Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

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

An Investigation of FL Speaking Anxiety and Its contributing Factors:

By Tsegaye Sisay

A Thesis Submitted in Partial Fulfillment of the a Requirements for Master of Arts in TEFL

By Tsegaye Sisay

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An Investigation of FL Speaking Anxiety and Its contributing Factors: The Case of Grade Ten Students

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Declaration

Research Title: Investigation of Foreign Language speaking Anxiety in EFL class and its Contributing Factor: In Case of Grade ten Students

Declaration

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

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      Name   Signature   Date

Research Title: Investigation of Foreign Language speaking Anxiety and Its Contributing Factor: In Case of Grade Ten Students Confirmation and Approval, This thesis has been submitted for examination with my approval as a thesis advisor.

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Abstract

It has been reported that the learners in foreign language classes suffer from considerable levels of anxiety because they are faced with the challenge of handling the contents in the medium of the target language they are not very much familiar with. While interacting with their teachers, class fellows and even the textbooks, the students are challenged with different social and psychological factors those create anxiety in EFL learners that make their objective of achieving proficiency in the target language rather difficult. This study attempted to identify learners' level of anxiety and its causes by administering FLCAS (Horwitz et al.1986) to randomly-selected 180 high school students in Dembi, Chello and Yembero enrolled 2017/2018. The researcher carried out the study by administering FLCAS (Horwitz et al. 1986) to the above number of students and by conducting semi-structured interviews with three teachers. The findings from FLCAS and semi-structured interviews showed that the students felt anxious of making mistakes and about teachers' correcting their mistakes in the classes; they felt nervousness about failing the exams. Again, the poor return rate of the FLCAS also shows the students' feeling anxiety regarding foreign language. The results indicated that FL speaking anxiety comes from setting, performance, linguistic knowledge and non-systematic error corrections and psycho-social reasons. The researcher recommends that language teachers should adopt purely learners-centered teaching methods. A low anxiety and supportive learning environment should be created inside the classrooms.

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Chapter One: Introduction

1.1. Background of the Study

Horwitz, E.K et al. (1986) defined anxiety as distress or uneasiness of the mind caused by fear of danger or misfortune. Generally, anxiety is the excessive and exaggerated worry about everyday things. It is an unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities. As regards English foreign language speaking anxiety, different researchers have approached it from different aspects. Today professional interest in the development of students' speaking proficiency is considerable. This concern with oral competence, however, may be intensifying high levels of English foreign language speaking anxiety experienced by learners.

In the educational world, speaking is seen as a necessary, positive personal characteristic (Daly, 1991). However, foreign language learners often express feelings of stress, nervousness or anxiety while learning to speak the target language and claim to have 'mental block' against learning. Campbell and Ortiz (1991) found language anxiety among university students to be 'alarming' and estimated that up to one half of all language students experience debilitating levels of speaking anxiety.

In the context of English as a foreign or second language teaching and learning, students' verbal participation or engagement is essential in the classroom. This claim complies with the conceptualization of the Communicative Language Teaching (CLT) approach of teaching English, which sees language taught as a system for expressing meaning (Nunan, 1990). It is believed that when students engage in the classrooms with their teachers or peers, they are compelled to be involved in the negotiation of meaning that is to express and clarify their intention, thoughts, and opinions (Lightbown & Spada, 2006). In turn, the students' communicative competence or what they need know to communicate can be developed in the classroom. So students' oral contribution is of a great importance for class participation. Operating from the belief that verbal participation is associated with learning, students are encouraged by their teachers to contribute to the classroom discourse, and their participation is often evaluated according to the amount and quality of their talk. This practice has also become

an evaluative benchmark for foreign language or second language teachers to reflect if they have conducted a good lesson or elicited sufficient responses from their students.

The importance of learning, understanding and speaking fluently in English is a necessary career especially when applying for jobs with multinational companies. The speaking skill is the central ability and confidence for a student to use English. Students are expected to speak English among themselves and with their teachers inside and outside the classroom. Because of spontaneous and environmental reasons they may fail to succeed in enhancing their speaking skill and may develop English language speaking anxiety. This can lead them to school interruption and poor language performance. English foreign language anxiety is identified as a distinct complex of self-perception, feelings, and behaviors related to English foreign language, communication beyond classroom.

Thus, this study investigated EFL speaking anxiety and its contributing factors, to provide some practical suggestions for English language teachers and some recommendation for future research

1.2. Statement of the Problem

EFL learners often express a feeling of stress, nervousness or anxiety while teaching to speak the language. The problem exists among ESL/EFL learners from beginning to more advanced levels. Even highly advanced ESL/EFL learners feel anxious while learning, particularly in speaking English in situations, both within and out of the classroom. They bother why they cannot speak English well, because their compulsive efforts do not lead to their intended performance. Campbell and Ortiz (1991) found language anxiety among university students to be "alarming" and estimated that up to one half of all language students experience debilitating levels of language anxiety. Dawit and Demise (2008) asserted in the classroom, learners' participation is necessary for the progress of learning teaching process. Their interaction should take interest in the class work attentively, listen to the teacher and give the right response. Regarding the importance of interaction, it is a creative and productive factor even in elementary forms of communication that happen among human individuals involving intellectual and imaginative organization of elements used. Students can participate properly if they are free from all confusions and problems. Some students do not participate properly; they present in the class but do not pay attention to the lesson. They do not listen to the teacher attentively and feel bored.

Almost all the teachers observed the fact that teachers' talk is much more than students' talk during a lesson. These teachers believed that making students talk was one of the most problematic parts of the students' engagement in the class, and it was in fact their primary concern. The y added that teachers did their best to avoid the silence in the classroom as they felt failure when their learners failed to reply. In such a situation, teachers repeated or rephrased the question or finally answered themselves. Student pressure and the supervision over classroom interactions are reduced, learning opportunities will increase. There are several factors that contribute to students' reluctance to speak up and participate in classroom activities, such as linguistic, psychological, and socio cultural issues. Awareness of sources of silence on the part of EFL teachers may decrease misinterpretations regarding students' level of engagement in language classrooms.

Haiku (2010) and Tan veer 2008 conducted similar research. Haiku conducted on general high school student and his objective is on general level language anxiety and personal factors. Muhammad Tan veer conducted on university and he did not use 'questionnaire as instrument and as well as he did not express performance, pedagogical and error related speaking anxiety as specific objectives. However; this research was conducted specifically on grade ten high school students and also the objectives of this study are stated in a specific form which is concerned with setting, performance, pedagogical, error related and psycho social causes. There was no any research that is done in the above three government schools and students in these schools did not participate actively in the class room in case of anxiety.

Why EFL learners feel anxious, silence, stress, nervous while learning speaking English in the class room?

The purpose of this study is to discover EFL speaking anxiety factors among three government high school students in Dambi, Chello and Yembero High School and explore how teachers and students can cope with this to minimize its negative impact. Based on the purpose, the study answered the following research questions:

1.3. Research Questions

- What are setting- related causes of speaking anxiety in EFL classroom?
- What are performance- related causes of the students' speaking anxiety in the class room?
- What are the pedagogical-related causes of students' speaking anxiety in EFL class?
- What are error-related causes of students' speaking anxiety in English class room?
- What are psycho-social causes of students' speaking anxiety in EFL class room?

1.4. Objectives of the Study

1.4.1 General Objective

The general objective of this study is to investigate students' EFL speaking anxiety and its contributing factors among students of Dembi, Chello and Yembero high schools

1.4.2 Specific objectives

The specific objectives of this study are to:

1. Identify setting-relating causes of students' speaking anxiety in the EFL class room.

2. Find out performance-related causes of students' speaking anxiety in EFL class room.

3. Find out pedagogical-causes of students' speaking anxiety in the EFL class room.

4. Explore error-related causes of students' speaking anxiety in the EFL class room.

5. Identify psycho-social causes of students' speaking anxiety in the EFL class room.

1.5. Significance of the Study

This study would have direct implications for EFL teaching. First, this study could attract teachers 'attention to the students' 'English learning anxiety and lead them to find more ways to reduce students 'anxiety. Second, the results of this study intend to find out the potential sources on English language anxiety, which can help teachers adjust their instruction and cultivate an agreeable learning environment to deal with language anxiety. Finally, this study should contribute to further investigation in English teaching and learning process in Dembi, Chello and Yembero High Schools

1.6. Scope of the Study

The investigation of EFL speaking anxiety factors only focused on EFL learners of grade ten students at Dembi, Chello and Yembero high schools enrolled in 2017/2018. This is because the researcher found it difficult to involve all students. First, the schools were selected purposely because, there was no any research that targeted the schools in the area of language in general and to investigate English foreign language speaking anxiety and its contributing factors in particular. Second, the researcher is familiar to the schools.

1.7. Limitation of the Study

The study has shown certain potential constraints. First, the study was conducted with a very small sample thus difficult to generalize its findings. It was better and more effective if all students in the schools were included in the study to gather sufficient information in order to obtain better results. Second, in order to investigate the complex issue of English language anxiety limited time was available for interview and the respondents might not have touched some of the anxiety suggestive measures in given time. Third, to collect the data, the researchers used two tools: questionnaire and semi-structured interview. If other tools, for example, focus group discussion and observation of check list had been used; this study would have revealed further outcomes.

1.8. Definition of Key Words and Abbreviation

L1----------------First language

L2----------------Second language

LAD-------------Language Acquisition Device

SLA-------------Second Language Acquisition

FLA-------------Foreign Language Acquisition

FLCAS---------Foreign Language Classroom Anxiety Scale

CA--------------Communicative Apprehension

TA--------------Test Anxiety

CCA------------ Classroom Communicative Aprehension

TAQ------------Test Anxiety Question

Chapter Two : Review Related Literature

2.1. Definition of Anxiety

Anxiety is a negative ways to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle; tremble, pensive, and our hearts beat quickly. In general;

anxiety can be as a complex concept up on not only one's feeling of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situation (Tobias, 1986). In simple word, anxiety is usually associated with unpleasant feeling and is similar to fear (Lader, 1975).

 The most anxiety provoking skill associated with foreign language learning is speaking. Horwitz & Cope (1986) identified communication apprehension to be conceptually relevant to foreign language anxiety. Among many other researchers, Palacios (1998) found that speaking caused the most anxiety among the learners. Price (1991) reported that the most anxiety-provoking thing in learning a foreign language is fear to speak the target language in front of their peers. So, student's oral contribution is of a great importance for class participation. Operating from the belief that verbal participation is associated with learning, students are always encouraged by their teachers to contribute to the class room discourse, and their participation is often evaluated according to the amount and quality of their talk. This practice has also become an evaluative benchmark for foreign language or second language teachers to reflect if they have conducted a good lesson or elicited sufficient responses from their students.

2.2. 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 (Gardner et al., 1976), focusing on the correlation between anxiety and language proficiency (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: 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: 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: 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, 1994; Onwuegbuzie et al., 2000-*-), Horwitz et al. (1986) identify three related types of anxiety: communication apprehension, test anxiety and fear of negative evaluation.

2.1. Communication Apprehension.

Communication apprehension is the fear an individual experiences in oral communication (Horwitz et al., 1986). 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, I 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), 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: 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: 127).

Research has also consistently demonstrated the negative correlation between communicative apprehension and self-esteem (Daly et al., 1997a) 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. Some investigators have attributed the origin of such anxiety to genetic factors 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. Through studies, communication apprehension has been defined by different terms such as reticence (Tsui, 1996), and *social anxiety* (Schlenker & Leary, 1985). In a study carried out by Schlenker & Leary (1985: 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: 183) prevents 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: 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., 1997). The same students may also engage in modes of behavior that tend to vary the speed. 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.

Very anxious students are more likely to avoid the foreign language class or to withdraw from courses with several communication demands (Phillips, 1992). They prefer "mass lecture" (Daly et al., 1997) 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.

2.2.2. Test Anxiety

The second component, identified by Horwitz et al. (1986) as a characteristic of foreign language anxiety is Test Anxiety. Described by Horwitz et al. (1986) as "a type of anxiety stemming from a fear of failure" and by Sarason (1978) as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation", test anxiety has involved several researchers through the years. Originators of test anxiety theory are Mandler & Sarason (1952), who developed a 37 item Test Anxiety Questionnaire (TAQ) in order to measure the self-oriented responses experienced by students prior to and during examinations, evaluative and stressful situations. They have found that high levels of test anxiety have debilitating effects on students' task performance. Highly test-anxious subjects have the tendency of drawing their attention inward, to self-deprecatory thoughts and worries about the performance, instead of focusing more fully on the task itself, Along similar lines, Sarason (1984) describes test anxiety as

produced by "intrusive thoughts", like the insecurity of responding adequately, which lessen the attention toward the actual task thus causing a poor performance.

Referring to the context of a foreign language class, where quizzes and tests are frequent, and highly test-anxious students will experience several difficulties. In her questionnaire about foreign language anxiety in speaking, Young (1990: 543) inserts items such as "I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up." This was formulated in order to observe any sense of tension in evaluative situations. The result is that 51% of the subjects express agreement with this statement. The anxiety experienced in test situations has also been related to the more general anxiety felt on other occasions, being described as a personality trait rather than as a feeling due to the specific situation.

Further causes of test anxiety have been outlined by Horwitz et al. (1986): these could be, for instance, the high expectations or motivation of some students for achieving a good grade in the course. In a test situation the student inevitably encounters difficulties and demanding obstacles which may increase his tension. Thus the student may become frustrated rather than rational towards the task. Even the manner in which students perceive their L2 teacher is worthy of attention: "student's anxiety in the testing situation derives from his helplessness in relation to the instructor's power" (Price, 1994)

Since one of the roles of the teacher is augmenting students' L2 skills, by assigning a low grade, the instructor can preclude the learner from achieving important aims, such as the prestige of college graduation or admission to certain universities. For this reason, it is relevant that the student perceives the instructor as a person whose role is not punitive but helpful as the learning process is concerned. Horwitz et al. (1986), Brandl (1987 in Onwuengbuzie et al., 1999) and Young (1990) report that anxiety is provoked when the teacher corrects students' errors in a non-supportive way.

2.2.3. 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) 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).

In the case of foreign language learners these students may reduce participation in those activities which could force them to be more exposed to others' judgments (Aida, 1994), like giving volunteer answers or talking about personal opinions (Ely, 1986). Therefore the classroom is a breeding ground for fear of negative evaluation, with instructors as critical evaluators.

In spite of communication apprehension, test anxiety and fear of negative evaluation constitute fundamental components of foreign language anxiety; Horwitz et al. (1986) further suggest that foreign language anxiety should be more than these three parts. Horwitz et al. (1986) conceive language anxiety as "…a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al, 1986). When performing in the foreign language, the subject enters into a completely different dimension, encountering difficulties, especially if the target language is not yet well mastered. In this case, the subject is in fact more exposed to criticism and humiliation than in other courses like mathematics or history, since the probability of making mistakes is much higher. Even if the learner provides the right answer in terms of the content, he may get the pronunciation or the grammar wrong (Tsui, 1996).

MacIntyre & Gardner (1991a: 296) find that "For many students, language class can be more anxiety-provoking than any other course that they take". Follow-up studies support similar findings (Price, 1991; Phillips, 1992; Aida, 1994; Bailey, 1996). As a consequence, many nervous students prefer quitting the language programme as soon as their requirement is met (Young, 1999). Otherwise, they continue attending the course, even if frustrated by negative thoughts which affect their performance in the language. Students commonly report that they "know" a certain grammatical rule, but they "forget" it at the moment of the test (Horwitz et al., 1986: 126); Price (1991) describes some manifestations of language anxiety, like panic, indecision, anger, and a sense of reduced personality.

All the behaviors and fears described in the present section move the learner away from participation necessary to improve the language skills. When students provide comments, or collaborate with the teacher and the other students, they get involved with the elaboration of comprehensible input and output, which are indispensable to language acquisition. 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: 23), and to lessen any sources of stress. Once this is achieved, students will be more inclined to take risks during classroom activities.

As we will understand in the course of 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 will be endorsed by the items of the questionnaire which I have used in order to measure foreign language anxiety in in-class speaking activities.

2.3. Speaking Anxiety Reduction Strategies

To reduce foreign language oral practice anxiety in classes, teachers have to help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem; reduce competitiveness, provide students with constructive feedback or positive reinforcement despite their failures; avoid negative remarks; and motivate students do things in small groups or pairs (Young, 1991). Teachers should use strategies that remove anxiety provoking factors; example, and social comparison; promote co-operation; enlighten students about the natural incidence of mistake even in L1; assess students' transparently and involve them in negotiating marks. Teachers may still organize various activities focusing on meaningful communication such as information gap activities, interviews, storytelling and role plays (Phillip, 1999). Lengthening waiting time, improving questioning techniques, and valuing variable responses could be another constructive step (Tsui, 1996).

In the past, cognitive terms, such as intelligence, creativity, and problem-solving strategies, were associated with learning achievement. The stereotype of individuals with outstanding achievement often included possessing high intelligence, superior creativity, or greater problem-solving strategies. Affective variables had not been paid attention to and not regarded as significant in learning a second language (L2) until Krashen's work. From Krashen's perspective, affective factors, such as motivation, beliefs, and anxiety could have the potential to heighten or lower an 'affective filer' that impedes language comprehension. Low anxiety, high

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motivation, and self-esteem can facilitate language acquisition as well as allow the input to be stored in the Language Acquisition Device (LAD) (Tse, 2000: 71). After Krashen, anxiety, motivation, and self-esteem were no longer considered to only affect individuals at the psychological level; more importantly, they influence individuals academically.

Many current educators indicate that students often come to class without enthusiasm and sometimes unconsciously express a helpless attitude during learning. They are neither energetic nor active in class activities. These situations worry educators, yet there is still no specific method to simulate students' motivation. Price(2008) pointed out that students' depressed attitude towards classes usually comes from anxiety regarding unexpected learning content or unclear curriculum objectives. These emotional barriers usually decrease students' learning motivation and increase their anxiety levels.

Current studies also indicate that students' anxiety changes their study preferences. Horwitz and Cope (1986) indicated that some anxious students decided to over-study due to being overly concerned with performances, whereas other students chose to ease their anxiety by skipping classes or ignoring assignments. Either of these situations increased students' unease and further led to teachers' incorrect evaluation of students' performances. Students who were unable to perform in class or had poor test performances often struck teachers as having insufficient mental capacity and a lack of motivation (Horwitz et al., 1986,). This inaccurate impression frequently hinders teachers from communicating with students as well as from assisting them. Eventually, the achievement gap among students is enlarged.

In educational studies, anxiety is basically categorized as either a trait or state. Trait anxiety is a personality characteristic, which means that individuals tend to feel anxious all the time. State anxiety, conversely, refers to the idea that individuals only feel anxious in temporary settings, and that the anxious emotion does not last for a long time. A third type of anxiety is specific-situated anxiety, which means anxiety only occurs in a particular context (Woodrow, 2006). Any individual might feel anxious; however, the reasons for it may be different.

In the second language acquisition (SLA) field, anxiety is also one of the major variables that is used to explore students' achievement discrepancy and is defined as foreign language anxiety (FLA), which is academically defined as "the feeling of tension and apprehension specifically associated with second language context, including speaking, listening and learning" (MacIntyre & Gardner, 1994).

The notion of foreign language anxiety (FLA) is similar to that of specific-situated anxiety, which refers to the idea that individuals do not feel anxious in any other classrooms, but only in second-language (L2) settings. The essence of FLA, according to Horwitz et al. (1986), is "the threat to an individual's self-concept caused by the inherent limitations of communication in an imperfectly mastered second language" (Saito et al., 1999:202). Students with insufficient communication skills usually attempt to avoid talking in public because of the fear of embarrassment.

   2. 4. Causes and Effects of Language Anxiety

Young (1991) identified six potential sources of language anxiety from three aspects: the learner, the teacher, and the instructional practice. He claimed that language anxiety is caused by (a) personal and interpersonal anxiety, (b) learner beliefs about language learning, (c) instructor beliefs about language teaching, (d) instructor-learner interactions, (e) classroom procedures, and (f) language testing. Young (1994) further elucidated that these sources of language anxiety are interrelated. Apart from the above similar viewpoints on the sources of language anxiety caused by the learner, the teacher, and the classroom, or the interaction among the three, a debate on whether language anxiety is central in influencing low language achievement is triggered by the Linguistic Coding Deficit Hypothesis advanced by Sparks and Ganschow (1993).

According to this hypothesis, language anxiety is a reflection of a side effect caused by linguistic deficiency in processing language input. Emphasizing the focus on language coding abilities, Sparks and Ganschow discounted anxiety and other affective variables as playing a critical role in language development, and leave only cognitive capacity as the major engine that drives second/foreign language acquisition and development. Sparks and Ganschow's view closely connects second language coding abilities with first language coding abilities, which in a way isolates language development from its social cultural roots. By exclusively emphasizing cognitive capabilities, their hypothesis fails to take into account the striking differences between first language development and second language development, especially the characteristics that are representative of the uniqueness of second/foreign language learning environment. Researchers like MacIntyre (1995), on the contrary, argued that language anxiety constitutes part of social anxiety, which stems primarily from the social and communicative aspects of language learning. Drawing largely upon the social dimension of anxiety, MacIntyre has long maintained

that anxiety plays an essential role in language learning as a social cognitive activity. A recursive relation exists between anxiety, cognition, and behavior. Moreover, anxiety can interfere in all language acquisition stages: input, process, and output. In other words, understanding the causes and consequences of language anxiety from a contextual point of view is vital in facilitating the language acquisition process and development.

An example to illustrate the critical role of language anxiety is provided by Onwuegbuzie, Bailey and Daley (2000). The results of this study indicated that after controlling for the indicators of native language problems, foreign language anxiety still had a substantial amount of power in explaining language achievement. Therefore, it is reasonable to claim that foreign language anxiety is not solely a consequence of first language coding deficit, but rather an essential emotional state that may interfere with cognitive processing of a language learner. The Sparks and Ganschow (1993) versus MacIntyre (1995) debate manifested contrasting viewpoints of mechanism and contextualize. The central controversy is whether cognitive abilities are independent of other abilities such as affective or emotional factors. Enabling the investigation of differences that stem from social or cultural nuances, MacIntyre's argument is more persuasive because his approach encompasses the potential role that emotion may play in cognition. Concept clarification and instrument validation greatly help to account for a better understanding of the effects of anxiety on second/foreign language learning and performance (MacIntyre & Gardner, 1991). These kinds of effects are projected on at least five aspects (MacIntyre, 1998). First, academically, language anxiety is one of the best predictors of language proficiency (see Onwuegbuzie et al., 2000). It seems clear that high levels of language anxiety are associated with low levels of academic achievement in second/foreign language learning. Second, socially, learners with higher language anxiety have the tendency to avoid interpersonal communication more often than less anxious learners. This issue becomes even more prominent when the authentic communicative competence is emphasized in current language education. Third, cognitively, anxiety can occur at any stage of language acquisition. Anxiety can become an affective filter that prevents certain information from entering a learner's cognitive processing system (Sellers, 2000). Anxiety can influence both speed and accuracy of learning. Fourth, anxiety arousal can impact the quality of communication output as the retrieval of information may be interrupted by the "freezing-up" moments that students encounter when they get anxious. Finally, personally, language learning experience could, under some circumstances, become a

traumatic experience. This kind of unpleasant experience may deeply disturb one's self-esteem or self-confidence as a learner

2.5. Strategies to Reduce Foreign Language Anxiety

According to the research on language anxiety, a comfortable learning environment, proper practice with the language, a supportive teacher, collaborative study, and the use of good foreign language study skills will benefit to reducing the second language students 'anxiety.

2.5.1. Comfortable Learning Environment.

Researchers recognize that a secure and relaxed environment is crucial to FL learners. Caine and Caine (1994) emphasized that a language learning environment where learners feel non-stressed is a prerequisite. Teachers should create a state of ―relaxed alertness‖ , for in a non-threatened environment learners can become flexible and effective to process new information, and their brain will not ―downshift‖ or shut down because of panic. Friedman (1985, as cited in Holbrook, 1987) described a healthy classroom as one which includes building a relaxed and comfortable environment in the classroom, helping students develop friendship at the start of semester, allowing students to speak on seats rather than in front of the class, employing drama or role-play activities, presenting students with speaking activities in a proper sequence, and permitting students to choose a partner with whom they feel most comfortable.

2.5.2. Proper Practice

In the language classroom, it is more advisable for learners to ―take moderate but intelligent risks, such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes, rather than taking no risks at all or taking extreme, uninformed risks (Oxford, 199). In order to relieve students' pressure from competition and comparison, students of similar levels can be grouped together and offer them appropriate materials for their level of language competence (Yan & Horwitz, 2008). The activities and practice for overcoming anxiety and improving presentation skills include the followings: informally questioning students concerning curricular topics about which they are knowledgeable, reading speech transcripts and listening to master (native) speakers, playing charades, and presenting speeches without eye contact such as role play (Holbrook, 1987).

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Kitano (2001) suggested that teachers should structure their classroom practices that students will not be forced to be competitive and that individual differences in performance will not be too noticeable. For example, before individual work, teachers can let students completely comprehend the work and practice it enough in groups.

2.5.3. A Supportive Teacher

The reactions of the teachers to their students' answers have a great effect on students' feelings of success; teachers should listen to and respond carefully to students' questions, lead students to answers and understandings rather than tell students correct answers directly, offer extra help, encourage students, and give attention to how well they are teaching. Horwitz, Horwitz and Cope (1986) explained that some error correction may be necessary; what should be paid more attention to is the manner of error correction-when, how often, and most importantly, how errors are corrected. —The selection of error correction techniques should be based on instructional philosophy and on reducing defensive reactions in students. Teachers should encourage students to evaluate their own performance in a positive and optimistic way, which can help to enhance their motivation and effort in language learning, and further improve their learning outcomes. Kitano (2001) suggested that teachers should pay close attention to the learners who are not performing well in language class because these learners may have a low self-perception of ability and feel anxious in the classroom. Teachers should identify these students and provide them with necessary help, for example, giving them extra instruction, and training their language skills from the early stages of their FL study.

2.5.4. Collaborative Study.

Students will be more anxious and nervous when speaking in front of the whole class, while the anxiety level will be reduced in cooperative groups because the number of listeners is small and they may be more friendly and helpful (Schlenker & Leary,1982). In cooperative classrooms, students learn to rely on each other and thus have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class (Holt, 1994). Yan and Horwitz (2008) emphasized that class activities should be designed to encourage cooperation instead of competition, and adequate time for pair or group discussion could be allowed before oral responses are required. A study of Oxford (1994) found that

cooperative learning can not only lower anxiety in the language classroom, but also increase learners' motivation.

2.5.5. Good foreign language learning strategies.

In order to reduce students' anxiety, students must be instructed in techniques or strategies of learning a FL, such as devices for memorization mnemonics, silent rehearsal, and paraphrasing (Nugent, 2000). Some learning strategies are relevant to particular language skills; for example, listening comprehension relies on the strategies of elaboration, inference, selective attention, and self-monitoring; speaking requires strategies like risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation; reading comprehension bases on the strategies such as reading aloud, guessing, deduction, and summarizing; writing benefits from the strategies of planning, self-monitoring, deduction, and substitution. Teachers should provide this wide range of learning strategies for students.(Nugent, 2000) pointed out that aiming at training students in using language learning strategies; teachers should be familiar with students' interest, motivations, learning styles, and what strategies they use in language learning. Teachers can receive this information through observing students' behavior in class, or using questionnaire at the beginning of a course; in addition, teachers should study their own teaching method, overall classroom style, and analyze their lesson plans; when teaching the course, teachers should provide learners more training in learning strategy implicitly, explicitly, or both.

2.6. Domain Revisiting Language Anxiety from a Broader

A further review of the studies of language anxiety is presented below from three perspectives, namely, cognitive, curriculum, and cultural. Such an organization helps to promote understandings of this phenomenon by approaching it from different angles.

2.6.1. From a Cognitive Perspective

The cognitive component of anxiety was raised early in the literature (Eisenach,).Eysenck has long believed that worry and emotionality comprise the nature of anxiety. According to him, worry refers to one's concern about performance or other people's evaluation. Emotionality

refers to the concomitant negative feelings caused by physiological functioning. He argued that anxious learners are more often engaged in task-irrelevant cognitive processing than their no anxious counterparts, and the task irrelevant processing activities "preempt some of the available effort and capability of working memory. In other words, anxious learners may be anxious about their being anxious, thus hampering the capacity of their working memory. To be more specific, anxious learners are usually more distractible, and the defense mechanism evoked by anxiety will interfere with the cognition threshold in learning. Eysenck (1979) also discussed performance efficiency and processing effectiveness. He demonstrated from cognitive point of view that most of the empirical studies set performance efficiency (e.g., test scores) as the criterion when examining the influence of anxiety, while it is in fact processing effectiveness that is paralyzed when anxiety comes into play. It may not be legitimate to use performance efficiency as a measure of processing effectiveness if the effort expenditure is not equivalent among highly and lowly anxious learners, as anxious learners tend to be hard working, in some cases, overly hard working. Extra hours spent by anxious learners might, in one way or other, compensate for the performance ineffectiveness caused by anxiety arousal. In addition, Sellers (2000) examined students from the United States who were reading a text in Spanish. He found that highly anxious readers were more distracted by interfering thoughts and were less able to focus on the task at hand, which in turn affected their comprehension of the reading passage. It seems that highly anxious students tended to experience more off-task, interfering thoughts than their less anxious.

2.6.2. From a Curriculum Perspective

 MacIntyre (anxiety-reducing 1998) pointed out that with more emphasis on communication-oriented language competence there is emerging a pressing need to develop strategies and programs. The call for amelioration of negative effects of language anxiety is also suggested by Young (1994), who claimed that the unnatural classroom procedures, for example teachers' error correcting methods and the way teachers interact with students, are all ways that may arouse students' anxiety. Therefore, pedagogical considerations in course planning need to consider students' emotional states. Teachers should provide a safe and welcoming classroom environment in which students can feel comfortable volunteering their answers. Teachers should also make clear that language learning entails making mistakes, and mistakes are not a

demonstration of failure (Elkhafaifi, 2005). Also, it is necessary for teachers to consider themselves as facilitators instead of evaluators and to avoid turning the language classroom into a testing or competitive environment, but rather create a supportive learning environment where learning can easily occur. In addition, language anxiety has been mostly associated with spoken language competency. Learners can experience increases in anxiety when they are required to complete oral tasks. However, there is a recent trend to identify more specifically the relationships between anxiety and other language competences (Horwitz, 2001), for example, reading anxiety (Saito, Horwitz, & Garza, 1999; Sellers, 2000) and listening anxiety (Elkhafaifi, 2005). Findings from this branch of studies demonstrated that although general foreign language anxiety has been found to be independent of target language, levels of some specific categories of anxiety (e.g., reading anxiety) are found to vary by target language and seem to be related to the specific writing systems (Saito et al., 1999). Research also indicates that teachers' perception of students' language anxiety may sometimes be incongruent with students' own perception (Levine, 2003). The understanding of this incongruence, and those specific types of language anxieties and their respective coping strategies, should be within the repertoire of every language teacher

2.6.3. From a Cultural and Policy Perspective

Oxford (1999) noted that "behaviors vary across cultures, and what might seem like anxious behavior in one culture might be normal behavior in another culture" (p. 64). Horwitz (2001) contended that when considering the issue of language anxiety and classroom practice, it is important to keep cultural differences in mind. Some practice perceived by one group of learners as comfortable may prove stressful for learners from a different cultural group, who are used to different types of classroom organization. Horwitz further claimed that classroom atmosphere, teacher support, task orientation, and focus of instruction are all elements that influence students' anxiety levels under instructional conditions. Cultural influences, such as the stereotyping of teachers, students, and classroom interactions, can be largely different from culture to culture. The emotional state relating to learning a second/foreign language also largely relies on the high stakes contexts of that particular language in the society. For example, learners of English in China might experience remarkably different anxiety levels in learning English as a foreign language, compared to learners of Chinese in Canada. Differences in language anxiety with

regard to minority or majority language group are one of the important future directions for language anxiety research (Young, 1994). With the ever-growing political and economic development in China, Chinese is becoming one of the most important languages in the world. The Chinese language is attracting unprecedented large numbers of world-wide learners, including students at the university level. Still, the stake or importance attached to learning Chinese for English-speaking students is incomparable to the significance of learning English for Chinese-speaking students.

In addition to the self-perceived importance in learning a second/foreign language, language policy practices can remarkably impact on language learners and learning. Casado and Dereshiwsky (2004) conducted a study comparing anxiety levels experienced by American students learning Spanish, and Spanish students learning English. The purpose was to seek any possible relationship between second language teaching policies in the two countries (United States and Spain) along with students' perceived levels of language anxiety. Although having language policies, such as imparting a second/foreign language at an early age and having an "articulation framework" of language programs, would be beneficial to Spanish students' progress in English learning, those policies may not result in lower levels of communication apprehension. In contrast, a lack of nationwide compulsory foreign language programs in the United States did not necessarily lead to higher anxiety levels among American students who were learning Spanish. Within the trend of internationalization, language tests, especially English as second or foreign language tests, are often used as screening mechanisms for selecting potential candidates. Examples include institutions which use English as foreign language test scores (e.g., Test of English as a Foreign Language scores) as one of the criteria to admit international graduates. This kind of practice creates anxious feelings for language learners. An example is Chinese tertiary-level English learners, who have experienced great stress in acquiring English language competence; this stress dramatically influences anxiety levels in their English classrooms and English tests (Cheng, 2008). Moreover, learning English is an obligation and English competence accreditation is critical in order to matriculate or get a good job. With this pressure, learners are more likely to experience anxiety in the classroom (Liu, 2006). Admittedly, the underlying rationale for studying English in China is essentially economic as it is not freely chosen to be learned. Chinese students are obliged to learn for the purpose of gaining a better position in the global economy where English is the 'lingua franca,' or a

common language spoken internationally (Campbell, 1995). In addition, social belonging or cultural integration is another issue that needs to be addressed in second/foreign language education. On one hand, the challenge is how individuals feel situated in the target cultural group. Integrative motivation is an important concept in the socio-educational model of motivation in second language teaching. (Gardner, 1985), stresses not only emotional identification with another cultural group, but a favorable attitude toward the language community and openness to other groups in general (Gardner, 2001). On the other hand, anxiety over losing one's own identity can be a source of culture shock as well. Cross-cultural awareness can be raised only if culture shock is dealt with effectively; otherwise, negative symptoms such as anxiety, emotional regression, and physical illness can occur (Oxford, 1999).

2.7. Sources of speaking anxiety in the L2 classroom

2.7.1. 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, 1991). Daly (1997) states that anxious learners tend to have a more negative self-perception and tend to underestimate their quality of speaking ability

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 that learners consider speaking in front of other people 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 class are perfect candidates for language anxiety. The relation between anxiety, cognition and behavior is likely to be cyclical, in which one affects the 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.

2.7.2. 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) 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). 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:

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.

2.7.3. Attitudes toward the L2

In the field of personality research, considerable surveys have been conducted on the importance of attitudes and motivations in foreign language learning (Gardner et al., 1976; Gardner & MacIntyre, 1993). Research has proven that favorable orientation in learning a foreign language may stem from the emotional involvement of the learner with the other language community and culture, or from the interest in the language itself (Gardner & MacIntyre, 1993) or for some practical reasons as finding a job. Hence, on the one hand researchers have been defined motivation as "integrative" and on the other hand as "instrumental" (Gardner & Lambert, 1972 in Oller et al., 1980b; Ely, 1986).

In the present paper attention will be given to "integrative orientation", to the interest and enjoyment experienced by students for a second language. At the moment of speaking, this will be analyzed in relation to the possible level of anxiety felt by learners in foreign language classes. Do students interviewed like the L2? If the answer is yes, are these students anxious when speaking in the L2 classroom? Favorable attitudes towards the foreign language may imply a positive involvement in the L2 learning process, encouraging frequent contact with native speakers of the other language, active participation in the L2 learning situations (i.e. in class activities in the foreign language class), exposure to the L2 itself (watching television in the

other language, or travelling to the TL country, for example), all of which are indispensable activities for the improvement of one's own L2 skills (Gardner et al., 1976; McCoy, 1979).

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 Speculations about the relationship between integrative motivation and L2 achievement have been made (Gardner & Lambert, 1959, in Gardner et al., 1976) leading to the conclusion that motivational variables are powerful predictors of second language learning success (; Johnson & Krug, 1980). Once a student perceives his L2 to be developed, his sense of insecurity and anxiety in the L2 will tend to decrease, both inside and outside the classroom (Bailey, 1983; Horwitz et al., 1986).

Students interviewed by Horwitz (1986) confirm the hypothesis that learners' interest and motivation for the subject studied is a relevant matter, endorsing the statement "I would like to learn this language so that I can get to know its speakers better." Being attracted by the sounds of a foreign language, by the desire to have friends of the other language may be valid 30 reasons for participating in L2 activities as well as possible, in order to acquire the fluency which many students see as very important to communicate with foreigners (Horwitz, 1988).

 Another factor worth considering as regards the development of attitudinal behavior may be the cultural milieu in which the learner lives (Gardner et al., 1976). From my personal point of view it could be possible that students living in the TL country may increase their positive attitude toward the L2, as contact with the other culture and native speakers is more frequent. Moreover, the cultural milieu influences the types of skills acquired (Gardner et al., 1976); that is, acquiring a foreign language in informal contexts (as talking with native speakers, or watching television in the L2) will differ from the acquisition of various structural features of the language, such as grammar, vocabulary, etc. acquired in the

2.7.4. Negative Experiences

Former negative experiences the learner has had in the course of the L2 learning may constitute a further source of speaking anxiety. In a qualitative study based on interviews with highly anxious students, Price (1991) got gradually more interested in students' reluctance to speak French. The technique of the interview enabled the researcher to get close the learners' personal points of view regarding foreign language learning processes and L2 class experiences. As the students explain their feelings, it is clear that many of them "hated" the class or they write how "awful" they felt (Price, 1991). Due to the fear of a negative evaluation by the language teacher and to the classmates' derision, students may experience problems when performing orally, especially in novel, ambiguous, evaluative situations (Lucas, 1984; Daly, 1991). Joan, one of the students interviewed by Price describes her numerous efforts at accomplishing her French language requirement. Before the course started, she was initially enthusiastic. She was, however, terrified when her language instructor came to the class "speaking French a mile a minute." (Price, 1991). From that time onwards, she failed all the tests she had in that language, even during other French courses for which she was enrolled.

2.7.5. Fear of Taking Risks

As it appears from the explanation above, students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the "can-do" attitude, the risk taking attitude toward the foreign language tasks is defined as the "individual's tendency to assume risks in using the L2 in the second language class" (Ely, 1986, p3). This variable was carefully analyzed by Ely (1986) who surveyed students enrolled in the first year Spanish courses at a university in northern California. In her conceptualization of Language Class Risk-taking, Ely identified four dimensions of the construct: a willingness to use linguistic structures perceived as difficult; a self confidence about using a new linguistic element; an acceptance of potential mistakes in the language; and the tendency to repeat a new element silently before using it aloud in front of the others. In the questionnaire of her research, in fact, items like "I like to wait until I know exactly how to use a Spanish word before using it" or "In class, I prefer to say a sentence to myself before I speak it." (Ely, 1986, p9) were included, as signs of this potential feeling during the foreign language learning process.

Whereas the use of the native language does not threaten the individual's self-perception of one's own intelligence, communication in the foreign language does, since it demands nonspontaneous mental operations. In this case, the learner is aware of the difficulty of making himself understood by the others in the way he intends (Horwitz et al., 1986).

Ely's investigation shows that the degree of anxiety or embarrassment experienced when speaking an L2 in the classroom (i.e. "Language Class Discomfort", Ely, 1986: 3) is a negative predictor of Language Class Risk-taking. Moreover, Language Class Risk-taking is a significant positive predictor of Classroom Participation. Sixty-eight percent of the students interviewed by Young (1990) agreed with the statement "I would feel more confident about speaking in class if we practiced speaking more" and seventy-two percent of them strongly supported the statement "I feel very relaxed when I have studied a great deal the night before". Hence the importance students attributed to practice and preparedness emerged

Chapter Three: Research Methodology

3.1. Research Design

This is a destructive research design which includes information about the description of participants involved in the study, the instruments used to collect data, discussion of procedures used to collect data and data analysis procedures. The primary goal of this study is to investigate students speaking anxiety of EFL grade ten learners in Dembi, Chelo and Yembero High Schools The total number of grade ten sections of was twelve and the number of students was 340 male 260 female total 600.To address the stated research questions, the researcher used quantitative and qualitative method of data collection tools. It took six weeks to gather the data

3.2. Target Population

The study was conducted at Dembi, Chello and Yembero High Schools which are found in south western part of Ethiopia in Oromia region in Buno Bedelle Zone, Didesa woreda, because there was no any research that was done in these schools. The primary sources of the study are both grade ten students and three English teachers of the above schools.

3.3. Sample Size and Sampling Techniques

The sampling technique was simple random sampling, the lottery method. By using this method, thirty percent of the total population was selected as sample of the study. So the total number of the target population that was considered for the study was 105 male and 75 female students with total of 180. That means the researcher took fifteen students from each section by using their roll numbers from the list of attendance. The sample also included all English language teachers who were selected purposely in the three schools were treated in this study

3.4. Data Collection Instruments

In the process of carrying out the study, the researcher used a mixed research approach: quantitative method followed by qualitative one. The quantitative data collection instrument as a preliminary step served as a stepping stone to enhance the reliability of the purposive subjects' selection. The qualitative method was largely used to increase reliability of the study through an in-depth investigation of the participants' orientation in relation to anxiety situations.

3.4.1. Questionnaire
Questionnaire is one of the important means of collecting data because; it is suitable for large scale inquiry. Additionally, the reason behind using questionnaire is that it gives enough time for the respondents to read and give well thought responses. Besides, it is economical in terms of time and energy. The items in this tool were adopted in line with the objective of the study, research questions and issue raised in the review of related literature. Twenty-five questions that were taken from FLCAS, Horwitz, et.al., (1986) were included in the questionnaire for the students. The purpose of the FLCAS is to evaluate the degree of students' anxiety levels in foreign language classrooms. The FLCAS is a 25-item, 5-point Likert-type questionnaire, with responses ranging from "strongly agree" to "strongly disagree". In terms of the content, the 25 items are designed to ask students' feelings of anxiety directly and indirectly.

Data were collected from students using a questionnaire. The questionnaire was closed -ended question which was asked to select from the given alternatives.

3.4.2. Interview

Interview was another instrument that was used in this study to collect primary data. Six interview questionnaires were included to collect information in order to answer the research question. The researcher collected data from grade ten teachers by interviewing them. As Ranjit (1996) shows, "In situations where in-depth information is required, interviewing is the preferred method of data collection." Depending on the nature of the study and the degree of control, the semi-structured interview which is highly favored for its flexibility has been selected for this study to get clear information and to answer the following research questions:

- What are setting- related causes of speaking anxiety in the EFL class room?
- What are performance- related causes of speaking anxiety in the EFL class room?
- What are the pedagogical-related causes of students 'speaking anxiety in the EFL class room?
- What are error-related causes of students' speaking anxiety in the EFL class room?
- What are the psycho- social causes of students 'speaking anxiety in the EFL class room?

3.4. Procedure of Data Collection

The data for this study were collected afrom Dembi, Chello and Yembero High schools in 2017/2018. The questionnaire was conducted during the regularly scheduled language classes. In the survey, students were asked to complete the questionnaires in 50 minutes.

Before starting data collection process, the participants were informed about the purpose and usefulness of the study and the protection of anonymity and confidentiality, or they have got guaranty of any risk or discomfort that happens during the study, meanwhile the steps involved were explained. Moreover, all the necessary ethical concerns were made. From the very beginning, the participants were asked to fill a format of background information page. After the

participants had completed the first page of the questionnaire, they started responding to the questionnaire. While doing (responding) to the questionnaire, the students were told to read statements carefully and choose the letter that is applied to them. The participants also were told that they can ask for any clarification they might need and ask for extra time to complete filling the questionnaire.

3.5. Data Analysis

The data gathered through questionnaire and interviews were analyzed both qualitatively and quantitatively. The percentage used to analyze the quantitative data. Similarly, information generated from semi -interview was described qualitatively.

To make the analysis easier and based on the specific objectives of the study, the items of the questionnaire and semi-structured interview were categorized into five sub parts. These were:-

1. Setting-relating causes of students' speaking anxiety in the EFL class room;
2. Performance-related causes of students' speaking anxiety in EFL class room;
3. Pedagogical-causes of students' speaking anxiety in the EFL class room;

 4. Error-related causes of students' speaking anxiety in the EFL class room.

5 Psycho-social causes of students' speaking anxiety in the EFL class

Findings and recommendations were forwarded as a logical conclusion of this research survey.

3. 6. Ethical Consideration

 To get access to the research sites, a letter of cooperation was written to the concerned administrative bodies in the research areas from research and postgraduate coordinating office of College of Social Sciences and Humanities, Jimma University. And similar recommendation letter was written to Yembero and Chello Schools heads from my school directors and in turn the school directors wrote cooperative letters to fellow English teachers for the successful achievement of this research.   Furthermore, the purpose of the study was explained to the respondents of the study to get their informed consent. Moreover, the aim of the study was requested to implement the questionnaire on grade ten students and interview for three teachers. All what the study about was told to

the school leaders to allow the researcher to implement the data collection activities in three schools of grade ten students in the academic year of 2017/18 and learners were also informed to be active participants in the study.

Chapter Four:Result and Discussion

This study was conducted to find out the causes and solutions of EFL speaking anxiety as noticed by English teachers and students. For the study, 180 respondents were taken as a sample out of 600 students. All of the sampled students filled the prepared questionnaire. All of the three teachers were treated in the research. To answer the question, the researcher used the percentages for each of the items. A table is used to show the frequency and the percentages of students responded for the items regarding the causes of speaking anxiety in EFL class4.1. Students' Questionnaire Result

Table1. Setting-related Causes of Students Speaking Anxiety in EFL Class room.

	Indicators	SA		A		U		D		SD	
N		F	%	F	%	F	%	F	%	F	%
1	I don't worry at all about FL classes	-	-	-	-	9	15	144	80	27	15

2	I am usually at ease during FL classes	12	6.7	33	18.3	12	6.7	99	55	24	13.3
3	I turn tense and forget things in FL classes	141	78.3	21	11.6	-	-	18	10	-	-
4	I feel upset despite any preparation in advance	108	60	30	16.6	15	8.3	27	15	-	-
5	I often feel like not going to FL classes	111	61.7	36	20	6	3.3	21	11.7	6	3.3
6	I feel happy and relaxed about FL classes	6	3.3	30	16.6	-	-	135	75	9	5

Table 1 details the descriptive analysis for six questionnaire items that elicit the participants' response setting related causes of students' speaking anxiety. The students response on the table number one shows that 144 (80%) of the respondents reacted that they worry about FL classes. No respondent expressed any agreement to the situation on question number one. Only a small proportion of the participants on the second question, 12(6.7%) and 33(18.3%) respectively, expressed their strong agreement and agreement to whether they felt at ease during FL classes. On the contrary, 99(55%), of the participants disagreed to such an idea. As for turning forgetful of the previously learnt material while in FL classroom, 141(78.3%) of them, witnessed their failure to remember turning terrified immediately. Similarly the fourth question, 108(60%) of the respondents admitted that they feel overwhelmed in EFL classes despite initial careful preparations. 111(61.7%) of the participants still strongly agreed that they often felt like not going to FL classes. The great majority, 135 (75%), of the participants stated they disagreed to the point of any happy feeling or relation during FL classes. Caine and Caine (1994) claim that teachers should create a state of ―relaxed alertness for in a non-threatened environment, learners can become flexible and effective to process new information, and their brain will not downshift or shut down because of panic.

From this result it is possible to generalize that foreign language classes posed a huge threat to most of the students who participated in the study. The result from this part of the overall study agrees with Young's (1991) assertion of foreignness to the language and its formalities as posing threat to FL classes. The findings questions one up to six show setting-related factors hinders student's participation in EFL classes.

Table2. Performance- Related Causes of Students Speaking Anxiety in the EFL class room.

N	Indicators	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
7	I panic during spontaneous productions in FL class	45	25	123	68.3	-	-	12	6.7	-	-
8	I feel confident while speaking in FL classes	-	-	27	15	21	11.7	99	55	33	18.8
9	I tremble when to be called on for performances	48	26.7	90	50	12	6.7	18	10	12	6.7
10	I develop nervousness and tension	54	30	87	48.3	9	5	24	13.3	6	3.3

	while speaking in FL Classes									
11	I feel tense speaking unprepared	45	25	96	53.3	12	6.7	15	8.33	12	6.67

Descriptive analysis for five questionnaire items that elicit the participants' response to performanc-related causes of students' speaking anxiety indicated in Table 2above that a huge proportion of the participants, agreed to the situation that spontaneous productions caused them to panic. A quarter of the respondents in question number seven, 45(25%), strongly agreed that they panicked during such occasions and the majority of respondents, 123(68.3) agreed on this question. As indicated in question number eight, 33(18.3%), of respondents strongly objected to the idea that they felt confident during speaking tasks. In this question (8) more than half, 99 (55%), of the respondents claimed their in confidence during such situations. Half of the respondents for question nine above , 90 (50%), acknowledged trembling and shaking while being called on for communicative practices in EFL classes. Nearly one third on question number ten, 54 (30%), of the respondents strongly agreed and a marked proportion, 87 (48.3%), of them mentioned their agreement for the fact of being confounded and nervous in EFL speaking. The last number question more than half, 96 (53.3%), of the respondents said that they never felt relaxed for questions they were not prepared for and 45 (25%) of them strongly agreed to feeling tense in those circumstances. The result of the questionnaire also unequivocally shows that communicative nature of EFL speaking classes hampers FL students from freely participating. In other words, FL speaking classes are communicative and interactional in nature and students' lack of confidence to participate shows presence of speaking anxiety. McCrosky (1997) posited that communication apprehension, which is fear of either real or imagined communication with others, is often typical characteristic of FL classes. Generally, the findinof the above table show that performance- related causes are one of the causes of speaking anxiety in EFL classes and hamper students participation in the EFLclassroom. This is asserted by(Young, 1999). it is not surprising that learners consider speaking in front of other people one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited.

Table 3:Pedagogical Causes of Students' Speaking Anxiety in the EFL Class

N	Indicators	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%		1%
12	The number of rules in FL learning overwhelms me	21	11.7	132	73.3	-	-	18	10	9	5
13	Non-native teacher's teaching strategies affect my understanding	48	26.7	84	46.7	18	10	21	11.7	9	5
14	FL prosodic (intonation stress, rhythm, etc.) irregularities get me confused and an anxious	42	23.3	99	55	12	4.6	18	10	9	5
15	I get disillusioned by the continual encounter with	66	36.7	78	43.3	-	-	27	15	9	5

	new FL words									
16	The learning speed in FL class deserves affect me	39	21.7	96	53.3	-	-	45	25	-	-

The descriptive analysis in Table 3   shows that a large percentage, 132 (73.3%), of the respondents agreed to item 12, getting overwhelmed by the number of rules the foreign language embraces. 21(11.7%), of them strongly agreed that thinking of the rules embedded in the FL severely affected their particpatin in the speaking classes. The students who answered question number 13,84(46.7%) of the participants did not find the non-native teachers' teaching styles satisfactory. 48 (26.7%) of the participants stressed their strong support for the idea of non-native FL teachers' lack of the proper pedagogical repertoire and skill to keep their respective students devoid of anxiety causing teaching/learning procedures. While 42(23.3%) of respondents expressed their strong consent to irregular nature of pronunciation and spelling of words in the target language. Others, 99(55%), normally ascertained the case as damaging their stability during oral practices. The unending and emergent nature of encounter with strange.

FL vocabulary items still strongly affected the participants' confidence to comfortably use them for the interactional purpose. The idea was supported by question fifteen on the above table 66(36.7%) of the respondents through strongly agreeing and 78 (43.3%) normally agreeing. According to the data in the table above, half, 96(53.3%), of the informants expressed their agreement that the learning speed during the speaking lessons affected their ease of participation. The result shows that number of rule; learning speed and vocabulary affect students participation in the EFL class room. Research also indicates that teachers' perception of students' language anxiety may sometimes be incongruent with students' own perception (Levine, 2003)

Table 4.Error-related Cause of Students' Speaking Anxiety in the EFL Classroom

N	Indicators	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
	I don't worry about making	9	5	21	11.7	-	-	126	70	24	13.3

17	mistakes during oral Practices									
18	I feel upset misunderstanding which errors have been corrected	63	35	69	38.3	12	6.7	27	15	9	5
19	Manner of correction by FL teacher gets me anxious	66	36.7	72	40	-	-	33	18.3	9	5
20	I think every error I commit will be corrected	42	23.3	90	50	18	10	18	10	12	6.7

From the above table in item 17, we observe that the majority,126(70%), of the participants expressed their dis agreement to the situation that oral practices do not cause any worry to FL students. It is strongly objected to this situation by 24(13.3%) of the participants. A good number for item 18, 69 (38.3%), of the respondents ascertained that they felt upset when they misunderstood what aspect of their language was corrected. There was strong agreement on the part of 66(36.7%) of the respondents' that misunderstanding the errors corrected posed a huge threat to their FL speaking class feelings. For question number 19, 72(40%) of the participants that the way their errors were corrected could account for major source of anxiety during oral practices. Remarkable number of the participants, 66 (36.7%), manifested strong claim about the manner errors would be corrected. Half of the respondents thought every mistake they made would be corrected, and 42(23.3%) of them strongly agreed to the idea. The data clearly show that the vast majority of the participants of the study worried much about their mistakes/errors or how they were being corrected by their respective FL teachers. A significant proportion of them strictly believed error-related factors as contributors to FL students' speaking anxiety. This finding matches with Young's (1990) view that despite the necessity of correcting potentially destructive errors, non-systematic manner of doing so would turn students dump and unfit.

Table5: Psycho-social Causes of Students' Speaking Anxiety in the EFL Class room

N	Indicators	SA		A		U		D		SA	
		N	%	N	%	N	%	N	%	N	%
21	I often think of things unrelated the learning points	48	26.7	105	55.3	9	5	18	10	-	-
22	I worry much about consequential implication of likely failure	108	60	42	23.3	12	6.7	9	5	9	5
23	I feel embarrassed in volunteering in class room oral participation	45	25	93	51.7	18	10	18	10	6	3.3
24	I feel self-conscious about standing in front of classmates	36	20	123	68	-	-	12	6.7	9	5

25	I usually think of others as better performers than I am	48	26.7	87	48.3	18	10	21	11.7	6	3.3

Table5 holds some psycho-social cusses as likely determinants of FL speaking anxiety. Accordingly, the analytic data starts off with things having no significant relation with language learning where by the majority, 105(55.3%), of the respondents agreed to be consent on thinking about unrelated learning points. A marked percentage, 48(26.7%) of them mentioned their strong consent on thinking about things unrelated to the learning (talking) points. A good majority, 108(60%) of the subjects strongly acknowledged worrying much about consequential implications, and several others, 42 (23.3%), agreed to such Item 21. More than half 93(51.7%), of the respondents agreed that embarrassment overran their sprit blocking them from volunteering participations in spoken classes. A quarter of the respondents showed a strong consent to the case. As for self-consciousness about standing in front of classmates or their respective FL teacher, significant majority, 123(68.3%), of the participants reacted with agreement to the incident while 36(20%) of them even agreed strongly. With regard to comparison with other fellow classmates, 87(48,3%) of them showed a remarkable presence of valuing others as better performers. A marked proportion, 48(26.7%), of the respondents strongly agreed others performed better than they did.

The result here strictly convinces us that deeply-inculcated traditional belief and traits are crucial determinants of students' anxiety levels during FL speaking. It is, thus, undoubted that students' standard of confidence to perform in those occasions cross the boundary lines of school setting where FL teaching and learning takes place.

4.2. Teachers' Interview Analysis

4.2.1. How teachers Provide Speaking Task in EFL Class.

To identify more language-related causes, the researchers interviewed the teachers how they provide the speaking tasks since it should be one of the causes of the anxiety. The first respondent, T1 said, "Language pedagogical skills are implemented in line with the national

language syllabus framed by the Ministry of Education. He added that the current curriculum assigns as to rely on student-fronted classes whereby the longstanding traditional teacher dominated approach has still inundated the mentality of our students. He also said that most of the students, during oral practices, behave as if they were attending the other subjects meaning that the vast majority of students either resort mother tongue during oral pair or group discussions or prefer to be guided by the subject teacher every step of their activities and just prefer lecture method. T1 thus that such lack of confidence to participate communicatively during FL speaking likely emanated from developing the feeling of self-consciousness which is clear manifestation of anxiety. T2 also reported that during his classes, students look terrified and difficult especially during activities deserving speaking. He added, "When I assign them to discuss in pair or small groups, they often project symptoms of anxiety which may be the result of being invited for oral presentation report." He explained that even though developing native-like accent is unquestionably encouraged, in the Ethiopian context where almost all English teachers are non-native; trying to appear like a native often makes the pronunciation artificial. This, as T3 notes it, deprives teachers of comfortable intelligibility that would account for students' failure to understand the learning points and this inevitably leads to anxiety. The teacher informants' data thus underpins any dearth of reliable linguistic knowledge and pedagogical efficacy would amount to high level of ambiguity and performance anxiety in FL and oral practices. He suggests that teachers should give the most reticent students opportunity to speak and build up their self-confidence in a positive caring environment by facilitating group work. Young (1991) posited that FL teachers have got to be sensitized to teacher-facilitated and student-centered teaching /learning dynamics and environments in EFL classes

4.2.2. How Teachers Appreciate Errors during Language Classes to Reduce Speaking Anxiety in EFL Classroom.

Teacher interviewees looked; T2 reported that he could not appreciate the belief that errors during language classes have to be tolerated. He added, "As far as I can, I correct all errors, but I have to do it technically." The same respondent reacted that he knows correcting every mistake may put students into hopelessness but the students have to be convinced of the importance of knowing every bit of their failure. T1andT3, however, stressed that not all errors should be corrected. They added who deliberated on the inevitable practicalizing of the student-centered approaches in the preceding interview session stressed that any attempt to get student free of

errors during FL speaking would possibly end up causing chaos to students' confidence. They further emphasized that following every trace of students with correction has often kept them reticent in classroom speaking. They finally underlined that when students fail to understand what aspect of their performance has been corrected because of teachers' manner of correction; they often turn terrified and disillusioned. From their appreciation one can conclude that error-related factors are the causes of EFL speaking anxiety in the Fl classroom. Teachers should also make clear that language learning entails making mistakes, and mistakes are not a demonstration of failure (Elkhafaifi)

4.2.3. Teachers' Linguistic and Pedagogical Suggestive Measures to Reduce Speaking   Anxiety in EFL Class.

All teachers recommended that students be convinced of the importance of peer discussion and remain patient as improvements difficult. T3 further emphasized the importance of multiple educative sources including English by media as suitable systematic amelioration to at least loosen the deadlock of giving into ever anxiety causing foreign language classes. All of them suggested that the traditional rote learning should make way for the contemporary constructivist and spontaneous use of the target language. T1suggests that activities to improve students ' vocabulary be planned and apart from improving the students' communicative skill , language teachers should also focus on grammatical aspects of the language.T2 expressed the teaching topic and fun activities   are the most influential factor in determining learners' level of participation in the class' for instance ;activities like role play.T1 again asserted in language pedagogy 'topic if well selected in accordance with the learners' needs and interests plays an indispensible role in stimulating them. In cooperative classrooms, students learn to rely on each other and thus have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class (Holt, 1994).T3 implied that during processing stage, students' anxiety can influence both the fluency and the accuracy of speaking; because anxiety act as a distraction students may not be able to learn new words, phrases, grammar and so on, when they are worried. He added students who process information more deeply; who integrate it with existing knowledge who attempt to understand both what they hear and what its structure is, create a better understanding of the language and its use. The findings the teachers' suggestions show that vocabulary be planned and topics must be selected according to learners need and interest.

4.2.4. Teachers' Error- Correction Suggestive Measures to Reduce speaking anxiety in EFL Class room.

The most demanding suggestive measure forwarded in a nearly similar way was that mild errors should oftentimes be tolerated. T3 recommended that students should be informed that making mistakes is a part of learning process. T2 himself came to the decision that deep-rooted traditions of immediate and harassing corrective measures confiscated from previous school masters have to be swept away out of FL teachers' minds. They all agreed on the fact that every bit of errors should never be dag out, but if need be, constructive corrective styles should be sought for. For probable failure to understand aspects of language corrected, T1, recommended smooth and sustained follow-up to prove the errors have been systematically corrected. In short, all of interviewees uniformly suggested punishment-free and emotionally constructive feedback tactics during FL speaking activities so that students' anxiety levels could be lowered. This suggestive measure still matches with Young's (1990) finding of the necessity of correcting students' errors while performing in FL speaking yet doing it technically.

4.2.5. Teachers' Psycho-social Suggestive Measures to Reduce speaking Anxiety in the Class room.

In his response T2 claimed introduces opportunity for students to speak English outside class room, for example, English club inside and outside the school. He repeated names can be used in a friendly way in order to bridge the gap between the teacher and the students. The respondents remarked that children should never be silenced or deprived of their freedom to socialize with others from early stage of development. T3, stressed, "Students who grow up under strictest and toughest control by their respective parents often turn shy and passive in language communications. He emphasized the importance of positive reinforcement guide children to free social interactional situations. Students from this physiological upbringing, according to him, would not easily give in to such psycho-social anxiety conditions. Language anxiety cannot be defined in a linear manner but rather it can be better constructed as a complex psychological phenomenon influenced by many different factors (Ohata, 2005). From this recommendable solution, one can understand that students FL speaking anxiety is not a recent incident. It starts from early days of childhood parenting. It appears that students who had ample opportunity to socialize with others without violating the necessary cultural ethical codes of behavior feel freer while performing than the deprived ones.

In the interview responses, T2stressed that it is highly likely that student's value themselves as limited in comprehension with their fellow partners. T2 added that students' low self-concept is not secret agenda. He repeated that students' feelings of embarrassment often arise from the undergrounded belief of branding themselves as less capable, but trying to please their audiences. According to him, from psychological perspective, that when learners' cognitive process of using language are not regularized due to lack of practice either in the class room or in the society causing trouble for the l2/FL learners. T3 again claims that anxious students fear in speaking language class, making mistakes, being evaluated negatively appearing less competent than other students.T1 generally, social context can influence language anxiety , a competitive class room atmosphere difficult interaction with teachers , a risk of embarrassment all influence language anxiety. From the suggestive measure of teachers we can understand that psychosocial-related causes are the causes of speaking anxiety in the EFL classroom.

4.3. Discussion of Findings

In recent years there have been signs of a revival of interest in foreign language study to the phenomenon of anxiety. The problems of learners' language anxiety remain one of the greatest obstacles teachers have to overcome in foreign language classrooms. As revealed by the results of this study, English language speaking anxiety does exist among the high school students who participated in this study, and it revealed that students have extremely negative experiences with speaking activities in a foreign language class.

Both (questionnaire and semi-structured interview) of the the data collection instruments used to investigate the problem of EFL speaking anxiety were considerably helpful. The main findings of this research study according to the response of students and teachers; anxiety plays an important role in EFL learners. Discouraging classroom environment is one of the major anxiety causing factors. EFL learners have also been reported to suffer from performance anxiety. Lack of English vocabulary is another significant factor that causes anxiety among the EFL learners. So; English language teachers have their important role to minimize the negative effects of anxiety in their classes. A positive, motivating and encouraging class environment is essential to produce desired results in English language learning. Learners need to be taught how to manage their time effectively in and outside the classroom. Pair and group work activities can help a lot in reducing the adverse effects caused by anxiety.

Teachers tried to assure students that making mistakes is a part of learning and motivate them to speak and practice. Teachers should be encouraging and they should not be pointing out mistakes in front of the whole class as it can de-motivate the speakers. Many teachers posited that the behavior of teachers should not be harsh towards students when they make mistakes. They also uttered that students should be encouraged to participate in classroom activities. The role of teacher was highlighted by majority of participants. They believed that teachers have a great role to play in classrooms in creating or reducing anxiety. A suggestion was given that teacher should be tolerant enough to make comfortable environment of language classroom and should also be a real support and a source of guidance for their students.

Chapter Five
Summary, Conclusion and Recommendation

5.1. Summary

Speaking anxiety is the excessive and exaggerated worry about everyday things. It is an unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities.

Learners' attitudes are very significant for EFL learning. A neglected learner feels helpless and lonely. Personal and domestic problems, defective training of the teachers, their attitude, unsuitable course, way of examination, improper environment of school, mental level, deficiency of educational facilities, and conduct of class fellows, partial treatment, and act affect the participation of students. Therefore the study attempted to answer the following research questions.

- What are the setting relate causes of speaking anxiety in the EFL class room?
- What are performance related causes of students speaking anxiety in the EFL class room?
- What are pedagogical-related causes of students' speaking anxiety in the EFL class room?
- What are error-related causes of students' speaking anxiety in the EFL class room?

- What are psycho-social causes of students' speaking anxiety in the EFL class room?

The aim of the study is to investigate students speaking anxiety of EFL learners in Dembi, Chelo and Yembero High School. To address the stated research questions, the researcher used quantitative and qualitative method of data collection. The sampling technique was simple random sampling (lottery method). By using this method, thirty percent of the total population was selected as sample of the study. So the total number of the target population that was considered for the study was 105 male and 75 female students with total of 180. That means the researcher took fifteen students from each section by using their roll numbers from the list of attendance. The sample also included all English language teachers which were available in the three schools were treated in this study

The data gathered through questionnaire and interviews were analyzed both qualitatively and quantitatively. The percentage was used to analyze the quantitative data. Similarly, information generated from semi -interview was described qualitatively

To make the analysis easier and based on the specific objectives of the study, the items of the questionnaire and semi-structured interview were categorized into five sub parts. These were Setting-relating causes of students' speaking anxiety in the EFL class room; Performance-related causes of students' speaking anxiety in EFL class room; Pedagogical-causes of students' speaking anxiety in the EFL class room. Error-related causes of students' speaking anxiety in the EFL class room and psycho-social causes of students' speaking anxiety in the EFL class. Findings and recommendations were forwarded as a logical conclusion of this research survey. The data analysis brings enough evidence to answer research questions of this study. The following important points can be presented as sum and substance of this study. Learners suffer from anxiety especially in speaking skills and it affects the EFL learners' proficiency in English language learning. Some of the anxieties causing factors were setting, performance, pedagogical, psychological and error- related causes. Anxiety manifests in many different ways in the conduct of the EFL learners from poor performance in English language learning to making frequent mistakes and nervousness on the part of the learners while presenting in front of others. So EFL Teachers have vital role to play in minimizing the negative effects of anxiety in English learning classes.

5.2. Conclusion

As stated previously in chapter one the main objective of this study was to investigate foreign language anxiety and its contributing factors among grade ten students of Dembi, Chello and Yembero high schools. After deep examination, the result found through the students' questionnaire and teachers' interview, the researcher arrived at the following conclusion. Majority of the students feels anxious about making mistakes in a language class and get trembled at knowing that they are going to be called on in language class. Most of the students suffer from lack of attention and interest in the class. The great numbers of students think that other students might be better than them especially in a language class because there may be some sort of language inferiority complex in the student attention .Majority of the respondents get nervous during language class and feel embarrassment in volunteering answer in a language class .The students get nervous due to the teachers' being too ready for correcting their mistakes. Most of them despite being well prepared for language class usually feel anxious. Majority of the students feel fearful at knowing that they may be asked to perform an activity in the English class since they do not have preparation before coming to class and perceive linguistic ability. Communicative approach in the text book didn't adopt to provide them with more chance practice speaking skills.

5.2.Recommendations

The study is conducted not only to investigate students speaking anxiety with grade tenth students but to recommend some solutions that help to resolve the prevailing problem. Based on the findings of this study, the following recommendations can be made in order to facilitate the learners as well as the teacher. The teachers should use gentle or non-threatening methods of error correction and encourage the learners not to be afraid of making mistakes.   Students' centered teaching methods should be adopted in language classrooms. They should be encouraged to practice English language inside and outside the Classroom .The teacher should exploit appropriate teaching methodologies to ensure friendly atmosphere in EFL classes. Better teacher-students and student-student mutual relationship for interaction in the target llanguage. EFL teachers should discuss learning anxiety and its effects and various related issues with students in the beginning so that they maximize language learning possibilities. Communicative approach should be adopted to provide students with more chance to practice speaking skills. EEL teachers should speak more slowly or consider using English to clarify key points   or give specific directions.   Teachers should be sensitive to students' fears and insecurities and help them to Confront those fears and should be use relevant and interesting topics for class discussions and exercises.Teachers should use gentle or non-threatening methods of error correction and offer words of encouragement; make judicious use of purposeful group work or collaborative activities.

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Appendix A

Questionnaire filled by Students

Gender………….

A, male ……..   B, Female…………

Age , ……

Dear students,

This survey means to identify foreign language anxiety and its associated factors and ask you to fill the questionnaire based on your experiences feelings, thoughts regarding anxiety during your study process. For each question choose one of the given alternatives .Please answer the questions as truthfully as possible.

I. Setting- Related Causes of students' Speaking Anxiety in the in EFL Class room.

1. I don't worry at all about FL classes.   a. strongly agree b. agree c. neutral d. disagree
        e. strongly disagree

2. I am usually at ease during FL classes. A. strongly agree b. agree c. neutral d. disagree
   e. strongly disagree

3. I turn tense and forget things in FL classes. a. strongly agree b. agree neutral d. disagree
   e. strongly disagree

4. I feel upset despite any preparation in advance. a, strongly agree b. agree c. neutral
   d. disagree   e. strongly disagree

5. I often feel like not going to FL classes. a. strongly agree b. agree c. neutral d. disagree
   e. strongly disagree

6. I feel happy and relaxed about FL. a. strongly agree b. agree c. neutral d. agree
   e. strongly disagree

II. Performance-Related Causes of Students' speaking Anxiety in the EF Classroom.

7. I panic during spontaneous productions in FL classes.   a. strongly agree b. agree c. neutral
   d. disagree e. strongly disagree

8. I feel confident while speaking in FL classes. a. strongly agree b. agree c. neutral
   d. disagree e. strongly disagree

9. I tremble when to be called on for performances. a. strongly agree b. agree
   c. neutral d. disagree   e. strongly disagree

10. I develop nervousness and tension while speaking in FL. a. strongly agree b. agree
    c. neutral d. disagree   e. strongly disagree

11. I feel tense speaking unprepared. a. strongly agree b. agree   c. neutral
    d. disagree   e. strongly disagree

III. Pedagogical- Causes of Students' Speaking Anxiety in the EFL Class room.

12 .The numbers of rules in FL learning overwhelms me. a. strongly agree b. agree c. neutral
    d. disagree   e. strongly disagree

13. Non-native teacher's teaching strategies affect my understanding a. strongly agree b. agree
c. neutral d. disagree e. strongly disagree

14. FL prosodic irregularities get me confused and anxious. A. strongly agree b. agree
    c. neutral   d. disagree   e. strongly disagree.

15. I get disillusioned by the continual encounter with new FL words setting. a, strongly agree
    b .agree   c. neutral   d. disagree   e. strongly disagree.

16. The learning speed FL class deserves affects me.   a. strongly agree   b. agree c. neutral
    d. disagree   e. strongly disagree.

IV. Error- Related causes Students 'Speaking Anxiety in the EFL class room.

17. I don't worry about making mistakes during oral practices   a. strongly agree   b. agree
c. neutral   d. disagree e. strongly disagree.

18. I feel upset misunderstanding which errors have been corrected.   a. strongly agree b. agree
    c. neutral d. disagree e. strongly disagree.

19. Manner of correction by FL teacher gets me anxious. a. strongly agree   b. agree   c. neutral
    d. disagree   e. strongly disagree.

20. I think every error I commit will be corrected.   a. strongly agree   b. agree   c .neutral

    d. disagree e, strongly disagree.

V. Psycho –Social causes of students' speaking Anxiety in the EFL class room.

21. I often think of things unrelated to the learning points. a. strongly agree b. agree   c. neutral
    d. disagree e. strongly disagree.

22. I worry for much about consequential implications of likely failure. a. strongly agree
     `b. agree c. neutral d. disagree e. strongly disagree.

23. I feel embarrassed in volunteering in FL classroom oral participations .a, strongly agree
    b. agree c. neutral d. disagree   e. strongly disagree.

24. I feel self-conscious about standing in front of classmates teachers. a, strongly agree b. agree

    c, neutral d, disagree e, strongly disagree

25. I usually think of others as better performers than I am   a, strongly agree .b agree c, neutral

    d, disagree e, strongly disagree

Appendix B

Questions Answered by Teachers

Dear teacher

The purpose of this study is to investigate foreign language speaking anxiety and its contributing factors among grade ten students of Dembi, Chello and Yembero high schools. Your participation has tremendous contribution to accomplish this study successfully. So you are kindly requested to provide genuine responses

1. How you provide the speaking task since it could be one of the causes of speaking anxiety in EFL classroom?

----

2. How do you appreciate the belief that errors are could be tolerated during language classes?

----

3. What are the psycho-social causes of speaking anxiety in the EFL class room?

----

4. What are linguistic and pedagogical suggestive measures to reduce speaking anxiety EFL the classroom?

----

5. What are error-related suggestive measures to reduce speaking anxiety in the class room?

----

 6. What are psycho-social suggestive measures to reduce speaking anxiety in the EFL class room?

---.

Appendix C

Teachers' interview answers

1. How teachers provide speaking task in ELF class?

Teacher1

"Language pedagogical skills are implemented in line with the national language syllabus framed by the Ministry of Education"

"the current curriculum assigns as to rely on student-fronted classes whereby the longstanding traditional teacher dominated approach has still inundated the mentality of our students"

".most of the students, during oral practices, behave as if they were attending the other subjects meaning that the vast majority of students either resort mother tongue during oral pair or group discussions or prefer to be guided by the subject teacher every step of their activities and just prefer lecture method'

"Thus that such lack of confidence to participate communicatively during FL speaking likely emanated from developing the feeling of self-consciousness which is clear manifestation of anxiety"

Teacher2

. "During his classes, students look terrified and difficult especially during activities deserving speaking. He added, "when I assign them to discuss in pair or small groups, they often project symptoms of anxiety which may be the result of being invited for oral presentation report'

"Even though developing native-like accent is unquestionably encouraged, in the Ethiopian context where almost all English teachers are non-native; trying to appear like a native often makes the pronunciation artificial"

Teacher3

"Teachers of comfortable intelligibility that would account for students' failure to understand the learning points and this inevitably lead to anxiety"

"The teacher informants' data thus underpins any dearth of reliable linguistic knowledge and pedagogical "

"Efficacy would amount to high level of ambiguity and performance anxiety in FL and oral practices"

." He suggests that teachers should give the most reticent students opportunity to speak and build up their self-confidence I n a positive caring environment by facilitating group work".

2, How teachers appreciate errors in EFL class to reduce speaking anxiety

Teacher1

'.He stressed that not all errors should be corrected."

"He further emphasized that following every trace of students with correction has often kept them reticent in FL classroom speaking".

"He underlined that when students fail to understand what aspect of their performance has been corrected because of teachers' manner of correction; they often turn terrified and disillusioned".

Teacher2

.'I appreciate the belief that errors during language classes have to be tolerated'

"As far as I can, I correct all errors, but I have to do it technically"

"correcting every mistake may put students into hopelessness but the students have to be 'convinced of the importance of knowing every bit of their failure".

TeachersT3,

".Not all errors should be corrected"

"Every trace of students with correction has often kept them reticent in FL classroom

speaking"

3. What are the linguistic and pedagogical suggestive measures to reduce EFL speaking anxiety?

Tteacher1

. "Suggested that the traditional rote learning should make way for the contemporary constructivist and spontaneous use of the target language"

," Language pedagogy 'topic if well selected in accordance with the learners' needs and interests plays an indispensible role in stimulating the participation"

Teacher2

"Suggested that the traditional rote learning should make way for the contemporary constructivist and spontaneous use of the target language"

"Suggests that activities to improve students 'vocabulary be planned and apart from improving the students' communicative skill, language teachers should also focus on grammatical aspects of the language"

Teacher3

"Multiple educative sources including English by media as suitable systematic amelioration to at least loosen the deadlock of giving into ever anxiety causing foreign language classes"

" Suggested that the traditional rote learning should make way for the contemporary constructivist and spontaneous use of the target language"

"Students' anxiety can influence both the fluency and the accuracy of speaking; because anxiety act as Students may not be able to learn new words, phrases, grammar and so on, when they are worried"

. "He added students who process information more deeply; who integrate it with existing knowledge who attempt to understand both what they hear and what its structure is, create a better understanding of the language and its use."