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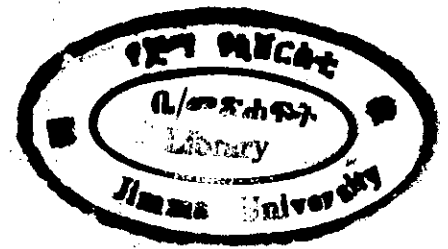
Department of English Language and Literature

MA in TEFL Teaching English as a Foreign Language (TEFL)

A Comparative Study of the Prevalence of Foreign Language Learning Anxiety in Speaking Class: Grade 11 Students in Gida Ayana and Ask Preparatory School in Focus

By

Abebe Duressa



A Thesis Submitted in Partial Fulfillment of the Requirements for

Master of Arts in TEFL

August 2015

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Declaration, confirmation, approval and evaluation

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Declaration

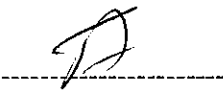
I, the undersigned, declare that this thesis is my original work, not presented for any degree in any Universities, and that all sources used for it are duly acknowledged.

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Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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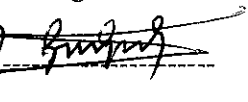
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Abstract

This study investigated levels, major causes and determining factors of foreign language speaking anxiety and students' perception of it in Gida Ayana Preparatory School and Ask Preparatory School students who were learning English as a foreign language. Sample population of the study was 120 from both schools. The data regarding the levels of EFL speaking anxiety were collected through a questionnaire, and 24 participants were interviewed to get in-depth data. The quantitative data were analyzed through descriptive statistics, and the qualitative data were analyzed through context analysis (through the situation in which the event happened). The results of the quantitative data and qualitative data demonstrated that most of the students perceive speaking skill as an anxiety causing factor. It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the causes of English as a foreign language speaking anxiety. Regarding anxiety level, Ask preparatory school students' anxiety level is higher than that of Gida Ayana preparatory school for communication apprehension anxiety factor. Concerning test anxiety Ask Preparatory School students' anxiety level indicated higher than Gida Ayana Preparatory School for this factor again. Additionally for fear of negative evaluation, Ask Preparatory School students' anxiety level was greater than that of Gida Ayana Preparatory School students' anxiety level. On the other hand related to English classroom anxiety mean level, Gida Ayana Preparatory School students' is higher than that of Ask Preparatory School students' anxiety mean level.

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Chapter One: Introduction

1.1. Background of the study

In their well known article "Foreign Language classroom Anxiety," Horwitz and Cope (1986) provided a definition of the anxiety specifically associated with language learning. That is, foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (P.128). They identified three related anxieties as components FLA: Communication apprehension (the fear of communicating with the other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate the students' performance), and fear of negative evaluation (the worry about how others view the speaker). Foreign language anxiety is a situation- specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety; that is, it is related to the language-learning context (Horwitz, 2001). The other definition is that it refers to an unpleasant emotional condition characterized feelings of tension and apprehension (Spielberger, 1983). With these negative connotations, anxiety is one of the prominent factors in all kinds of learning. For this reason, it can be associated with foreign language learning which is a process highly dominated by affective variables. This association leads to a new term called Foreign Language Anxiety (FLA).

Foreign language anxiety, which is a complex and multidimensional phenomenon (Young, 1990), can be defined as "the subjective feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, reading and writing" (Macintyre & Gardner, 1993, P.284). Being the first to treat foreign language anxiety as a separate phenomenon, Horwitz et al. (1986) define foreign language anxiety as "a distinct complex of self perceptions, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process" (P.127). Based on empirical data and anecdotal evidence, they proposed a theory on language learning anxiety. This foreign language anxiety theory has three interrelated components; communication apprehension, fear of negative evaluation, and test anxiety. Horwitz et al. (1986) defined communication apprehension as a type of shyness characterized by fear of or anxiety about communicating negative evaluation refers to the "apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate one negatively." Finally, research reported by Horwitz et al. (1986) shows that test anxiety covers the

tests and an examination of the language learning process is defined as a type of performance anxiety stemming from a fear of failure.

As (Tesfaye, 2012) claims, there are serious complaints regarding the English language proficiency of students. Many students who join universities and colleges can hardly express themselves in English. Additionally, he reported that we need to give our children the best teachers and the best materials. He generalized by saying that without education we can reach nowhere, and without solving the challenges related to English language education, we cannot improve the quality of our education. "We need to do something!"

This indicates that as there is high foreign language anxiety in class activities in Ethiopian schools.

On the other hand, since the researcher of this study is an English language teacher in preparatory school, the prevalence of speaking anxiety is observable at different school levels; So that while anxiety is high, it has its own influence on developing language skills. Due to this fact, searching the ways of reducing anxiety is very important.

Donald E. Booth (2012) explicates that in his travels and meeting across Ethiopia, many have expressed dissatisfaction with the current status of English language skills. This anecdotal perspective is backed up by research. For example, (MOE, 2011) assessment of secondary school teaching found systematic weaknesses in English listening, reading, speaking, and writing skills. Unfortunately, many students who reach University have demonstrated these weaknesses with them.

Similarly (Tadesse, 2012) concluded his report on a Future Search Conference at Ambo University, as a teacher of English language for more than a decade, he has been thinking about ways of improving his students' English language skills, but frankly, achieved nothing or, at most, very little, partly because he has been worrying alone. And he believes that many of the panel discussion participants that held at Ambo University share the same experience. We can relate these problems to what has been demonstrated by the students as explained above. Depending on this fact that English is taught as a foreign language in Ethiopia. And this poses some challenges on students possibly resulting in anxiety. Also the rural area students like the one in Gida Ayana Preparatory School may differ in foreign language anxiety from the students in town schools such as the ones in Ask Preparatory School.

1.2. Statement of the problem

Apart from general FL anxiety, many learners are highly anxious because of participating in speaking activities. In fact, it is often suggested that speaking is the most anxiety provoking language skill in foreign language learning situation (Keramida, 2009).

Many researchers have supported the idea that communicating in the foreign language class may be a traumatic experience causing feelings of fear (Beebe, 1983; Lucas, 1984; Horwitz et al.1986; Liu, 1989; Phillips, 1992). Ely (1986), Macintyre & Gardner, (1989), Campbell (1991), Price (1991), Aida (1994) stress that speaking in the target language seems the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to language learners. Although students show most interest in learning to communicate orally in the foreign language (Phillips, 1991) their anxieties may play debilitating roles. (Labov, 1969, as cited in Tsui, 1996, P .156) affirms that speaking in class is experienced by students as “high-risk” and “Low-gain”.

One of these studies was conducted by Horwitz (1991). The findings of this study carried out on Spanish and French students revealed that students with high levels of anxiety received lower course grades than the students with lower levels of anxiety. In a similar study which analyzed American students learning Japanese, Aida (1994) found that anxious students got lower grades than their calmer counterparts did. Ying (1993) carried out a study to investigate the effects of foreign language anxiety on English learning with senior high school students in northern Taiwan. The results showed that a slightly difficult test in classroom atmosphere would increase the level of students’ anxiety and influence their language proficiency. In her study, it was also reported that facilitating anxiety did not help much to increase students’ language proficiency. In addition to this, Saito and Samimy (1996) found out that foreign language anxiety can have a negative impact on Japanese learners’ performance and the influence of foreign language anxiety becomes more important as learners’ instructional level increases.

A different study was carried out by Djigunovic (2006) on Croatian undergraduate EFL learners to investigate the effects of language anxiety on language processing. The findings of her study revealed that students with high levels of language anxiety produce smaller amounts of continuous speech in L2 and they make longer pauses while speaking compared to students with low levels of language anxiety.

The increasing cross-cultural relations among individuals in society create a need for people to communicate in languages different from their native tongue. Due to reasons such as business or the mere interest in a foreign culture the need to learn how to speak a foreign language fluently, correctly and even in a short time is evident. As globalization increases, people in most nations find themselves in the situation of speaking in front of others in a foreign language.

However, speaking in the foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality, or their intelligence. Learners attempting to learn a foreign language have difficulties in relating to others, experiencing in some cases a sense of alienation or “cultural shocks” (Crookal & Oxford, 1991, P.142).

Dereje (2014) explicates that no surprise, despite the fact that the English language has been declared in policy as medium of instruction in secondary and tertiary level, as well as accorded a ‘prestigious’ attitude by Ethiopian students, currently, it is forced to appear ‘difficult’, ‘not-my-language’, ‘is foreign’ and, hence it is okay to go along with ‘broken English’ (these are confirmed by Heugh et al., 2007). Indeed, under such conditions, Ethiopian English learners have neither opportunity nor authentic purpose for ‘target language use’ (Bachman & Palmer 1996), which, nevertheless, is one of the fundamental preconditions for language proficiency/ competence development. Therefore, the idea that Ethiopian students are poor in English language because English is ‘a foreign language and, hence, they have no opportunity to practice’ (Heugh, et al., 2007, P.107), is a flawed argument.

This indicates that as there is prevalence of foreign language learning anxiety in speaking class activity in Ethiopian schools.

As stated above, though there are a substantial number of studies carried out to reveal the level of speaking anxiety experienced by learners, the prevalence of foreign language learning anxiety in speaking class between private and government preparatory schools is missed in the literature. Also the comparison between students in rural schools and students in schools located in town is missing in the literature. For this reason, the present study aims to fill this gap by comparing the prevalence of EFL speaking anxiety between the students in a district school with their counterparts in a zonal town school.

1.3. Research questions

1. What are the causes of EFL speaking anxiety among the target students?

2. Which factors are the most dominant among Grade 11 students in Gida Ayana Preparatory School students and their counterparts in Ask preparatory School?

3. Is there a significant difference in EFL speaking anxiety between Grade 11 students in Gida Ayana Preparatory School and their counterparts in Ask preparatory School?

1.4. Objectives of the study

1.4.1. Main objective

The main purpose of this study is to investigate the level of EFL speaking anxiety among Grade 11 students in Gida Ayana and Ask preparatory schools.

1.4.2. Specific objectives of the study

- ❖ To examine the causes of EFL speaking anxiety among the target students;
- ❖ To identify the factors that are the most dominant for Grade 11 students in Gida Ayana preparatory school students and their counterparts in Ask preparatory school;
- ❖ To find out whether there is a significant difference or no in EFL speaking anxiety between Grade 11 students in Gida Ayana Preparatory School and Ask Preparatory School.

1.5. Significance of the study

The issue of language anxiety is being studied with increasing frequency recently because of its influence on second language learning, performance and achievement. The present study will be of considerable interest to language educators and students because of the potentially negative impact of foreign language anxiety, not only on the various domains of language performance, but also on students' attitudes and perceptions of language learning.

The findings of this study will help teachers and students to be aware of the factors that lead to speaking anxiety so that they can cope with this problem and propose suitable solutions to it. Also, the study could help teachers to develop strategies for working on reducing EFL speaking anxiety. Finally, they could help learners in developing this skill in the class.

1.6. Delimitation of the study

For this study, government and private preparatory schools were selected. The reason for selecting government and private schools was to conduct a comparative study.

The researcher selected two schools from East Wollega zone. This zone is selected for two reasons. Primarily, this zone is located relatively nearer to the researcher's residence and work place. Secondly, the researcher is familiar with the people in this zone to get the relevant information for the study.

Two Preparatory Schools are selected from two districts. They are selected for their more accessibility to the researcher and for their geographical proximity to each other. Accordingly, Gida Ayana, the district town government school and Ask the zonal town private Preparatory School are selected from East Wollega zone.

The total population of the study was 725 Grade 11 English language students. This is due to the assumption that students are more likely influenced by the EFL learning speaking anxiety in the classroom activities during the instruction. Hence, 20% of the students from Gida Ayana preparatory school and Ask preparatory school were included in the study.

1.7. Limitation of the study

This study suffered from some limitations. Important variables, such as the four language skills, may contribute to differences in foreign language anxiety, should be examined systematically. However, to conduct the study on the four skills it takes a long time and cannot be manageable in a short period of time. For this reason, the researcher is obliged to work only on speaking anxiety. In addition, the study was conducted on sample students selected from the two target schools. This makes the generality of the findings of the study limited to the two schools and the speaking skill only.

Chapter Two: Review of Related Literature

The purpose of the present chapter is to introduce the reader to the wide area of foreign language anxiety research by explaining some of the fundamental concepts which constitute this field. Focusing in particular on foreign language *speaking* anxiety, numerous studies are mentioned and even quoted as solid guidelines to the interpretation of the structure of the present study as well as of the method the researcher has adopted. Analyzing other researchers' findings has been essential to select the relevant questionnaire used in order to gauge the students' level of speaking anxiety. Moreover these have constituted good terms for comparison with the results of this study.

2.1. Foreign language anxiety

The increasing cross-cultural relations among individuals in society create a need for people to communicate in languages different from their native tongue. Due to reasons such as business or the mere interest in a foreign culture the need to learn how to speak a L2 fluently, correctly and even in a short time is evident. As globalization increases, people in most nations find themselves in the situation of speaking in front of others in a L2.

However, speaking in the foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality, or their intelligence. Learners attempting to learn a foreign language have difficulties in relating to others, experiencing in some cases a sense of alienation or "cultural shocks" (Crookal & Oxford, 1991, P.142).

For this reason the need for a systematic study of how people acquire a foreign language has arisen with origins in the second half of the 20th century.

Researchers have consistently described learning a foreign language as a complex process, which implies the study of a new grammar, pronunciation, memorization of new words; but first and foremost it tests the learner's ability in terms of his flexibility to take risks and making mistakes in front of other people. Over the years, the factors characterizing such processes have been clearly outlined: these factors may be strictly Linguistic (e.g. grammar, syntax) or extra- linguistic such as Socio-contextual (Schuman, 1978), the input received by the learner (krashen, 1985). Learners differ, in fact, along a series of parameters such as age (Lennberg, 1971), mother tongue, general ability, affective factors like motivation and anxiety (Kleinman,1977; Ely,1986; Horwitz, Horwitz & Cope, 1986; Macintyre & Gardner, 1991a; Price, 1991; Phillips, 1992; Aida, 1994).

Many investigators have been focusing on this latter aspect, trying to determine the causes and effects which this has on learners (Chastain, 1975; Phillips, 1992; Macintyre & Gardner, 1994; Bailey & Hunan, 1996).

Attention has been drawn to the feelings of the students during their foreign language lectures. "I just know I have some kind of disability: I can't learn a foreign language no matter how hard I try" (Horwitz et al. 1986, P.125) and also "I think my English level is not so good, so I am shy to talk English...I hate English very much because I think English is quite difficult to learn..." (Tsui, 1996, P.145) are statements familiar to many foreign language students and teachers. Hence, for many researchers, one of the prerogatives has been the necessity to find teaching techniques and methods which help to lessen eventual feelings of tension (Krashen & Terrel, 1983; Crookall & Oxford, 1991; Young, 1991). It is important, in fact, that the instructor begins exploring instructional strategies that may overcome the student's feeling of inadequacy, confusion, and failure. High levels of anxiety may compromise negatively the forthcoming attitude toward the foreign language studied. Teachers should strengthen students' self esteem in their L2 ability via reassurance, empathy and even by encouraging realistic expectations regarding the time during which fluency in the target language may be acquired.

As confirmed by several surveys (Horwitz et al., 1986; Ely, 1986; Young, 1990; Price, 1991; Aida, 1994), one of the most anxiety-provoking activities in the foreign language is speaking. Unlike writing, where "each writer can get on by himself, without disturbing the rest of the class, at his own speed." (Brown & Yule, 1983, P.25) speaking is an activity which involves more than one person, and it tends to threaten one's public standing fairly easily (Tsui, 1996).

Intrinsic factors of speaking are intonation, pronunciation, fluency, all of which are absolutely important for many foreign language students. As Moore (1977, P. 107) has pointed out "incorrect pronunciation, together with faulty speech melody and rhythm, immediately marks one as a foreigner."

2.1.1. Components and sources of foreign language anxiety

In the last decade, foreign language anxiety research has focused on the examination of the relationship between anxiety and learners' variables, often taking several directions. Investigations have been quantitative studies (Chastain, 1975; Gardner et al., 1976), focusing on the correlation between anxiety and language proficiency (Young, 1986; Macintyre & Gardner, 1989) in written

and oral tests and production. In Macintyre and Gardner's study (1989) one hundred and four subjects were tested in two different groups. Employing nine scales, measuring various forms of anxiety, they conclude that production would suffer in those students with a high level of anxiety. Other approaches to analyzing these relationships have been offered by qualitative researches, which allow the investigator to observe the phenomena from the point of view of the learner. Founded on personal diaries or comments from students, it has been possible to gather important information, otherwise difficult to obtain through empirical studies. In Price's (1991) study, students of French were interviewed about their own experiences with foreign language classes, through direct questions, like "Can you tell me something about how you have felt during your language classes?" (Price, 1991, P.103) or "What bothered (bothers) you the most about foreign language classes?" Important findings have been drawn from their answers. The subjects were frustrated with not being able to speak correctly, without any errors and with a "terrible" Texas accent (Price, 1991, P. 105). Afterwards, Phillips (1992) studied the affective reactions of high and low-ability students toward oral exams in the foreign language. The answers to the questions used for the investigation, indicated the negative attitudes toward the oral test. Students reported of "going blank" or feeling "tense" in this situation.

As we will understand in the course of the present thesis, foreign language anxiety is a complex process, sometimes difficult to describe in all its components. Scovel (1978, P. 134) points out, "anxiety can be viewed, not as a simple unitary construct, but as a cluster of affective states, influenced by factors which are intrinsic and extrinsic to the foreign language learner...". External factors may be of different character: they could be, for instance, the relationship of the learner with his interlocutor (e.g. formal, informal) or the environment in which communication is taking place (e.g. a classroom, a public conference, a job interview). On the other hand, internal components may be psychological or emotional. They may be the shyness people experience in talking with others, or the embarrassment one has in interacting in public, for instance. A clear and well established description of the components of foreign language anxiety has been outlined by Horwitz et al. (1986). In their study, considered by many researchers as one of the most reliable guidelines in this psycholinguistic area (Campbell & Ortiz, 1991; Aida, 1992; Onwuegbuzie et al., 1999), Horwitz et al. (1986) identify three related types of anxiety: communication apprehension, test anxiety and fear of negative evaluation.



2.1.2. Communication apprehension

Described by Daly et al. (1997a, P. 21) as the “people’s willingness to approach or avoid social interaction”, *communication apprehension* is the fear an individual experiences in oral communication (Horwitz et al., 1986; Daly, 1991).

Since the focus of the present thesis is on speaking activities and on the embarrassment people tend to have when performing in a foreign language, the researcher would like to describe this first aspect accurately.

Communication apprehension may occur in several situations: in using one’s own mother tongue (L1) or in using a foreign language, or in both cases. It has been proved that persons who are usually talkative and relaxed in their L1 may become embarrassed or even silent when communicating in the foreign language (Lucas, 1984; Horwitz et al. 1986). Likewise vice versa: people who ordinarily express inhibition in L1 communication, become comfortable when using the second language, as they have the feeling that someone else is speaking. This last phenomenon may be explained in the same way as for those stutterers who are able to sing or act normally (Horwitz et al., 1986). Hence, the modes of behaviors outlined above lend support to the idea that foreign language anxiety is a kind of “situation specific tension”.

Manifestations of communication apprehension in the ESL have been reported by Foss & Reitzel and Lucas (in Aida, 1994, P. 157), giving support to the idea that “people experience anxiety and reluctance in communicating with other people or in expressing themselves in a foreign language in which they do not have a full competence” (Aida 1994, P.157). Difficulties in speaking in groups or in pairs, in or out of the classroom are all “manifestations of communication apprehension” (Horwitz et al., 1986, P.127).

Research has also consistently demonstrated the negative correlation between communicative apprehension and self-esteem (Daly et al., 1997a). Caccioppo, Glass & Merluzzi (1979) affirm that negative perceptions about the self are closely related with social anxiety. Thus, anxious students tend to underestimate their ability to speak and they focus more on their failures instead of their successes in the foreign language. In a study conducted in 1985 McCroskey, Fayer and Richmond (in Aida,

1994) observe the self-perceived competence of Spanish speaking students receiving instruction in English. The conclusion is that highly communicative apprehensive students have lower levels of self-perception in English.

The construct of "social anxiety" has been generated by Leary (1983) and it is used in the present research with the same meaning of communication apprehension. Very anxious students are more likely to avoid the foreign language class or to withdraw from courses with several communication demands (Ely, 1986; Phillips, 1992). They prefer "mass lecture" (Daly et al., 1997a, P.40) classes over smaller classes in order to be able to hide themselves in the back rows and to avoid any possible involvements in those class activities which may put the students "on the spot" in front of their peers. Some investigators have attributed the origin of such anxiety to genetic factors (Kagan & Reznick, 1986) which might be transmitted from parent to child; others have attempted to see whether there are gender differences concerning apprehension. The result is that only a slight correlation exists, and it is more consolidated among female subjects (Gilkinson, 1942; Friedrich, 1970).

Through studies, communication apprehension has been defined by different terms such as, shyness (Buss 1984 in Daly et al., 1997a), reticence (Tsui, 1996), and *social anxiety* (Schlenker & Leary, 1985). In a study carried out by Schlenker & Leary (1985, P. 171) it has been claimed that "social anxiety occurs when people are motivated to create a desired impression on an audience but doubt they will do so" for some reason. This might be due to lack of knowledge about certain subjects, or, referring to the foreign language, to the low level of certain skills: the lexicon, Pronunciation, or grammar, for example, consequently anxious learners attempt to avoid topics that might reveal their ignorance, and try to interact "...in a passive yet pleasant fashion, holding up his or her end of conversation...contributing little and taking minimal social risks." (Schlenker & Leary, 1985, P.183) is preventing any bad impressions. Socially anxious individuals tend to use meaningless expressions which show one is getting information from the conversation: for example, 'uh, huh' (Schlenker & Leary, 1985, P.183) or they simply just smile a lot.

In the foreign language class, apprehensive students are unwilling to talk in front of the others and they tend to wait until the end of the lecture to ask a question, not raising their hand, and hoping that somebody else asks the question (Daly et al., 1997a). The same students may also engage in modes of behavior that tend to vary the speed of speech when in front of others, compared to when there is no audience (Paivio, 1965 in Daly et al., 1997a).

All these facets, in turn, are manifestations of the debilitating effects of anxiety on the learning process that is affected both quantitatively (Horwitz et al., 1986) and qualitatively (Gardner, Lalonde, Moorcroft & Evers, 1987).

2.1.3. Fear of negative evaluation

The third main component identified by Horwitz et al. (1986) as relating to foreign language anxiety is the *Fear of Negative Evaluation*. Watson & Friend (1969, P.448) define this factor as the “apprehension of other’s evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively.” Fear of negative evaluation differs from test anxiety in that it is a tension which is not limited to testing situations; rather it may occur in any social, evaluative context, like a job interview or speaking in public (Horwitz et al., 1986). Interestingly, subjects with high comprehensible input and output, which are indispensable to language acquisition (Swain, 1985). However, making the students active in classroom activities is not easy. Simply encouraging students to take more risks is not always successful. Instead it is essential to make them “...more psychologically comfortable and safe in their learning environment” (Ely, 1986, P. 23), and to lessen any sources of stress. Once this is achieved, students will be more inclined to take risks during classroom activity.

As we will understand in the present research, the explanation of these factors at this point is indispensable for a full comprehension of foreign language anxiety in in-class speaking activities. In this way in fact, it will be possible to interpret the specificity of L2 speaking anxiety within the complex phenomenon of foreign language anxiety with which it shares several of the components already outlined. In addition, numerous factors explained above are endorsed by the items of the questionnaires which the researcher used in order to measure foreign language anxiety in in-class speaking activities.

2.1.4. Speaking anxiety in the L2 classroom

The present study aims to shed light on any possible anxiety felt by students at the moment of speaking during the L2 class. If this fear is existent in the students interviewed the question is asked: which in-class activities make them particularly uncomfortable? Moreover, does living for a while in the target language country help students to reduce this discomfort?

Many researchers have supported the idea that communicating in the foreign language class may be a traumatic experience causing feelings of fear (Beebe, 1983; Lucas, 1984; Horwitz et al., 1986; Liu, 1989; Phillips, 1992). Ely (1986), Macintyre & Gardner, (1989), Campbell (1991), Price (1991), Aida (1994) claim that speaking in the target language seems the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to language learners. Although students show most interest in learning to communicate orally in the foreign language (Phillips, 1991), their anxieties may play debilitating roles. Labov (1969 in Tsui, 1996, P. 156) affirms that speaking in class is experienced by students as “high-risk” and “low-gain”.

In their review of the literature with regard to anxiety and language learning, Macintyre & Gardner (1991a), observing a sample of thirty-nine students of French, attempt to collect students' reports about positive or negative experiences with the foreign language class. They conclude that the dominant themes of the essays concerned comments on speaking and comprehension activities. Among these, over 87% of the students who write about anxiety-arousing experiences, recall situations involving speaking activities. Moreover, the study supports the idea that people with a high level of anxiety in French, often performs more poorly than their more relaxed colleagues.

As a matter of fact, one of the main problems of speaking anxiety is the negative influence which it has on the L2 performances and on the attitude toward the foreign language tasks. Avoidance behaviors may put the student in the condition of excluding himself from conversations and interactions with people of different cultures and languages, because they do not share a common *lingua franca*.

Attention has been paid to the correlation between foreign language speaking anxiety and the source and target cultures in various studies. Interestingly, in fact, anxiety in speaking a L2 has turned out to be more frequent in some cultural settings than in others.

From an investigation carried out by Lucas (1984) on communication apprehension in the Japanese society and schools, it has been found that "Japan is the culture in which communication apprehension is most common" (Lucas 1984, P. 594). A valid explanation to this may be provided by Japanese society itself. In a country which discourages the expression of open emotions and anxieties, and in which the use of language for reasons of persuasion is considered poor policy, it is not surprising that Japanese students get worried about speaking English with native speakers, or in the classroom. Furthermore and surprisingly, speech communication is not included in any curriculum of Japanese higher education system, except for a few schools. As reported by the English teachers interviewed in Lucas's study, over two thirds of the students are unwilling to speak because they are afraid of making mistakes. Along similar lines, Aida (1994) contributes to the study of speaking anxiety among students of a very difficult language such as Japanese. The originality of her research lies in the observation of anxiety experienced in learning a non-Western language. As a matter of fact, most studies of language anxiety have concerned Western languages, like Spanish, English, French and German, and little attention has been paid to languages like Korean, Japanese or Arabic. As a Japanese educator, Aida conducted the study with ninety-six subjects who were enrolled in the second-year of Japanese I at the University of Texas in Austin. The main purpose has been to verify whether Horwitz et al.'s (1986) conceptualization of foreign language anxiety, as constituted by communication apprehension, fear of negative evaluation and test anxiety, was applicable to students of Japanese. Employing the FLCAS and a background questionnaire, the research confirmed that anxiety is a pervasive phenomenon, with a high degree in speaking (i.e. communication apprehension) and failure of failing the class. Items 3, 13, and 20 (Aida, 1994, P.160) are indicative of speaking anxiety, proving the reluctance of students regarding the participation in conversation, essential for the L2 improvement. In the subsequent analysis, exposure to Japanese culture and people turned out to be a factor of group difference. Interestingly it was found that the group of students who had been in Japan had a lower level of anxiety in the foreign language classroom. FLCAS (Horwitz et al., 1986) measures anxiety mainly related to speaking activities.

2.1.5. Sources of speaking anxiety in the L2 classroom

There are several sources of speaking anxiety in the foreign language class; some may be associated with the student's personality, the specific context where L2 is learned, the teacher, or the instructional practice. Anxiety may also arise from certain speaking activities experienced by the learner. In the present research a detailed description of such variables will be proved.

2.1.5.1. Negative self perception and low self esteem

Experiences of speaking anxiety and foreign language anxiety in general have been considered also in terms of cognitive interference generated by self-related cognition (Tobias, 1986). The study of learners' opinions about language learning constitutes an important area of enquiry and will be observed in this paper.

Anxious learners with regard to speaking continue to think about their learning difficulties and, distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class (Macintyre & Gardner, 1991a). Daly (1997a) states that anxious learners tend to have a more negative self perception and tend to underestimate their quality of speaking ability. Macintyre & Gardner (1991a) based on the reports of thirty nine adult L2 students, analysed the perceptions which these subjects had about foreign language classes. Students were asked to rate their abilities in speaking, listening, writing and reading in the L2 using a questionnaire made of six anxiety scales and four portions: "Essay", "Can Do", "Production Tasks" and "Anxometers". The result was that 87% of the students perceived speaking as the most anxiety-arousing experience; in addition, a significant difference was found for the self rated speaking ability, with those learners writing a relaxed report, perceiving themselves as more proficient than the anxious group.

Young (1999) confirms that anxiety arousal may be associated to self related thoughts of failure and negative self perception about the subject's own L2 capacity. Thus, it is not surprising learners consider speaking in front of other people is one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited (Young, 1999). It would seem, then, that students who begin with a self-perceived low ability level in the foreign language classes are perfect candidates for language anxiety.

The relation between anxiety, cognition and behavior is likely to be cyclical, in which one affects other (Leary, 1990). For instance, answering a question in the foreign language may be a stressful activity; worry and anxiety make the student concentrate on negative thoughts and rumination. Hence, the cognitive performance will suffer since the student cannot focus on the task and the performance will not be as good as expected. Again, self deprecation will arise and it will damage the performance even more.

For these reasons, considering the debilitating role that negative self perceptions may play in learners' behavior sometimes and considering that changing a person's self perception of L2 ability is not easy, the aim of teachers should be to encourage more self confident language students focusing their attention on positive experiences in the second language, rather than on negative ones.

Similar to negative experiences, the low self-esteem of a student toward L2 (Cheng et al., 1999; Onwuegbuzie et al., 1999; Young, 1999) could be identified as another source of speaking anxiety. With respect to this topic, Horwitz et al. (1986) points out how the foreign language learning process might be a constant threat to the personality of the learner. In this case, the learner's possibility to express himself in the L2 is fairly limited compared to his mother tongue. As for the question "I keep thinking that the other students are better at languages than I am", 38% of the students of Horwitz's investigation agree with the statement (Horwitz et al., 1986).

It might be possible that among highly anxious students, those with generally high self-esteem might be handling anxiety better than those with low self-esteem. Greenberg and his colleagues (1992, P.913), in an attempt to elaborate a theory of terror management, suggest that "self-esteem serves an anxiety-buffering function". It seems that people with the will to maintain a positive self-image are protected by self-esteem, against any type of anxiety-threat. Foss and Reitzel (1988, P.440) claim that "perception of the self plays a key role in how students approach the acquisition and use of a second language."

An interesting contribution to the description of the negative thoughts of language students in the classroom has been offered by Crookall & Oxford (1991). These researchers affirm that hindered by the limited communicative competence in the L2, the learner may experience "cultural shocks" (Little 1984 in Crookall et al., 1991, P. 142) by incurring misunderstanding with his interlocutors, with the need to "re-learn the conventions which surround simple daily events" (Crookall & Oxford, 1991, P.142).

2.1.5.2. Competitiveness

Several investigators have identified competitiveness as playing an important role to determine students' speaking anxiety. In his qualitative analysis of ten diary-studies, Bailey (1983) observes such a factor with attention. In a tendency to compare himself to the rest of the students in the classroom, the anxious subject undervalues his own preparedness or language skills, over-thinking about the eventual negative results which may derive from his poor performance. The competitive self-image described by (Bailey, 1983, P. 97) may derive from other personality variables like the desire to out-perform other language learners, or the desire to gain the teacher's approval, even overcoming his expectations in the language.

For a number of learners, the worry about derision and peers' laughter turned out to be causes of absence in the foreign language class and reticence at the moment of answering (McCoy, 1979).

The British psychologist Moore (1977) who moved to Denmark to assume a post at the University of Aarhus wrote in his diary about the restricted communicative ability he experienced in the oral language lesson. For him those classes have been sources of anxiety. Hence he claims: "My experience has shown me how communication failure...can produce mystification, frustration, and many counterproductive emotional and behavioral responses" (Moore, 1977, P. 110).

In this respect, Walsleben reports (in Bailey, 1983) about the sense of competition she felt as a graduate student, during Persian language classes. Considering herself incapable of being one of the less fluent students in the class, she found it impossible to compete with her more proficient classmates. For this reason, she writes:

Three of the more voluble students delighted in "racing" each other to see who could repeat the choral drills first and loudest. My anxiety level increased daily and I developed a feeling of frustration and incompetence which was only intensified by my wanting so very much to speak the language (ibid., p. 15)

Evidence in favor of Bailey, Moore and Walsleben has been given by Palacios (1998). By surveying Spanish university students, he concludes that low levels of anxiety are associated with a lack of competition among the students in the classroom.

Thus, it is possible to understand that creating a low anxiety classroom atmosphere should be one of the major tasks for language instructors. A variety of techniques have been elaborated in order to deal with personal and interpersonal anxiety. Researchers such as Young (1991) explain that if students become aware of their fears about language learning, they will be capable of coping with anxiety-arousing situations in more rational ways.

2.1.5.3. In-class activities

As explained in the present research, there are several sources of anxiety for foreign language learning and L2 speaking. Among these, an essential role is played by certain classroom practices, methodologies adopted, and relations established by instructors with their students in the classroom.

Basing on Horwitz et al. (1986) questionnaire measuring anxiety in L2 in-class activities and speaking, the present research aims to investigate whether speaking anxiety is indeed a source of embarrassment among Gida Ayana and Ask preparatory school students of English language. For this reason, the need to outline detailed results of Young's survey (1990) and other researchers could be an efficient way to understand whether the findings of the present paper are along a similar line. Albeit with different manifestations and degrees, a high concern among students has been shown over speaking oriented activities with high exposure requirements. Hence, speaking in front of their classmates or the teacher is likely to be an activity which deeply worries students. They are afraid of losing their own self-esteem, or showing their language weaknesses. Seventy-eight and seventy-nine percent of Young's students (1990,P.543), though belonging to three different language groups, agreed with the statement "I feel more comfortable in class when I don't have to get in front of the class." With similar results, Daly (1991) and Mejias et al. (1991) conclude that learners do feel anxious when speaking the L2 in front of an audience, thus confirming the hypothesis that speaking anxiety is due to communication apprehension. Giving oral presentations is the practice feared by seventy-five and one hundred percent of Koch and Trrele's students, and by forty-two percent of woodrow's subjects. Dividing her students' sample into "Moderately Relaxed, Neither Anxious Nor Relaxed and Moderately Anxious" subjects, Young (1990,P. 547) noted that this latter group included students anxious about "presenting a prepared dialogue in front of the class" and about "making an oral presentation or skit in front of the class". While the entire class waits silently to hear their classmate, for the student called up to the top of the class time seems infinite.

Students report that they start trembling and feeling panic struck in such situations. All performance activities should be properly tailored in relation to the affective needs of the students, and should not be completely avoided (Horwitz, 1990).

Conflicting results were reported, instead, referring to role-playing activities. In Koch and Terrell's research, half of the students described this in-class practice as provoking anxiety, while the other half had a positive attitude toward this activity. Along similar lines, no relevant differences were found in the number of students who agreed and disagreed with the questionnaire item "I like going to class when we are going to role-play situations" (Young, 1990, P. 544).

It is also interesting to consider the conclusion which Koch and Terrell (1991) report referring to group activities. Based on the NA16, where teaching techniques aim at the respect of students' affective states, group activities are seen as fundamental methods for foreign language learning and instruction. However, as demonstrated by Foss and Reitzels (1988) investigations, students seem to be sensitive to the dimension of group work. Carrying out activities in large groups of 7 to 15 students was perceived as an anxiety producing situation, probably because learners did not notice any difference when interacting within a large group and the whole class. On the contrary, working in small work groups or in pairs are cited by students as activities where language anxiety is alleviated (Koch & Terrell, 1991; Omaggio, in Young, 1991; Price, 1991). Seventy-seven, ninety-two and fifty-seven of the students surveyed by Young (1990) agreed that they enjoyed the class when they could work with other students. Working in small groups or in couples, in fact, helps learners to speak more freely in the foreign language and to know the other classmates in a better way. A significant number of students expressed that way would feel less apprehensive about speaking in class in front of others if they knew better (Young, 1990). For this reason, for example, activities such as interviews with other students could be promoted by instructors. As a matter of fact, most anxiety producing activities are those which "spotlight" the language learner in front of others. There is no risk and no threat to one's own personality in writing a composition at home, reading silently in class or repeating as a class after the instructor (Brown & Yule, 1983). In this respect, students surveyed by Young (1990, P. 547) were "Moderately Relaxed".

There is anxiety, however, when called to write their own work on the board (Young, 1990, P. 547), and to give answers especially when the subject is not ready to speak. Fifty-seven percent of the students of the NA expressed their concern regarding non-volunteered responses and oral quizzes, practices effective to evaluate students' comprehension particularly at the early stages of the L2 class though (Koch & Terrell, 1991).

A good remedy for such embarrassment could be provided by giving students the opportunity to answer voluntarily, an activity which has been rejected only by a minority (nine percent) of the students interviewed by Horwitz et al. (1986) and which has been positively judged by seventy-nine, eighty-two and forty-three percent of Young's students (1990, P. 544), who agreed with the questionnaire item "I prefer to be allowed to volunteer an answer instead of being called on to give an answer". Learners showed interest in activities such as discussions of current events or interesting topics. One of the most effective ways to reduce anxiety could be to "make the message so interesting that students forget that this is in another language" (Krashen in Young, 1991, P. 433).

A very high percentage (ninety-four, eighty-nine and seventy-five) of Young's subjects endorsed the statement "I am more willing to participate in class when the topics we discuss are interesting" and fifty-five percent of Koch & Terrell's (1991) students described classroom topical courses as producing comfort. On the other side, students did not like speaking in the classroom when the debate was scheduled (Young, 1990). Language learners worry about not understanding what the instructor is explaining in the foreign language or they fear that the language class moves so quickly that they can be left behind (Horwitz et al., 1986). Therefore, language teachers should make sure that students are actively involved in the activities. The L2 practices should be proposed by teachers as "useful" or "not recommended" for some students at particular levels of acquisition, rather than "intrinsically bad or good" (Koch & Terrell, 1991). As affirmed by Young (1991, P. 433) it would be advisable for teachers "testing what they teach in the context of how they teach it."

Chapter Three: Research Methodology

The purpose of this chapter was presenting the method of research that was employed to gather data in order to carry out the study. It was focused on the discussion of research design, study population and sampling. The data collection instruments, the data collection procedures, and the method of data analyses were discussed.

3.1. Research design

The main focus of this study was to compare the prevalence of Foreign Language Learning Anxiety in speaking class in Grade 11 students. In this study both qualitative and quantitative data was utilized by the researcher because having data which has been collected through different methods provide more reliable results and reduce potential biases. Qualitative data were gathered through face- to- face interview and quantitative data were collected by questionnaires.

3.2. Study population and sampling

The total population of the study was 725 grade 11 students, enrolled in Gida Ayana Preparatory School, and Ask Preparatory School in 2014/ 2015. Students enrolled in Gida Ayana Preparatory School were 672 (males 338 and females 334). Students enrolled in Ask preparatory school in this year were 53 students (33 males and 20 females). The sample of the study consisted of 67 Gida Ayana Preparatory School students which is 20% of the population (34 males and 33 females), and 53 students from Ask preparatory school. This Ask preparatory School sample population is almost 20% of the total population. The reason why the researcher took the whole students that enrolled in Ask preparatory school is that if the percentage is taken the sample of the population will be decreased. This sixty seven ($n= 67$) was selected by systematic random sampling technique which is $K= N/n$. The reason why this technique was selected is that it reduces biases, and saves time. The total sample population was 120.

3.3 Data collection instruments

Two types of instruments were used to gather data: questionnaire and interview. Because collecting data through different methods provide more reliable results and reduce potential biases.

3.3.1. Questionnaire

One of the instruments that was used to collect data was questionnaire. The questionnaire consisted of a foreign language classroom anxiety scale which was adopted from FLCAS developed by Horwitz et al. (1986). The items were answered with in a scale ranging from one to five. FLCAS is based on the analysis of potential sources of anxiety in a language classroom. This scale includes 33 items.

In this study, the internal consistency of foreign language speaking anxiety questionnaire (FLSAQ) was found as .91, which shows that the instrument has a high reliability coefficient.

This questionnaire is translated to Afan Oromo to make it clear to obtain the accurate data from the sources.

3.3.2 Interview

Interview Guidelines were adopted from G. Ozturk & N. Gurbuz / Journal of Language and Linguistic studies, 10 (1) (2014) 1-17.

The reason why these interview guidelines were adopted was that they are standardized questions. These questions are translated to Afan Oromo to make it clear to the interviewees.

3.4. Data collection procedure

The questionnaire used in this study contains 33 items which are related to four main factors of causing anxiety in a language classroom. They include communication anxiety, test anxiety, fear of negative evaluation and anxiety of English classroom. The first category contains 8 items (1, 9, 14, 18, 24, 27, 29, and 32) which are related to communication apprehension anxiety. The next factor has only 5 items (2, 8, 10, 19, and 21) which are included in this study to gather data related to test anxiety. The third category includes 10 items (3, 7, 13, 15, 20, 23, 25, 30, 31, and 33) and these items are supposed to generate data related to EFL learners' fear of negative evaluation. The last factor comprises of 10 items (4, 5, 6, 11, 12, 16, 17, 22, 26, and 28) and are associated with the anxiety related caused by English classroom.

Descriptive analysis was performed to calculate mean and standard deviation of each item and each type of anxiety to obtain the general situation of students' anxiety in classroom.

The reason why this questionnaire is adopted from Horwitz is that it is standardized questionnaire. The questionnaire is translated to Afan Oromo to obtain the accurate data clearly from the source, and pilot test (pre- test) was used to check the validity. In this study, the internal consistency of foreign language speaking anxiety questionnaire (FLSAQ) was found as .91, which shows that the instrument has a high reliability coefficient. After this 120 questionnaire was distributed to the sample population to gather the data.

The interview Guidelines were adopted from G. Ozturk & N. Gurbuz / Journal of Language and linguistic studies, 10(1) (2014) 1-17. The reason why this interview questions are adopted is that these questions are standardized questions. These interview questions were translated to Afan Oromo to make it clear to the interviewees to give the available response. In order to get in-depth data about EFL speaking anxiety experienced by the learners in language classrooms, the interview questions consisted of five open-ended questions which are supposed to provide valuable information for this study in the sense that the questions will give an opportunity to students to express themselves freely. In addition to this, the researcher believed that these interview questions were providing qualitative support for the statistical analyses. The interviews are semi-structured and some prompts are prepared and were asked to participants in order to encourage them to elaborate on their ideas.

3.5. Data analysis

In this study, a 5-graded Likert scale was used to collect quantitative data. The quantitative data were gathered and analyzed using Statistical Package for Social Sciences (SPSS) version 16.0 was used to analyze these data through descriptive and inferential statistics. Here mean, average mean, std. deviation, Sig. (2-tailed), effect, and effect size was used for the analysis by descriptive statistics and inferential statistics used through t- test.

The qualitative data was gathered through semi- structured interview carried out with 24 students that was 12 students from Ask Preparatory School and 12 students from Gida Ayana Preparatory School, which is 20% of the sample population, this is, to get in –depth data and have a broad understanding about their potential EFL speaking anxiety. The qualitative data was analyzed through context analysis.

Chapter Four: Findings and Discussion

This study attempted to investigate the prevalence of EFL and speaking anxiety among Grade 11 students in Ask and Gida Ayana Preparatory Schools. To this end, data were collected from a sample of students through questionnaire and interview. This chapter thus presents the results obtained from the data collected in these ways. The chapter has two sections. These are section 4.1 (findings) and section 4.2 (discussion).

4.1: Findings

4.1.1: Findings from the data collected via questionnaire

The questionnaire used in this study is “the Foreign Language Class Anxiety Scale” (FLCAS) that contains 33 items which are related to four main factors causing anxiety in a language classroom. They include communication apprehension related anxiety, test anxiety, fear of negative evaluation and anxiety of English classroom. The first category contains 8 items (1, 9, 14, 18, 24, 27, 29, and 32). The second category includes 10 items (3, 7, 13, 15, 20, 23, 25, 30, 31, and 33) used to generate data related to fear of negative evaluation. The last factor comprises of 10 items (4, 5, 6, 11, 12, 16, 17, 22, 26, and 28) associated with the anxiety caused by English classroom.

Table 4.1: Communication apprehension anxiety

No.	Items	Ask Prep. School Mean	Gida Ayana prep. Mean
1.	I am never quite sure of myself when I am speaking in English.	2.85	2.51
9	I start to panic when I have to speak without preparation in English.	3.08	2.75
14	I would not be nervous speaking English language with native speakers.	2.55	2.60
No.	Items	Ask prep. School Mean	Gida Ayana Prep. School

18	I feel confident when I speak in English.	319	3.61
24	I feel very self-conscious about speaking English in front of other students.	3.49	3.76
27	I get nervous and confused when I am speaking in my English class.	2.85	2.07
29	I get nervous when I don't understand every word the English teacher says.	3.21	2.64
32	I would probably feel comfortable around native speakers of English.	3.23	3.99
	Grand mean	3.05	2.99

Table 4.1: shows the descriptive analyses for eight items of the questionnaire that elicited the participants' responses related to communicative apprehension anxiety. Communication apprehension anxiety is learners' reluctance and shyness to communicate in the target language and is "a distinct complex of self-perception, beliefs, feelings, and behaviors arising from the uniqueness of the language learning process" (Horwitz, et al., 1986, p.128).

For item 1, "I am never quite sure of myself when I am speaking in English.", the mean value of Ask Preparatory School students' response is 2.85 and Gida Ayana Preparatory School mean value is 2.51. This indicates that the communication apprehension anxiety is less at both schools according to this item. However Ask Preparatory School communication apprehension anxiety is greater than that of Gida Ayana Preparatory school students.

In item 9, mean value for Ask Preparatory School is 3.08, and for Gida Ayana it is 2.75. Here, the communication apprehension anxiety is higher at Ask preparatory school than at Gida Ayana.

In item 14, mean value for Ask Preparatory School is 2.55, and 2.60 for Gida Ayana. Here there is no anxiety level at both schools, but to some extent, Gida Ayana School students are more confident than Ask preparatory school students.

For item 18, the mean value at Ask Preparatory School is 3.19, at Gida Ayana it is 3.61. There is no anxiety level but Gida Ayana students are more confident than Ask Preparatory School according to the response to this item.

For item 24, the mean value at Ask Preparatory School is 3.49, and at Gida Ayana it is 3.76. Here again, there is no anxiety level. However, according to this item, Gida Ayana Preparatory School students are more confident than Ask preparatory School students.

In item 27, mean value for Ask preparatory School is 2.85 and, Gida Ayana 2.07. For both schools the communication apprehension anxiety level is low but Ask preparatory school students are anxious than Gida Ayana school students.

In item 29, mean value for Ask Preparatory School students is 3.21, and at Gida Ayana it is 2.61. Even though the anxiety level is not high, Ask Preparatory School students are more anxious than Gida Ayana Preparatory School students.

For item 32, the mean value for Ask Preparatory School is 3.23, and at Gida Ayana it is 3.99. The anxiety level seems medium. However, Gida Ayana Preparatory School students seem more anxious than Ask Preparatory School students.

The Grand mean at Ask Preparatory School is 3.05, and at Gida Ayana Preparatory School it is 2.99. Generally, the participants of this study seem to have medium mean values to all the eight items of this factor indicating that their general level of communication apprehension anxiety is not very high. However, Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory School for this factor.

Comparing Means in SPSS t-Test

This section covers procedures for testing the differences between two means using the SPSS compare Means analyses. Specifically, we demonstrate procedures for running Independent- sample t-tests.

Reading the One – Sample t-test output

The One –Sample t- test output is presented in the following way. This output consists of two parts: One Sample statistics and One – Sample Tests. The One Sample Statistics output presents the sample size (N), Mean, standard deviation and the standard – error of the Mean (the standard deviation divided by the square route of N) for each variable being tested.

The One- Sample Tests output represents the t obtained, the degree of freedom ($df = n-1$), the two tailed alpha level or level of significance (sig.), and the difference between the sample mean and the population mean (Mean Difference: Sample Mean – population mean). This part of the output also reports a confidence interval for the mean difference. This confidence interval is the range of scores for which we are 95% confident that it contains the true mean difference found in the population.

SPSS: output for One – Sample t - test

T – Test

One – Sample Statistics for Communication apprehension anxiety

Group statistics

Respondents	N	Mean	Std. deviation	Std. Error Mean
Item 1. Ask Preparatory School	53	2.81	1.316	.181
Gida Ayana Preparatory School	67	2.46	1.428	.75

Test value = 120						
	t	Df	Sig. (2 tailed)	Mean Difference	95%confident intervalof the difference	
					Lower	Upper

Item1.Equal variances assumed	1.37 4	118	.172	.349	-.154	.881
Equal variances not assumed	1.38 7	115.2 21	.168	.349	-.149	.846

With respect to the first item, "I am never quite sure of myself when I am speaking in English." we have a t obtained of 1.374, which with 118 degrees of freedom is not significant at the .172 level indicates that there is 17.2% chance that a difference between the sample mean and population mean this large would occur by chance alone and is likely due to sampling error. Further, because this value is larger than the 0.05 alpha level, we must reject the alternative hypothesis and conclude that equal variance assumed no longer significantly differs from equal variances not assumed. Unlike the table of critical values we use to evaluate our hand calculated statistics, SPSS reports the exact level of significance.

With respect to the second hypothesis regarding equal variances not assumed, we have t obtained of 1.387, which is not significant. The alpha level associated with this t value for 115.221 degrees of freedom is .168, which indicates that there is 16.8% chance that a difference between the sample mean and population mean this large would occur only by chance and is due to sampling error. Also this value is larger than 0.05 alpha level, we must reject the alternative hypothesis.

In another way, **Dr. Paurav Shukla formula from Brighton University (t- test- factor –analysis)** can be used in the following ways.

Interpreting independent Samples t- test

- Group statistics
 - Look for N (missing values)
- Independent Sample test
 - Levene's test
 - If sig. value is higher than 0.05 use equal variances assumed.
 - If sig. value is lower than 0.05 use equal variances not assumed.
- Assessing between groups

- If the sig. (2-tailed) is equal or less than 0.05, there is a significant difference in the mean score.
- If the sig. (2- tailed) is greater than 0.05, there is no significant difference between the two groups.
- SPSS does not calculate Eta squared to measure effect for t- test.
- Calculation
- Eta squared =
$$\frac{t^2}{t^2 (N1 + N2-2)}$$
- Interpretation values:
 - 0.01 = small effect
 - 0.06 = moderate effect
 - 0.14 = large effect

Paired Sample t- test

- Analyze
- Compare means
 - Paired samples t- test

Interpreting paired sample t- test

Determining over all significance:

If the Sig.(2- tailed) less than 0.05, there is significant difference between two scores.

If the Sig.(2 –tailed) is higher than 0.05, no significant difference between two scores.

Comparing mean values

- Mean values

Effect size

$$\text{Eta squared} = \frac{t^2}{t^2 + N- 1}$$

Table 4.2: Communication apprehension anxiety t- test

Group Statistics					
Respondents	N	Mean	Effect size	Std. Deviation	Std. Error Mean
Item1. ASk preparatory school	53	2.81	0.03	1.316	.181

	Gida Ayana preparatory school	67	2.46		1.428	.175
Item 9.	ASk preparatory school	53	3.17	0.04	1.464	.201
	Gida Ayana preparatory school	67	2.78		1.277	.156
Item 14.	ASk preparatory school	53	2.57	0.03	1.294	.178
	Gida Ayana preparatory school	67	2.78		1.380	.169
Item 18.	ASk preparatory school	53	3.21	0.06	1.446	.199
	Gida Ayana preparatory school	67	3.61		1.337	.163
Item 24.	ASk preparatory school	53	3.38	0.08	1.164	.160
	Gida Ayana preparatory school	67	3.82		1.266	.155
Item 27.	ASk preparatory school	53	2.94	0.18	1.460	.201
	Gida Ayana preparatory school	67	2.06		1.266	.155
Item 29.	ASk preparatory school	53	3.23	0.11	1.396	.192
	Gida Ayana preparatory school	67	2.58		1.327	.162
Item 32.	ASk preparatory school	53	3.17	0.16	1.424	.196
	Gida Ayana preparatory school	67	4.06		1.085	.133

		Test value = 120					
		T	df	Sig. (2-tailed)	Mean Difference	95% confident interval of the difference	
						Lower	Upper
Item 1.	Equal variances assumed	1.734	118	.172	.349	-.154	.851
	Equal variances not assumed	1.387	115.22	.168	.349	-.149	.846
Item 9.	Equal variances assumed	1.572	118	.119	.394	-.102	.890
	Equal variances not assumed	1.547	103.80	.125	.394	-.111	.898

Item 14. Equal variance assumed	-851	118	.396	-210	-699	.279
Equal variance not assumed	-858	114.55	.393	-210	-695	.275
Item 18. Equal variance assumed	-1.587	118	.115	-.404	-.909	.100
Equal variance not assumed	-1.573	107.39	.119	-.404	-.914	1.05
Item 24. Equal variances assumed	-1.974	118	.051	-.444	-.889	.001
Equal variances not assumed	-1.994	115.31	.049	-.444	-.884	-.003
Item 27. Equal variances assumed	3.548	118	.001	.884	.390	1.377
Equal variances not assumed	3.490	103.42	.001	.884	.381	1.386
Item 29. Equal variances assumed	2.581	118	.011	.644	.150	1.139
Equal variances not assumed	2.566	109.05	.012	.664	.147	1.142
Item 32. Equal variances assumed	-3.885	118	.000	-.890	-1.344	-.436
Equal variances not assumed	-3.765	94.969	.000	-.890	-1.359	-.421

In item 1, "I am not quite sure of myself when I am speaking English." For this item the sig. value is higher than 0.05. Because of this reason there is no significant difference for two scores. Therefore, equal variances assumed were used to calculate the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{1.734 \times 1.734}{1.734 \times 1.734(53+67-2)} - \\ &= \frac{3.006756}{3.006756(118)} - \\ &= \frac{3.006756}{354.7974} \\ &= 0.01 \end{aligned}$$

The interpretation value indicates that there is small effect for this item.

Mean values effect size:

$$\begin{aligned} &\frac{1.374 \times 1.374}{1.374 \times 1.374 + 53 - 1} - \\ &= 0.03 \end{aligned}$$

There is some effect size for this item between the two groups.

For item 9. "I start to panic when I have to speak without preparation in English", The item sig. value is higher than 0.05, for this reason there is no significant difference between two scores. Due to this reason equal variances assumed were used to calculate the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{1.572 \times 1.572}{291.599712} \\ &= 0.01 \end{aligned}$$

- According to this item the interpretation value is 0.01, because of this reason there is small effect.

Interpretation paired sample t- test:

Since the sig. (2-tailed) value is higher than 0.05, equal variances assumed were used to calculate the

effect size.

Effect size:

$$\begin{aligned} \text{Eta squared} &= \frac{1.572 \times 1.572}{1.572 \times 1.572 + 53 - 1} \\ &= 0.04 \text{ here, there is some effect size.} \end{aligned}$$

In item 14, "I would not be nervous speaking English language with native speakers," for this item sig. (2- tailed) value is higher than 0.05, because of this reason there is no significant difference between the two groups. Therefore, equal variances assumed were used to calculate the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{- .851 \times -.851}{-.851 \times -.851(53 + 67 - 2)} \\ &= - 25.206, \text{ since this is very low and below } 0.01, \text{ there is no effect.} \end{aligned}$$

Effect size:

$$\begin{aligned} \text{Eta squared} &= \frac{-.851 \times -.851}{-.851 \times -.851 + 53 - 1} \\ &= -0.03, \text{ the effect size is blow } 0. \text{ That means it has no effect size.} \end{aligned}$$

In item 18, "I feel confident when I speak in English class," the sig. (2- tailed) value is higher than 0.05, therefore, there is no significant difference between two scores. For this reason Equal variances assumed were used to calculate the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{-1.587 \times -1.587}{-1.587 \times -587(53 + 67 - 2)} \\ &= -106, \text{ this value is below } 0.01, \text{ for this reason there is no effect.} \end{aligned}$$

Effect size :

$$\begin{aligned} \text{Eta squared} &= \frac{-1.587 \times -1.587}{-1.587 \times -1.587 + 53 - 1} \\ &= \underline{-3.17} \end{aligned}$$

48.826

= -0.06, since this value is less than 0, there is no effect size.

In item 24, "I feel very self-conscious about speaking English in front of other students," the sig. (2-tailed) value is higher than 0.05, because of this reason there is no significant difference between two scores. Therefore, equal variances assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{-1.974 \times -1.974}{-1.974 \times -1.974 (53+67-2)}$$

$$\begin{aligned} & \frac{-3.948}{-465.864} \\ & = -469.838 \end{aligned}$$

Interpretation value is -469.838, which is less than 0. Because of this reason there is no effect between the two scores.

Effect size:

$$\text{Eta squared} = \frac{-1.974 \times -1.974}{-1.974 \times -1.974 + 53-1}$$

$$\begin{aligned} & = \frac{-3.948}{48.052} \\ & = -0.08 \end{aligned}$$

Since the effect size value is -0.08, there is no effect size.

Item 27 stated as, "I get nervous and confused when I am speaking English in front of other students," the sig.(2- tailed) value is less than 0.05 which is 0.001. This indicates that there is significant difference between the two scores. So that equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{3.490 \times 3.490}{3.490 \times 3.490 (53+67-2)}$$

= 0.01, this is the interpretation value with small effect.

Effect size:

$$\begin{aligned} \text{Eta squared} &= \frac{3.490 \times 3.490}{3.490 \times 3.490 + 53 - 1} \\ &= \frac{12.1801}{64.1801} \end{aligned}$$

= 0.18, there is some size effect.

Concerning item 29, "I get nervous when I don't understand every word the English teacher says," Sig. (2-tailed) value is less than 0.05 that is 0.01. Due to this reason, there is significant difference between the two scores. Also equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{2.566 \times 2.566}{2.566 \times 2.66 (53 + 67 - 2)}$$

= 0.01

This value 0.01 indicates small effect.

Effect size:

$$\begin{aligned} \text{Eta squared} &= \frac{2.566 \times 2.566}{2.566 \times 2.566 + 53 - 1} \\ &= \frac{6.584356}{58.584356} \end{aligned}$$

= 0.11, here, there is small effect size.

In item 32, "I would probably feel comfortable around native speakers of English," for this item sig. (2-tailed) value is less than 0.05 which is 0.00. Because of this reason there is significant difference between the two scores. And equal variance not assumed was used for the calculation of the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{-3.765 \times -3.765}{-3.765 \times -3.765 (53 + 67 - 2)} \end{aligned}$$

.53+ 53-1

= -0.16, this indicates the value below 0; this means there is no effect size for this item between the two scores.

Table 4.3: Data related to fear of negative evaluation

No.	Questionnaire items	Ask preparatory School Mean	Gida Ayana Preparatory Mean
3	I tremble when I know that I am going to be called on in English class.	2.36	2.07
7	I keep thinking that the other students are better in English than I am.	2.79	2.60
13	It embarrasses to volunteer to answer in my English class.	3.38	3.75
15	I get upset when I don't understand what the teacher is correcting.	3.09	2.60
20	I can feel my heart pounding when I am going to be called on in English class.	2.51	2.01
23	I always feel that the other students speak the foreign language better than I do.	3.28	2.78
25	Language class moves so quickly I worry about getting left behind.	2.47	2.19
30	I feel overwhelmed by the number of rules I have to learn to speak a foreign language.	3.36	2.75

31	I am afraid that the other students will laugh at me when I speak in English.	3.30	2.30
33	I get nervous when the teacher asks questions for which I haven't prepared in advance.	3.26	2.88
	Grand Mean	2.98	2.59

There are several factors that cause second/foreign language anxiety among learners and fear of negative evaluation is an important factor in this regard. It has been defined as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that other would evaluate oneself negatively” (Horwitz et al., 1986, P.128). Coa (2013) further explains that “fear of negative evaluation is likely to be manifested by a student’s over concern with others’ criticism or judgments about his or her performance in foreign language classroom” (p. 86). It has been suggested that this construct is triggered in any context that involves evaluation and an EFL classroom is a setting in which the students’ performance is frequently assessed and evaluated by the teachers and sometimes by the students as well. The learners bear this fear from the only fluent speaker in the room i.e., the teacher in the first place that has important significance for the learners (Horwitz et al., 1986). The next factor, rather may be more important, is the fear of evaluation or criticism from their class fellows. It has been reported that the learners with higher level of anxiety are those who are weaker as compared to their other class mates and feel that better students will look down upon them: a factor that makes them hesitant to speak in front of their class fellows (Young, 1991). The study of Young (1990) reveals that the participants would actively participate in class room activities and speak out loud if they were sure that the answers were not wrong.

In item 3, “I tremble when I know that I am going to be called on in English class.” The mean anxiety level for Ask Preparatory School students of this item is 2.36, and the mean anxiety level of Gida Ayana Preparatory School students concerning this item is 2.07. The anxiety level found for both Schools show medium level. Depending on this fact, the anxiety level of Ask preparatory School students is higher than that of Gida Ayana Preparatory School for this item.

Regarding item 7, “I keep thinking that the other students are better in English than I am,” The mean level of anxiety for Ask Preparatory School students is 2.79, and Gida Ayana Preparatory School students’ mean anxiety level for this item is 2.60. To some extent, the anxiety level of Ask preparatory school students is higher than that of Gida Ayana Preparatory School students.

In item 13, "It embarrasses me to volunteer to answer in my English class," Ask preparatory School students' mean anxiety level according to this item is 3.38, and Gida Ayana Preparatory School students mean anxiety level is 3.75. Depending on this item mean value, it can be concluded Gida Ayana students' anxiety level is higher than that of Ask Preparatory School students.

Item 15 is stated as "I get upset when I don't understand what the teacher is correcting." According to the response to this item, Ask Preparatory School students' anxiety mean value is 3.09 while Gida Ayana students' anxiety mean is 2.60. From this mean values, we can infer that Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory students' anxiety level for this item.

Concerning Item 20, "I can feel my heart pounding when I am going to be called on in English class," Ask Preparatory School students' anxiety level is 2.51, and Gida Ayana Preparatory School students' anxiety level is 2.01. Here the anxiety level at both schools is low. However, Ask Preparatory School students' anxiety level is greater than that of Gida Ayana Preparatory School students.

In item 23, "I always feel that the other students speak the foreign language better than I do," The mean anxiety level of Ask Preparatory School students is 3.28, and Gida Ayana Preparatory School students' mean anxiety level is 2.78. Therefore, Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory School students.

Item 25 is framed as "Language class moves so quickly I worry about getting left behind," Ask Preparatory School students' anxiety mean level for this item is 2.47, and Gida Ayana Preparatory School students' mean anxiety level is 2.19. The anxiety level found at both Schools is low. Nevertheless, the anxiety level of Ask Preparatory School students is greater than that of Gida Ayana Preparatory School students.

In item 30, "I feel overwhelmed by the numbers of rules I have to learn to speak a foreign language," From this item Ask preparatory School students anxiety level is 3.36 and Gida Ayana Preparatory School students' mean anxiety level is 2.75. This indicates that Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory School students' anxiety level.

Item 31 is stated as "I am afraid that the other students will laugh at me when I speak in English," According to the response to this item, Ask Preparatory School students mean anxiety level is 3.30, and Gida Ayana students' mean anxiety level is 2.30. For this item, we can conclude that Ask Preparatory School students' mean anxiety level is higher than that of Gida Ayana Preparatory School students.

In item 33, "I get nervous when the English teacher asks questions for which I haven't prepared in advance," Ask Preparatory School students' mean anxiety level is 3.26, and that of Gida Ayana Preparatory School students' mean anxiety level is 2.88. From this mean values, we can conclude that Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory School students anxiety level.

Grand mean for fear of negative evaluation at Ask Preparatory School is 3.07, and for Gida Ayana Preparatory School, it is 2.59. Therefore, we can conclude from these mean values that even though the anxiety level for both schools is medium, Ask Preparatory School students' anxiety level is greater than that of Gida Ayana Preparatory School students' anxiety level for this factor.

Table 4.4: Fear of negative evaluation t- test

Group Statistics

Respondents	N	Mean	Effect size	Std. Deviation	Std. Error Mean
Item 3. ASk preparatory school	53	2.40	0.03	1.378	.189
Gida Ayana preparatory school	67	2.04		1.331	.163
Item 7. ASk preparatory school	53	2.85	0.02	1.486	.204
Gida Ayana preparatory school	67	2.58		1.405	.172
Item 13. ASk preparatory school	53	3.36	-0.05	1.469	.202
Gida Ayana preparatory school	67	3.73		1.366	.167
Item 15. ASk preparatory school	53	3.06	0.04	1.420	.195
Gida Ayana preparatory school	67	2.66		1.441	.176
Item 20. ASk preparatory school	53	2.45	0.05	1.488	.204
Gida Ayana preparatory school	67	2.01		1.398	.171
Item 23. ASk preparatory school	53	3.30	0.01	1.409	.193
Gida Ayana preparatory school	67	2.79		1.238	.151
Item 25. ASk preparatory school	53	2.47	0.02	1.234	.170
Gida Ayana preparatory school	67	2.22		1.277	.156
Item 30. ASk preparatory school	53	3.38	0.11	1.333	.183
Gida Ayana preparatory school	67	2.79		1.213	.148
Item 31. ASk preparatory school	53	3.32	0.23	1.529	.210
Gida Ayana preparatory school	67	2.25		1.363	.167
Item 33. ASk preparatory school	53	4.15	0.03	6.882	.945
Gida Ayana preparatory school	67	2.84		1.366	.167

	t- test for equality of means					
	t	df	Sig.(2-tailed)	Mean difference	95% confidence interval of difference	
					Lower	Upper
3.Equal variances assumed	1.415	118	.160	.351	-.141	.843
Equal variances not assumed	1.409	109.914	.162	.351	-.143	.846
7.Equal variances Assumed	1.008	118	.316	.267	-.258	.792
Not assumed	1.001	108.726	.319	.267	-.262	.796
13.Equal variances assumed	-1.436	118	.154	-.373	-.887	.141
Not assumed	-1424	107.757	.157	-.373	-.892	.146
15. Equal v. assumed	1519	118	.131	.400	-.121	.921
Not assumed	1.522	112.455	.131	.400	-.121	.920
20.Equal v. assumed	1.656	118	.100	.438	-.086	.962
Not assumed	1.644	108.349	.103	.438	-.090	.966
23. Equal v. assumed	2.112	118	.037	.511	.032	.990
Not assumed	2.080	104.262	.040	.511	.024	.998
25. Equal variances assumed	1.071	118	.286	.248	-.210	.706
Not assumed	1.076	113.333	.284	.248	-.209	.704
30.Equal variances assumed	2.517	118	.013	.586	.125	1.048
Not assumed	2.489	106.420	.014	.586	.119	1.053
31. Equal variances assumed	4.035	118	.000	1.067	.543	1.591
Not assumed	3.981	105.202	.000	1.067	.536	1.598

33. Equal variances assumed	1.528	118	-129	1.315	-.389	3.019
Equal variances not assumed	1.370	55.251	-176	1.315	-.608	3.239

In item3, "I tremble when I know that I am going to be called on in English class," Sig. (2-tailed) is .160, which is higher than 0.05. For this reason there is no significant difference between two scores. Because of this equal variance assumed was used to calculate the effect.

$$\begin{aligned}
 \text{Eta squared} &= \frac{1.415 \times 1.415}{1.415 \times 1.415(53+67-2)} \\
 &= \frac{2.002225}{2.002225(118)} \\
 &= \frac{2.002225}{236.26255} \\
 &= 0.01 \text{ this value indicates small effect.}
 \end{aligned}$$

Comparing mean values effect size:

$$\begin{aligned}
 \text{Eta squared} &= \frac{2.002225}{2.002225 + 52} \\
 &= \frac{2.002225}{54.002225} \\
 &= 0.03, \text{ there is small effect size.}
 \end{aligned}$$

Item7, stated as "I keep thinking that the other students are better in English than I am," Sig. (2-tailed) value is .316, which is higher than 0.05. Because of this reason there is no significant difference between the two scores. Depending on this fact, equal variances assumed were used to calculate the effect.

$$\begin{aligned}
 \text{Eta squared} &= \frac{1.008 \times 1.008}{1.016064(118)}
 \end{aligned}$$

$$= \frac{1.016064}{119.89555}$$

$$= 0.01$$

This value indicates that there is small effect.

Comparing mean values effect size:

$$\text{Eta square} = \frac{1.016064}{1.016064 + 52}$$

$$= \frac{1.016064}{53.016064}$$

$$0.02, \text{ this shows that there is small effect size.}$$

In item 13, "It embarrasses to volunteer to answer in my English class," Sig. (2-tailed) is higher than 0.05. For this reason there is no significant difference between the two scores. Due to this, equal variances assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{-1.436 \times -1.436}{-2.872(118)}$$

$$= \frac{-2.872}{-3338.896}$$

$$= -341$$

This value indicates as there is no effect.

Mean values effect size:

$$\text{Eta squared} = \frac{-2.872}{-2.872 + 52}$$

$$= -0.05$$

According to this value there is no effect size.

In item 15, "I get upset when I don't understand what the teacher is correcting," Sig. (2-tailed) is higher than 0.05. For this reason there is no significant difference between the two scores. Because of this reason equal variances assumed were used to calculate the effect.

$$\begin{aligned}
 \text{Eta squared} &= \frac{1.519 \times 1.519}{2.307361(118)} \\
 &= \frac{2.307361}{272.26859} \\
 &= 0.01
 \end{aligned}$$

There is small effect.

Mean values effect size:

$$\begin{aligned}
 \text{Eta squared} &= \frac{2.307361}{2.307361 + 52} \\
 &= \frac{2.307361}{54.307361} \\
 &= 0.04
 \end{aligned}$$

This value indicates small effect size.

In item 20, "I can feel my heart pounding when I am going to be called on in English class," Sig. (2-tailed) is higher than 0.05. For this reason there is no significant difference between two scores. Depending on this point, equal variances assumed were used to calculate the effect.

$$\begin{aligned}
 \text{Eta squared} &= \frac{1.656 \times 1.656}{2.742336(118)} \\
 &= \frac{2.742336}{323.59564} \\
 &= 0.01
 \end{aligned}$$

This value indicates small effect.

Mean values effect size:

$$\begin{aligned}
 \text{Eta squared} &= \frac{2.742336}{2.742336 + 52} \\
 &= \frac{2.742336}{54.742336} \\
 &= 0.05
 \end{aligned}$$

This value indicates some effect size.

In item 23, "I always feel that the other students speak the foreign language better than I do," Sig. (2-tailed) is less than 0.05. For this reason there is significant difference between two scores. Because of this point equal variances not assumed were used to calculate the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{2.080 \times 2.080}{4.3264(118)} \\ &= \frac{4.3264}{510.5152} \\ &= 0.01 \end{aligned}$$

There is small effect.

Mean values effect size:

$$\begin{aligned} \text{Eta squared} &= \frac{4.3264}{4.3264+52} \\ &= \frac{4.3264}{56.3264} \\ &= 0.01 \end{aligned}$$

This value shows small effect size.

In item 25, "Language class moves so quickly I worry about getting left behind," Sig. (2-tailed) is 0.286, which is higher than 0.05, for this purpose there is no significant difference between the two scores. So equal variances assumed were used to calculate the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{1.071 \times 1.076}{1.147041(118)} \\ &= \frac{1.147041}{135.35083} \\ &= 0.01 \end{aligned}$$

This value indicates small effect.

Mean value effect size:

$$\begin{aligned} \text{Eta squared} &= \frac{1.147041}{1.147041 + 52} \\ &= \frac{1.147041}{53.147041} \\ &= 0.02 \end{aligned}$$

There is small value effect size.

In item 30, "I feel overwhelmed by the number of rules I have to learn to speak a foreign language," Sig. (2-tailed) is .013, which is less than 0.05, Thus, there is significant difference between two scores. Depending on this point, equal variances not assumed were used to calculate the effect.

$$\begin{aligned} \text{Eta squared} &= \frac{2.489 \times 2.489}{6.195121(118)} \\ &= \frac{6.195121}{731.02427} \\ &= 0.01 \end{aligned}$$

This value shows small effect.

Mean values effect size:

$$\begin{aligned} \text{Eta squared} &= \frac{6.195121}{6.195121 + 52} \\ &= 0.11 \end{aligned}$$

This value indicates some effect size.

In item 31, "I am afraid that the other students will laugh at me when I speak in English," Sig. (2-tailed) is .00 that is less than 0.05. Due to this reason there is significant difference between

the two scores. Therefore, equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{3.981 \times 3.981}{15.848361(118)}$$

$$= \frac{15.848361}{1870.1065}$$

$$= 0.01$$

$$= 0.01$$

Effect size = 0.23, it indicates small effect size.

$$= 0.01$$

The value shows small effect.

In item 33, "I get nervous when the teacher asks questions for which I haven't prepared in advance,"

Sig. (2-tailed) is .129, which is less than 0.05, therefore, there is significant difference between the

two scores. Because of this reason equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{1.370 \times 1.370}{1.8769(118)}$$

$$= \frac{1.8769}{221.4742}$$

$$= 0.01$$

$$= 0.01$$

$$= 0.01$$

The result indicates small effect.

Mean values effect size:

$$\text{Eta squared} = \frac{1.8769}{53.8769}$$

$$= \frac{1.8769}{53.8769}$$

$$= 0.03$$

$$= 0.03$$

$$= 0.03$$

According to the result, there is some effect size.

Table 4.5: Results related to anxiety of English classroom

No.	Items	Ask Preparatory School Mean	Gida Preparatory School Mean
4	It frightens me when I don't understand what the teacher is saying in English.	2.96	3.00
5	It wouldn't bother me at all to take more English language classes.	3.02	3.57
6	During English language class, I find myself thinking about that I have nothing to do with the course.	1.85	2.07
11	I don't understand why some people get so upset over English language classes.	2.75	2.78
12	In language class, I can get so nervous that I forget things I know.	3.04	2.36
16	Even if I am well prepared for English language classes, I feel anxious about it.	2.77	2.15
17	I often feel like not going to my English class.	2.47	1.85
22	I don't feel pressure to prepare very well for English class	2.17	1.84
26	I feel more tense and nervous in my English class than in my other classes.	2.64	1.82
28	When I am on my way to English language classes, I feel very sure and relaxed.	3.38	4.37
	Grand Mean	2.70	2.58

Table 4.5: summarizes the data analyses for the items that are related to anxiety of English classroom. Like the other three factors, the participants also assigned medium and low values to this factor.

Item 4 is stated as “It frightens me when I don’t understand what the teacher is saying in English,” for this item, the mean anxiety level of Ask Preparatory School students is 2.96, and Gida Ayana Preparatory School students’ mean anxiety level is 3.00. The anxiety level for both schools is medium. But according to this mean value, Gida Ayana Preparatory School students’ anxiety mean level is higher than that of Ask Preparatory School students’ anxiety mean level.

In item 5, “It wouldn’t bother me at all to take more English language classes,” The mean anxiety level of Gida Ayana Preparatory School students is 3.57, and for Ask preparatory School students, it is 3.02. This shows that for this item, Gida ayana Preparatory School students’ anxiety mean level is greater than that of Ask preparatory School students’ anxiety mean level.

Item 6 is stated as, ”During English language class, I find myself thinking about that I have nothing to do with the course,” The mean anxiety level of Ask Preparatory School students is 1.85, and Gida Ayana Preparatory School students’ mean anxiety level for this item is 2.07. The mean anxiety level of these School students is low and medium respectively. Therefore, the mean anxiety level of Gida Ayana Preparatory School students’ anxiety level is higher than that of Ask Preparatory School students’ mean anxiety level for this item.

In item 11, “I don’t understand why some people get so upset over English language classes,” The mean anxiety level for Ask Preparatory School students is 2.75, and for Gida Ayana Preparatory School students, it is 2.78. The anxiety level for both schools is medium. Nevertheless, Gida Ayana Preparatory School students’ anxiety mean level is slightly greater than Ask Preparatory School students’ anxiety level for this item.

In item 12, “In language class, I can get nervous if I forget things I know,” The mean anxiety level of Ask Preparatory School students for this item is 3.04 and, Gida Ayana students’ mean anxiety level is 2.36. These mean values indicate that Ask Preparatory School students’ anxiety level is higher than that of Gida Ayana Preparatory School students’ anxiety level.

Item 16 is stated as, “Even if I am well prepared for English language classes, I feel anxious about it,” Ask preparatory School students’ mean anxiety level for this item is 2.77, and Gida Ayana

Preparatory School students' anxiety level is 2.15." Both Schools mean anxiety level is almost medium. However, to some extent, Ask Preparatory School students anxiety mean level is greater than that of Gida Ayana Preparatory School students anxiety level.

Item 17, "I often feel like not going to my English class." The Anxiety level for Ask preparatory School students is 2.47, and Gida Ayana Preparatory School students' anxiety level is 1.85. The anxiety level of the two groups is medium and low. Being on this fact, Ask preparatory School students anxiety level is greater than that of Gida Ayana Preparatory School students' anxiety level for this item.

In item 22, "I don't feel pressure to prepare very well for English class," The anxiety mean level for Ask Preparatory School students' is 2.17, and mean anxiety level for Gida Ayana Preparatory School students is 1.84. The mean anxiety level for Ask Preparatory School students is almost medium, but for Gida Ayana Preparatory School students' mean anxiety level is low. Being on this fact Ask Preparatory School Students mean anxiety level is greater than that of Gida Ayana Preparatory School students' anxiety level.

Concerning item 26, "I feel more tense and nervous in my English class than in my other classes," For this item Ask preparatory School students' mean anxiety level is 2.64, and Gida Ayana Preparatory School students' mean anxiety level is 1.82. The mean anxiety level of these two schools is medium and low consecutively. That means, the mean anxiety level for Ask Preparatory School students is medium, and mean anxiety level for Gida Ayana Preparatory School students' anxiety level is low. But, comparatively, Ask Preparatory School students' mean anxiety level is higher than that of Gida Ayana Preparatory School students' mean anxiety level.

Item 28 stated as "When I am on my way to English language classes I feel very sure and relaxed," the mean anxiety level for Ask preparatory School is 3.38, and Gida Ayana preparatory School students' anxiety level for this item is 4.37. For this item the anxiety level of both School students' is high. Comparatively, Gida Ayana Preparatory School students' mean anxiety level is higher than that of Ask Preparatory School students' anxiety level for this item.

Grand mean for Ask Preparatory School students is 2.70, and for Gida Ayana Preparatory School students it is 2.58. While the two means are compared, the anxiety level for both school students is

medium. However, Ask Preparatory School students' mean anxiety level is higher than that of Gida Ayana Preparatory School students' anxiety level.

Table 4.6: Results related to anxiety of English classroom t- test

Respondents	N	Mean	Effect size	Std. Deviation	Std. Error Mean
Item 4. ASk preparatory school	53	3.00	0	1.557	.214
Gida Ayana preparatory school	67	3.00		1.371	.167
Item 5. ASk preparatory school	53	3.06	-0.08	1.262	.173
Gida Ayana preparatory school	67	3.58		1.458	.178
Item 6. ASk preparatory school	53	1.91	-0.02	1.181	.162
Gida Ayana preparatory school	67	2.07		1.521	.186
Item 11. ASk preparatory school	53	2.74	-16.10	1.318	.181
Gida Ayana preparatory school	67	2.84		1.321	.161
Item 12. ASk preparatory school	53	3.15	0.16	1.511	.208
Gida Ayana preparatory school	67	2.31		1.317	.161
Item 16. ASk preparatory school	53	2.74	0.1	1.483	.204
Gida Ayana preparatory school	67	2.12		1.376	.168
Item 17. ASk preparatory school	53	3.13	0.03	5.516	.758
Gida Ayana preparatory school	67	1.90		1.372	.168
Item 22. ASk preparatory school	53	2.21	0.04	1.472	.202
Gida Ayana preparatory school	67	1.82		1.266	.155
Item 26. ASk preparatory school	53	2.64	0.18	1.402	.193
Gida Ayana preparatory school	67	1.82		1.230	.150
Item 28. ASk preparatory school	53	3.40	-0.19	1.405	.193
Gida Ayana preparatory school	67	4.37		.998	.122



	t- test for equality of Means					
	t	df	Sig.(2-tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
Item4.Equal variances assumed	.00	118	1.00	.00	-.530	.530
Equal variances not assumed	.00	104.405	1.00	.00	-.539	.539
Item5.Equal variances assumed	-2.079	118	.40	-.525	-1.026	-.025
Equal variances not assumed	-2.114	117.005	.037	-.525	-1.018	-.033
Item6.Equal variances assumed	-.665	118	.507	-.169	-.672	.334
Equal variances not assumed.	-.685	117.969	.495	-.169	-.657	.319
Item11.Equal variances assumed	-.412	118	.681	-.100	-.580	.380
Equal variances not assumed	-.412	111.851	.681	-.100	-.581	.381
Item12.Equal variances assumed	3.241	118	.002	.838	.326	1.349
Equal variances not Assumed	3.189	103.721	.002	.838	.317	1.358
Item16.Equal variances assumed	2.355	118	.020	.616	.098	1.135
Equal variances not assumed	2.334	107.653	.020	.616	.093	1.140
Item17.Equal variances Assumed	1.415	118	.160	.351	-.141	.843
Equal variances not assumed	1.409	109.914	.162	.351	-.143	.846

Item 22. Equal variances assumed	1.545	118	.125	.387	-.109	.882
Equal variances not assumed	1.518	102.908	.132	.387	-.118	.892
Item 26. Equal variances assumed	3.412	118	.001	.821	.344	1.297
Equal variances not assumed	3.360	104.179	.001	.821	.336	1.305
Item 28. Equal variances assumed	-4.449	118	.00	-.977	-1.412	-.542
Equal variances not assumed	-4.280	90.401	.00	-.977	-1.430	-.523

In item 4, "It frightens me when I don't understand what the teacher is saying in English," Sig. (2-tailed) is 1.00, this is higher than 0.05. Due to this reason there is no significant difference between the two scores. Depending on this fact, equal variances were used to calculate the effect.

$$\text{Eta squared} = \frac{0}{0(118)}$$

= 0, this value is less than 0.01, thus, there is no effect.

Mean values effect size:

$$\text{Eta square} = \frac{0}{0+52}$$

= 0, since the result is 0, there is no effect size.

Item 5 stated as "It wouldn't bother me at all to take more English language classes," the

Sig. (2-tailed) value is 0.40, this is higher than 0.05. Because of this reason there is no significant

difference between the two scores. Due to this reason, equal variances assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{-2.079 \times -2.079}{0+52}$$

$$-490.644$$

= -494, this value is less than 0.01, for this reason there is no effect.

Mean values effect size:

$$\text{Eta squared} = \frac{-4.158}{-}$$

$$-4.158 + 52$$

-0.08, since this value is below 0, there is no effect size.

In item 6, "During English language class, I find myself thinking about that I have nothing to do with the course," the Sig. (2-tailed) is 0.507, this is higher than 0.05, for this reason, there is no significant difference between the two scores. Depending on this point, equal variances assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{-.665 \times -.665}{-}$$

$$-1.33(118)$$

= -158.27, this value is less than 0.01 for this reason there is no effect.

Mean values effect size:

$$\text{Eta squared} = \frac{-1.33}{-}$$

$$-1.33 + 52$$

= -0.02, this value is below 0, because of this reason there is no effect size.

In item 11, "I don't understand why some people get so upset over English language classes," Sig. (2-tailed) is 0.681, which is higher than 0.05, because of this reason there is no significant difference between two scores. Therefore, equal variances assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{-.412 \times -.412}{-}$$

$$-0.824(118)$$

= -98.056, this value is below 0.01, for this reason there is no effect.

Mean values effect size:

$$\text{Eta squared} = \frac{-0.824}{-}$$

$$-0.824 + 52$$

= -16.10, this value is below 0, thus, there is no effect size.

Concerning item 12, "In language class, I can get nervous I forget things I know," Sig. (2- tailed) is 0.002, this is less than 0.05. For this reason, there is significant difference between the two scores. Therefore, equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{3.241 \times 3.241}{10.50408(118)}$$

$$10.50408(118)$$

= 0.01, this value indicates small effect.

Effect size:

$$\text{Eta squared} = \frac{10.50408}{-}$$

$$10.50408 + 52$$

= 0.16, there is some effect size.

In item 16, "Even if I am well prepared for English language classes, I feel anxious about it," Sig. (2-tailed) is less than 0.05, that is 0.02, for this reason there is significant difference between two scores. Because of this, equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{2.334 \times 2.334}{5.447556(118)}$$

$$5.447556(118)$$

= 0.01, there is small effect.

Mean values effect size:

$$\text{Eta squared} = \frac{5.546025}{-}$$

$$5.546025 + 52$$

= 0.1, there is some effect size.

In item 17, "I often feel like not going to my English class," Sig. (2-tailed) is 0.16, this value is higher than 0.05, for this reason there is no significant difference between two scores. Because of this reason equal variances assumed were used to calculate the effect.

$$\text{Eta square} = \frac{1.415 \times 1.415}{-}$$

$$2.002225(118)$$

= 0.01, this value indicates small effect.

Mean values effect size:

$$\text{Eta squared} = \frac{2.002225}{-}$$

$$2.002225 + 52$$

= 0.03, this value shows some effect size.

Concerning item 22, "I don't feel pressure to prepare very well for English class," Sig. (2-tailed) value is 0.12, this is higher than 0.05. Therefore, there is no significant difference between two scores. For this reason equal variances assumed were used to find out the effect.

$$\text{Eta squared} = \frac{1.545 \times 1.545}{-}$$

$$2.387025(118)$$

=0.01, the value indicates small effect.

Effect size:

$$\text{Eta squared} = \frac{2.387025}{\quad} -$$

$$2.387025 + 52$$

= 0.04, thus, there is some effect size.

In item 26, "I feel more tense and nervous in my English class than in my other classes," Sig. (2-tailed) is 0.00, this is less than 0.05, Because of this reason there is significant difference between the two scores. Therefore, equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{3.360 \times 3.360}{\quad}$$

$$11.2896(118)$$

= 0.01, the value shows small effect.

Mean values effect size:

$$\text{Eta squared} = \frac{11.2896}{\quad} -$$

$$11.2896 + 52$$

= 0.18, there is some effect size.

In item 28, "When I am on my way to English language classes, I feel very sure and relaxed,"

Sig. (2-tailed) is 0.00, which is less than 0.05, for this reason there is significant difference between the two scores. Therefore, equal variances not assumed were used to calculate the effect.

$$\text{Eta squared} = \frac{-4.280 \times -4.280}{\quad}$$

$$-8.56(118)$$

= -1018, since this value is below 0, there is no effect.

Mean values effect size:

$$\text{Eta squared} = \frac{-8.56}{-}$$

$$-8.56 + 52$$

= - 0.19, this indicates the value less than 0, therefore, there is no effect size.

4.1.2: Findings from interview

The interview Guidelines were adopted from G. Ozturk & N. Gurbuz / Journal of Language and linguistic studies, 10(1) (2014) 1-17. The reason why this interview questions are adopted is that these questions are standardized questions. These interview questions were translated to Afan Oromo to make it clear to the interviewees to give the available response. In order to get in-depth data about EFL speaking anxiety experienced by the learners in language classrooms, the interview questions consisted of five open-ended questions which are supposed to provide valuable information for this study in the sense that the questions will give an opportunity to students to express themselves freely. In addition to this, the researcher believed that these interview questions were providing qualitative support for the statistical analyses. The interviews are semi-structured and some prompts are prepared and were asked to participants in Ask Preparatory School students and Gida Ayana Preparatory School students in order to encourage them to elaborate on their ideas.

Responses from Ask Preparatory School students

Question 1: Do you think speaking English is an anxiety causing factor in language learning process?

The first question examined the students' perception of speaking English terms of anxiety. The students were asked, whether speaking English was an anxiety causing factor for them in this learning process.

In the same way to the quantitative results which showed that students were got anxious while speaking English. From twelve interviewees which were interviewed at Ask preparatory School, nine of the students being interviewed reported that speaking English is an anxiety causing factor in EFL classrooms. Interviewee 6, who regarded speaking as an anxiety causing factor, stated that:

“In my opinion, it is anxiety causing factor. Whenever I want to speak in the lesson, I am in tension, so my heart starts to beat very fast and I feel anxious. Because of this, I can’t finish my sentences most of the time and I sit down.”

Another student, Interviewee 10, said:

“I think speaking is the most anxiety causing activity in the lessons. While I am speaking, I get anxious and make a lot of mistakes. As I make mistakes, I lose my enthusiasm and do not want speak again.” These the above expressed ideas were translated from Afan Oromo interview questions held to English by the researcher.

As the sentences uttered in Afan Oromo by the students illustrate, speaking was perceived as an anxiety causing factor by nine of the students in language learning process. This finding shows that speaking is a source of anxiety. In her study investigating the students’ perspectives on speaking and anxiety, Young (1990) maintains that activities requiring speaking performances are the most anxiety provoking ones for students. Moreover, Price (1991) revealed that speaking in front of their peers in the class is anxiety provoking factor for students because they are afraid of making mistakes or being laughed at. Moreover, in their study, Horwitz et. al. (1986) who studied foreign language anxiety as a separate phenomenon found that speaking was perceived by students as the most threatening aspect of language learning. Regarding the findings of these studies which are supported by the finding of this study, it can be said that speaking English is an anxiety causing factor in this learning process for Ask preparatory school students.

On the other hand, three students reported that speaking is not an anxiety provoking factor in language learning process. Among these students, Interviewee 1 stated that:

“I do not think that speaking is an anxiety causing factor but it may affect the motivation. That means, if somebody get anxious while speaking, his motivational level may decrease.”

The sentences uttered by this student may serve as an illustration of the negative correlation between speaking anxiety and motivation.

Another sentence uttered by one of the students who thought that speaking is not an anxiety causing factor illustrates another aspect of speaking anxiety:

"I am not sure whether it is anxiety or not, but what I feel makes me more careful while I am speaking. I speak more carefully to make correct sentences. In a short time, as much as I speak, this feeling begins to decrease." The feeling that the student is talking about may be a proof of facilitating anxiety. Facilitating anxiety influences the learner in a positive, motivating way. It may also help students do better than they might and it might keep the students poised and alert. For this reason, it can be concluded that speaking anxiety may have a facilitating effect on students which make them more careful and alert while speaking English.

Question 2: What kinds of situations cause stress or anxiety on you while speaking English?

This question was aimed to identify the situations in which the students experience anxiety while speaking English. Several situations and reasons were said by the students and most of the students reported more than one situation and reason that cause anxiety while they are speaking English. The situations reported by the students are: forgetting or not remembering appropriate words, not being prepared in advance for speaking, pronouncing incorrectly, being exposed to immediate questions, speaking in front of the class, knowing the turn is coming, and not managing to make sentences.

Question 3: For you, what are the reasons for this anxiety?

The third question of the interviews asked students the reasons for the anxiety they experience while speaking English. The students reported several points that they pay attention to the reasons for speaking anxiety. These reasons were categorized in three groups and presented as follows:

According to the students' answers, it can be seen that there are several basic reasons for speaking anxiety and these reasons can be classified under three headings as educational, individual and environmental. Depending on the results of this question, it is understood that the reasons for foreign language speaking anxiety mainly result from individual factors. Among these individual factors, the response, "I am learning a language that I am not familiar with" has been reported as the highest reason. According to those students interviewed from Ask Preparatory School, students perceive English as a phenomenon that they are unfamiliar with and trying to express themselves through this unfamiliarity forms is a basic reason for speaking anxiety. On this issue, Interviewee 5 stated that:

"Actually we are learning a language that we do not know. I mean, we are foreign to that language and it is very difficult to express ourselves in this language. We are trying to learn it and we have

never heard this language before we come to school. For this reason, I get anxious when I speak and I think that is quite normal.” Furthermore, the response, “I do not know how to say what I think,” as it was reported by eight of the interviewees, can be seen as one reason for speaking anxiety. This response reveals two perspectives. The first one is that students, individually, make an effort for how to say what they think while they are speaking. If they experience a failure in this effort and cannot say what they think, this failure creates an anxiety for the next time. Secondly, it can be said that students get anxious while speaking English when they are not proficient enough to speak English or they are not equipped with the necessary structures and word knowledge. For this reason, students should not be forced to express themselves in the target language unless they are proficient enough to do so or they are equipped with the necessary structures and word knowledge of the current topic being covered in the classroom. In addition to this, “Afraid of making mistakes” and “Lack of self confidence” is other individual factors which are regarded by students as basic reasons for speaking anxiety. Other factors that were reported to be the basic reasons for speaking anxiety are environmental group. This group of factors revealed that environmental reasons which are reported to be the reasons for students’ EFL speaking anxiety are mainly related to other students in class. Speaking in front of other students and their potential reactions to the speaking performance of an individual constitute some basic reasons for speaking anxiety. With this result, the importance of having positive attitude in class, in which students help each other and do not look down on other students because of their speaking performance, comes into light. The last group of factors is the educational factors. Four of the interviewees reported that “not having enough practice of speaking” and “not having a good English education” are basic factors for their speaking anxiety. It is seen that some Ask Preparatory School Students in EFL classrooms question their language learning background and the ones who think that their background was not beneficial enough for them, regard it as a basic reason for speaking anxiety.

Question 4: Do you worry about making mistakes while speaking?

The worry of making mistakes while speaking is one of the reasons that cause anxiety among students. This interview question was aimed to investigate whether the participants worried about making mistakes while speaking. The results of this question revealed that seven of the interviewees worry about making mistakes while speaking English. As it was seen by three of the students report, that they worry about making pronunciation mistakes and two of them worry about making vocabulary mistakes. Depending on this, it can be said that pronouncing the vocabulary items correctly can be a

source of EFL speaking anxiety for language learners in classrooms. While speaking in the classroom atmosphere, students try to pronounce the words correctly and they are aware of the fact that it is quite evident to mispronounce a vocabulary item. This awareness may lead to a fear of making pronunciation mistake and it may result in anxiety in speaking. For this reason, English language teachers should tell their students that mispronouncing the vocabulary items is a quiet normal phenomenon in this learning process and these mistakes should be regarded as a learning step for better speaking skill rather than a source for speaking anxiety. On the other hand, two of the interviewees reported that they do not worry about making mistakes while speaking English. On this issue, interviewee 2 stated:

“No, I don’t. I don’t mind making mistakes because we are learning a foreign language and I think it is a normal situation.” This which expressed above by interviewee two is the Afan Oromo version which was translated to English by the researcher.

It can be seen that some students do not worry about making mistakes while speaking English. They regard the mistakes as a normal part of the learning process. Language teachers can benefit from these students. Grouping this kind of students with the ones who worry about making mistakes and get anxious may be a good example of peer collaboration. This grouping may help anxious students in changing their perception of making mistakes and overcoming their anxiety. Finally, the results revealed that two of the interviewees sometimes worry about making mistakes while speaking English. The common point that these students reported is that the atmosphere of the classroom has influential impact on the level of their worry. If their peers laugh at their mistakes, they feel anxiety. This situation is clear in the response of Interviewee 9: “Sometimes.” I mean it is related to the class atmosphere. When everybody tries to do something and participates in the lesson, I don’t worry but when the atmosphere is funny and my friends make jokes with the speaking performance of others, I worry about making mistakes.”

From this, it can be understood that the atmosphere of the classrooms may have a negative or positive effect on the level of students’ worry about making mistakes. As a result, the importance of the class atmosphere comes into light because, as it is seen, it may even affect students’ perception of mistakes in this learning process.

Question 5: Do you worry about the evaluation or reaction of your friends on your speaking performance?

One of the factors causing speaking anxiety is the reaction or evaluation of other students. The fifth question was aimed to investigate whether students worried about the reaction or evaluation of their friends while speaking English.

The results demonstrated that two of the interviewees do not worry about the reactions of their friends. They reported that they do not care what their friends do or say and they just focus on speaking. Some of these students, for example, Interviewee 1, said that they felt as there is a normal situation in the classroom.

“When I begin to speak, I feel confident. I just try to say what I want to say, finish my sentence and sit down. I don’t care what my friends are doing or saying on my speaking or pronunciation.” On the other hand, six of the interviewees reported that they worry about the reactions of their friends. Some of them explained that they were very afraid of being laughed at or to being a comic figure in front of the class and they sometimes did not want to speak because of this. The common point of these students is that this worry affects their speaking performance and result in a kind of anxiety provoking situation.

Interviewee 11 stated on this issue as:

“Unfortunately, I am quite worried about what my friends do or say on my speaking. I am always afraid of being laughed at by them if I pronounce a word incorrectly. I hate them laughing at me. For this reason, I sometimes do not want to answer a question even if I know the answer.” As it is seen in the results of this interview question, the reaction of other students or peers may affect some students and cause anxiety provoking situations, and this negative effect should be minimized in classroom atmosphere.

Responses from Gida Ayana Preparatory School students

Similar to Ask preparatory school students here at Gida Ayana Preparatory School 12 students were interviewed and gave responses as follows:

Question 1: Do you think speaking English is an anxiety causing factor in the language learning process?

The first question examined the students' perception of speaking English regarding anxiety. The students were asked, during the interviews, whether speaking English was an anxiety causing factor for them in this language learning process.

Similar to Ask Preparatory School students' response, Gida Ayana Preparatory School students were got anxious while speaking English. Eight of the interviewees being interviewed reported that speaking English is an anxiety causing factor in EFL classrooms. The discussion was similar to what has been discussed under Ask preparatory school.

Question 2: What kinds of situations cause stress or anxiety on you while speaking English?

This question was aimed to identify the situations in which students experience anxiety while speaking English. Several situations and reasons were said by the students and most of the students reported more than one situation and reason that cause anxiety while they are speaking English. The situations reported by the students are: forgetting or not remembering appropriate words, not being prepared in advance for speaking, pronouncing the words incorrectly, being exposed to immediate questions, speaking in front of the class, knowing the turn is coming, not managing to make sentences.

The results revealed that there are several situations that cause anxiety on students while they are speaking. The reported situations by the students being interviewed demonstrate that all the reasons have a significant influence on students' speaking anxiety. When the answers to this question are examined in detail, it can be seen that the responses, "When I am not prepared in advance for speaking" and "When I am exposed to immediate questions" has been reported by ten of the interviewees. In similar condition to Ask Preparatory School, the results showed that there are different situations that can cause anxiety on students while they are speaking. On the other hand, except the number of respondents for similar question is varying by some numbers one or two, the situation was similar at both Ask Preparatory School and Gida Ayana Preparatory School.

Question 3: For you, what are the reasons for this anxiety?

The third question of the interview asked students the reasons for the anxiety they experience while speaking English. The interviewees reported several points during the interview questions that they pay attention to the reasons for speaking anxiety. These reasons were categorized in three groups and presented as follows:

According to the students' answers, it can be seen that there are several basic reasons for speaking anxiety which can be classified under three headings as educational, individual and environmental. Depending on the results of this question, it is understood that the reasons for foreign language speaking anxiety mainly result from individual factors. Among these individual factors, the response, "I am learning a language that I am not familiar with," has the highest level. That means like Ask Preparatory School students Gida Ayana Preparatory School students perceive English as the subject that they are unfamiliar with and trying to express themselves through this unfamiliarity forms is a basic reason for speaking anxiety. On this issue, Interviewee 4 stated:

"We are learning a language that we do not know. I mean, we are foreign to that language and it is very difficult to express ourselves in this language. We are trying to learn it and we have never heard this language before we come to school. For this reason, I get anxious when I speak and I think that is normal situation." Furthermore, the response, "Being afraid of making mistakes," is seen as a remarkable reason for speaking anxiety. This may lead to a fear of making mistake and it may result in anxiety for speaking. Secondly, it can be said that students get anxious while speaking English when they are not proficient enough to speak English or they are not equipped with the necessary structures and word knowledge. For this reason, students should not be forced to express themselves in the target language unless they are proficient enough to do so or they are equipped with the necessary structures and word knowledge of the current topic being covered in the classroom. In addition to this, it is found out that the responses "Lack of confidence for speaking English," and "I don't know how to say what I think," are other individual factors which are regarded by students as basic reasons for speaking anxiety.

Question 4: Do you worry about making mistakes while speaking?

The worry of making mistakes while speaking is one of the reasons that cause anxiety for students. This Interview was question aimed to investigate whether the participants worried about making mistakes while speaking.

The results of this question revealed that in similar way to Ask Preparatory School, eight of the students worry about making mistakes while speaking English. As it has been seen by the responses, students reported that they worry about making pronunciation mistakes are eight. The rest of them worry about making vocabulary mistakes. Depending on this, it can be concluded that pronouncing the vocabulary items correctly can be a source of EFL speaking anxiety for language learners in classrooms. While speaking in the classroom atmosphere, students try to pronounce the words

correctly and they are aware of the fact that it is quite probable to mispronounce a vocabulary item. This awareness may lead to a fear of making pronunciation mistake and it may result in anxiety for speaking. For this reason, language teachers should tell their students that mispronouncing the vocabulary items is a quite normal mistake in this learning process and these mistakes should be considered as a learning step for better speaking skill rather than a source for speaking anxiety. On the other hand, three of the interviewees being interviewed reported that they do not worry about making mistakes while speaking English. As it is discussed under Ask Preparatory School, except the number of respondents response; there is similar circumstance concerning speaking anxiety. That means students worry about making mistakes while they are speaking English.

Question 5: Do you worry about the evaluation and reaction of your friends on your speaking performance?

One of the factors causing speaking anxiety is the reaction or evaluation of other students. This fifth question aimed to investigate whether students worried about the evaluation of their friends while speaking English.

The results revealed that two of the students do not worry about the reactions of their friends. They reported that they do not care what their friends do or say and they just focus on speaking. Some of these students, as Interviewee 3, told that similar to the one discussed under Ask Preparatory School they felt as there is a normal situation in the classroom. Because of this reason "When I begin to speak, I feel confident. I just try to say what I want to say, finish my sentence and sit down. I don't care what my friends are doing or saying on my speaking or pronunciation." On the other hand, 9 of the interviewees reported that they worry about the reactions of their friends. Some of them told that they were very afraid to be laughed at or to be a comic figure in front of the class and they sometimes did not want to speak because of this. The common point of these students is that this worry affects their speaking performance and result in a kind of anxiety provoking situation.

Interviewee 9 stated on this issue:

"Unfortunately, I am quite worried about what my friends do or say on my speaking. I am always afraid of being laughed at by them if I pronounce a word incorrectly. I hate them laughing at me. For this reason, I sometimes do not want to answer a question even if I know the answer." As it is seen in the results of this interview question, the reaction of other students or peers may affect some students and cause anxiety provoking situations, and this negative effect should be minimized in classroom atmosphere.

4.2. Discussion

The present study found from the qualitative data response reported, speaking English is an anxiety causing factor. This was reported by the interviewees from Ask Preparatory School students and Gida Ayana Preparatory School students. Situations that cause anxiety for students while they are speaking English are: forgetting or not remembering appropriate words, pronouncing words incorrectly, being exposed to the immediate questions, speaking in front of the class, knowing the turn is coming and not managing to make sentences.

The interviewees reported several points during the interview questions that they pay attention to the reasons for speaking anxiety. These reasons were categorized in three groups and presented as follows:

According to the students' answers, it can be seen that there are several basic reasons for speaking anxiety which can be classified under three headings as educational, individual and environmental. Depending on the results of this question, it is understood that the reasons for foreign language speaking anxiety mainly result from individual factors. Among these individual factors, the response, "I am learning a language that I am not familiar with," has the highest level. That means like Ask Preparatory School students Gida Ayana Preparatory School students perceive English as the subject that they are unfamiliar with and trying to express themselves through this unfamiliarity forms is a basic reason for speaking anxiety. On this issue, Interviewee 4 stated:

"We are learning a language that we do not know. I mean, we are foreign to that language and it is very difficult to express ourselves in this language. We are trying to learn it and we have never heard this language before we come to school. For this reason, I get anxious when I speak and I think that is normal situation." Furthermore, the response, "Being afraid of making mistakes," is seen as a remarkable reason for speaking anxiety. This may lead to a fear of making mistake and it may result in anxiety for speaking. Secondly, it can be said that students get anxious while speaking English when they are not proficient enough to speak English or they are not equipped with the necessary structures and word knowledge. For this reason, students should not be forced to express themselves in the target language unless they are proficient enough to do so or they are equipped with the necessary structures and word knowledge of the current topic being covered in the classroom. In addition to this, it is found out that the responses "Lack of confidence for speaking English," and "I don't know how to say what I think," are other individual factors which are regarded by students as basic reasons for speaking anxiety.

On the other hand, in item 1, "I am not quite sure of myself when I am speaking English," the sig. (2-tailed) value is higher than 0.05. Because of this reason there is no significant difference between the two scores.

In similar way, for item 2, "I start to panic when I have to speak without preparation in English," The item sig. (2- tailed) value is higher than 0.05, for this reason there is no significant difference between two scores.

Again, in item 3, "I would not be nervous speaking English language with native speakers," for this item sig. (2- tailed) value is higher than 0.05, because of this reason there is no significant difference between the two scores.

In item 4, "I feel confident when I speak in English class," the sig. (2- tailed) value is higher than 0.05, therefore, there is no significant difference between two scores.

In item 5, "I feel very self-conscious about speaking English in front of other students," the sig. (2-tailed) value is higher than 0.05, because of this reason there is no significant difference between two scores.

Item 6 stated as, "I get nervous and confused when I am speaking English in front of other students," the sig.(2- tailed) value is less than 0.05 which is 0.001. This indicates that there is significant difference between the two scores.

Concerning item 7, "I get nervous when I don't understand every word the English teacher says," Sig. (2- tailed) value is less than 0.05 that is 0.01. Due to this reason, there is significant difference between the two scores.

In item 8, "I would probably feel comfortable around native speakers of English," for this item sig. (2-tailed) value is less than 0.05 which is 0.00. Because of this reason, there is significant difference between the two scores.

In item 9 for the issue rose, "I don't worry about making mistakes in language class," the sig. (2-tailed) is higher than 0.05. Because of this reason, there no significant difference between the two scores.

For item 10, "I am usually at ease during tests in my English class," Sig. (2- tailed) value is .212, which is higher than 0.05. Therefore, there is no significant difference between the two scores.

In item 11, "I worry about the consequences of failing in the English subject," the sig. (2-tailed) is higher than 0.05, for this reason there is no significant difference between the two scores.

For item 12, "I am afraid that my English teacher is ready to correct every mistake I make," Sig. (2-tailed) value is .571, this is higher than 0.05. For this reason there is no significant difference between two scores.

In item 13, "The more I study for English test, the more confused I get," Sig. (2-tailed) value is 0.02, which is less than 0.05. For this reason there is significant difference between the two scores.

In item 14, "I tremble when I know that I am going to be called on in English class," Sig. (2-tailed) is 0.16, which is higher than 0.05. For this reason there is no significant difference between the two scores.

Item 15 stated as "I keep thinking that the other students are better in English than I am," Sig. (2-tailed) value is 0.316, which is higher than 0.05. Because of this reason there is no significant difference between the two scores.

In item 16, "It embarrasses to volunteer to answer in my English class," Sig. (2-tailed) is higher than 0.05. For this reason there is no significant difference between the two scores.

In item 17, "I get upset when I don't understand what the teacher is correcting," Sig. (2-tailed) is higher than 0.05. For this reason there is no significant difference between the two scores.

In item 18, "I can feel my heart pounding when I am going to be called on in English class," Sig. (2-tailed) is higher than 0.05. For this reason there is no significant difference between two scores.

In item 19, "I always feel that the other students speak the foreign language better than I do," Sig. (2-tailed) is less than 0.05. For this reason there is significant difference between two scores.

In item 20, "Language class moves so quickly I worry about getting left behind," Sig. (2-tailed) is 0.286, which is higher than 0.05, for this purpose there is no significant difference between the two scores.

In item 21, "I feel overwhelmed by the number of rules I have to learn to speak a foreign language," Sig. (2-tailed) is .013, which is less than 0.05, Thus, there is significant difference between two scores.

In item 22, "I am afraid that the other students will laugh at me when I speak in English," Sig. (2-tailed) is .00 that is less than 0.05. Due to this reason there is significant difference between the two scores.

In item 23, "I get nervous when the teacher asks questions for which I haven't prepared in advance," Sig. (2-tailed) is .129, which is less than 0.05, therefore, there is significant difference between the two scores.

In item 24, "It frightens me when I don't understand what the teacher is saying in English," Sig. (2-tailed) is 1.00, this is higher than 0.05. Due to this reason there is no significant difference between the two scores.

Item 25 stated as "It wouldn't bother me at all to take more English language classes," the sig. (2 - tailed) value is 0.40, this is higher than 0.05. Because of this reason there is no significant difference between the two scores.

In item 26, "During English language class, I find myself thinking about that I have nothing to do with the course," the Sig. (2-tailed) is 0.50, this is higher than 0.05, for this reason ,there is no significant difference between the two scores.

In item 27, "I don't understand why some people get so upset over English language classes," Sig. (2- tailed) is 0.68, which is higher than 0.05, because of this reason there is no significant difference between two scores.

Concerning item 28, "In language class, I can get nervous I forget things I know," Sig. (2- tailed) is 0.00, this is less than 0.05. For this reason, there is significant difference between the two scores.

In item 29, "Even if I am well prepared for English language classes, I feel anxious about it," Sig. (2-tailed) is less than 0.05, that is 0.02, for this reason there is significant difference between two scores.

In item 30, "I often feel like not going to my English class," Sig. (2-tailed) is 0.16, this value is higher than 0.05, for this reason there is no significant difference between two scores.

Concerning item 31, "I don't feel pressure to prepare very well for English class," Sig. (2-tailed) value is 0.12, this is higher than 0.05. Therefore, there is no significant difference between two scores.

In item 32, "I feel more tense and nervous in my English class than in my other classes," Sig. (2-tailed) is 0.00, this is less than 0.05, Because of this reason there is significant difference between the two scores.

In item 33, "When I am on my way to English language classes, I feel very sure and relaxed,"

Sig. (2-tailed) is 0.00, which is less than 0.05, for this reason there is significant difference between the two scores.

The fifth interview question revealed that they worry about the evaluation of their friends. The findings of the present study certainly showed that teachers should make an effort to respond appropriately to their students to reduce speaking EFL anxiety in classroom as suggested by Kitano (2001). It would be a good idea for the teachers to identify the students who have strong speaking anxiety and consider supportive ways of treating them in and outside of the classroom owing the fact that it is a personality trait that is difficult to eliminate. For instance, teachers can promote the more positive speaking experiences rather than the anxiety provoking ones through positive reinforcement, their students will feel better (Macintyre & Gardner, 1991a). Teachers should be encouraged to show this type of students' special consideration by making positive comments in class, in private conversations in the teacher's office, or on the students' homework sheet (Kitano, 2001).

Aida (1994) also reports that the people who suffer from communicative apprehensive anxiety tend to avoid communication and sometimes even withdraw from communication. It has also been stated that in some extreme cases, language learners start cutting class to avoid the situation that causes anxiety and consequently they are left behind in their studies.

Generally speaking the participants of this study assigned medium mean values to all the eight items of this factor indicating that their general level of communication apprehension anxiety is not very high. The results are in line with Qaddomi (2013) who also reported medium level of communicative apprehensive anxiety experienced by EFL learners at Al-Qudus University. The highest value is calculated for the item, "I feel very self-conscious about speaking English in front of other students". This seems to suggest that their anxiety is not caused by the mere act of speaking, but it is occurred while they are speaking English in front of other students. The second highest mean value has been given to the item stating that they feel rather more comfortable around native speakers of English. This finding confirms the results of Javid et al. (2013) who investigated Saudi English major university undergraduates from the same academic context who have also showed preferences for learning English because it helps them understand native speakers of English. The participants ranked the item third highest which state as "I feel confident when I speak in English class" confirming the general trend of this factor as indicated by medium mean values assigned to all items. The lowest values remain for the items which elicited their responses related to not being

nervous while speaking English with native speakers and getting nervous and confused in their language classes. The results are in line with the findings of Liu and Jackson (2008) who have stated that language anxiety has a positive correlation with communication apprehension anxiety and it bears a negative correlation with language class risk-taking and sociability. This result partially contracts the studies of Tianjian (2010) and Nahavandi and Mukundan (2013) which revealed that the majority of their participants experience moderate to high levels of speaking anxiety. The participants have assigned a medium value of 3 to the items related to experiencing nervousness when they do not understand the words of the English teacher. This partially confirm the results of Javid, et al. (2013) who investigated the attitudes of English-major undergraduates of the same university who have reported that they want to learn English to better communicate with their teachers in classes. The remaining items of this factor have been assigned medium range of around 3.

Generally the means speaking anxiety found respectively for both students groups is not high , and they are around the mean of 3 (Ask preparatory school students' mean anxiety level is 3.06 and Gida Ayana preparatory school students' anxiety mean level is 3.01).

Much research has offered valuable insights into the fact that test anxiety is a major component of FLA. Horwitz et al. (1986) have posited that many students forget several grammatical points during tests which they know very well due to this kind of anxiety.(Sarason 1984, as cited in Oxford, 1999) states that test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation” (p.54). Conway (2007) states that this test “anxiety is produced when students remember, after the test, that they made a mistake and put down a wrong answer because of their nervousness during the test”. He also suggests that the ‘question types’ and ‘specific question format’ that the learners are not fully well aware of might be the reason behind test anxiety. Supporting this Young (1991) also states that, “in language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced” (P.429).

The participants assigned medium and low values to all these five items of test anxiety as indicated in table 4.3: confirming the results of Al-Shboul et al. (2013) who have reported that Palestinian EFL learners also assigned medium range to test anxiety suggesting that the cohort of this study consider test anxiety a reasonably major factor in their poor performance in examinations. Among the items of this factor, “I worry about the consequences of failing my English class,” has been given the highest ranking followed by the item “I don't worry about making mistakes in language class,”

both these items clearly suggest that Ask Preparatory School students and Gida Ayana Preparatory School students EFL learners represented by the participants of this study have medium level of test anxiety which hinders their performance in various examinations. The results of both these items are partially in line with the findings of Al-Shboul et al. (2013) who have also reported uneasiness and fear of making mistakes in their exams. The lowest mean values assigned for the item numbers 10 and 13 respectively which are related to usually at ease during tests and the confusion even after studying much: both these items also indicate their medium test anxiety. Low mean value has been reported for the item which states that "The more I study for the language test, the more confused I get" highlighting the psychological underpinning of the participants that there is confusion even after studying.

The test anxiety found for both students groups is not high. They are under the mean of 3 (Ask Preparatory School students anxiety mean level is 2.72 and Gida Ayana Preparatory School students anxiety mean level is 2.58).

There are several factors that cause second/foreign language anxiety among learners and fear of negative evaluation is an important factor in this regard. It has been defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that other would evaluate oneself negatively" (Horwitz et al., 1986, P.128). Coa (2013) further explains that "fear of negative evaluation is likely to be manifested by a student's over concern with others' evaluation about his or her performance in foreign language classroom" (P. 86).

The learners bear this fear from the only fluent speaker in the room i.e., the teacher in the first place that has important significance for the learners (Horwitz et al., 1986). The next factor, rather may be more important, is the fear of evaluation or criticism from their class fellows. It has been reported that the learners with higher level of anxiety are those who are weaker as compared to their other class mates and feel that better students will look down upon them: a factor that makes them hesitant to speak in front of their class fellows (Young, 1991). The study of Young (1990) reveals that the participants would actively participate in class room activities and speak out loud if they were sure that the answers were not wrong.

The findings are in line with the results of Qaddomi 2013, as cited in Zahid Javid, 2014, who also indicates that “their fear of being evaluated by the teacher was not as big as their fear of being evaluated by their classroom mates” (P. 1549). It seems rather important that EFL teachers should take positive steps to improve the confidence of their students and create a motivating atmosphere in their classes so that all learners feel encouraged to participate in all activities. In this case the anxiety mean level of Ask Preparatory School is 3.07 and Gida Ayana Preparatory School students’ anxiety mean level is 2.59. Therefore, Ask Preparatory School students mean anxiety level is higher than that of Gida Ayana Preparatory School students mean anxiety level.

The summaries of data analyses for the items that are related to anxiety of English classroom, like the other three factors, the participants have also assigned medium and low values to this factor, as well similar to the findings of Qaddomi, 2013, as cited in Zahid Javid, 2014, who have reported that EFL learners of Al-Quds Open University also assigned medium mean values to the items of this category. The overall results of this category are also in line with the results of Darmi and Albion (2012) that also revealed medium values assigned by Malaysian EFL university undergraduates but the results contradict the findings of Nahavandi and Mukundan (2013) who investigated the attitudes of Iranian EFL learners and have reported high levels of anxiety for all four factors included in FLCAS.

The participants of the study assigned highest mean value to item 33 that states that “When I’m on my way to language classes, *I feel very sure and relaxed,*” followed by items 25 and 28 respectively. There seem some contradictions in the responses because highest ranked two items suggest that on the way to the language classes, they feel very sure and relaxed whereas the third highest ranking item reveals that language classes’ pressure is very acute and causes nervousness that the learners even forget things they know. The lowest ranking items also reveal interesting trends towards language classroom anxiety. The lowest mean has been reported for the item which states that they feel more tense and nervous in their language classes as compared to other classes revealing that they do not experience any significant difference and their nervousness is subject-neutral confirming the findings of two highest ranking items. Regarding related to anxiety of English classroom, Gida Ayana Preparatory School mean anxiety level is 2.58 and Ask preparatory School students anxiety mean level is 2.49. Therefore, Gida Ayana Preparatory School students mean anxiety level is higher than that of Ask Preparatory School students’ anxiety mean level. In general the participants of this study have shown medium and low levels of anxiety for classroom anxiety.

Chapter Five: Summary, Conclusions and Recommendation

5.1. Summary

In the present study students demonstrated that speaking a foreign language in the class is a stressful activity. Making oral presentations, speaking in front of the class mates, and in-class practices are which put the student in a very stressful situation, where the student feel as he/ she is alone at that moment. In these cases, learners may feel uncomfortable because they fear teachers' harsh ways of correcting errors and the possibility to make mistakes. The present study found from the qualitative data response reported, speaking English is an anxiety causing factor. This was reported by the interviewees from Ask Preparatory School students and Gida Ayana Preparatory School students. Situations that cause anxiety for students while they are speaking English are: forgetting or not remembering appropriate words, pronouncing words incorrectly, being exposed to the immediate questions, speaking in front of the class, knowing the turn is coming and not managing to make sentences.

The interviewees reported several points during the interview questions that they pay attention to the reasons for speaking anxiety. These reasons were categorized in three groups and presented as follows: According to the students' answers, it can be seen that there are several basic reasons for speaking anxiety which can be classified under three headings as educational, individual and environmental. Depending on the results of this question, it is understood that the reasons for foreign language speaking anxiety mainly result from individual factors. Among these individual factors, the response, "I am learning a language that I am not familiar with," has the highest level. That means like Ask Preparatory School students Gida Ayana Preparatory School students perceive English as the subject that they are unfamiliar with and trying to express themselves through this unfamiliarity forms is a basic reason for speaking anxiety.

For Communication apprehension, the average mean at Ask Preparatory School is 3.06, and at Gida Ayana Preparatory School it is 3.01. Generally, the participants of this study seem to have medium mean values to all the eight items of this factor indicating that their general level of communication apprehension anxiety is not very high. However, Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory School for this factor.

For findings related to test anxiety, the average mean for Ask Preparatory School students is 2.72 and for Gida Ayana Preparatory School students 2.58. Generally, the participants of this study assigned medium and less mean values to all the five items of this factor indicating that their general level of test anxiety is not high. However, Ask Preparatory School students' anxiety mean level is higher than that of Gida Ayana Preparatory School students for this factor.

Average mean for fear of negative evaluation at Ask Preparatory School is 3.07, and for Gida Ayana Preparatory School, it is 2.59. Therefore we can conclude from these mean values that even though the anxiety level of both schools is medium, Ask Preparatory School students' anxiety level is greater than that of Gida Ayana Preparatory School students' anxiety level for this factor.

Concerning results related to anxiety of English classroom, the average mean for Ask Preparatory School students is 2.70, and for Gida Ayana Preparatory School students it is 2.58. While the two means are compared, the anxiety level for both school students is medium. However, Ask Preparatory School students' mean anxiety level is higher than that of Gida Ayana Preparatory School students' anxiety level.

5.2. Conclusions

The following are forwarded based on the findings of the data analyses that have significant implications on Ask Preparatory School students and Gida Ayana Preparatory School students EFL teachers who are teaching in Preparatory Schools; as well as for EFL students and administrators as well.

In the same way to the quantitative results which showed that students were got anxious while speaking English. From twelve interviewees which were interviewed at Ask preparatory School, nine of the students being interviewed reported that speaking English is an anxiety causing factor in EFL classrooms. On the other hand, three students reported that speaking is not an anxiety provoking factor in language learning process. Also the same response was given from Gida Ayana Preparatory School students.

For the interview questions asked the reasons for the anxiety they experience while speaking English, the interviewees reported several points that they pay attention to the reasons for speaking anxiety. These reasons were categorized in three groups and presented as follows:

According to the students' answers, it can be seen that there are several basic reasons for speaking anxiety and these reasons can be classified under three headings as educational, individual and environmental. Depending on the results of this question, it is understood that the reasons for foreign language speaking anxiety mainly result from individual factors. Among these individual factors, the response, "I am learning a language that I am not familiar with" has been reported as the highest reason. According to those students interviewed from both Preparatory Schools, students perceive English as a phenomenon that they are unfamiliar with and trying to express themselves through this unfamiliarity forms is a basic reason for speaking anxiety.

The situations in which the students experience anxiety while speaking in English are several. Many situations and reasons were said by the students and most of the students reported more than one situation and reason that cause anxiety while they are speaking English. The situations reported by the students are: forgetting or not remembering appropriate words, not being prepared in advance for speaking, pronouncing incorrectly, being exposed to immediate questions, speaking in front of the class, knowing the turn is coming, and not managing to make sentences.

The worry of making mistakes while speaking is one of the reasons that cause anxiety among students. This interview question was aimed to investigate whether the participants worried about making mistakes while speaking. The results of this question revealed that seven of the interviewees worry about making mistakes while speaking English. As it was seen by three of the students report, that they worry about making pronunciation mistakes, and two of them worry about making vocabulary mistakes. Depending on this, it can be said that pronouncing the vocabulary items correctly can be a source of EFL speaking anxiety for language learners in classrooms. While speaking in the classroom atmosphere, students try to pronounce the words correctly and they are aware of the fact that it is quite evident to mispronounce a vocabulary item. This awareness may lead to a fear of making pronunciation mistake and it may result in anxiety in speaking. For this reason, English language teachers should tell their students that mispronouncing the vocabulary items is a quiet normal phenomenon in this learning process and these mistakes should be regarded as a learning step for better speaking skill rather than a source for speaking anxiety. On the other hand, two of the interviewees reported that they do not worry about making mistakes while speaking English.

For Communication apprehension, the participants of this study seem to have medium mean values to all the eight items of this factor indicating that their general level of communication apprehension anxiety is not very high. However, Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory School students for this factor.

For findings related to test anxiety, Ask Preparatory School students' anxiety level is higher than that of Gida Ayana Preparatory School students for this factor.

Again for fear of negative evaluation, Ask Preparatory School students' anxiety level is greater than that of Gida Ayana Preparatory School students' anxiety mean level for this factor.

Concerning results related to anxiety of English classroom, Ask Preparatory School students' mean anxiety level is higher than that of Gida Ayana Preparatory School students' anxiety level.

Many researchers have offered valuable insights in to the fact that high level of language learning anxiety is determined to the process of language learning and EFL teachers should take appropriate pedagogical measures to reduce this negative factor among their students to maximize language learning possibilities. It seems important to provide the students with anxiety free language learning atmosphere in EFL classes by the school members.

It is suggested that EFL teachers should discuss language learning anxiety, its effects and various related issues with the students in the beginning so that they should be on the way to minimize foreign language speaking anxiety. It is also highly recommended that the teachers should exploit appropriate teaching methodologies to ensure friendly atmosphere in EFL classes to facilitate learning process. The students should be encouraged to participate actively not only in various class activities but also contribute positively by sharing their likes and dislikes in learning process. The teachers should ensure that the students' level is taken in to consideration while presenting, explaining and participating the target language. It also transpires that for better learning, the students should be given sufficient time and academic help so that they confidently and actively take part in various classroom activities. It is also extremely important to consider students' interest and capacity while selecting topic and teaching pace so that students' motivation is ensured. Exploitation of students' acquired knowledge and this personal interests especially for their oral practice will be beneficial because it helps minimizing their inhibition and maximizing their motivation and participation. Last but not the least is to ensure better teacher- students and students' mutual relationship for increased interaction in the target language.

5.3. Recommendations

Based on the discussions and conclusions, the researcher would like to recommend the following ways to reduce speaking anxiety in the EFL classrooms:

Teachers should create conducive atmosphere in the language classroom because a distinguishing characteristic or feature of anxiety is an influential factor on speaking anxiety. In the state of positive moods, the learners are less likely to experience anxiety. Happy learners are comfortable learners. Also language teachers have to realize that their students are experiencing anxiety in their classes. Additionally, teachers must understand that learning a foreign language needs careful attention. On the other hand, language teachers must be able to understand the nature of their students' language anxieties. It may vary from one learner to another so it is that teachers should be made aware of what language anxieties their student suffers from. After that they may be able to design lessons and prepare activities and learning materials that will help the strategies that can be effectively utilized by these types of learners to cope with their respective language anxieties. The other thing that needs due attention is that teachers should assume the role of the researcher in their own classrooms which brings together theory with practice. Before starting to use strategies to help students reducing foreign language anxiety, encouraging motivation and increasing foreign language performance is important. In similar way they should know their students, their attitudes toward the language, and to understand the reasons that kept under their low performance and their unwillingness to be engaged in speaking activities. Such approaches can have positive effects both on the professional development of English teachers and on students' anxiety levels, motivation and language acquisition, which no doubt brings more positive results. The last but not the least students' anxiety can be reduced greatly if teachers have a relaxed and positive error-correction attitude. Teacher's uses of affective strategies such as humor, friendly relationship, supportive and relaxed classroom atmosphere that encourage risk-taking are effective in decreasing foreign language anxiety and facilitating learning.

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Appendix A

Foreign language speaking anxiety questionnaire

This questionnaire is prepared only to collect information about your level of English speaking anxiety that you experience in classroom atmosphere. After reading each statement, please **circle** the number which appeals to you most. There is no right or wrong answer for the items in this questionnaire. Thanks for your contribution.

1= Strongly Disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly Agree

Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I don't worry about making mistakes in language class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in language class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	1	2	3	4	5
5. It wouldn't bother me at all to take more foreign language classes.	1	2	3	4	5
6. During language class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at languages than I am.	1	2	3	4	5
8. I am usually at ease during tests in my language class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in language class.	1	2	3	4	5
10. I worry about the consequences of failing my foreign language class.	1	2	3	4	5
11. I don't understand why some people get so upset over language classes.	1	2	3	4	5
12. In language class, I can get nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my language class.	1	2	3	4	5
14. I would not be nervous speaking the foreign language with native speakers.	1	2	3	4	5
15. I get upset when I don't understand and what the teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5

17. I often feel like not going to my language class.	1	2	3	4	5
18. I feel confident when I speak in foreign language class.	1	2	3	4	5
19. I am afraid that my language teacher is ready to correct every mistake.	1	2	3	4	5
20. I can feel my heart pounding when I am going to be called on in language class.	1	2	3	4	5
21. The more I study for language test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for language class.	1	2	3	4	5
23. I always feel that the other students speak the foreign language better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25. Language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I am speaking in my language class.	1	2	3	4	5
28. When I'm on my way to language classes, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the language teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak the foreign language.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Appendix B

The translated version of the students' questionnaire

Gaaffiiwwan armman gadii kan qophaa'an Qorannoo fi qo'annoof yommuu ta'u sirratti dhiibbaa fidu tokko illee hin qabu. Kanaaf yeroo ati afaan Ingilizii barattu sadarkaa yaaddoon sirra ga'u irra jiru hubachuuf waan ta'eef kana hubatee gaaffiiwwan gaafataman sirriitti akka naaf deebiftun si gaafadha. Gaaffiiwwan kanas kan deebiftu lakkoofsa kennamanitti **maruudhaan** dha.

Isaanis : 1= Tasuma irratti walii hin galu 2= Irratti walii hin galu 3= Yaada gahaa hin qabu 4= Irrattan walii gala 5= Baay'een irratti walii gala

Gaaffiiwwan	1. Tasma irratti walii hin galu	2. Irratti walii hin galu	3. Yaada gahaa hin qabu	4. Irrattan walii gala	5. Baay'een irratti walii gala
1. Yeroon afaan Ingilizii dubbadhu tasuma waa'eekoo hin hubadhu.	1	2	3	4	5
2. Wayitii barnnoota afaan Ingiliziitti dogoggora uumamuuf ani hin yaadda'u.	1	2	3	4	5
3. Yeroon akkani daree barnnoota afaan Ingiliziiti waamamu hubadhu yaaddoo guddaati natti dhaga'ma.	1	2	3	4	5
4. Yeroo waan barsiisan afaan Ingiliziitiin dubbatu naaf galuu didu nan yaadda'a.	1	2	3	4	5
5. Wayitii barnnoota afaan Ingilizii hedduu isaa hordofuun na hin rakkisu.	1	2	3	4	5
6. Yeroon afaan Ingilizii baradhu faayidaan isaa natti hin mul'tu.	1	2	3	4	5

7. Barnnoota afaan Ingiliziitiin barattoonni biroo akka na caalanan hubadha.	1	2	3	4	5
8. Yeroo hundaa battallee afaan Ingiliziitti hin gammadu.	1	2	3	4	5
9. Wayitii barnnoota afaan Ingiliziitti yeroon utuu itti hin qophaa'iin dubbadhu yaaddooti natti dhaga'ma.	1	2	3	4	5
10. yeroon afaan Ingiliziitti qabxii gaarii fiduu dadhabu na yaaddessa.	1	2	3	4	5
11. Waan namoonni tokko tokko yeroo barnnoota afaan Ingilizii baratan muddamaniif naaf bin galu.	1	2	3	4	5
12. Wayitii barnnoota afaan ingiliziitti bay'ee waanan cinqamuuf kanin beeku illee nan wallaala.	1	2	3	4	5
13. Fedhiidhaan gaaffii afaan ingilizii barattoota deebisan keessaa ani tokko dha.	1	2	3	4	5
14. Afaan ingilizii namoota afaan dhalootaa isaanii afaan kana ta'e wajjin dubbachuun na hin rakkisu.	1	2	3	4	5
15. Yeroo barsiisaan waan inni sirreessaa jiru naaf galuu didu na cinqa yookiin na mudda.	1	2	3	4	5
16. Amman fedhe yoon itti qophaa'e iyyuu wayitii barnnoota afaan Ingiliziitti cinqamuun koo hin oolu.	1	2	3	4	5
17. Yeroo baay'ee wayitii barnnoota afaan Ingiliziitti utuun daree hin seenu ta'ee natti tola.	1	2	3	4	5

18. Yeroon wayitii barnnoota afaan Ingiliziitti dubbadhu ofitti amanuun natti dhaga'ma.	1	2	3	4	5
19. Waan barsiisaan afaan ingilizii dogoggora koo hundaa kan sirreessu natti fakkaatuuf nan sodaadha.	1	2	3	4	5
20. Yeroon wayitii barnnoota afaa ingiliziitti waamamu lapheen na dhahata.	1	2	3	4	5
21. Yeroon qormaata afaan Ingiliziif baay'ee qo'adhu caalaattin dogoggora.	1	2	3	4	5
22. Wayitii barnnoota afaan Ingiliziitti sirritti qophaa'uuf fedhii hin qabu.	1	2	3	4	5
23. Yeroo hundaa barattoonni warri kaan afaan Ingilizii dubbannaatti kan na caalan natti fakkaata.	1	2	3	4	5
24. Yeroon barattoota biroo fuulduratti afaan Ingilizii dubadhu ofitti amanuun natti dhaga'ma.	1	2	3	4	5
25. Yeroo barnnoonnonni afaan Ingilizii baratamee fuuladura deemu kanan boodatti hafe natti fakkaata.	1	2	3	4	
26. Wayitii barnnoota kan biroo caala wayitii barnnoota afaan Ingiliziitti natti hin tolu.	1	2	3	4	5
27. Yeroon wayitii barnnoota kanaatti dubbadhu cinqamuufi muddamuuti natti dhaga'ma.	1	2	3	4	5
28. Yeroon barnnoota afaan Ingilizii barachuuf deemu gammachuuti natti dhaga'ma.	1	2	3	4	5
29. Yeroo jechoonni barsiisaan dubbatu naaf galuu didu nan cinqama.	1	2	3	4	5

30. Yeroon afaan kana dubbachuuf seerota baay'ee beekuun akka barbaachisu hubadhu na rakkisa.	1	2	3	4	5
31. Yeroon afaan kana dubbadhu barattoonni biroo natti kolfu jedheen yaadda'a.	1	2	3	4	5
32. Tarii namoota afaan kun afaan dhalootaa isaanii ta'e biratti yeroon dubbadhu gammachuun natti dhaga'ma ta'a.	1	2	3	4	5
33. Yeroo barsiisaan gaaffii ani sirritti itti hin qophaa'iin na gaafatu nan cinqama.	1	2	3	4	5

Appendix C

Jimma University

College of Social Sciences and Humanities

MA in TEFL program

Interview Guidelines Adopted from G.Ozturk & N. Gurbuz /Journal of Language and Linguistic Studies, 10 (1) (2014) 1-17. /

1. Do you think Speaking English is an anxiety causing factor in language learning process?
2. What kinds of situations cause stress or anxiety on you while speaking English?
3. For you, what are the reasons for this anxiety?
4. Do you worry about making mistakes while speaking?
5. Do you worry about the evaluation and reaction of your friends on your speaking performance?

Appendix D

The translated version of the interview questions

Gaaffiiwwan armaan gadii afaaniin gaafatamanii afaanumaan kan deebiin itti laatamu / gaaffii qomaa barattootaaf dhiyaate dha. /

1. Afaan Ingilizii dubbachuun yeroo afaanicha baratan sababa yaaddoo barataa qabsiisu keessaa tokko dha jettee yaaddaa?
2. Haalonna yeroo Afaan Ingiliziitiin ati dubbattu si yaaddessan maal maal faa dha?
3. Siif sababni yaaddoo yookiin cinqamuu kanaa maali dha?
4. Yeroo Afaan Ingilizii dubbattu dogoggora uumamuuf ni yaaddoftaa?
5. Yeroo afaan Ingilizii dubbattu yaada hriyyoonni kee haala dubbannaa kee irratti kennaniif ni yaaddoftaa yookiin ni cinqamtaa?

Appendix E

Transcription of Interview with Ask preparatory School students

Question 1. Do you think speaking English is an anxiety causing factor in language learning process?

S1: "No. I do not think that speaking is an anxiety causing factor but it may affect the motivation. That means if somebody get anxious while speaking, his motivational level may decrease."

S2: I am not sure whether it is anxiety or not, but what I feel makes me more careful while I am speaking."

S3: "Yes. I am afraid of making mistakes not to be laughed at."

S4: "Yes. My classmates' reaction to what I say makes me anxious."

S5: "No. It is not anxiety causing factor, but I become anxious I am not well prepared."

S6: "Yes. In my opinion, it is anxiety causing factor. Whenever I want to speak in the lesson, I am in tension, so my heart starts to beat very fast and I feel anxious."

S7: "Yes. I afraid of my classmates' reaction about my pronunciation."

S8: "Yes. I feel anxiety because I afraid of making mistakes."

S9: "Yes. I afraid of being laughed at."

S10: "I think speaking is the most anxiety causing activity in the lessons. While I am speaking, I get anxious and make a lot of mistakes."

S11: Yes. Because it is the language which is I am not familiar with."

S12: "Yes. Because of the reaction of my classmates to my pronunciation."

Question 2: What kinds of situations cause anxiety on you while speaking English?

S1: "The situation that causes anxiety on me is forgetting or not remembering appropriate words."

S2: "for me the situation that can cause anxiety is not being prepared in advance for speaking."

S3: "The situation that can cause anxiety on me is pronouncing words incorrectly."

S4: "for me, anxiety causing situation is being exposed to immediate questions."

S5: "In my case speaking in front of the class is the cause of anxiety."

S6: "In my opinion forgetting or not remembering appropriate words is the situation that can cause anxiety on me."

S7: "While I am not well prepared in advance for speaking."

S8: "The situation in which I exposed to immediate question is one of the situations that can cause anxiety on me."

S9: "Forgetting or not remembering appropriate words can cause anxiety on me."

S10: "While I am not well prepared in advance for speaking."

S11: "Fear of speaking in front of the class is the cause of anxiety."

S12: "Pronouncing words incorrectly is the cause of anxiety."

Question 3: For you, what are the reasons for this anxiety?

S1: "The reason for this anxiety is I am learning the language that I am not familiar with."

S2: "I do not know how to say what I think. This is the reason for anxiety."

S3: "I am not proficient enough to speak in English."

S4: "I afraid of making mistakes."

S5: "lack of self-confidence. Because my English background is not good."

S6: "Speaking in front of the other students and their potential reactions to my speaking performance."

S7: I don't know how to say what I think. This is the reason for anxiety."

S8: "I am not proficient enough to speak in English due to my educational background."

S9: "Speaking in front of the class and being laughed at."

S10: "I don't know how to say what I think."

S11: "Afraid of making mistakes."

S12: "Lack of self confident because of my educational back ground."

Question 4: Do you worry about making mistakes while speaking?

S1: "I worry about making mistakes."

S2: "I worry about incorrect pronunciation."

S3: "I worry about making mistakes."

S4: "I worry about making mistakes."

S5: "I worry about incorrect pronunciation."

S6: "I worry about making mistakes."

S7: "I worry about incorrect pronunciation."

S8: "I worry about vocabulary mistakes."

S9: "I worry about making mistakes."

S10: "I worry about vocabulary mistakes."

S11: "I worry about making mistakes."

S12: "I worry about making mistakes."

Question 5: Do you worry about the evaluation of your friends on your speaking?

S1: "When I begin to speak, I feel confident. I just try to say what I want to say, finish and sit down."

S2: "I am afraid of being laughed at or to be a comic figure in front of the class."

S3: "No. I don't worry, I just try to say what I want to say, finish and sit down."

S4: "I am quiet worried about what my friends do or say on my speaking."

S5: "I am always afraid of being laughed at by my classmates if I pronounce a word incorrectly."

S6: "I am quiet worried about what my classmates say."

S7: "I am afraid of being a comic figure in front of the class."

S8: "I am quiet afraid of what my classmates say."

S9: "I am always afraid of being laughed at by my classmates."

S10: "I am afraid of being laughed at."

S11: "I am quiet worried about what my partners say."

S12: "I am afraid of being a comic figure in front of the class."

Appendix F

Transcription of Interview with Gida Ayana Preparatory School students

Question 1. Do you think speaking English is an anxiety causing factor in language learning process?

S1: "No. I do not think that speaking is an anxiety causing factor but it may affect the motivation. That means if somebody get anxious while speaking, his motivational level may decrease."

S2: I am not sure whether it is anxiety or not, but what I feel makes me more careful while I am speaking."

S3: "No. I do not think that speaking is an anxiety causing factor but it may affect the motivation. That means if somebody get anxious while speaking, his motivational level may decrease."

S4: "No. I do not think that speaking is an anxiety causing factor."

S5: "Yes. I am afraid of making mistakes not to be laughed at."

S6: "Yes. My classmates' reaction to what I say makes me anxious."

S7: "Yes. I afraid of my classmates' reaction about my pronunciation."

S8: "Yes. I feel anxiety because I afraid of making mistakes."

S9: "Yes. I afraid of being laughed at."

S10: Yes. Because it is the language which is I am not familiar with."

S11: "Yes. Because of the reaction of my classmates to my pronunciation."

S12: "I think speaking is the most anxiety causing activity in the lessons. While I am speaking, I get anxious and make a lot of mistakes."

Question 2: What kinds of situations cause anxiety on you while speaking English?

S1: "The situation that causes anxiety on me is forgetting or not remembering appropriate words."

S2: "for me the situation that can cause anxiety is not being prepared in advance for speaking."

S3: "The situation that can cause anxiety on me is pronouncing words incorrectly."

S4: "for me, anxiety causing situation is being exposed to immediate questions."

S5: "In my case speaking in front of the class is the cause of anxiety."

S6: "In my opinion forgetting or not remembering appropriate words is the situation that can cause anxiety on me."

S7: "While I am not well prepared in advance for speaking."

S8: "The situation in which I exposed to immediate question is one of the situations that can cause anxiety on me."

S9: "Forgetting or not remembering appropriate words can cause anxiety on me."

S10: "While I am not well prepared in advance for speaking."

S11: "Fear of speaking in front of the class is the cause of anxiety."

S12: "Pronouncing words incorrectly is the cause of anxiety."

Question 3: For you, what are the reasons for this anxiety?

S1: "The reason for this anxiety is I am learning the language that I am not familiar with."

S2: "I do not know how to say what I think. This is the reason for anxiety."

S3: "I am not proficient enough to speak in English."

S4: "I afraid of making mistakes."

S5: "lack of self confidence. Because my English background is not good."

S6: "Speaking in front of the other students and their potential reactions to my speaking performance."

S7: I don't know how to say what I think. This is the reason for anxiety."

S8: "I am not proficient enough to speak in English due to my educational background."

S9: "Speaking in front of the class and being laughed at."

S10: "I don't know how to say what I think."

S11: "Afraid of making mistakes."

S12: "Lack of self confident because of my educational back ground."

Question 4: Do you worry about making mistakes while speaking?

S1: "I worry about making mistakes."

S2: "I worry about incorrect pronunciation."

S3: "I worry about making mistakes."

S4: "I worry about making mistakes."

S5: "I worry about incorrect pronunciation."

S6: "I worry about making mistakes."

S7: "I worry about incorrect pronunciation."

S8: "I worry about vocabulary mistakes."

S9: "I worry about making mistakes."

S10: "I worry about vocabulary mistakes."

S11: "I worry about making mistakes."

S12: "I worry about making mistakes."

Question 5: Do you worry about the evaluation of your friends on your speaking?

S1: "When I begin to speak, I feel confident. I just try to say what I want to say, finish and sit down."

S2: "I am afraid of being laughed at or to be a comic figure in front of the class."

S3: "No. I don't worry, I just try to say what I want to say, finish and sit down."

S4: "I am quiet worried about what my friends do or say on my speaking."

S5: "I am always afraid of being laughed at by my classmates if I pronounce a word incorrectly."

S6: "I am quiet worried about what my classmates say."

S7: "I am afraid of being a comic figure in front of the class."

S8: "I am quiet afraid of what my classmates say."

S9: "I am always afraid of being laughed at by my classmates."

S10: "I am afraid of being laughed at."

S11: "I am quiet worried about what my partners say."

S12: "I am afraid of being a comic figure in front of the class."