-native English speakers. Horwitz et al. (1986) defined this phenomenon as a distinct anxiety affecting communication in a second language, which has since been substantiated by subsequent studies (MacIntyre & Gardner, 1994). Research indicates that both

students and lecturers experience language anxiety, which can diminish their engagement and effectiveness in educational environments (Smith, 2017).

English is a compulsory subject in several countries, including Indonesia (Meirovitz et al., 2022; Silalahi et al., 2022), and is taught from elementary school to university (D Cagas & Lorraine, 2022; Song, 2022). English is the first foreign language to be taught as a compulsory subject at all levels of education in Indonesia, except in primary school (Zein, 2017; Zein et al., 2020). The success or failure of English as a compulsory subject depends on affective factors (Hanafi & Adwitiya, 2023; Messadh & Khaldi, 2022), which play an essential role. One of the affective factors is anxiety (Inagaki & Nakaya, 2022; K & Alamelu, 2020). Based on a study by Fourth & Education (2016), anxiety in foreign language students is caused by four factors, namely discomfort, fear, embarrassment, and worry. Naser Oteir and Nijr Al-Otaibi (2019) added that anxiety had been identified as a significant challenge for language learners, with more attention being paid to foreign language learning. Students are less interested in doing activities in foreign language learning (Le & Le, 2022). Even when lecturers ask students to submit assignments, most of the students complete the assignments reluctantly (Kruk et al., 2022). This may be due to several factors, including students' anxiety about foreign language learning (Zrekat & Al-Sohbani, 2022). This kind of feeling is natural, especially in English classes. Students needing more confidence in their English skills tend to need to prepare to participate in English learning (Basith et al., 2019; Wahyuningsih & Afandi, 2020). Students need help speaking English for fear of making mistakes or needing help to follow instructions (Sayuti et al., 2020). It makes students feel restless or uncomfortable during class hours (Demir & Sönmez, 2021).

Anxiety among university students when learning English is a common occurrence. This means that foreign language anxiety experienced by students is considered normal. Sanders and Wills (2003) state that human nature is deeply embedded with the fear of being negatively evaluated or judged by others. Anxiety is easily coped with, rationalized, lived with, and accepted by many. A relaxed person giving a talk to hundreds of people may be nervous when meeting new people. Some research related to foreign language anxiety, such as studies by Chen (2020), Finch (2000), Fletcher and Langley (2009), He (2018), Heller (2015), Salehi and Marefat (2014), Sanders and Wills (2003). All these studies found that anxiety exists in foreign language learning in the classroom. A study conducted by Djafri and Wimbarti (2018) found that Japanese learners have the highest level of foreign language anxiety among several foreign language learners, followed by Arabic, French, Korean, and English learners. Reading and writing are closely interrelated, so a lack of ability in one will affect the other. At the beginning of learning, students must master three Japanese alphabets: Hiragana, Katakana, and simple Kanji.

Comparative educational research reveals how different academic disciplines tackle common challenges such as language anxiety (Turner, 2012). Each discipline has unique linguistic demands and cultural settings that influence the nature of language anxiety experienced by participants (Green, 2014). Understanding these variations can provide tailored strategies for each educational context (Jones & Smith, 2010). Research has consistently shown that English language anxiety can impede the academic and linguistic performance of individuals, influencing their class participation and their overall educational experience (MacIntyre & Gardner, 1994). Studies have also identified several coping strategies, such as seeking social support, using relaxation techniques, and positive self-talk, but these strategies vary widely in their effectiveness, depending on the individual and the context (Oxford, 1999).

Recent studies continue to emphasize the significant impact of English language anxiety on non-native speakers, affecting both psychological well-being and academic success. According to Teimouri, Goetze, and Plonsky (2021), language anxiety not only decreases language proficiency outcomes but also negatively affects students' and lecturers' engagement and participation in language-intensive courses. This form of anxiety manifests differently across individual experiences and can vary significantly across different educational and cultural backgrounds, influencing the effectiveness of coping strategies employed (Dewaele & MacIntyre, 2016). Coping strategies for language anxiety have also evolved, with recent research highlighting the role of resilience and emotional intelligence in

managing anxiety (Alrabai, 2019). These studies suggest that individuals who develop a higher level of emotional intelligence are better equipped to employ effective coping strategies that mitigate the adverse effects of anxiety. Additionally, the integration of technology in education offers new avenues for coping, such as online support groups and digital language learning tools, which can provide personalized and less intimidating environments for language practice (Zhang & Rahimi, 2020).

Further exploring these dimensions, a 2022 study by Lee and Lee investigated the differential impact of anxiety and coping strategies in various academic disciplines, finding that students in humanities programs may experience higher levels of anxiety but also develop more nuanced coping mechanisms compared to those in STEM fields. This underscores the importance of context-specific studies that consider the disciplinary nuances in coping with language anxiety (Lee & Lee, 2022). Research predominantly focuses on student language anxiety, with less known about lecturers' experiences (Miller, 2002). The dynamic between lecturers' and students' anxiety can significantly influence each other, affecting overall language performance and coping approaches in academic settings (Taylor, 2015). Exploring this interaction across various disciplines provides a comprehensive view of language anxiety in academia (Williams, 2018). The specific context of a discipline, such as the quantitative nature of Physics Education or the interactive emphasis in Early Childhood Education, affects the type and intensity of language anxiety experienced (Anderson, 2011). For instance, lecturers and students in religious studies might face challenges different from those in more quantitative fields, which influence their choice of coping strategies (Roberts & Peters, 2013).

The condition is sometimes even worse because some students do not attend class to relieve anxiety (Akkakoson, 2016; Suleimenova, 2013). Horwitz (1986) states that to reduce students' anxiety, anxious students may avoid studying and, in some cases, students skip classes. Specifically, the presence of foreign language anxiety is characterized by the following: (1) when lecturers ask students to do English course activities collaboratively, students only rely on their group members; (2) when lecturers ask students to do English course activities, students feel nervous and tense; and (3) during speaking and writing activities, students do not complete the activities in class until the class is over and the lecturer has to ask students to complete the tasks at home. Anxiety makes it difficult for Indonesian students to express ideas about themselves when interacting with others (Katemba, 2013). It is despite English being a compulsory subject in Indonesia. As a result, research on English learning anxiety in an EFL context is fundamental.

While there has been considerable research on language anxiety, significant gaps remain in understanding how it is experienced and managed across different academic disciplines, especially when comparing the experiences of lecturers and students. Previous studies have largely focused on single-discipline investigations or have not differentiated between the coping mechanisms of students and lecturers (Teimouri, Goetze, & Plonsky, 2021). Furthermore, there is limited research on the efficacy of coping strategies within the specific contexts of diverse academic fields such as Religious Studies, Early Childhood Education, and Physics Education. This study seeks to address these gaps by employing a comparative approach, examining both lecturers and students, and exploring the nuances of coping strategies in various disciplinary settings. The novelty of this research lies in its cross-disciplinary and cross-population analysis, which can provide new insights into tailored strategies that effectively reduce language anxiety and enhance educational outcomes. This study aimed to prove the differences in English language anxiety between lecturers and students, and based on the study program, it further explored the strategies used by lecturers in English.

## 2. METHODS

### 2.1 Research Design

A mixed-method research design is employed to achieve a comprehensive understanding of the research problem. The quantitative analysis, utilizing T-tests, systematically quantifies and compares the prevalence and effectiveness of coping strategies among different groups (lecturers vs. students; religious vs. general study programs), providing a statistical foundation for identifying significant

patterns across groups (Creswell, 2015). Simultaneously, the qualitative component, through semi-structured interviews, delves into the subjective experiences and perceptions of participants, offering insights into personal and contextual factors influencing their coping strategies (Creswell, 2015). This dual approach confirms and expands upon quantitative trends and enriches the findings with detailed, personal narratives that elucidate why certain strategies are adopted in various academic environments. This integration of quantitative clarity and qualitative depth ensures a well-rounded analysis of English language anxiety and coping mechanisms, enhancing the study's applicability in developing tailored educational interventions (Creswell, 2015).

## 2.2 Research Subject and Procedures

This research was conducted at Raden Fatah State Islamic University Palembang, involving lecturers and students based on different study programs. Religious study program (Early Childhood Education), and general study program (Physics Education). This study used T-tests and semi-structured interviews. The selection of Early Childhood Education and Physics Education programs for the study on English language anxiety and coping strategies is driven by their distinct academic characteristics and linguistic demands. Early Childhood Education, part of the humanities, emphasizes interpersonal communication and language use in nurturing and teaching environments. In contrast, Physics Education, representing the sciences, focuses more on precise and technical language usage, with less emphasis on frequent interactive dialogue. These contrasting profiles provide a diverse framework for exploring how language anxiety manifests and how different coping strategies are utilized across varied academic disciplines. This comparison aims to uncover discipline-specific challenges and coping mechanisms, offering insights that can guide more effective, tailored interventions to manage language anxiety in diverse educational contexts.

The research subjects were ten lecturers (5 from religious study programs and five from general study programs), 240 student research subjects sourced from 4 classes of religious study programs, and four classes of general study programs, each class totaling 30 students. Students who became research subjects took English courses in the current semester. The selection of ten lecturers and 240 students in the study aims to ensure a robust and balanced analysis. Choosing ten lecturers, evenly split between two disciplines, allows for a representative look at coping strategies across the academic spectrum of humanities and sciences. The inclusion of 240 students, distributed across eight classes, ensures sufficient sample size to statistically validate the findings and enhance the reliability of the results. This number strikes a balance between comprehensive data collection and manageable analysis, facilitating depth in qualitative insights while maintaining practicality in data handling and processing.

## 2.3 Data Collection

The data collection for the study was structured in two primary phases to ensure a thorough and systematic approach:

1. Quantitative Data Collection
  - a. Scheduling: The collection of quantitative data was initiated at the beginning of the semester to capitalize on a fresh academic period when both lecturers and students were engaging with the course material. This timing helped to accurately capture their initial anxiety levels and coping strategies in response to English language tasks.
  - b. Execution: Students and lecturers from the selected classes (four from the Early Childhood Education program and four from the Physics Education program) were asked to complete a standardized scale via a Google Form. The form, based on adaptations from established scales by Horwitz (1986) and others, consisted of 53 items designed to measure various aspects of language anxiety and coping strategies. The distribution of these forms was done in a single session during regular class hours to ensure high participation rates and uniform response conditions.
2. Qualitative Data Collection

- a. Scheduling: Following the completion of the quantitative surveys, the qualitative phase was conducted over the subsequent two weeks. This allowed participants to reflect on their initial responses and provided a window to gather deeper insights during the mid-semester when participants were more immersed in their courses.
- b. Execution: Semi-structured interviews were conducted with a purposively selected subset of the participants: two lecturers and two students from each of the study programs, along with two English language lecturers. Each interview was scheduled individually and conducted in a quiet, controlled environment to encourage open and honest communication. The interviews were designed to explore in-depth the participants' personal experiences with English language anxiety and the nuances of their coping strategies. Each session lasted approximately 30-45 minutes and was audio-recorded

## 2.4 Data Analysis

### 2.4.1 Integration of Quantitative and Qualitative Data:

**Data Triangulation:** The study employs a mixed-methods triangulation design to integrate quantitative and qualitative findings. This approach involves parallel data collection for both types of data, followed by a comparison and merging of results in the analysis phase. The integration occurs at the point of data interpretation, where findings from the quantitative analysis (e.g., statistical differences in anxiety levels between groups) are explored and expanded upon with qualitative insights (e.g., personal experiences and coping mechanisms described during interviews).

**Drawing Comprehensive Conclusions:** By overlaying the quantitative data (numerical measures of anxiety and efficacy of coping strategies) with qualitative findings (detailed narratives and context-specific insights), the study aims to provide a more nuanced understanding of how English language anxiety is experienced and managed across different academic disciplines. This comprehensive analysis will help identify not only the 'what' and 'how much' but also the 'why' and 'how' behind the phenomena, leading to richer, more actionable conclusions that can inform educational practices and policies.

### 2.4.2 Thematic Analysis of Qualitative Data:

**Derivation of Themes:** The thematic analysis began with a meticulous transcription of the audio recordings from the interviews. The transcripts were read multiple times by a team of researchers to immerse themselves in the data. Initial codes were generated by identifying patterns and key phrases related to language anxiety and coping strategies. These codes were grouped into potential themes through an iterative process, constantly refining the codes and themes until they accurately represented the data (Cresswell, 2015).

**Inter-Rater Reliability:** To ensure the reliability of the thematic analysis, multiple raters independently coded the data. Inter-rater reliability was assessed using Cohen's Kappa coefficient, targeting a score that indicates substantial agreement among the researchers. Discrepancies in coding were discussed and resolved through consensus, ensuring that the final themes were robust and validated by multiple perspectives.

## 3 FINDINGS AND DISCUSSION

### 3.1 Findings

Prerequisite Test Results Before Hypothesis Testing Normality and Homogeneity

**Table 1.** Normality Test

	Statistic	Df	Sig.
Lecturers	.217	10	.199
Students	.051	240	.200

Based on the One-Sample Kolmogorov-Smirnov Test, table 1 shows a significant value greater than 0.05 ( $0.1999 > 0.05$ ) and ( $0.200 > 0.05$ ), which indicates that the data in this study are typically distributed.

**Table 1.** Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	.282	1	248	.596
Based on Median	.430	1	248	.513
Based on the Median and with adjusted df	.439	1	247.778	.513
Based on trimmed mean	.394	1	248	.531

The result of the homogeneity test is a significant value greater than 0.05 ( $0.596 > 0.05$ ), which indicates a homogeneous relationship between the two variables. After doing the normality and homogeneity test, the subsequent analysis can be done, namely the T-test.

**Table 2.** Differences in Anxiety Strategies of Lecturers and Students Based on Study Program

	F	Sig.	T	Df	Sig. (2-tailed)
Equal variances assumed	.282	.596	3.561	248	.000
Equal variances not assumed			3.741	9.853	.004

The results of the T-test of English language anxiety strategies of lecturers and students based on study programs show results with a significant value smaller than 0.05 ( $0.000 < 0.05$ ) and ( $0.004 < 0.05$ ), so it can be concluded that there are differences in overcoming foreign language anxiety strategies in lecturers and students based on study programs.

**Table 3.** Differences in Anxiety Strategies of Religious and General Lecturers

	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.738	.415	.100	8	.923
Equal variances not assumed			.100	5.688	.924

The results of data analysis of the T-test of English language anxiety strategies of religious study program lecturers and general study program lecturers show results with a significant value greater than 0.05 ( $0.923 > 0.05$ ) and ( $0.924 > 0.05$ ), so it can be concluded that there is no difference in English language anxiety strategies of religious and general study program lecturers.

**Table 4.** Differences in English Language Anxiety Strategies of Religious and General Study Program Students

	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.1667	.198	9.507	238	.000
Equal variances not assumed			9.507	235.353	.000

The result of the homogeneity test is a significant value greater than 0.05 ( $0.596 > 0.05$ ), which indicates a homogeneous relationship between the two variables. After the normality and homogeneity test is done, the subsequent analysis, namely the T-test, can be done.

**Table 5.** Differences in English Anxiety Strategies of Lecturers and Students of Religious Studies Program

	F	Sig.	T	Df	Sig. (2-tailed)
Equal variances assumed	.225	.636	-1.793	123	.075
Equal variances not assumed			-2.338	4.614	.071

The results of the T-test of English language anxiety strategies of religious study program lecturers and religious study program students show results with a significant value greater than 0.05 ( $0.075 > 0.05$ ) and ( $0.071 < 0.05$ ), so it can be concluded that there is no difference in English language anxiety strategies in the religious study program lecturers and religious study program students.

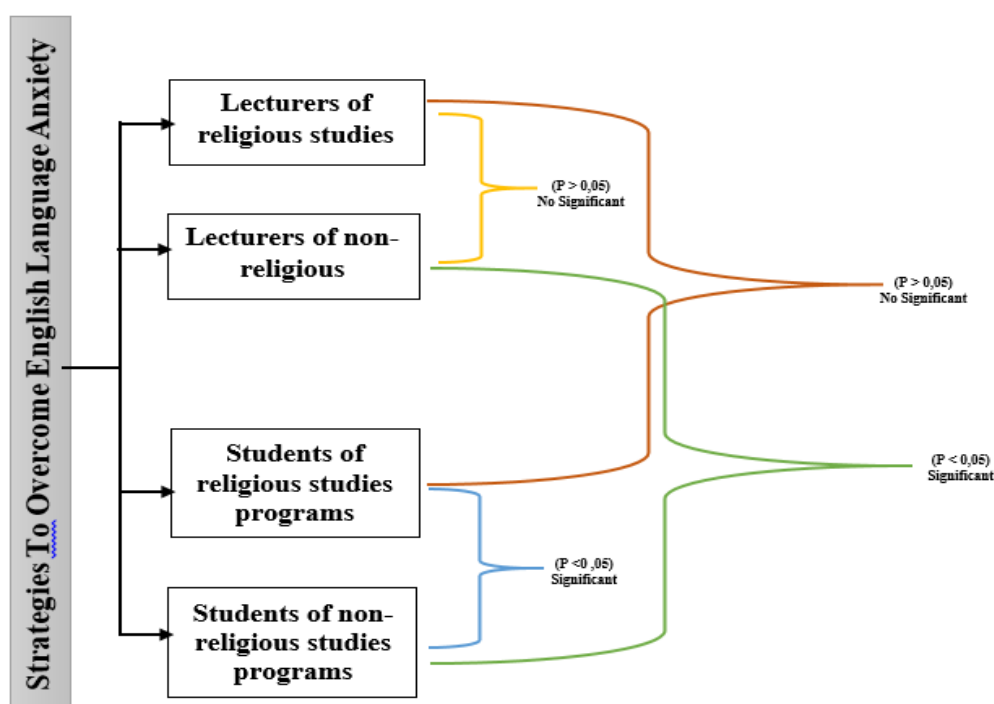
**Table 6.** Differences in English Language Anxiety Strategies of Lecturers and General Study Program Students

	F	Sig.	t	Df	Sig. (2-tailed)
Equal variances assumed	.312	.578	-3.935	123	.000
Equal variances not assumed			-2.821	4.164	.046

The T-test results of English language anxiety strategies of the general study program lecturers and general study program students show results with a significant value smaller than 0.05 ( $0.000 < 0.05$ ) and ( $0.046 < 0.05$ ), so it can be concluded that there are differences in English language anxiety strategies of the general study program lecturers and general study program students.

### 3.2 Discussion

Based on the results of the analysis above, it can be concluded in the form of a diagram of the different test results as follows:



**Figure 1.** Strategies to Overcome English Language Anxiety

Based on Figure 1 and the results of the first hypothesis research, it is proven that there are significant differences in English language anxiety strategies in lecturers and students based on study programs. The results of the second hypothesis showed there is no significant difference between religious study program lecturers and general lecturers; the third hypothesis showed there is a significant difference between religious study program students and general study program students; the results of the fourth hypothesis showed there is no difference between religious lecturers and religious students, the results of the fifth hypothesis there is a significant difference between general study program lecturers and general study program students.

The results of the hypothesis are reinforced by previous research (Mushaathoni & Cekiso, 2022), which says that overcoming English language anxiety in lecturers and students requires a motivational strategy between lecturers and students or among fellow students in the university environment. One is by provoking students' interest and involvement in their practices and experiences in the context of English courses. In addition, showing a positive attitude can also play a role in anxiety strategies toward English. As a language of instruction, mastery in English can lead to results for students in the future, so when they have a positive attitude towards English, socializing with people who speak English well can improve their proficiency in English.

Furthermore, the hypothesis is strengthened by previous research (Said, 2018), which explains that the impact of English language anxiety is students' difficulty in oral communication. The existence of lecturers also plays a role in considering students' affective filters in helping students through verbal or non-verbal strategies, with various levels of proficiency and environmental backgrounds appreciating lecturers and their strategies. It shows that the strategies carried out by teachers and students can complement each other not related to culture or environmental background or study program but with affective filters and learning skills that all humans have.

The strategies carried out by students and lecturers proved successful in overcoming the anxiety of speaking English felt by lecturers and students. English is not a daily language in Indonesia, and the campus environment is only learned once a week, causing students or lecturers to experience anxiety when asked to speak English. For this reason, lecturers or students should continue to be encouraged to speak English, focusing on pronunciation, writing, and reading, and English lecturers should provide instructions using English (Saito et al., 2017). Another factor that causes students to be anxious about speaking English is the need for more vocabulary they have (Limeranto & Subekti, 2021). Solving this problem can be done with a reading strategy because when reading is not so anxious, it can solve several problems, including the lack of vocabulary (Zeynali et al., 2017; Yolcu & Dimici, 2021). In line with this, a study by Heru et al. (2023) identified five key reasons for students feeling anxious when learning English. These include insufficient preparation, a lack of self-confidence, inadequate English language skills, and aspects related to the students' personalities.

Interviews with lecturers to find out the strategies used to reduce English language anxiety in students include giving students additional assignments, not criticizing directly, and building a good relationship between lecturers and students. In line with the results of the research (Saito et al., 2017) (Nijat et al., 2019). The results of the interview from one of the lecturers who randomly selected the strategies used were attending English courses, attending English language training, having a target to speak English, and continuing to motivate themselves to learn English. The existence of lecturers' efforts to improve English language skills is considered effective in overcoming English language anxiety; this is because English language proficiency is one of the factors that cause English language anxiety.

To get more robust research results, researchers conducted interviews with lecturers selected randomly from religious and general study programs. The interview subjects were ZH (religious study program) and BD (general study program). ZH said the strategy was that: "There is a demand to have English language skills to continue my studies or just to be able to read English literature. In this case, I take English courses seriously and actively participate in English-speaking lecturer training. These activities are quite helpful in overcoming English language anxiety. From activities that can increase

my skills in English, I set a target to be able to speak English. For me, age is not a barrier even though, at this time, many students are more fluent in English. I do not feel inferior to continue learning seriously".

The results of BD's interview stated the following strategies: "I follow the lecturer's English language training program, and I like to read international articles that can increase my English vocabulary. To speak English well, I make plans and implement and evaluate the achievements that have been obtained. The obstacle that often occurs is that the number of activities is often the target that can be less appropriate. However, even so, I keep motivating myself to continue to develop my English".

The strategy used by religious and general study program lecturers is to take part in English courses and language training, have a target to speak English, and continue to motivate themselves to learn English.

The following interview was conducted with students. The results of student interviews CA (religious study program) and DK (general study program)

CA stated that the strategy was that: *"The day before there is an English MK, I have practiced and repeated the previous material so that if asked and asked to speak English to the front, I am already fluent and not too nervous anymore. Besides that, when I am allowed to come forward, I avoid eye contact with my close friends who like teasing me, making me anxious when speaking English"*.

The strategies carried out by DK are: *"I feel very anxious when I want to speak English in front of the class. To reduce that anxiety before I come forward and speak English, I will pray and convince myself that I can speak English, when I start speaking English, I move my hands with normal movements to cover the anxiety of speaking English, and I do not just speak from one direction. However, I also change my speaking position in various directions"*.

From the two subjects, the strategies used by religious study program students and general study programs are practicing before learning English, avoiding eye contact, breathing slowly, and doing regular physical movements. This strategy reduced English language anxiety in religious study program students and general study programs.

English lecturers also try to reduce anxiety in students so that lecturers have strategies to overcome student anxiety, so interviews were conducted with two English lecturers from religious study programs and general study programs, FAOS (English lecturer in religious study programs) and HA (English lecturer in general study programs). The strategies are as follows:

FAOS states:

*"I usually ask my students to work on projects such as interviewing classmates about student activities, analyzing song lyrics and singing along, preparing materials, and role-playing as the teacher does in class. These activities successfully reduce students' foreign language anxiety. Therefore, students enjoy speaking and learning English in my class. I also divide students into groups. This is how I reduce my students' anxiety about learning a foreign language. I want students to learn not only from me but also from fellow students. Working in groups has many benefits. One of them is that when confusion occurs, students can more readily ask others who know the project that needs to be done and help them understand it."*

*Furthermore, yes, it helps students reduce the anxiety of college students for fear of making mistakes and lack of confidence. I usually give indirect corrections after I correct the student's assignment. Some mistakes will be explained to the student in the next meeting. However, I ask students' consent to be corrected for direct conversation. Do not be embarrassed or offended if I tell you that you should improve your English; it is for your good. I am occasionally joking around while studying, which is the best way to overcome tension and relieve stress. So, I usually make jokes. I always know my*

*students' nicknames and call them by their nicknames. A person will feel appreciated if he is recognized or called by his nickname, which will sound more familiar.*

*Moreover, I prefer to make eye contact when I talk to my students. In addition, I usually clap my hands and give thumbs up to appreciate the good things the students have done. That reduces students' anxiety when learning English with me."*

HA stated:

*"I established a positive relationship with students at the beginning of the meeting. I give opportunities to students who want to talk about learning English in person or through WA chat. I do not want my students to be afraid when I teach, but I do not want to make them brash. In this way, it makes my students dare to speak in English and let me know what they face in learning English. Students' test or quiz scores should be kept confidential and not announced to the whole class. The results of the grades received by students greatly affect the enthusiasm and mood of students when studying. That is why I always keep it confidential. I only need to give students motivational sentences about whether the student gets good or bad grades. I usually immediately congratulate them and give additional motivational sentences for those who have not succeeded. I have also given free vouchers to students who can carry out their tasks well. I also give extra credit if students can and dare to try what I ask them to do. As long as I teach my English class, I usually give students games such as snowball, corner race, or stick games and provide realia or teaching media, such as using flashcards, microphones, and so forth. I can say that it can reduce students' anxiety. I can say it can reduce students' anxiety. It seems to be fun for the students to see the students' reactions during the teaching and learning session."*

So it can be concluded that the strategies used by English lecturers to overcome English language anxiety in their students are asking students to work on projects, building a learning community (group work) and a supportive classroom atmosphere, building lecturer-student relationships, providing indirect rather than direct correction, accepting students' needs for self-esteem protection, employing immediacy behavior, giving praise to students for their achievements, making agreements and negotiations.

From the results of the distribution of the research scale, it was found that students used not only logical strategies in overcoming their foreign language anxiety but also illogical ones, such as pretending not to hear the lecturer's questions and instructions and pretending to disappear suddenly from online meetings with the excuse of losing internet signal, or often asking permission to go to the toilet, in line with previous research findings that students who experience English language anxiety tend to avoid or escape when lessons are in progress (Al-Jarf, 2022). In comparison, the results of student interviews show that the strategies used include preparing themselves before starting English students, avoiding eye contact, and speaking while using body language. The same thing was found in research conducted by (Meirovitz et al., 2022) (Gegersen, 2020); Abdurahman & Rizqi, 2020); (Eddie & Aziz, 2020). Some students refrain from eye contact due to a lack of confidence and fear of being judged for making mistakes when speaking English. Besides that, students tend to use body language when speaking English as an attempt by students to emphasize the point they want to convey. The important thing is that if emotional intelligence is good, it will be good results for students and lecturers in the teaching and learning process.

**Table 8.** Summary of Students' Strategies to Overcome Their English Anxiety and Lecturers' Strategies

Lecturers of Religious and General Study Programs	Students of Religious and General Study Programs	Lecturers of English
Attend English courses,	Practice many times before speaking in front of the class	Ask students to do projects
Attend English training for lecturers	Avoid eye contact with the audience	Build a learning community (group work) and conducive circumstances
Have a target of being able to speak English	Have eye contact only to a certain person in the audience	Build lecturer-student relationship
Keep motivating myself to learn English	Take a deep breath when I get nervous about speaking English. Do physical movements	Provide indirect rather than direct corrections Accept students' need for protection
		Work out immediacy behavior Give praises for students' achievements Make deals and negotiate with students

#### 4 CONCLUSION

This study reveals significant differences in English language anxiety and coping strategies between lecturers and students in Early Childhood Education and Physics Education programs. It shows that while anxiety levels differ, the effectiveness of coping strategies is linked to the specific discipline. These findings emphasize the need for tailored educational practices to meet the unique linguistic and psychological needs of students and educators in various fields. Educational institutions should implement targeted training programs to help educators manage and reduce language anxiety. This could include professional development workshops on effective communication techniques, psychological resilience, and cultural awareness. Curriculum designers should integrate language anxiety management into course designs, especially in disciplines with higher anxiety levels. Future research should use longitudinal designs to track the evolution of anxiety-coping strategies over time, providing insights into their long-term effectiveness and impact on language proficiency. Expanding the study to include more disciplines and educational levels could uncover more generalized or specialized strategies, enhancing the research's applicability. The study suggests that educational policies should consider these nuances, promoting strategies that align with the specific demands of each discipline. Policy adjustments could include mandated anxiety management resources and training at all educational levels. This differentiated approach would better address the diverse needs of learners and educators in specific academic contexts.

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