

Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
MA in Teaching English as Foreign Language (TEFL)



**An Investigation of Causes and Impacts of Speaking Anxiety and its
Minimizing Strategies in EFL Classroom Participation: Darimu and Sena High
Schools Grade 11 Students and Teachers in Focus**

BY
TAMIRU TADESSE

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

Jimma Ethiopia
October, 2022

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in EFL Classroom Participation: The Case of Sena and Darimu High Schools, Grade 11
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TamiruTadesse

Principal advisor: Seifu Zinab (Assist Prof)

Co-advisor: Ashenafi Belay (Ph.D.)

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Declaration, confirmation, approval and evaluation

Research Title: An Investigation of Causes and Impacts of Speaking Anxiety and its Minimizing Strategies in EFL Classroom Participation: The case of Darimu and Sena High Schools, Grade 11 Students and Teachers in Focus.

Declaration

I, the 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.

Tamiru Tadesse _____

Name Signature Date

Confirmation and Approval

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

Principal advisor.

Name Signature Date

Co-Advisor:

Name Signature Date

Thesis Evaluators:

Principal Advisor

Co-Advisor Signature Date

External Examiner Signature Date

Internal Examiner Signature Date

Chairperson Signature Date

Abstract

The major objective of the study was to investigate causes and impacts of speaking anxiety and its minimizing strategies in EFL classroom participation. The participants of the study were Darimu and Sena High Schools' Grade 11 students and their English language teachers. Descriptive research method design was conducted on 136 students with the response rate of 136(100%) and 4 English language teachers. The data was collected using self-administered questionnaire, interview and observation. A total of 136 students were selected out of 547 grade 11 students using systematic random sampling technique. The quantitative data was analyzed using descriptive statistic i.e. number and percentage whereas the qualitative one was analyzed thematically. All the data were collated in the discussion to arrive at conclusions regarding causes and impacts of speaking anxiety and its minimizing strategies in EFL classroom participation at Sena and Darimu High Schools. According to the result of the study, fear of speaking in front of the whole class, lack of interest, fear of negative teacher traits, lack of preparation, fear of teacher evaluation, language difficulties, lack of practice, fear of making mistakes and being laughed at, class arrangement and lack of confidence are the major causes in the participation of EFL classrooms. As the most common problems in speaking classes, fear of making mistakes, ignoring listening, limited word power, wrong grammar and pronunciation, lack of interest and the like were pointed out in the results of the study. Regarding impacts, students with debilitating speaking anxiety adopt avoidance behavior such as sitting at the back, remaining silent, using mother tongue and being absent from speaking classes as pointed out in the results. As the major minimizing strategies, the following are discussed in the study. Students should develop personal strategies such as preparation, practice, reducing a fear of making mistakes, and positive self-talk to cope with English speaking anxiety. In addition to students' personal strategies to cope with English speaking anxiety, EFL teachers should create a supportive and motivating setting such as creating a relaxed classroom, a strong teacher-student relationship, and letting students work in groups that can help learners to cope with speaking anxiety.

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Lists of Acronyms and Initials

EFL = English as a Foreign Language

ESL = English as a Second Language

FL = Foreign Language

TEFL = Teaching English as a foreign Language

L1 = English as a First Language

L2 = English as a Second Language

CHAPTER ONE

INTRODUCTION

This study was aimed to investigate the Causes and Impacts of Speaking Anxiety and Its Minimizing Strategies in EFL classroom participation of Sena and Darimu High Schools, Grade 11 Students and Teachers, Darimu Woreda, Ilu Abba Bor Zone, Oromia Regional State. This section contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study and operational definitions.

1.1 Background of the Study

According to Mora (2010), speaking is defined as the process of constructing and negotiating meanings orally. It is a productive skill through which students can display their communicative abilities both inside and outside of the classroom. In addition, according to Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information and it requires students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context. From these definitions, it is possible to deduce that speaking is one of the four macro language skills which involve a series of process through which human beings share their ideas, perceptions, knowledge, experience, etc. in their daily lives.

In educational world, speaking is considered as the most important skill for two main reasons. The first main reason is that it is the basic tool for communication. The second main reason is that it is at the heart of second/foreign language learning (Golkove and Hubackova, 2014). As emphasized by Ur,(1999, p. 120) “ of all the four skills (listening, speaking, reading and writing), speaking seems naturally the most important skill: people who know language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing”. This is to say that speakers who can speak successfully will easily develop their language capacities to learn other skills. Fauziati, (2010) also points out that “mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language.”

Learning to speak a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate instead of repeating language models initiated by the language teachers. Hence, in developing their speaking skills, students need to interact, manage interaction and participate in oral activities to display their speaking abilities in the classroom as well as outside the classroom. In order to interact actively, there should be speaking activities that encourage students' interaction through the language (Mora, 2010).

In foreign language context, learning to speak in the target language is not an ordinary thing to carry out as knowing to speak in the target language is beyond knowing its linguistic rules. In addition to linguistic rules, language learners need to develop three areas of knowledge in order to effectively interact in the target language. These areas of knowledge that language learners need to have include:- 1) mechanics of language elements 2) the functions of language that deals with speaking performance in the form of transaction and interaction and 3) the socio-cultural norms (Burnkart, 1998). This indicates that learning to speak in the target language needs to have communicative competence: the knowledge of rules of a language and the application of these rules in the context of speech. As a variety of research findings indicate, though Communicative Language Teaching Approach has been introduced in many countries including Ethiopia, the result is still very far from what has been intended. That means the assumption that language should be used in meaningful communication hasn't been attained yet due to different problems (Hendra, 2012). One of the problems is that 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 & Ortiz, 1991). Language anxiety or foreign language anxiety more specifically, is usually associated with situational anxiety since it is a particular language learning situation that triggers a learner to grow anxious. Young, (1992) stresses the language learning contexts as the provoking factor for language anxiety and defines language anxiety as construct peculiar to language learning situations. Macintyre, (1999) describes language anxiety as the worry and negative emotional reaction aroused when learning or using a second language.

According to Atterstorm, (1983), speaking anxiety has to do with fear, which in most cases has been developed from bad prior experiences. It is frequently suggested that children who have not been encouraged to speak from an early stage also create a weaker communicative behavior pattern.

Becoming silent at an early stage also contributes to limited opportunities to practice oral skills. Parents' behavior and views on out speaking have therefore a great impact on children's speaking development. When children that are not used to speaking out are confronted with schools' challenging requirements in oral proficiency, their inhibition often results in silence and withdrawnness.

According to Horwitz, (2001), one of the leading researchers in the field, greater importance should be assigned to understanding the frustration and discomfort that a large number of students seem to be suffering when learning a foreign language. As MacIntyre & Gardner, (1991) studies revealed that anxiety hinders foreign language learning and achievement. Language anxiety is experienced by EFL learners and poses potential problems because it can interfere with the acquisition, usage and production of the new language. Anxiety inhibits the learner's ability to process the incoming language and the process of acquisition (Krashen, 1985). Furthermore, Crook and Oxford, (1991) reported that serious language anxiety may cause other related problems which ultimately hampers proficiency in the second language.

In addition to this, the linkage between classroom participation and students' academic achievement is undeniable. A study by Liu, (2005), finds that students who participate actively tend to have better academic achievement compared to students who do not participate. Furthermore, it is a common belief that students who participate actively tend to have better academic achievement compared to students who do not participate (Liu, 2005).

Moreover, since foreign language anxiety not only affects students' attitude and language learning but also has more weakening effects than facilitating effects, a detailed investigation of the cause of speaking anxiety is very necessary. To live in a world where good command of English language is crucial, equipping learners with communicative competence and investigating sources of speaking anxiety will have a paramount advantage.

Similarly, as far as the researcher's experience is concerned, most students in Sena and Darimu High Schools do not actively participate during English conversation sessions. They are reluctant to express their ideas and thoughts in front of their classmates and their teachers.

They prefer to stay silent during oral classes and even they usually escape from the class when they are told that they have oral tests. Therefore, investigating Causes and Impacts of Speaking Anxiety and Its Minimizing Strategies in EFL Classrooms Participation is the main concern of the study.

1.2. Statement of the problem

The aim of the research was to investigate causes and impacts of speaking anxiety and its minimizing strategies in EFL classroom participation. So many authors have written about the significances of speaking skills and they have indicated that speaking is the most important skills when compared with other language skills. For instance, Brown (1994) has stated that speaking is learners' learning tool as it enables them to learn other language skills by developing their vocabulary and grammar and then their skills of writing. In addition, Ur (2000) has stated that speaking is the most important language skill which is required in order to communicate information effectively. Moreover, Baker and Westrup (2003) have stated the importance of oral language outside of the classroom. They have demonstrated that oral language is essential in having more opportunities for better education, getting better job and getting promotion. However, students' anxiety in EFL speaking class is the most problematic one amongst so many problems the researcher has experienced in teaching English. In Sena and Darimu High Schools there is no active learners' interaction during conversation sessions; the students stay passive listeners during the conversation classes. They seem frustrated, nervous and anxious. Hence, they are reluctant to express their ideas and thoughts in front of their classmates and their teachers. They usually escape from the class when they are told that they have oral tests. " Though the aim of teaching the speaking skills is to make learners use the target language both inside and outside of the classroom for interactional and transactional functions Malkamu (2002,p. 9), the students are not in a position to do so in the target language." Some abroad and local researchers have tried to investigate the relationship between anxiety and second language learning. For instance, from abroad researchers Lejla (2011) conducted his research on whether speaking anxiety is obstacle to second language learning and he investigated that speaking anxiety inhibits students from speaking which has negative effect on their oral skills. Likewise, Suleimenova (2012) investigated speaking anxiety in a foreign language class room in Kazakhstan. His study revealed that students have extremely negative experience with speaking activities in a foreign language class.

Despite the importance of English language in individual student's life both in and after school and in the Ethiopian's overall development endeavors, there is one general dissatisfaction that is expressed by English teachers at different levels of the educational system; students' performance in English language skill is generally less than adequate to meet the demands that their classroom level requires (Tamene, 2000).

Even though Ethiopian students are exposed to the English language starting from grade one and also used it as a medium of instruction starting from grade nine, the researcher's experiences indicate that most students fail to communicate in English language. As a result, the researcher is motivated to investigate causes of speaking anxiety and the implementation of students' classroom participation.

In addition to the above researchers, some local researchers also have done researches on the area. For instance, Abate (1996), conducted his research on the relationship between English language anxiety and learners' English language performance on first year students of Ethiopian Civil Service College. He used Foreign Language Class room Anxiety Scale (FLCAS) and mid semester test to find out the relationship between foreign language anxiety and language learning. In addition, Ayneabeba (1993) as cited in Alemayehu (2011) investigated that the learners' cultural and educational perception had a bearing on what happened in the class room. On the other hand, in an EFL speaking class, Melaku (2005), studied on implementations of classroom interactions and his findings revealed that oral interaction is not to the demanded goal that promotes oral communicative skill. Most students do not understand the standard oral communicative skill expected of them. Additionally, Ayele's (2008), study revealed that there is a mismatch between what EFL classroom oral interaction theory claims and what actually practiced in the classroom. Not only these researchers' Meseret's (2007) research finding shows that classroom interaction in teaching speaking is not successfully implemented.

As the researcher tried to mention above, almost all studies revealed that students' oral interaction in EFL classrooms is less than adequate to meet the demand that their classroom levels require of them. In addition, none of them have investigated the causes of learners speaking anxiety. That is the issue inspired the present study.

Although different researchers at different places conducted studies on similar issues, no similar study was conducted in high schools of Darimu Woreda because it seems there was no English language teachers' initiation to conduct a research on similar issues. The researcher's teaching experience in governmental schools and different studies done on similar issues have convinced the researcher to conduct the study. This is because the findings obtained in other places may not work for Darimu Woreda's context. In addition, people of the Woreda might not have the opportunity to get those researches conducted in different places and to use their finding because of lack of internet access.

Besides, as a research finding has relations with its context or area of the study, problem on implementation of students' classroom interaction in one area may not exactly the same with other area because speaking anxiety causing factors can be different. Even though some researches have been conducted in the EFL speaking lessons by abroad and local researchers, they focus on the implementation of students' general language learning interaction. However, this research is assumed to be different from others in that it attempted to investigate causes and impacts of speaking anxiety and its coping strategies in EFL classroom participation. As a result, the present researcher triggered to conduct the study in the context of Sena and Darimu High Schools in Oromia Regional State chosen purposively for its proximity thinking and based on the researcher's experience when he was working as a teacher there, exploring causes and impacts of speaking anxiety and its coping strategies for EFL learners in speaking activities has vital advantages in improving their communicative competence and classroom participation. The reason for conducting this study is to fill the gap that was not seen by causes and impacts of learners' speaking anxiety and its coping strategies.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study was to investigate why foreign language learners become anxious during learning to speak English and its impacts on learners' participation in foreign language and strategies learners and teachers use to solve or minimize speaking anxiety in EFL classroom.

1.3.2. Specific Objectives

The specific objectives of this study were:

1. To identify the main causes of EFL learners' anxiety to speak in English classrooms
2. To find out the main impacts of speaking anxiety in EFL classrooms
3. To identify strategies for minimizing the impacts of speaking anxiety in EFL classrooms

1.4. Research Questions

Based on the research objectives the following questions were designed.

1. What are the main causes of EFL learners' anxiety to speak English in the classroom?
2. What are the main impacts of speaking anxiety in EFL classrooms?
3. What strategies do EFL learners and teachers use to minimize impacts of speaking anxiety in EFL classrooms?

1.5. Significance of the Study

The result of this study may provide great value in the elaboration of the causes and impacts of students' anxiety and its minimizing strategies in EFL classroom participation. The study may help to fill existing knowledge gap around the problem that was not seen by causes and impacts of learners' speaking anxiety and its coping strategies in EFL classroom participation. Besides, it was believed to create awareness among English language teachers and students of Darimu and Sena high schools to evaluate their positions regarding causes and impacts of speaking anxiety and take remedial actions. Moreover, it may help other researchers to be inspired to conduct researches on related issues as it can be utilized as a baseline.

1.6. Delimitation of the Study

This study was delimited to grade 11 students and teachers of Sena and Darimu High Schools, Darimu Woreda, Ilu Abba Bor Zone, Oromia Regional State, in the academic year 2021/22.

1.7. Limitations of the Study

One of the limitations in this study was sample size; because, as the study was conducted within two chosen high schools, it may not be generalizable for other populations. The other limitation was social desirability bias. This is to say, the study subjects might have given unreliable information about the causes and impacts of speaking anxiety and its coping strategies.

1.8. Definitions of Key Terms

Anxiety: is the state of the individual when he or she feels uneasiness, frustration, self-doubt, apprehension, nervousness, tension or worry in EFL speaking lesson.

Apprehension: feeling of anxiety or fear that something bad or unpleasant will happen.

Class participation: It is the activity of taking part in a certain task regarding speaking being implemented in EFL classroom.

Foreign Language Anxiety: is type of anxiety specific to foreign language learning, defining it as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to class room language learning process.

Uneasiness: Lacking a sense of security; anxious or apprehensive feelings of anxiety that make you tense and irritable, unpleasant emotion that is experienced in learning English as a second language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, definition of speaking and speaking skills, the main importance of speaking skills, foreign language anxiety, causes and effects of language anxiety, factors affecting learners to speak in English in the classroom, and strategies to reduce foreign language anxiety will be treated.

2.1 Definition of Speaking Skills

Speaking is considered as one of the most significant abilities in light of the fact that it is really the main capable gadget that goes past creation of the early impressions about the individual through his/her method of speaking. Rezakis as cited by Afaf (2015) affirmed that the ability to speak well is the decisive factor for the success of everyone. Therefore, speaking is a critical ability in every field of achievement, whether students speak well in front of their classmates (Afaf, 2015). In addition, according to Torchy (2006) speaking is a productive language skill whose form and meaning are dependent on the context in which it occurs, the participant and the purposes of speaking.

2.2. The Importance of Speaking Skills in Learning

Learning speaking skill is important for over all academic performance of students. Learning speaking skills is to achieve an academic success for some students. For others it may be for communicative efficiency and also there are other reasons. In the process of intellectual discussion and social interaction among the members of educated class speaking skill ability is used as an instrument. Therefore it is important for secondary school level students to acquire an ability to enhance speaking skills effectively in order to achieve their career. According to Mohan (2003) people may give judgments about our language competence from our speaking rather than from any of the other language skill (McDough& Shaw, 1993). According to Brown and Yule, (1983), teaching speaking skill prepares students to be able to:

- Express themselves in the target language.
- Cope with basic interactive skills like exchanging greetings and thanks and apologies.
- Express their needs, request for the services and etc.

According to Richards (2006), English is so widely taught worldwide that the purpose of learning it is taken for granted. Acquiring speaking skills will bring untold blessing to those who succeeded learning. Thus, it will lead to educational and economic empowerment. There are many functions of speaking in human attitude. “The functions of speaking are classified into three; they are talk as interaction, talk as the transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches”(Richard 2008, p.22).”

a. Talk as interaction

Talk as interaction means conversation between two or more people in a while. They exchange their ideas, feelings, and many others. “Such exchanges may be either casual or more formal, depending on the circumstances” (Richard 2008, p. 22). Based on Richard statement, talks as interaction goals are to create social function, show attitude of relationships, show value of conversation, etc.

b. Talk as transaction

Talk as transaction refers to the process of information between the speaker and listener. The main goal of it is to make value of the information received and sent well between speaker and listener.

c. Talk as performance

Talk as performance usually refers to the process of information made by a speaker before reporting it to the audiences. The main goal of it is to make value of the information processed.

2.3. Features and Characteristics of Spoken Language

2.3.1. Features of spoken language

Spoken language has many distinctive features. These could be in its forms, functions, contents, participants and companions. In spoken language much attention is not given to grammar and structure, but to the message to be conveyed. Concerning this point, Melkamu (2002, p.10), states: “In speaking, it is common to deviate from the topic without making it known to the listener.” The meaning of what they say may not always be clear to the speaker. As to the participants, speaking involves two or more people, usually facing each other, paying attention and responding to what is said rather than to how correctly it is said. There also exists negotiation and exchange of feedback between speakers and listeners. In communication, participants ask for repetition or clarification of ideas, errors not affecting communication are largely ignored by the participants; for some reasons participants interrupt each other. They comment on what has-been said or reply to questions.

As one can understand from the expressions given above, one can understand that spoken language has its own distinctive features. Among these, involving two or more participants, giving due attention to the message rather than to the grammar and asking for clarification are some of them. Therefore, teachers should help their students so that they will be fluent speakers of the English language. Moreover, EFL teachers should focus on the communicative aspect of the language while teaching speaking.

2.3.2. Characteristics of spoken language

Having only the knowledge of grammatical rules of the language is not enough for meaningful communication. In order to communicate effectively through the language, learners need to have the knowledge of grammatical rules and the knowledge of how to use these grammatical rules in the real world. In other words, they need to have both accuracy and fluency so as to be successful communicators of the language. “Accuracy is defined as learners’ ability to produce error free sentences whereas fluency refers to learners’ ability to produce written and spoken sentences easily efficiently or without communication breakdown” (Thornbury, 2005, p.9).

In second or foreign language teaching, teachers face problems in making a balance between accuracy and fluency. This is due to the fact that some learners are accurate, but they are not fluent and vice versa. That why some teachers prefer focusing on grammar activity than speaking activity thinking that to learn to a second or foreign language, grammar is the most important thing to learn first. On the contrary, some others believe that grammar shouldn't be taught first having the assumption that a child learns to listen and speak his or her L1 without knowing the grammatical rules of the language (Brumfit 1984).

Therefore, ESL teachers should make a balance between accuracy and fluency while teaching speaking skills as a foreign language since both of them are necessary for successful oral communication for EFL learners.

2.2. Foreign Language Anxiety

2.2.1. Definition of Speaking Anxiety

Anxiety is abnormal and overwhelming sense apprehension fear often marked by physiological signs (sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with. Therefore, from this definition, anxiety is explained as a sort of fear that is manifested by visual signs. So the word speaking anxiety is interpreted as a fear of expressing oneself orally which can be recognized by the physiological signs mentioned above. It is most likely that this signs can obstruct and inhibit one's ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process.

According to Brown (1987), anxiety is state of apprehension, a vague fear that is only indirectly associated with an object measured by behavioral tests, physiological tests or self-reports of internal feelings and reactions. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. Foreign language anxiety is expressed as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to class room language learning arising from the uniqueness of the language learning process Horwitz(1986).

Scovel (1978) argues that anxiety is the state of the individual when he or she feels uneasiness, frustration, self-doubt, apprehension, or worry similar to any other specific anxiety. According to MacIntyre (1998) language learning anxiety is the worry and negative emotional reaction aroused when learning or using Second language.

Speech therapist Lanerfeld (1992) describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block one's capacity to act and speak.

In addition to this, the issue often turns into a vicious circle because one bad experience from speaking often becomes a reminder when the next opportunity arises. If a student with speaking anxiety experiences failure he or she will rather remain quiet than take the risk of failing again. This situation drags them into a silence that becomes more and more difficult to break since it contributes to a role as the quiet one in class. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing. This can be summarized that language anxiety is the sum of feelings of apprehension, fear, tension, nervousness responses to perceived or real threats specific to language learning and performance.

2.2.2. Types of Anxiety

MacIntyre and Gardner (1991) identified three approaches to the study of anxiety namely, trait anxiety, state anxiety, and situation specific anxiety.

2.2.2.1 Trait Anxiety

Trait anxiety is seen to be as a stable personality characteristic so that a person with trait anxiety can be anxious in any situation. Spielberger (1983) defines it as "an individual's likelihood of becoming anxious in any situation" (MacIntyre & Gardner, 1991, p. 87). Yet, this approach to anxiety has been criticized in that the interpretation of trait anxiety would be meaningless without being considered in interaction with situation because a particular situation may be perceived as anxiety-provoking by some but not by others although those people may have similar trait anxiety scores *ibid.*p.88.

2.2.2.2. State Anxiety

In contrast, state anxiety is a momentary characteristic of individual's characteristics. Spielberger (1983) considers it as an apprehension experienced at a particular moment in time, for example, prior to taking examination (MacIntyre & Gardner, 1991, p. 90). In this regard, the higher the level of trait anxiety an individual possesses, the higher the level of state anxiety he/she may experience; MacIntyre and Gardner *ibid* support this idea by saying that "individuals who are prone to experience anxiety in general (i.e., who have high levels of trait anxiety) show greater elevations of state anxiety". In fact, the state anxiety approach to anxiety research has been criticized for asking the question 'are you nervous now?' instead of asking 'did this situation make you nervous?' *ibid*.

2.2.2.3 Situation Specific Anxiety

Situation specific anxiety is a trait anxiety which is limited to a specific context. MacIntyre and Gardner (1991, p.90) agree that "situation specific constructs can be seen as trait anxiety measures limited to a given context." This perspective examines anxiety reactions in a "well-defined situation" such as public speaking, writing examinations, performing math, or participating in a second or foreign language class *ibid*. In this vein, anxiety can be facilitative or debilitating.

Facilitative anxiety is a kind of anxiety that helps learners to improve learning and performance. Indeed, it occurs when the difficulty level of the task triggers the proper amount of anxiety. In this regard, Scovel, (1991, as cited in Tanveer, 2007 p.10), maintains that facilitative anxiety "motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behavior". In contrast, debilitating anxiety does not encourage the learner to be engaged in the learning task instead it "motivates the learner to "flee" the new learning task; it stimulates the individual to adopt avoidance behavior" *ibid*.p.11. So, anxiety in its facilitating and debilitating forms serves "simultaneously to motivate and to warn" *ibid*.p.10. Besides, going deeper in the concept of speaking anxiety with its relating variables is needed.

2.2.3. Symptoms of Speaking Anxiety

Various physiological, behavioral, and psychological symptoms are associated with speaking anxiety. These symptoms are experienced by speakers in different situations and under many reasons.

2.2.3.1 Physiological Symptoms

They are observed on individual's bodies. Wrench et al. (2012) acknowledge that there are many physical symptoms associated with communication apprehension. We might observe our heart pounding or our hands feeling clammy. Sweating can also be observed as well as feeling nauseated by experiencing stomach butterflies. The hands and the legs might begin to quiver so that we move down and up nervously. Our voices may shake and a dry mouth is noticed, which cause a hard articulation for even simple words. Indeed, breathing occurs more rapid and it reaches its extreme cases. Effectively, we can neither control our thought and movement nor balance between them.

2.2.3.2 Behavioral Symptoms

Other behavioral signs are observed when the person experiences speaking anxiety. The first behavior which is common in people who have especially high level of communication apprehension is avoidance by avoiding the speaking situation McCroskey (1976, p. 39-40) claims that "the person handicapped by communication apprehension would be expected to avoid communication much of the time because he or she would experience negative reactions from anxiety that would surpass projected gain from interaction." This, of course, does not mean that the person would never engage in interaction. Rather the person would choose to do so much frequently than persons not afflicted with communication apprehension under similar circumstances.

The individual with communication apprehension prefers to keep silent, quiet in any direct interaction with others and is intimidated by super ordinates. Also, he/she is uncertain about expressing his/her views and matters, these individual apologies when his/her views are challenged, and he/she often interprets others' questions as criticisms. Furthermore, the reticent or communication apprehensive person feels that he /she is not safe and protected, feels not good

enough in communication, is quickly embarrassed, shy, does not want to talk to other people, and prone to share the same idea with others (Burgoon1976). As a result, the individual may show an unwillingness to communicate with others so that he/she prefers to remain silent in most times “individuals with communication reticence exhibit the predisposition of unwillingness to communicate” *ibid.*p.62.

2.2.3.3 Psychological Symptoms

There are some invisible mental signs of speaking anxiety that need to be known. Kanar (2011) asserts that learners who experience anxiety in speaking are characterized by these mental symptoms: disorganized thoughts, forgetting what they had planned to say, feeling of inadequacy, and negative self-talk. She claims that students experience the physical and mental symptoms before speaking or when they begin to speak. She states also that the first cases of learners, who experience the psychological symptoms before speaking, become “tongue-tied”.

2. 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 or 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 and 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 (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.

2.3. 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.

2.3.1. 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.

2.3.2. 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, 1994). 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).

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.

2.3.3. 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.

2.3.4. 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. 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.

2.3.5. Good foreign language learning strategies

In order to reduce students' anxiety, students must be instructed in techniques or strategies of learning an 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. 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.

2.4. Sources of Speaking Anxiety in the L2 Classroom

2.4.1. 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).

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 foreign language.

2.4.2. 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 non spontaneous 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.

2.4.3. 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 the current study.

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).

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.

2.4.4. 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.

2.4.5. 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.

2.5. Participation

2.5.1 Definition of Participation

Wenger, (1998, p.55) defines participation as “a process of taking part in something and [...] the relations with others that reflect the process. A complex process that combines doing,talking, feeling, and belonging.”

Becoming involved in something; that is, participating, helps people to learn about many things by sharing their perspectives and learning from others (Reid, Jensen,Nickel&Simovska, 2008). Consequently, participation is assumed to be a beneficial part of any learning process. For example, Smith (1977) defines participation as the students’ act of making questions and comments; it helps them to explore their own knowledge, develop thinking skills, and enhances their intellectual development.

In particular, in the case of EFL learning, participation is a means by which students can express their interest in the topic, and practice their learning abilities, as well as their writing, listening, and

speaking skills (Czekanski & Wolf, 2013). Furthermore, Shindler (2003) points out that there is a bond between students' development and classroom participation, where classroom participation helps them to keep to their task and engage in cooperative work.

Nevertheless, classroom participation often seems to be a challenging task. Despite being aware of the importance of participation, many students choose to be silent in class. Participation is not only constructed by students' knowledge and skills; it also depends on other important factors such as the teacher's attitude, the classroom environment, and the students' interests, personality, skills, and motivation (Murray & Lang, 1997).

There are factors, however, that might discourage learners from achieving the goal of learning a foreign language. A closer inspection of these factors may help to understand what causes students' limited or active participation.

2.5.2. Dimensions of Participation

Participation can be seen in different ways by different teachers and students. For the purpose of this study, it must be understood as either short exchanges between students and teachers, or between students and students, or a long conversation in a pair working activity (Allwright, Allwright, & Bailey, 1991). It must be highlighted that classroom participation refers to the students' active classroom involvement, which in some cases, can influence the teacher's grading scheme. In other words, participation can be viewed as an integral part of the evaluation process (Petress, 2006). It can also be considered as proof of an engagement with the teacher, their classmates and active involvement with the content of the lesson (Petress, 2006; Mustaphaa, Suryani, Rahmanb, & Yunus, 2010).

According to Petress (2006, p. 1), "class participation is composed of three evaluative dimensions: quantity, dependability, and quality. "The quantity dimension refers to the opportunities each student has to express their ideas and opinions as evidence of their awareness regarding class discussion. Dependability is defined as the relevant and constructive contributions of students when appropriate. Quality participation denotes the regular interaction in class during which students demonstrate evidence of their awareness concerning the topic of discussion. These three dimensions have the same purpose, but they may have a different weighting in different moments of the class (Petress, 2006).

The present researcher protests the above expression of participation of course classroom participation is students active class room involvement, w/c in some cases can influence the teacher's grading schanre generally participation is not only are engagement of students teacher, their class mates and involvement with the lesson but also a student with himself. This is to mean individual student may come with his first language development especially the characteristics of the uniqueness of second foreign language learning environment.

This is what Macintyre (1995) argued that language anxiety constitutes part of social anxiety, which stems primarily form, the social and communicative aspects of language learning. And tack as performance is another engagement of a students which refers to the process of information made by a students before (peaking) it to his classmates

2.5.3. Advantages of Participation

One of the benefits of participation in EFL settings, and more specially, in the context of this study, is that students who are active participants have the opportunity to practice the target language. I agree with the view that students' improvement in the language learning process is reflected in what students can say in the target language, as opposed to what they want to say (Swain, 1985). In addition, there is substantial evidence to support the notion that teachers and peers' feedback during or after their participation gives students the opportunity to be corrected and achieve their goal of speaking the language (Czekanski& Wolf, 2010; Rocca, 2010).

Additionally, students take responsibility for their learning when they are encouraged to participate in classroom tasks (Mohd, Noor, &Maizatul, 2012). Thus, it can be safely argued that learners develop their communicative and analytical presentation skills through their interactions with peers and teachers. As a group, they develop their collaborative and team-working skills (Ho, 2007).

2.5.4. Factors Affecting Participation

As teachers, it is necessary to bear in mind that, in order to promote active participation, a safe environment is a continuous process that should begin from the first day of classes (Michael & Modell, 2003). Maintaining a positive and secure environment promotes positive teacher-student interactions; it engages appropriate students' behavior, classroom management, and active classroom participation (Reifman, 2008). The physical environment can be defined as the students' learning space that facilitates the learners' movement, activities development, and fluency of active learning (Scarlett, 2015; Hue & Li, 2008). "The physical space in the classroom stimulates

and facilitates students' use of the target language they have previously been introduced to and practiced with the teacher" (Robinson & Kang, as cited in Schwartz, 2018, p.7). According to Michael and Modell (2003, p 68) "students will not participate in an active learning environment if they do not feel safe doing so." A safe place to learn encourages students to generate and share ideas during class discussion, teamwork, and individual tasks (Shepherd & Linn, 2015). The effective use of physical space, where students spend most of their learning time, has a significant effect on their classroom participation (Hue & Li, 2008; Crawford, 2004).

The size of a group also matters. In a classroom with fewer students, they are likely to have more opportunities for significant participation than those in other classrooms with many students (Allwright et al., 1991; Tode, 2008; Howard, Geller, Rubin, & Nodvin, 2006). In contrast, a large group of students inhibits classroom participation, as they are aware of the time for, and the quality of, their contributions. Students might feel concerned that there are no significant opportunities for classroom participation and teacher's feedback (Edwards & Liu, 2008).

Teachers' practice, attitudes, and motivation also matters. As Fritschner (2000) points out, the teacher's attitude is an important factor in students' motivation and involvement in the lesson. Some teachers might encourage students to feel enthusiastic about learning a new language, whereas others might succeed in making students think negatively (Aulls, 2004).

Therefore, one of the necessary roles of the teacher is to encourage students to develop the use of the target language in the classroom (Fritschner, 2000). The extent to which they motivate or do not motivate may influence or affect students when making decisions about whether or not to share their ideas and opinions (Hennessy & Warwick, 2013; Allwright et al., 1991). It is true that many teachers may have difficulties in the way they teach and approach course content organization (Peterson, 2001).

Several researchers stress that a language lesson designed to be relevant in learners' discussions and interaction helps them to develop their communicative skills (Ho, 2007; Rocca, 2010). In addition, the clearer the definition and reason to participate, the more meaningful the participation will be (Allwright et al., 1991).

Another important aspect is the time the teacher allows for participation. Students might want to participate, but sometimes the teacher does not plan for enough time for the students to speak up (Czekanski & Wolf, 2010). If participation is part of the evaluating schema or assessment of learning, teachers must let students know that participation is an important component of their

grades, and thus, they must be given more time than usual (Rocca, 2010; Zacharias, 2014; Mustaphaa, et al, 2010).

Finally, feedback can be a meaningful process of interaction and dialogue between the teacher and the student (Reifman, 2008). Multiple sources and types of feedback allow students to develop their ability to monitor and evaluate their own learning and behavior, as well as become more independent of their teachers (Reifman, 2008). Mckeachie and Svinicki (2011, p.114) claim that “feedback must be geared to strengthening the students’ ability to judge the quality of their own work.” Feedback benefits students when they receive it and when they have the chance to generate their own feedback while producing an assignment (Mckeachie&Svinicki, 2011). In sum, the adequate use of feedback in the classroom can make students’ feel valued and boost their self-esteem and confidence (Reifman, 2008).

2.6. Students’ Learning Style

Teachers sometimes ask students to participate when they do not know their needs (Mustaphaa, et al., 2010). A visual centered activity might not have the same impact on a kinesthetic student as on a visual student. Consequently, their amount of participation will be different (Allwright et al., 1991). In addition, some students choose to be passive participants because they think they learn more by listening and keeping quiet. However, they are paying attention to the class by using strategies such as taking notes (Mustaphaa, et al, 2010; Zacharias, 2014).

Therefore, a mixture of instructional activities for all learning styles is recommendable to give students the opportunity to demonstrate their abilities and provide quality participation (Mustaphaa et al., 2010).

A student’s personality is another significant aspect. Passive participants tend to be shy, have low self-esteem, or suffer from anxiety (Tatar, 2005).

Any combination of these characteristics may make students less likely to contribute to in-class group discussions and participate voluntarily (Rollins, 2014; Grossman, 2004; Allwright et al., 1991). Attitudes towards the class, the teacher, or classmates can impact students’ decisions to participate in activities or interact (Reifman, 2008). Students might express a negative attitude towards participation if they have had unpleasant experiences such as forced participation or negative criticism from peers (Allwright et al., 1991). Then again, if students believe that their contributions to the lesson help them to gain knowledge and confidence in speaking the language, they will be more likely to participate and appreciate being corrected by their teachers (Tatar,

2005). If students have a positive perception of participation, they are also more likely to contribute to the class (Hill, 2007).

Students' motivation to learn a new language matters because it influences how and if students achieve their goal in language learning (Allwright et al., 1990). According to research on motivation by Clement, Gardner, and Smythe (1977) in Canada, learners who receive encouragement, tend to be much more active in class, volunteer more, and provide more responses that are correct. When the teacher shows students that their contributions and ideas are important for the class and their learning process, the probability of the students' positive response to every activity, including class participation, increases (Madrid & Pérez, 2001; Mohd, Noor, &Maizatul, 2012).

Negative peer pressure inhibits students' confidence in participation and lowers learners' motivation level (Tatar, 2005). Certain learners may feel embarrassed because of their peers' reactions, which can change considerably the level of their class participation. Even if students have the appropriate English level, they may be afraid of peers' reaction to an incorrect answer or imperfect pronunciation (Aulls, 2004).

In spite of having the required oral skills, they may find it difficult to produce the language if they have had prior unpleasant experience (Rollins, 2014). While some students do not pay attention to criticisms from their classmates, others may have a difficult time while reading aloud or sharing an idea (Grossman, 2004). To sum up, a poorly managed class, combined with the students' personal fears and feelings often makes students avoid participation because of negative past experiences associated with participation (Rocca, 2010). The fear of failing or making mistakes can make students feel anxious, which inhibits students' ability to use and develop their communicative skills in the target language (Aulls, 2004; Allwright et al., 1991).

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research design, data sources and study site, population, samples and sampling techniques, data collection instruments, procedure of data collection, reliability and validity of instruments, methods of data analysis and ethical consideration.

3.1. Research Design

The research design used for this study is a descriptive method. This type of research design helps to obtain information concerning the current status of phenomena and to draw conclusion from the facts discovered. It helps to obtain opinions, attitudes and suggestions for the improvement of educational practices and instruction. A mixed-research method is used for collecting both quantitative and qualitative data, and for analyzing and reporting data based on a priority and sequence of information (Creswell, 1994). Therefore, the reason for selecting this research design was because relevance of the selected research problem allows the researcher to use the qualitative and quantitative data collecting and analysis method and procedure.

3.2. Data Sources and Study Site

The study was carried out in two governmental schools in Oromia Regional State, Ilubabor Zone, Darimu Woreda, Sena and Darimu High Schools- Grade 11 students and teachers in focus. The sources of the data were 136 Grade 11 students and 4 EFL teachers of the schools. EFL teachers and students were used as primary data sources and review of related literatures were used as secondary data sources

3.3. Population, Samples and Sampling Procedures

The researcher selected the sample unit 136 students and 4 teachers from the total number of 547 students and 4 teachers using systematic random sampling and purposive sampling techniques respectively. The reason for purposive sampling to the teachers was to get in depth information

from the 9 section of the schools especially during classroom observation. The sample unit of the students that were selected using the systematic random sampling was as follows.

N = Size of the population

n = size of the sample unit

k = the interval that was used to select the sample unit

$k=N/n$...if the total number of the students $N=547$ and the sample needed $n=136$ then the interval k^{th} ... is $k= N/n...$ $k= 547/136= 4$. Thus, the names of the students were listed 1, 2, 3...547. Then the sample unit was selected using the k^{th} 4, 8, 12, 16...547. Using the systematic random sampling 136 students were selected from the total population of 547 students.

3.4. Data Collection Instruments

The instruments for collecting data for this research were questionnaire, interview and classroom observation. The reason for using these three instruments was in order to cross check the collected data.

3.4.1. Questionnaires

The questionnaires were used for the students Therefore, in this study the researcher used a questionnaire in order to investigate causes and impacts of speaking anxiety and its coping strategies in speaking classrooms. The questionnaire contained a set of statements or questions that were used to gather information. The information assesses the students' causes and impacts of speaking anxiety and its coping strategies to participate using the target language.

The questionnaires were designed based on review of related literature and the contextual setting of the research. The questionnaire was derived from the research conducted by Ayenachew A. (2018). The present researcher modified it by adding 'strongly agree', 'strongly disagree', and 'undecided' which was remained with only 'agree' and 'disagree' by the previous researcher. The questionnaire consisted of 63 items of which 58 were close-ended and the remaining 5 were open-ended for which the sample students reflect their opinion by writing. These open-ended items were developed by the researcher to obtain as much information as possible regarding the causes and

impacts of their anxiety and coping strategies in speaking in the class. The close-ended items measured according to a five point rating scale ranging from strongly agree (5), agree (4), undecided (3), disagree (2) and lastly strongly disagree (1). The open-ended items were expected to be discussed by students in brief as all questionnaires were translated in to Afan Oromo in order to get clear information from the respondents.

The first step that was made to control erroneous results was giving the instruments to my advisors to get feedback. Besides, the face, content and construct validity of the instruments was made by giving these instruments to my colleagues who conducted a research on similar issue.

In addition to this, the researcher piloted the questionnaires of the data collection on Hunde Dapo Gatcho High School before conducting the main research. This school is found within the area of the study but it wouldn't be included in the main study. During piloting questionnaire, 35 grade 11 students of the school filled the questionnaire. More specifically, to establish content validity, the questionnaires were given to 6 English language teachers in order to get relevant information on each item in the questionnaires. Following this, the researcher got feedback on the significance of the contents, item length, double-barreled questions, and simplicity of items, ambiguous items and details of the questionnaire.

3.4.2. Interview

The researcher prepared interview questions for EFL teachers. The purpose of using interview was to gather in-depth information on causes and impacts of speaking anxiety and its coping strategies from EFL teachers. The researcher developed semi-structured interview questions for 4 English language teachers who are teaching in the proposed schools to find out their own strategies to help learners overcome their problem. As Patton (2002) pointed out that an interview allows researcher to extract inner thoughts and behaviors of the research participants that may not be directly observed. This type of interview was chosen because it allows the researcher to encourage the interviewees to suggest more unclear points. The interview took place averagely for forty minutes for individual teachers and conducted in the selected schools' compound within two days. The procedure of interviewing was through note taking while the interviewee explained his/her ideas.

3.4.3. Classroom Observation

The purpose of classroom observation was to see the actual practice of EFL teachers and students in teaching learning process. The researcher noted how students and teachers interacted in speaking activity. This means, to know how the teachers performed their lessons, what atmosphere was in the class, and what kind of interactions of students were there during the lessons. Lewy(1977) stated that observation is useful to indicate how the lesson is divided in variety of activities such as individual work, group work, pair work, whole class activities and others. In English classroom, the researcher observed every activities and phenomena of teaching-learning process and noted how students and teachers interact in speaking activities. This was aimed to assess sources of speaking anxiety in the classroom (whether sources could be from teachers, classmates, the students themselves, the language itself, the classroom atmosphere etc.); the impact of the problem up on students during speaking class; teachers and students' coping strategies of the problem were deeply observed.

The researcher observed the speaking classroom for 18 times using purposive sampling technique to observe the actual practice of EFL teachers and students in teaching learning proves by developing semi-structured check list. In doing so, the researcher wrote every event which took place in a check list and gathered related data. The researcher observed 4 English major teachers in 9 sections for 18 periods twice each section.

3.5. Procedure of Data Collection

The data collection procedure was organized as follows:

Using the above three instruments (questionnaire, classroom observation and interview), first questionnaire was distributed by the researcher. The entire data from questionnaire was collected in the same day from students to prevent information exchange. Then, classroom observation for 4 teachers of the schools was carried out using observation checklist while the teachers were teaching. Finally, interview for 4 teachers was carried out.

Frist, the participants of the study were selected using purposive sampling and systematic random sampling. Two high schools were selected using the purposive sampling. Between the two high schools, 4 English major teachers were selected for the study in general and 4 of them also were

selected for classroom observation. Then one hundred thirty six students were selected for questionnaires using the systematic random sampling for the study. Finally, different questions were designed for each of the participants of the study depending on the purpose of the information gathered.

3.6. Method of Data Analysis

To analyze the data gathered, both quantitative and qualitative data analysis techniques were employed carefully and systematically. The data collected through the questionnaire was analyzed quantitatively. Interview and observation were analyzed qualitatively. As Creswell (2002) states, data analysis in this way basically involves numerical explanation and word argumentation. Data gathered from students quantitatively, i.e. questionnaire was put in to tables with their percentile and analyzed through descriptive statistics methods; whereas data gathered from classroom observation and teachers' interview was organized and analyzed in a narrative way in line with the quantitative data. Data from teachers' interview was carefully listened and interpreted; data from classroom observation was discussed and explained in brief. All the information from questionnaire, interview and observation was analyzed simultaneously to cross-check the internal consistency of data.

3.7. Ethical Consideration

First, permission to conduct the study in the selected schools was assured from the Department of English Language and Literature of Jimma University. Sample students and teachers were informed the purpose of the study. They were ensured that the information they provide is used only for research purpose and their name, position and affiliation to their institution is highly invisible in the study. The participants were also told their rights to withdraw from the study at any time if they were not comfortable with it.

CHAPTER FOUR RESULTS AND DISCUSSIONS

Introduction

In this chapter, the results of the study are presented. The data collected from the questionnaires, classroom observations and interviews were analysed and interpreted. The results under these instruments are presented in the forms of table and percentile and elaborated.

4.1 Results from Students Questionnaire (Close-ended)

Table -1- Student's Response Regarding Fear of Negative Teacher Traits

S/ N	Item	Scale											
		SA	%	A	%	U D	%	D	%	SD	%	TOT AL	%
1	I feel anxious if I am corrected while speaking English in front of the whole class	71	52.2	40	29.5	0	0	18	13.2	7	5.1	136	100
2	I feel more anxious in the class because my teacher always corrects me in a very bad way	39	28.7	49	36.0	0	0	28	20.6	20	14.7	136	100
3	To avoid any embarrassing situation, I prefer to remain silent rather than to orally participate in the class room	50	36.8	68	50	0	0	10	7.4	10	7.4	136	100
4	I am reluctant to participate in class because I am afraid of my teacher's harsh comments and negative gestures	59	43.4	63	46.3	0	0	9	6.6	5	3.7	136	100
5	I always feel nervous speaking English because my Teacher is very strict	41	30.1	54	39.7	0	0	41	19.1	15	11.1	136	100
6	I feel relax when my English teacher responds in a friendly way	124	91.2	12	91.2	0	0	0	0	0	0	136	100
7	I get bored because of the teaching method that the teacher used in English class	76	55.9	46	33.8	0	0	12	8.8	2	1.5	136	100
8	I don't like to participate because my teacher is impatient	43	31.6	64	47.1	0	0	16	11.8	13	9.5	136	100

Negative teacher traits affect students' reticence in the classroom discussion. Many past researchers mentioned that negative lecturer traits discourage students' participation (Liu, 2005 and Tanveer, 2007). Similar to the previous studies, the present paper also found that many students mentioned that negative teacher traits like having poor teaching methods, 122 (89.7%) students strongly agreed and agreed for item 7. Likewise, out of 136 students 107 (78.7%) for item 8, students do not like to participate because their teacher is impatient. Fear of being criticized and embarrassed in front of classmates was also one of the factors that contributed to students' unwillingness to take part in classroom discussion. As such, 118(86.8%) of students prefer to remain silent rather than orally participate in the classroom so as to avoid teacher's criticism and any embarrassing situation. This result is in agreement with Tanveer (2007) who found that students refer to remain silent or speak in a subdued voice due to their consciousness of their limitation in the new language.

Another negative teacher trait that discourages participation was teacher's harshness and strictness. 89.7% (122) of students strongly agreed and agreed the statement "I am reluctant to participate in the class because I am afraid of my teacher's harsh comments and negative gestures". Similarly, 95(69.8%) of students expressed that they get more anxious when their teacher is very strict. At the same time, all the respondents, 136(100%) reveal that they feel relax when their English teacher responds in a friendly way.

The results of the studies previously cited indicate that authoritative, embarrassing and humiliating attitude of the teachers towards the students, particularly when they make mistakes, can have severe consequences on learners' cognition and their willingness to communicate in the class (Horwitz et al., 1986; Price, 1991; Tanveer 2007; Young, 1991). Consistent with the literature on language anxiety, 111(81.7%) of students strongly agreed and agreed with the idea that they feel anxious if they are corrected while speaking in front of the whole class. 64.7%(88) of the respondents also feel more anxiety in the class because their teachers always correct them in a very bad way.

Teacher's negative attitude to learners is seen as a source of students' anxiety to participate in English classroom interaction. Teachers have to develop a good relationship with their learners. They should also create a pleasant and relaxed atmosphere in the classroom in order to facilitate learning.

Table -2- Student's Response Regarding Fear of Making Mistakes and Being Laughed at

S/ N	Item	Scale											
		SA	%	A	%	UD	%	D	%	SD	%	TO TA L	%
9	I feel my heart pounding when I am called up on to answer a question in English	48	35.3	58	42.6	1	0.7	16	11.8	13	9.6	136	100
10	I talk less because I am shy	43	31.6	77	56.6	0	0	14	10.3	2	1.5	136	100
11	I feel too nervous to ask the instructor a question during English class	45	33.1	58	42.6	1	0.74	18	13.2	14	10.3	136	100
12	I am too afraid to volunteer answer to the teacher's question because my class mates would laugh at me if my answer was wrong	48	35.3	51	37.5	0	0	23	16.9	14	10.3	136	100
13	It is unpleasant speaking English in class because my mistake make me feel incompetent	29	21.3	43	31.6	2	1.5	40	29.4	22	16.2	136	100
14	I am afraid of being seen as a foolish if I make too many mistakes when I speak in class	48	35.3	51	37.5	0	0	23	16.9	14	10.3	136	100
15	I am afraid of making mistakes in front of my class mates	38	28	58	42.6	0	0	26	19.1	14	10.3	136	100
16	I am afraid others will laugh at me if I make some mistakes	39	28.7	61	44.8	0	0	22	16.2	14	10.3	136	100
17	I am afraid that other students laugh at me when I speak up English in the class	57	41.9	53	39.0	0	0	12	8.8	14	10.3	136	100
18	I lose face if I say the wrong things	42	30.8	42	30.8	1	0.74	28	20.6	23	17.0	136	100

As it can be seen from question 9 on the table, 106 (77.9%) of students strongly agreed and agreed with the idea that they feel their heart pounding when they are called up on to answer a question in English class. This finding is consistent with that reached by Mustapha, S.M., Nik Abd Rahman, N. and Yunus, M. (2010) who also find that students get more anxious when called up on to respond individually, rather than if they are given choice to respond voluntarily.

The issue of being afraid to speak in class for fear of making mistakes was of concern for learners. When asked how they feel concerning asking and answering questions during class, 103 (75.7%) of the participants strongly agreed and agreed that they often felt afraid of asking a question to instructors during class. Many students 99 (72.8%) strongly agreed and agreed that they are reluctant to volunteer to speak or to answer question in class because they afraid that their answer were wrong.

Shyness was another influencing factor which could affect students' participation. However, shyness, according to McCroskey (1992), is a behaviour that could be the result of any one or a combination of the following factors: social introversion, unfamiliarity with academic discourse, lacking confidence in subject matter and/or communication apprehension. As the survey conducted in this study shown in table (2) revealed that 120(88.2%) of participants strongly agreed and agreed that their shyness had affected their involvement in classroom discussion. The respondents responded they talk less because they feel shy.

Fear of making error is often cited as another cause of the perceived reticence and passivity. And this anxiety factor is also allegedly related to certain aspects of Eastern culture, such as the desire to be right and perfect and fear of losing face (Cheng, 2000).The participants 96 (70.6%) strongly agreed and agreed that they feel afraid, and even panic because of the fear of committing mistakes and errors in front of classmates. 52.9% (72) of students strongly agreed and agreed their anxiety of making mistakes made them feel incompetent.

Moreover, 99 (72.8%) of participants strongly agreed and agreed that they were afraid of being seen as foolish if they make too many mistakes when they speak in class. They think this would distort their image in front of their classmates.

Fear of being laughed at was one of the causes that contributes to the passivity and reticence of students to participate in the class discussion. 80.9 % (110) of students announce that they didn't like to participate in the class discussion because they are afraid of being laughed at. Losing face, publicly or in front of their classmates through criticizing, caused many students to become anxious when speaking English in class. Causing someone lose face results in a loss of cooperation.

In general, it can be summarized that making mistakes is one factor that affects students' participation in English classroom interactions. Teachers have to tell students that making mistakes is one way of learning. Creating a pleasant atmosphere in the classroom, making the language class interesting, creating positive relationship among learners, and the like can minimize the problem.

Table-3- Student's Response Regarding Fear of Speaking in Front of the Whole Class in EFL Classroom

S/ N	Item	Scale											
		SA	%	A	%	UD	%	D	%	SD	%	TO TA L	%
19	I get tense and nervous when I am speaking English in front of the whole class	59	43.4	63	46.3	0	0	9	6.6	5	3.7	136	100
20	I feel anxious when I make English oral presentation in front of the class	101	74.3	28	20.6	0	0	6	4.4	6	4.4	136	100
21	I feel more relaxed in pair work or group work	108	79.4	25	18.4	0	0	3	2.2	0	0	136	100

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. The present study found that 129 (94.9%) of students strongly agreed and agreed that they are afraid of speaking in front of the class.

This finding is similar to that reached by Koch and Terrell (1991) and Young (1991) who found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak. To speak in front of the whole class is a potentially risky business in many students' eyes. However, students feel a lot better when they are not required to face the whole class.

The majority of participants 122 (89.7%) strongly agreed and agreed that speaking in front of the whole class or in public caused anxiety for most of the learners. Thus, the study reinforced the findings of the earlier studies by Koch and Terrell (1991) who found that a large number of their subjects considered oral presentation as the most anxiety- provoking activity in the class. On the other hand, 133 (97.8%) of students strongly agreed and agreed that they feel more relaxed in pair work or group work.

We can summarize that fear of speaking in front of the whole class and making presentation is another factor that inhibits students from participation. This is because of shyness. Teachers can reduce this problem by using different strategies such as personalizing the learning process,

creating a relaxed atmosphere in the classroom, assigning students to pair work or group work and the like.

Table -4- Student’s Response Regarding Lack of Participation Due to Language Difficulties

S/N	Item	Scale											
		SA	%	A	%	U D	%	D	%	SD	%	TO TA L	%
22	I think what keeps me reticent is my poor English proficiency	65	47.8	34	25.0	2	1.5	25	18.4	10	7.3	136	100
23	I am reluctant to participate because I can’t respond quickly and fluently	54	39.8	41	30.1	0	0	21	15.4	20	14.7	136	100
24	I get anxious to participate because I can’t speak in complete sentences (i.e. uttering words or broken English)	46	33.8	48	35.3	1	0.7	30	22.1	11	8.1	136	100
25	I can’t participate because I have difficulty in constructing sentences	50	36.8	52	38.2	0	0	24	17.6	10	7.4	136	100
26	When I want to speak I am not sure which tense to use	59	43.4	46	33.8	1	0.7	20	14.7	10	7.4	136	100
27	I don’t participate because I am scared that I would make noticeable grammatical errors	56	41.2	12	91.2	0	0	15	11.0	10	7.4	136	100
28	I do not have exact words to express my ideas	59	43.4	56	41.1	1	0.7	10	7.4	10	7.4	136	100
29	I always feel nervous speaking English because I do not have enough vocabulary to express my ideas	92	67.6	33	24.3	0	0	5	3.7	6	4.4	136	100
30	I am worried about my pronunciation when I speak in the class	43	31.6	86	63.2	0	0	4	3.0	3	2.2	136	100
31	I feel embarrassed when I mispronounced	61	44.9	72	52.9	0	0	2	1.5	1	0.7	136	100

Low English proficiency was one of the main reasons that lead to reticence in EFL classes. 72.8% (99) of the students strongly agreed and agreed that they think what keeps them reticent was their poor English proficiency. In line with the past research, pronunciation appeared to be a big

cause of stress for EFL learners in this study. Pronunciation is an important issue across language groups because of its immediate effect on interaction. When you feel somebody doesn't understand you, you need to improve your pronunciation within a second, which is often hard and stressful.

The issue of pronunciation anxiety has been found to be a higher level among Darimu and Sena High Schools EFL learners in this study. 94.8% (129) of the respondents strongly agreed and agreed that they get worried about their pronunciation when they speak in the class. 97.8% (133) of the subjects strongly agreed or agreed that they become ashamed if they mispronounced. In order to obtain further sources of speaking anxiety, the written reflection was administered for sample students. Most of them stated that words having the same spelling but different pronunciation and meaning such as: *make, gate, files, sale, us, use, take, male, sun*, etc. are found in both Afan Oromo and English language. The students explained that when they pronounce these words in that of Afan Oromo because of the domination of mother tongue, it becomes mispronounced and then they become ashamed of it. This finding is similar to that reached by Thaher (2005) who reported that students are afraid of being laughed at or being criticized by others due to inaccurate pronunciation.

Lack of vocabulary was identified as a big source of student reticence in oral English language classrooms. 91.9% (125) of the respondents strongly agreed and agreed that they feel nervous speaking English because they do not have enough vocabulary. This caused a lot of trouble in talking to each other in English. This result is in accordance with Cortazzi and Jin (1996) who stated that students' poor vocabulary is one of the reasons why students are silent listeners rather than active participants in the oral English classroom. 84.5% (115) of the participants strongly agreed and agreed that they don't have exact words to express their ideas. As learners can process only a limited amount of information at one time (Lightbown and Spada, 2006), the participants 95 (69.9%) strongly agreed and agreed that many words don not come out when they are required to speak in a hurry.

The present study revealed that many participants 95(69.9%) strongly agreed and agreed that they were reluctant to participate because they couldn't respond quickly and fluently. About 94(69%) of the students strongly agreed and agreed that they got anxious to participate because they

couldn't speak in complete sentences. Similarly 102(75%) of the students strongly agreed and agreed that they couldn't participate because they had difficulty in constructing sentences.

This finding is similar to another study done by Tanveer (2007) who reported that the students experience grammatical difficulties which can be lead to the impression that anxious students are not capable of communication in the second language. This implies that students' language difficulty is the major cause of students' anxiety in English classroom. Therefore, teachers should work hard in order to increase the learners' linguistic confidence. This can be done by personalizing the learning process, designing effective tasks, and presenting tasks properly, creating a highly structured and well-organized learning environment, and the like.

Table -5- Student's Response Regarding Fear of Teacher's Evaluation

S/N	Item	Scale											
		SA	%	A	%	U D	%	D	%	SD	%	TO TA L	%
32	I am afraid of making mistakes in front of my Teacher because this will influence the end- of- course results	73	53.7	50	36.8	0	0	7	5.1	6	4.4	136	100
33	I feel more anxious during oral test in my English class	67	49.3	50	36.7	0	0	10	7.4	9	6.6	136	100
34	The more I study for the oral language test, the more worried I get	52	38.2	60	44.1	0	0	13	9.6	11		136	100
35	I get anxious if my teacher puts marks for participation	58	42.6	58	42.6	0	0	11	8.2	9	6.6	136	100
36	I feel worried that I can't speak English well, my Teacher will get a bad impression of me	58	42.7	49	36.0	1	0.7	12	8.8	16	11.8	136	100

Table 5 above indicates that fear of teacher evaluation was a source of anxiety in the English FL classroom. 78.7% (107) of students strongly agreed and agreed they feel worried that they couldn't speak English well; their teacher would get a bad impression concerning their performance. Students remain reticent because they believed that the teacher evaluates them negatively if they made mistakes. And this perception may probably due to the teaching attitude and practice the teacher applied. 90.5% (123) of the respondents strongly agreed and agreed that they got more apprehensive about making mistakes in front of teachers because they think it is more likely to

influence their end- of- course results. This seems to indicate, as found by (Price, 1991), that language anxiety is negatively correlated with language course grades.

This finding goes in accordance with that reached by (Price, 1991) who suggests that undergraduate students may overcome the fear of participating with assessment and may be more self-motivated and hence happy to participate independently, without a system of reward and punishment. It can be concluded that fear of teachers’ negative evaluation affects learners negatively. So, it is crucial that teachers should encourage learners not to worry about it. Teachers themselves shouldn’t relate participation with evaluation.

Table -6- Students’ Response Regarding Lack of Preparation that Hinder them from EFL classroom Participation

S/N	Item	Scale											
		SA	%	A	%	U D	%	D	%	SD	%	TO TA L	%
37	I get nervous when the teacher asks questions which I have not prepared in advance	42	30.9	57	41.9	1	0.7	19	14	17	12.5	136	100
38	I start to panic when I have to speak without preparation in the English class	59	43.4	51	37.5	0	0	16	11.7	10	7.4	136	100
39	It frightens me when I don’t understand what the teacher is saying	61	44.9	59	43.4	0	0	9	6.6	7	5.1	136	100
40	I get upset when I don’t understand what the teacher is correcting	46	33.8	55	40.4	1	17	12.5	17	12.5	17	136	100
41	I get upset when I don’t understand what I am saying	64	47.1	64	47.1	0	0	5	3.6	3	2.2	136	100

As table 6 above indicates, lack of preparation is another cause of students’ anxiety to participate in English language class. The finding of the present study revealed that 110(80.0%) of the respondents strongly agreed and agreed that they felt nervous when speaking English without any preparation whereas 26(19.1%) respondents strongly disagreed and disagreed. This finding is consistent with that of the study carried out by Mustaphaa, Nik Abd Rahman, and Yunus (2010) who found lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated make students become less inclined to participate. 72.8% (99) of the

respondents also strongly agreed and agreed that they get nervous when the teacher asks questions which they have not prepared in advance.

However, more students attributed their anxiety to lack of preparation and expressed that they would be less anxious and more confident to speak with preparation, similar to those students in Tsui (1996) study.

One of the reasons why the respondents are anxious to participate was that they do not understand what they say during the class discussions. When asked how they feel when they don't understand what they are saying, 128 (94.1%) of the respondents strongly agreed and agreed that they get upset. The finding of the study revealed that knowing what to say is important as knowing how to say. In fact, this finding is similar to that reached by Han (2007) who indicated that one of his students in the interview said that he/she would only participate if he/she knew what to speak.

Respondents also strongly agreed and agreed with the statement that they get upset when they don't understand what the teacher is correcting 101 (74.2%); and that frightens them when they don't understand what the teacher is saying, 120(88.3%). They believed that in order to understand the target language message they must know every word is spoken. This finding is similar to that of another study by McCroskey (1992) who also reveals that many Asian students face some difficulties to participate in group discussions.

From the above discussions, it can be noticed that students feel anxious if they are not prepared. So, teachers have to motivate learners by designing effective tasks.

Table -7-Students’ response regarding Lack of Practice that Hinder them from Classroom Participation

S/N	Item	Scale											
		SA	%	A	%	U D	%	D	%	SD	%	TOT AL	%
42	I feel anxious because my teacher doesn't give me the needed time to process the questions that he asked	49	36.0	45	33.2	1	0.7	23	16.9	18	13.2	136	100
43	I do not practice English due to big class size	65	47.8	42	30.9	1	0.7	20	14.7	8	5.9	136	100
44	I do not have the opportunity to speak English outside the classroom	61	44.9	62	45.6	0	0	9	6.6	4	2.9	136	100
45	The allotted time for practicing English in class is not enough	59	43.4	41	30.1	0	0	22	16.2	14	10.3	136	100

As the table 7 above indicates, the class size is another reason contributing to students’ anxiety as this restrictive pattern is aimed for teacher-centered transmission approach which in a way undermines students’ active participation in expressing views. The present study finds that 107 (78.7%) of the respondents strongly agreed and agreed that they attribute their anxiety to participate in the class discussion due to big class size. This finding goes in accordance with the result of Chau, Fung-ming, (1996) who states that the big class size discourages students from expressing views as it is extremely threatening for teenagers to face a large number of people by themselves while speaking a foreign language which they may expose their weaknesses by making mistakes very easily.

Lack of practice due to limited class time also affects students’ participation in class. 73.5% (100) of the respondents strongly agreed and agreed that allotted time for practicing English in class was not enough. They didn’t have much practice of oral English in class due to the limited class time. They did not have many choices to speak the language in their daily life. Moreover, some students 94 (69.2%) felt anxious that their teacher didn’t give them the needed time to process the questions that he/she asked. In accordance with the previous research, the subjects expressed that limited exposure to English outside the classroom is a serious obstacle in the development of their communicative competency, which is troubling for foreign language learners when they are required to speak (Lightbown and Spada, 2006). When asked whether they practice English

outside the classroom, the majority of the respondents 123 (90.5%) strongly agreed and agreed that they didn't have the opportunity to speak English outside the classroom.

Lack of practice is one factor that affects students' participation. This is because of large class size and lack of sufficient time. So, materials and time, establishing the physical arrangement of the classroom, planning and structuring tasks, and the like can solve this problem.

Table -8- Students Responses Regarding their Interest in the English Language that Hinder them from EFL classroom participation

S/N	Item	Scale											
		SA	%	A	%	UD	%	D	%	SD	%	TOTAL	%
46	I feel apprehensive to participate in the class discussion if the lesson does not interest me	38	28	82	60.3	0	0	9	6.6	7	5.1	136	100
47	I am reluctant to participate in the class discussion because I am not interested in English	93	68.4	31	22.8	0	0	6	4.4	6	4.4	136	100

As it can be seen from table 8 above, lack of interest in topics plays a very important role in students' active participation in classroom activities. According to Zainal Abidin Bin Sayadi (2009) and Wang Ping (2010), when something is not interesting, most people are not willing to talk about it, while one can talk as much as he/she can on his/her interests.

The same finding has been confirmed in this study in which many students 120 (88.3%) strongly agreed and agreed that they felt apprehensive to participate in the class discussion if the lesson does not interest them. They did not take part in the class discussion if the lesson is boring. 91.2% (124) of students strongly agreed or agreed that they are reluctant in class discussion because they are not interested in English. The students suggested in their written reflection on items 59-63 almost all of them are interested in English language but they are anxious when they do not aware about the topic they are talking. They also suggested that due to lack of prior knowledge in primary schools that their teachers were using translation method or mingling mother tongue (Afan Oromo) to teach English. Moreover, most students suggested that their teachers' methods of teaching are not interesting.

This implies that if students are not interested either in the topics or methods of teaching and activities, they are not motivated to participate in English class activities. So, it is important to encourage students to like the subject by telling them its usefulness, using attractive teaching methods and preparing interesting topics and activities.

Table -9- Students Response Regarding c Class Arrangement that affects them from EFL Classroom Participation

S/N	Item	Scale											
		SA	%	A	%	UD	%	D	%	SD	%	TO TA L	%
48	I feel a bit nervous if I sit at the front of the class	36	26.4	50	36.8	0	0	30	22.1	7	5.1	136	100
49	I sit in front if I prepare my home work	63	46.3	33	24.3	0	0	20	14.7	20	14.7	136	100
50	In order not to participate in the English class, I like to sit at the back rows	38	27.9	48	35.3	0	0	25	18.4	25	18.4	136	100
51	I like to participate in a small and comfortable class	75	55.1	49	36.0	1	0.7	6	4.4	5	3.8	136	100

Classroom arrangement was also one of the most frequent factors mentioned as influencing students' participation. Eighty-six (63.2%) of the respondents strongly agreed and agreed that they felt a bit nervous if they sit at the front of the class. Ninety-six (70.6%) of the respondents who liked to contribute in all class discussions tended to sit at the front of the class whereas for those 86 (63.2%) who usually acted as observant would prefer to sit at the back. 91.1% (124) of the respondents strongly agreed and agreed that they like to participate in a small and comfortable class. We can generalize that sitting arrangement plays a considerable role for students' participation. So, teachers are expected to think about it and work on it as to solve this problem.

Table-10- Students' Response Regarding their Confidence that contributes for their Anxious in EFL classroom Participation

S/N	Item	Scale											
		SA	%	A	%	UD	%	D	%	SD	%	TO TA L	%
52	My English language is not good	27	19.9	69	50.8	1	0.7	21	15.4	18	13.2	136	100
53	I always feel that the other students speak English better than I do	49	36.0	58	42.6	0	0	16	11.8	13	9.6	136	100
54	I am worried about what opinion other students a north have of me when I speak English in class	38	27.9	52	38.2	1	0.5	28	20.7	17	12.5	136	100
55	I feel anxiety because I have no confidence in my spoken English	54	39.7	46	33.9	0	0	25	18.3	11	8.1	136	100
56	I never feel quite sure of myself when I am speaking English in my class	44	32.4	50	36.8	1	0.7	27	19.8	14	10.3	136	100
57	I shall only talk when I am very sure what I utter is correct	60	44.1	53	39.0	0	0	15	11.0	8	5.9	136	100
58	I worried about the consequence of failing in English subject	52	38.2	53	39.0	0	0	13	9.6	18	13.2	136	100

Anxiety of students to participate in the class discussion was the lack of confidence in using English as a vehicle for spoken communication. All the questions were designed to check students' confidence of speaking in English. Averagely, more than 74% of the participants strongly agreed and agreed in each question item with the idea about the confidence while they were speaking and using the target language in the classroom. The scores for all question items in the table showed that most of the students do not feel confident to speak in English. For example, in item 55 above, 100 (73.6%) of the respondents strongly agreed and agreed that they felt anxious because they have no confidence in their spoken English. This shows that they feel fear to speak the target language which may resulted from limited knowledge of vocabulary, pronunciation, grammar forms personal perception and limited knowledge and practices of the subject matter. Consequently, they suffer from anxiety. This means they were fearful to speak English in front of the class because they may be less familiarized to use English in the actual classroom.

According to the responses of the students in the table above, we can generalize that because of their low self-confidence the students experience speaking anxiety which in turn affects their classroom participation. This may result from their avoidance of challenge, feeling of discomfort, being silent for questions, criticism and refusal of accepting correction and the like play great role in lessening students' self-confidence. Learners who lack confidence in themselves both in ability level and ability to communicate suffer from communication apprehension (Horwitz et al, 1986). As a result, they fear to speak English in front of the class. According to Macintyre (1991), low self-confidence causes silence or withdrawal from classroom interaction. He also added that in typical classroom, students may avoid talking because they are unprepared, unwilling to speak in English; this is because they are lacking confidence in their competence or because they fear communication.

4.1.2. Results from Students' Written Reflection (open-ended question items on Causes of Speaking Anxiety)

The written reflection was administered for sample students in order to obtain further sources of speaking anxiety. Most of the students stated that they have problems in speaking English. More than half of the students stated that they feel nervous speaking English because of lack of vocabulary to express their ideas. Above 72% of the respondents answered that they feel afraid of making mistakes in front of their classmates.

The students pointed out that they take big care in order to focus on pronouncing certain words. One of the respondents commented as 'When I want to participate in English classroom activities, I think I pronounce words wrongly.' Another respondent among the sample students reflected his ideas regarding vocabulary problem. "When I try to speak in English classroom, I can't express my ideas because I don't have enough vocabulary." More than 81% of the sample students stated that they scared that they would make noticeable grammatical error. Three of the respondent students also mentioned their fluency problem as follows. "I can't speak English quickly because I fear not to make grammatical errors and not to forget the word I have in mind to say during speaking." More than half of the respondents reported that they translate the target language into their mother tongue (Afan Oromo) during speaking English in the classroom. This is because they couldn't express their ideas to their friends clearly. The same is true during classroom observation that the

students answered the teacher's target language questions by using their mother tongue. Even if the teacher made them speak in English, they replied that they have lack of vocabulary. Generally, most of the respondents stated that words like *us, use, file, gate, game* etc. are found both in the target language and mother tongue (Afan Oromo). These words have the same spelling but different pronunciation and meaning. The students explained that they pronounce these words in that of Afan Oromo in the target language because of the domination of their mother tongue. It becomes mispronounced and then they feel ashamed of it which resulted in being criticized by others due to inaccurate pronunciation. From these discussions of written reflection of sample students, it could be understood that vocabulary, pronunciation, grammar and language problem in general are the major reasons that they fail to express their ideas clearly.

4.1.3. Results from Teachers Interview on Causes of Speaking Anxiety

From the interview held with the schools' English language teachers different ideas were obtained.

When teachers were asked how they view students' learning in English classroom, they forwarded their responses as follows :(Appendix B, Item 1-10)

Teacher 1 responded that learners were totally tended to be passive rather than participating in English speaking classroom. He added that he was really discouraged when the students always keep so reserved in activities like pair and group discussions, debates, oral presentation, and etc.

Teacher 2 on his part provided that students were not confident enough to perform every aspect of English speaking tasks like presentation, argument, introducing themselves and conversation. In addition to this, he added that psychological factors such as fear of making mistakes, lack of confidence, lack of motivation and reluctance made them extremely anxious in English speaking classroom.

Teacher 3 similarly stated that the students were with disobedience manner when they were required to be on task either in individual or in pair and group. Teacher 4 also stated that the students have no enough vocabulary to participate in English speaking class. Regarding this question about students' attitude towards speaking lesson, all teachers shared the same point of view in s responded that most students are not interested in speaking lessons.

For the question, “Are there any motivational factors that make learners to be less anxious in speaking English?” This question was asked to discover if EFL teachers play different roles in EFL speaking class so as to reduce students’ speaking anxiety. To this end, all the teachers claimed that they always try to establish friendly relationship with the students, ask the students to work in pairs or groups, make the lesson smart, make the topic interesting, using good teaching method, knowing students’ background knowledge and the like so that the students feel motivated and feel free in EFL speaking classes.

For the question, “Do your students use English or use their L1 in EFL speaking classrooms?” All the teachers stated that except very few students, most of the students speak in L1. They said that they do not often feel pleased when they go to teach English, especially speaking lessons. The first reason is that it is out of their control to make the whole class speaks in English despite their great attempt: here and there in group work, they talk to each other in Afan Oromo. Moreover, they usually rush to have a back sit so that they sit comfortably.

For question number four, whether the students understand instructions and explanations, teacher 3 forwarded that his instruction is not always correctly understood because learners do not follow properly. He expressed his unhappiness that his students always have to sit back and take a lot of time to prepare carefully by writing for speaking. For the same question, teachers 1, 2 and 4 replied that most of their students do not understand them.

When asked “Why your students are anxious to participate in EFL speaking classrooms?” Regarding the question, the first teacher replied that students feel anxious due to lack of preparation, fear of making mistakes and feeling of inferiority. The second teacher said that students feel anxious thinking that they will commit mistakes that make others laugh at them and judge them. The third teacher stated that students feel anxious due to psychological problems that have negative impacts on students and teachers’ behavior in the classroom whereas the fourth teacher stated that students feel anxious due to fear of making mistakes and insufficient vocabulary. Teacher four added his idea regarding the issue students are anxious because they often think of their vocabulary is not enough, their pronunciation is not good, many grammar structures are difficult to remember, it is challenging to take enough care of all the class,

so many students turn to be making noise. In reference to this finding, vocabulary, pronunciation and grammar appeared to be a big cause of anxiety for EFL learners in the present study.

When teachers were asked the question, “When your students become anxious most?” This question was asked to find situations of speech anxiety. That means, it was asked if EFL teacher can identify situations in which students feel anxious in EFL speaking classes. To this end, all the teachers tried to provide their responses. To begin with, the first interviewee asserted that speaking in front of the classmates and with teachers as the most anxiety provoking situations. The second interviewee stated oral presentation as anxiety provoking situation. The third interviewee added oral exams as the most anxiety provoking situation where as the fourth interviewee stated that speaking in front of classmates of different genders is the most stress full situation for students. As the teachers recognized, learners were really influenced by the culture they are grown in that they experienced the habit of keeping silent and being demotivated to speak in front of others.

Regarding first and second language acquisition environments that cause anxiety in EFL classroom participation, all the teachers commented that many students from different areas and culture have come up with different backgrounds. Most of students have no exposure of delivering a speech in English in their local areas (at home, public, etc). This made most of the students that they do have little confidence in their actual classroom speaking practices. In addition to this, all the teachers mentioned that most of the students could not express their own ideas because of lack of word power, grammar rules, and wrong pronunciation of various words they speak in classroom which resulted from L1.

4.1.4. Results from Classroom Observation on Causes of Speaking Anxiety

To further examine and check whether the students have speaking problems while they are using English in the actual classroom practices and to see the possible sources of speaking problems, the researcher observed the lessons of four teachers in nine sections, each of whom were observed two times and the following results were discussed(Appendix C Item 1-21).

During classroom observation, the researcher observed that almost half of the students were so afraid of their teachers' negative characters that they were with unwilling behavior to take part in classroom activities.

When one of the EFL teachers was teaching in one of the 11th grade classroom, he was not that much so happy due to students' low performance on stage that he angrily commented on the students as observed by the researcher. The researcher exactly observed the same teachers did not motivate their learners even if they made mistakes. As a result most students were observed to be reserved and even tried to hide in the back rows for fear of participating in any activity. The respondents' feeling to the authoritative, embarrassing and humiliating attitude of the teacher towards his students, especially when they make mistakes can result negative impact on learners' cognition and their willingness to communicate in the target language. Supporting this, many researchers mentioned that negative teacher traits discourage students' participation (Liu, 2005 and Tanveer, 2007).

In the classes observed by the researcher, students hardly involved in and concentrated on the activities, especially in pair and group work, dialogue, debate, and conversation. Students mostly used limited word power and wrong grammar expressions. As a result, they were not good in their speech of the target language. The researcher also noticed students' problems of pronunciation. Most of the students in the observed classes were noticed that they did have faced similar problems in pronouncing the sounds like *sun*, *mare*, *sale*, *make*, *file*, *bite*, *mute*, *cite*, *late*, etc. These words are found both in Afan Oromo and in English. They have the same spelling but different pronunciation and meaning (homographs). They used such sounds inter changeably. The researcher also observed this situation when one of the teachers was teaching 'conditional sentences'. The teacher wrote the sentence "If you go *bare* foot, a snake will *bite* you." When the students read this sentence, they pronounced the italicized words like their mother tongue.

They were observed that there was a great interference of mother tongue, i.e. Afan Oromo language .In addition to that, lack of experience and attention towards audience were usually observed problems.

The researcher also observed that almost more than half of the students at each class were so afraid of their teachers' negative evaluations that they were with unwilling behavior to participate in

classroom activities. Furthermore, severe errors correction provided by the teacher was observed as another cause of students' speaking anxiety. It was noticed that most of the teachers were correcting students' error in a severe way. For instance, the expressions like "No", "what are you saying?", "Wrong!" were repeatedly observed. This made the students remain silent and being anxious. It was also observed that students were always in rush; this is because limited time was given for every task i.e. enough time was not given for them to perform and to get prepare for speaking activity before the activity was performed.

4.2. Impacts of Speaking Anxiety

The second research question which to be addressed in this study is problems resulted by speaking anxiety with respect to classroom participation of students. Based on this, the section addresses the impacts of anxiety up on students' actual classroom participation in particular and other related issues.

4.2.1. Results from Students' open ended (Questionnaire on Impacts of Speaking Anxiety)

As the findings from the open ended questionnaire items (in Appendix A, part2) of students' written reflection, most of them came up with speaking performance anxiety when they are asked to do different classroom activity in front of the class. As a result, they hesitate, stumble or simply look uncomfortable and became silent.

From written reflection of two student's views on this regard were given as follows. "I start to be absent from actual classroom participation when I feel fear because of oral presentation in front of the whole class. Consequently, this greatly affects my interest to learn speaking and also affects my grades."

From the students' view above, it can be said that speaking anxiety affects students' interest to learn speaking in English. In addition, it also affects ones grade.

Another student added "I feel nervous speaking English because I don't have enough vocabulary to express my ideas. Therefore, I obliged to use my mother tongue (Afan Oromo) to express my ideas and to defense myself not to be seen as a foolish in front of my classmates."

Another three students also added the following in their written reflections: “I don’t have enough vocabulary to express what the teacher and my classmates ask me. As a result, I hide myself and sit at the back row in my alone.”

As it can be noticed from the students’ views above, it can be said that speaking anxiety affects social interaction and language learning process and ones knowledge of the target language. As a result, this hinders the students’ communication activity when given the opportunity to communicate in natural setting.

In addition, another two students added the following in their written reflections: “I feel anxious to speak to my teacher because there is no a friend like relationship between us. Hence I am more likely to experience speaking anxiety. Therefore I don’t trust my teacher. As a result I am unable to achieve language proficiency expected from me at this grade level.”

As can be seen above, positive teacher-student relationships draw students into the process of learning and guide their desire to learn.

4.2.2. Results from Teachers’ Interview on Impacts of Speaking Anxiety

Interview was conducted to obtain what could be the impacts of speaking anxiety up on learners during the performance of speaking (Appendix B, item 9).

All the four participants of the schools’ English language teachers stated that students usually feel anxious in communicating in English due to lack of basic language skills like vocabulary, pronunciation and grammar. They added that EFL learners usually do not know which vocabulary to use, how to pronounce English words correctly and how to use grammar correctly to effectively interact among them in EFL speaking classes. This indicates that EFL learners should have basic language skills (sufficient vocabulary, appropriate pronunciation and grammar) which enable them effectively communicate in the target language so as to be free from feeling anxious.

One teacher (Teacher 4) commented that being not prepared for the speech makes students unwilling to participate in oral discussions. In fact, if the student is well-prepared, he will be more ready to engage in classroom communication.

It is clear that preparation could enhance students' confidence in speaking English. That is, being prepared in the language classroom is important to share the data that someone has; if not, communicative apprehension emerges.

As it was noticed from teachers' discussion in interviews, most teachers did not often feel pleased when they wanted to teach speaking lessons. The first reason as (Teacher 1) discussed was that many students fear committing mistakes and/or errors of pronunciations, grammar, and vocabulary regardless of the difference between them i.e., mistakes and errors. Another teacher (Teacher 3) stated that students often feel frightened at the idea of making mistakes and receiving negative evaluations from their peers. They avoid this by reticence and they think they can practice the language themselves outside the classroom by speaking English until it is perfect. In English classrooms, making mistakes is unavoidable. These students assume that they will be negatively evaluated and being misjudged by the others since mistakes are not allowed inside the classroom. Another teacher (Teacher 2) also added the importance of errors in foreign language teaching. For instance, Allwright and Bailey (1991) demonstrate that errors are essential in second or foreign language teaching as they are ways of understanding learners' progress in the language learning process. Regarding the role of error correction in second or foreign language learning, some researchers affirm that error correction serves no use in second or foreign language learning while some others argue that error correction in language classrooms enables learners to improve their proficiency in the target language.

According to All Wright and Bailey (1978), to understand the role of error correction in language teaching, it is very important to establish a difference between communicative practice and accuracy practice as language teachers tend to address errors differently in the two contexts. Communicative practice refers to activities whose goal is to get students to engage in free language production whereas accuracy practice refers to activities that focus on discrete syntactic, morphological, or semantic structures. From the above discussion, it can be concluded that fear of making mistakes/ error made students worried in the classroom activities such as oral presentation, conversation, speech presentation, debate, pair and group work, etc. It also can be said that students who are affected by anxiety are non-participants and full of fear to communicate with other students. As a result, they keep silent in the whole speaking activities.

In addition, EFL teachers did not consider errors that occurred in EFL speaking classes as a strong side. It was indicated that they corrected the errors all the time by interrupting the flow of oral language production. This could be one of the causes of students' speech anxiety in EFL speaking classes because different research findings indicate that a severe way of students' error correction can make students anxious and unwilling to speak in English. In addition, it may inhibit the development of learners' speaking skills of the English language by making the students anxious.

4.2.3. Results from Classroom Observation on Impacts of Speaking Anxiety (Appendix C, item 1-21).

During classroom observation, the researcher observed that almost half of the students were so afraid of their teachers' negative characters that they were with unwilling behavior to take part in classroom activities.

When two of the EFL teachers (Teacher 1 and Teacher 2) were teaching in the classroom, they were not that much so happy due to students low performance during different speaking activities that they angrily commented on the students as observed by the researcher. The researcher also observed (Teacher 1 and Teacher 4) that they did not motivate their students when they made mistakes. Consequently, most students were observed to be reserved and tried to hide in the back rows for fear of participation in any activity. At the time of observation, the students forced to repeat the words they have already said and to be stressed of expressing their idea smoothly when performing due to lack of word power. The students feeling to the authoritative, embarrassing and humiliating attitude of the teacher towards his student, especially when they make mistakes can result negative impact on learners' cognition and their willingness to communicate in the target language. Supporting this, many researchers mentioned that negative teacher traits discourage students' participation (Liu, 2005 and Tanveer, 2007).

In the classes observed by the researcher, students hardly involved in and concentrated on the activities, especially in pair and group work, debate dialogue and conversations. Weaker students find pair and group work convenient to talk and use Afan Oromo while a few stronger students did the activities though unwillingly.

The biggest limitation was that students' proficiency level was very low. This limitation made them take part in the activities ineffectively. They found it difficult to express their ideas, and they only answered 'yes' or 'no', or even kept silent with boring facial expression when asked.

The researcher also observed that many of the students wanted sitting at the back rows and like to sit lonely. In addition to this, they feel nervous and afraid when the teacher asked them to take part in classroom discussion. Most of the students feel it nervous if they sit at the front of the class. But some of them who liked to contribute in whole-class discussion seemed to sit at the front of the class whereas for those who usually acted as observant would prefer to sit at the back. As a result, what the researcher understood from this is, classroom seating arrangement was also one of the most visible factors found as facilitating students' anxiety.

Generally, while the teacher was asking questions and the students were doing activities in the class, the other students did not listen carefully. When their classmates were speaking, they talk informally with the students beside them. During oral presentation in front of the class, because they don't remember vocabularies and sentence patterns to speak naturally, the students read the sentences they had written on a piece of paper.

4.3. Minimizing Strategies of Speaking Anxiety

The third research questions that to be discussed in this study is based on the possible strategies to minimize causes and impacts of speaking anxiety in EFL classroom participation.

4.3.1. Results from Students' Questionnaire on minimizing strategies (Item 63)

To obtain the possible learners' strategies to reduce speaking anxiety during the target language class participations, the following results were noticed from their written reflection. Most of the students stated that they use quick and short utterances, repetitions, fillers, pause and use their mother tongue, keep silent and read from piece of paper what they have already written to overcome being over shied by others. Students reflected that working in pairs and groups is most preferable to minimize speaking problems.

This helps to lessen being over shy by other active students in the class. According to their views, students usually keep silent even though they know the effects of avoiding participation or hiding themselves not to be asked by their teachers, they use being silent to be free from being anxious in

the time of speaking classroom. Most of the students in their reflection suggested that speaking English frequently with friends, brothers, sisters and anybody, listen to the radio or TV programs in English develop their vocabulary and pronunciation as well it would be strategy of learners to enliven from their anxiety. Finally, the students suggested that in order the students give attention to speaking skill, it should be included in class and national examinations.

Regarding their teachers, almost all students commented that their teachers should know their students background knowledge and encourage students when they make mistakes. They also commented that teachers should not interrupt students' speech while giving corrections and they should show a friendly rapport when teaching English in the classroom. Generally, the students commented in their written reflections that their teachers should provide their students with basic language elements like vocabulary, grammar, and pronunciations so that the students will be able to effectively interact among themselves in EFL speaking classes without being anxious.

4.3.2. Results from Teachers' Interview on Minimizing Strategies (Item 10)

When the teachers were asked what strategies do they use to reduce or cope with students' anxiety to speak in English, they suggested the following points. Teacher 1 and teacher 2 said, making the contents of the speaking lessons less difficult for students to learn, using simple language, organizing communicative activities and collaborative work for students in order they help each other, encouraging them to speak English frequently with friends, brothers, sisters and anybody, listen to the radio or watch TV programs in English to develop their vocabulary and pronunciation as well as to give gentle and helpful corrections when students make mistakes would be strategies of teaching learners to enliven from their anxiety.

Teacher 3 and teacher 4 on their parts forwarded their opinions as follows: They agreed that the success of speaking lesson depends on the students' background knowledge, methodology used by teachers, teaching aids used by teachers, topics of the lessons, practice of speaking, school facilities and friendly relationship between teachers and students. In addition, they responded that using student-centered and communicative approach would help learners to be less anxious.

All the four respondent teachers pointed out that using authentic materials, making students to work in pairs or groups, using not too difficult topics, using easy language make students highly

involve in and concentrate on the activities, make only good noise, try their best to express their ideas in English, feel interested in the speaking topics and have more opportunities to practice speaking English. Contrary to what all the teachers responded, what was amusing during classroom observation is that none of them applied what they have said during interview.

In general, from the findings of all the interviewees, it was indicated that teachers should establish a relaxed atmosphere in the classroom; for example, make students to work in pairs or in groups, play a friendly like role with students so as to reduce students' speaking anxiety. In addition, understanding of students' background, using psychological treatment of anxious students, systematic provision of error correction, asking clear and simple questions, using jokes and starting the lesson with a good warming up stage as the possible strategies to reduce their students' problems in speaking in the target language.

4.3.3. Results from Classroom Observation on Minimizing Strategies (Items 8 and 21)

During classroom observation, the researcher noticed that students hardly involved in and concentrated on the activities, in pair and group work, conversations, dialogue and debate. Weaker students find pair and group work convenient to talk and use Afan Oromo while a few stronger students did the activities though unwillingly. They found it difficult to express their ideas, and they only answered 'yes' or 'no' or even kept silent with boring facial expression when asked. It was also observed that many of the students sitting at the back rows.

In addition to this, many students felt nervous and afraid when the teacher asked them to share part in classroom discussion. But some of them who liked to contribute in whole-class discussion seemed to sit at the front of the class whereas for those who usually acted as observant would prefer to sit at the back. During classroom observation sessions, the researcher considered that most of the students wanted to work in pairs, threes, and in groups on the topics of discussions. They were observed that they used their mother tongue instead of practicing the target language. This is because they assumed that it was easy to use and thus they become free from being anxious.

During observation, the teachers were observed correcting the mistakes made by their students by interrupting and stopping the students' speech (flow of oral production) assuming such correction as a means of reducing speaking anxiety though it is a wrong way of correction.

Generally, most of the students were observed that they read by writing on piece of paper during oral presentation and classroom discussion. They make physical adjustment, use short and quick utterances, give answers without raising their hands, speak all together at one time, and use repetitions of words, fillers, pauses and the like for fear of being laughed at by their classmates.

4. 4. Discussion of Findings

The problems of learners' language anxiety remain one of the greatest problems teachers have to overcome in foreign language classrooms. As revealed by the results of this study, English language speaking anxiety does exist among Darimu and Sena High Schools of students who participated in this study. The main findings of this study according to the responses of the students and the teachers, anxiety plays an negative role in EFL learners. The data presented, analyzed and interpreted revealed that all Grade 11 students of Darimu and Sena High Schools felt anxious in EFL speaking classes to certain degrees.

The analysis and triangulations of the collected data showed that almost all Grade 11 students of Darimu and Sena High Schools experienced certain degrees of speaking anxiety during oral presentation, oral test formal discussion, while talking to teacher and their classmates. The existence of these problems was identified during actual classroom observation. During classroom observation, the researcher could identify some behavioral and physical symptoms which demonstrate the existence of the problems.

From behavioral symptoms the researcher could observe behavior like giving answers without raising hands, speaking all together at one time, escaping from speaking situations by being hidden and sat at the back places, losing control while speaking (mainly for females). In addition to the behavioral symptoms, the researcher could observe some physical symptoms which demonstrate the existence of speech anxiety in EFL speaking classes. Some of the physical symptoms observed were shaking voice while speaking (mainly for females), touching mouth with fingers, touching the ear and pushing hands in pockets by avoiding eye contacts.

The analysis and triangulations of the collected data also revealed that there were personal and inter-personal causes which made the students anxious in EFL speaking classes. The former was reflected in the lack of basic language elements (vocabulary, grammar, and pronunciation and feeling of inferiority whereas the latter was reflected in asking a student randomly to answer questions, severe way of correcting students' errors, lack of motivation from teachers, and laughing at students' mistakes.

Various physiological, behavioral, and psychological symptoms are associated with speaking anxiety. These symptoms are experienced by speakers in different situations and under many reasons.

Foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language but teachers do not always identify anxious students, and do not attribute their unwillingness to engage in speaking tasks for source of speaking anxiety such as fear of making mistakes, fear of oral presentation and tests, fear of negative evaluation, lack of motivation, confidence, interest, time for practice and others were the major sources in the learning English as the foreign language.

As pointed out in the results, students with speaking anxiety tend to display avoidance of participation in tasks by sitting in the back, avoiding their teachers and remaining silent. The most common problems in language classes as pointed out in the results that commonly related to students' speaking are fear of making mistakes, negative evaluation, limited word power, mispronunciation, wrong grammar, lack of practice, lack of preparation, lack of confidence, lack of interest, lack of attentive listening, and lack of pair and group activities.

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.

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. 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 them language skills from the early stages of their FL study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter deals with the summary and conclusions drawn from the major findings of the study. It also presents possible recommendations forwarded by the researcher based on the conclusions.

5.1. Summary

The main objective of this study was to investigate causes and impacts of speaking anxiety and its minimizing strategies in EFL classroom participation of Darimu and Sena High Schools in Oromia Regional State, Ilu Aba Bor Zone, Darimu District.

To answer the research questions, the researcher used questionnaire as a main data gathering instrument and, interview and classroom observation as strengthening instruments. Through these instruments, both quantitative and qualitative data were collected. In analyzing the data, the study used both quantitative and qualitative data analysis methods. That is descriptive statistics and narrative analysis methods were employed to analyze data carefully and systematically. The quantitative data obtained through questionnaire were analyzed quantitatively with the help of descriptive statistics such as frequency and percentage whereas the data obtained through interview and observation were analyzed qualitatively to arrive at conclusions. Based on the conclusions, possible recommendations were forwarded. The study discussed and analyzed results of different causes, impacts and minimizing strategies of speaking anxiety in EFL classroom participation in the schools under the study. The study discussed and analyzed results of factors of anxiety that emerged from different aspects. These include learners language difficulties, fear of making mistakes, fear of evaluation, negative teacher traits, lack of confidence and shyness. More than two-third of the students remained anxious to respond to their teachers.

5.2. Conclusions

Based on the data presented, analyzed and interpreted in chapter four of this research, the following conclusions are drawn in accordance with the research questions and research objectives. The analysis of data collected through three instruments namely questionnaire, interview and classroom observation from different sources revealed that Grade 11 students of Darimu and Sena High schools feel anxious in EFL speaking classes.

From the results obtained, it can be concluded that averagely more than two-third (80.9%) of the subjects of the study are found to be anxious. In other expression, from the total 7888 (58x136) answers of the five liker scales (SA, A, UD, SD, and D), 6278(79.6%) answers are for the scales SA and A. The rest 1610(20.4%) of the answers are for the scales UD, SD, and D. As it can be seen from the ten tables, the anxiety levels of the subjects range between 72% - 94%. In other words, most of the subjects of the study are anxious in speaking the target language in all aspects of anxiety variables.

The students are anxious in different situations. Among these situations, the students found to be more anxious in fear of speaking in front of the whole class in EFL classroom; lack of interest in the English language, fear of negative teacher traits, lack of preparation, fear of teacher evaluation, language difficulties, lack of practice, lack of confidence, fear of making mistakes and being laughed at and lack of confidence.

The findings indicate that many problems faced the students as the information that was obtained through data gathering instruments. Among these problems, the students speak quickly with short utterances or keep silent; they use their mother tongue; they read from piece of paper what they have already written during oral presentation and when they discuss in groups or in pairs. In the opposite, the data gathered through the instruments confirm that these problems are used as coping strategies by the students.

In general, it was also concluded that the students feel anxious due to some personal and inter-personal causes. Personal causes are lack of basic language elements (vocabulary, grammar, and pronunciation and feeling of inferiority whereas inter-personal causes are reflected in asking a student randomly to answer questions, severe way of correcting students' errors, lack of motivation from teachers, laughing at students' mistakes, lack of practice, lack of exposure to the target language and lack of confidence due to low background knowledge are noticed in the results as the main anxiety provoking situations in English language teaching and learning participation.

According to the findings, learners are most anxious with their teachers' harsh comments and negative gestures. It was also noticed that the consequences of inappropriate teaching methods that the teachers use in English classes are other considerable source of speaking anxiety.

From the findings, it can be said that being feel free, preparation, using simple words and structures practicing with friends, hardworking and others are the possible strategies used by the learners in the study. However, as it was observed by the researcher during classroom observations, learners' active participation and the strategies they pointed out are not implemented effectively.

Also the results of the study show that language teachers in the schools do not use varieties of teaching methods and tasks which are used to minimize the anxiety level. Such tasks are making the contents of the speaking lesson less difficult to learn, using simple language, organizing communicative activities, and collaborative work for students in order they help each other, encouraging them to speak English frequently with friends, brothers, sisters and anybody, listen to the radio or watch TV programs in English to develop their vocabulary and pronunciation, pair or group work, student-centered approach, understanding of students' background, good rapport between teachers and students as well as to give gentle and helpful corrections when students make mistakes will be possible strategies of teaching learners to enliven from their anxiety. Contrary to what all the teachers responded, as it was noticed by the researcher during classroom observation, none of them applied what they have said (these possible strategies) during interview to minimize their students speaking anxiety.

5.3. Recommendations

Based on the findings of the study and the conclusions drawn, the following possible recommendations were forwarded.

1. Preparation is one of the main personal strategies that can help anxious students to cope up with their speech anxiety. This is due to the fact that well prepared students feel less anxious and more confident to speak English.

2. Practice is the second main personal strategy that can help anxious students to cope with their speech anxiety. In order to minimize their speech anxiety and to increase the likelihood of successful performance in EFL speaking classes, students should practice out loud in a situation similar to the one they will face when performing the speech. This reduces not only anxiety; it also increases students' academic achievement in EFL speaking classes.

3. Minimizing a fear of making mistakes is another strategy that students should follow to reduce their oral performance anxiety. In order to overcome the fear of making mistakes, students must understand that making mistakes is an essential step for learning, and it is not sign of weakness. Students have to focus more on transferring the information without being anxious. Therefore, they must understand that making mistakes is normal part of the human nature.

4. Another learner's strategy to minimize speaking anxiety is positive self-talk. Self-talk can be useful, especially for dealing with state anxiety, which refers to learner's anxiety because of a specific evaluative situations, example, a test, a competition, and oral performance.

5. Language learning is one of the most face-threatening school subjects; and creating a relaxed atmosphere in foreign language classrooms is one of the most successful strategies that help in reducing anxiety among foreign language learners. So teachers need to create a pleasant and supportive classroom atmosphere.

6. A close and positive relationship between teachers and learners is an important key for successful learning. Interpersonal relationships with learners influence the classroom climate; and therefore affect students' performance and engagement.

7. Group work is considered as another strategy for reducing speaking anxiety. Students' collaboration has successful objectives to reduce anxiety among foreign language learners. Thus students should work together to achieve better achievements in their performance and their learning.
8. Awareness raising strategies should be done among the society by the government to change people's attitude towards the uses of English language learning.
9. Family home-support and encouragement should be given to students on speaking practice, regardless of the cultural influence on English foreign language speaking skill.
- 10 In-service teachers training programs and workshops on English language speaking skills development should be given by Ministry of Education.
- 11 Ethiopian curriculum designers should give more emphasis on speaking tasks when they design the syllabus/curriculum; much time should be given to speaking activities.
- 12 English Language Improving Centre (ELIC) should be established in the school and provide an English day in a week. It gives chances for the students and the school community to use the language for the means of communication.

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Appendix A: Questionnaire to be filled by students
JIMMA UNIVERSITY
College of Social sciences and Humanities
Department of English Language and Literature
Post Graduate Program

Dear students,

The main aim of this questionnaire is to gather data on ‘ An Investigation of Causes and Impacts of Speaking Anxiety and Its Coping Strategies in EFL classroom participation.’ A case of Senaand Darimu High Schools, Grade 11 Students and Teachers Darimu Woreda, Ilu Aba BorZone, Oromia Regional State. You are supposed to be a paramount source for the intended study. Therefore you are kindly requested to give your genuine response to what you are asked regarding the problem. Your responses are very paramount important for the study; so your answer should be based on your practical experience while learning English. Please read each statement and give your responses with respect to the instruction. Please be assured that your idea/ response will only be used for academic and research purpose and hence your identity and response will be kept fully confidential.

Thank you very much in advance for your co-operation!

Part-I- Close-ended Items

Please read the following statements and give your responses by putting tick [√] in the column under anyone of your suitable answer for the given scales below to represent your responses.

1= strongly disagree 3= undecided
 2= Disagree 4= Agree 5= Strongly agree

NO	Causes of non- participation [statements]	Scales				
		5	4	3	2	1
1	I feel anxious if I am corrected while speaking English in front of the whole class					
2	I feel more anxious in the class because my teacher always corrects me in a very bad way					
3	To avoid any embarrassing situation, I prefer to remain silent rather than to orally participate in the class room					
4	I am reluctant to participate in class because I am afraid of teachers' harsh comments and negative gestures.					
5	I always feel nervous speaking English because my teacher is very restrict.					
6	I feel relax when my English teacher responded in a friendly way					
7	I get bored because of the teaching method that the teacher used in English class.					

8	I don't like to participate because my teacher is impatient				
9	I feel my heart pounding when I am called up on to answer a question in English class.				
10	I talk less because I am shy				
11	I feel too nervous to ask the instructor a question during English class				
12	I am too afraid to volunteer answers to the teachers' questions because my classmate will laugh at me if my answer is wrong				
13	It is unpleasant speaking English in class because many mistakes make me feel incompetent				
14	I am afraid of being seen as foolish if I make too many mistakes when I speak in class				
15	I am afraid of making mistakes in front of my class				
16	I am afraid others will laugh at me if I make some mistakes				
17	I am afraid that other students laugh at me when I speak up English in the class				
18	I lose face if I say the wrong things				
19	I get tense and nervous when I am speaking English in front of the whole class				
20	I feel anxious when I make English oral presentations in front of the class				
21	I feel more relaxed in pair work or group work				
22	I think what keeps me reticent is my poor English proficiency				
23	I am reluctant to participate because I can't respond quickly and fluently				
24	I get anxious to participate because I can't speak in complete sentences (i-e uttering words or broken English)				
25	I can't participate because I have difficulty in constructing sentences				
26	When I want to speak, I am not sure which tense to use				
27	I don't participate because I am scared that I would make noticeable grammatical errors				
28	I don't have exact words to express my ideas				
29	I always feel nervous speaking English because I do not have enough vocabulary to express my ideas				
30	I am worried about my pronunciation when I speak in the class				
31	I feel embarrassed if I mispronounced				
32	I am afraid of making mistakes in front of my teacher because this will influence the end- of course- result				
33	I feel more anxious during oral tests in my English class				
34	The more I study for the Oral language test, the more worried I get				
35	I get anxious if my teacher puts marks for participation				
36	I feel worried that I can't speak English well, my teacher will get a bad impression of me				
37	I get nervous when the teacher asks questions which I have not prepared in advance				
38	I start to panic when I have to speak without preparation in the English class				
39	It frightens me when I don't understand what the teacher is saying				
40	I get upset when I don't understand what the teacher is correcting				
41	I get upset when I don't understand what I am saying				
42	I feel anxiety because my teacher doesn't give me the needed time to process the				

	question that he asked					
43	I don't participate English due to big class size					
44	I do not have the opportunity to speak English outside the classroom					
45	The allotted time for practicing English in the class is not enough					
46	I feel apprehensive to participate in the class discussion if the lesson does not interest me					
47	I am reluctant to participate in the class discussion because I am not interested in English					
48	I feel a bit nervous if I sit at the front of the class					
49	I sit in front if I prepare my home work					
50	In order not to participate in the English class, I like to sit at the back rows					
51	I like to participate in a small and comfortable class					
52	My English language is not good					
53	I always feel that the other students speak English better than I do					
54	I am worried about what opinion other students might have of me when I speak English in class					
55	I feel anxiety because I have no confidence in my spoken English					
56	I never feel quite sure of myself when I am speaking English in my class					
57	I shall only talk when I am very sure what I utter is correct					
58	I worried about the consequences of failing in English subject					

* Source Ayenachew A.(2018)*.

Part-II-Open-ended Items

Please read the following question items carefully and give your possible responses.

59. How much do you like speaking English in class, please give your suggestion.

60. How often do you practice speaking English in class and out of class?

61. What are the possible factors that affect your English speaking performance during classroom activities?

62. What do you think the necessity of English speaking skills to your future?

63. What mechanisms would you like to participate in EFL speaking classroom

**Appendix B: Interview Questions for EFL Teachers
Jimma University**

College of social sciences and Humanities

Department of English Language and Literature

Post Graduate program

Dear teachers,

The main aim of this interview is to gather data on “Investigating Causes and impacts of Speaking Anxiety and Its Coping Strategies in EFL Classroom Participation.” A case of Senaand DarimuHigh Schools, Grade 11 Students and Teachers, DarimuWoreda, Ilu Abba Bor Zone, Oromia Regional state.

I would like to appreciate your genuine co-operation and willingness to my interview. Your valuable information is very important for the success of this research. As a result, I kindly request you to provide me with your required information for the study. I would like to inform you that the information you provide me with will only be used for academic and research purpose by the researcher and hence will be kept confidential.

Thank you so much once again for your invaluable time and effort in this interview.

1. What is your view about your students speaking activity in your EFL speaking classroom activities?
2. Are there any motivational factors that make learners to be anxious in speaking English?
3. Do your students use English in English classrooms, or do they use their L1?
4. Do your students understand you, for example, your instructions, your explanations?
5. Why do you think your students are anxious to participate in EFL speaking classrooms?
Is it because of insufficient vocabulary, inadequate pronunciation, difficulty in grammar, or other factors such as shyness, fear of making mistakes, and the like?
6. How do you view your students’ speaking anxiety in EFL classroom participation?
7. When do your students become anxious most?
During group discussion, when you ask them to talk in front of the class, or when?
8. What are first and second language acquisition environments that cause anxiety in EFL classroom participation? (Regarding similarities and differences)
9. What are the consequences of anxiety up on learners during the performance of speaking activity? Please explain.
10. What strategies do you use to reduce or cope with students’ anxiety to speak in English?

**Appendix C: English classroom Observation
Jimma University**

**College of social sciences and Humanities
Post Graduate program**

English classroom observation check list of EFL Teachers and students to be failed by the researcher

Name of school-----

Grade----- section-----

Duration----- Date----- observation #:-----

Teacher ----- no of boys -----no of girls-----

Part- I- Close- Ended Items

Scale list – 1=Excellent 2= Very good 3= Good 4= Fair 5= Poor

Note: Put this (√) mark under each of the scale given beside the activities

S. no	Activities	Scales				
		1	2	3	4	5
1	Audibility of students' voice					
2	Specific amount of time for classroom participation					
3	Accuracy of word pronunciation					
4	Willingness to participate and perform in class					
5	Motivation made by the teacher					
6	Facial expression usage of students during conversation					
7	Using useful teaching method by the teacher					
8	The degree of teacher's help to make students less anxious in speaking class activities					
9	Students' eye contact with audience or team members while performing activities					
10	Teacher's correction of student's mistakes during the process of teaching learning session					
11	Students actively participate in class activities and discussion					
12	Students seem nervous or reluctant to participate					
13	The teacher gives feedback during and/ or after participation					
14	The type of language used in speaking classroom					
15	The teacher calls on the students to participate in the class					

Part-II: Open-Ended Items

16. The possible observable sources of problem in speaking classroom that hinders students from speaking in classroom activities (is it from the perspective of teachers, students themselves, classroom atmosphere,etc)?
17. How students respond to feedback?
18. What kind of feedback does the teacher employ?
19. What difficulties make learners anxious in speaking in the classroom (cultural, behavioral, linguistic, psychological or other)?
20. The characteristics of students who suffer from English language speaking anxiety in the classroom.
21. What possible strategies are used by both teachers and students to minimize speaking anxiety in speaking class (such as positive teacher's reaction, friendly atmosphere, etc)?

Appendix D- Afan Oromo version for Students' Questionnaire

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Postgraduate Program

Gaaaffiilee Barattootaan guutaman

Kabajamo Barattootaa,

Dhimmi ijoon gaaffiilee kanaa, Mana Barumsaa Sadarkaa Lammaaffaa Seenaa fi Darimu (Kutaa 11ffaatti) mata duree qorannoo “ Sakattaa Sababootaa fi Dhiibbaawwan Afaan Ingilizii Dubbachuutti Hirmaachuu Sodaachuu Barattootaa fi Malleen Ittisa Isaa” jedhu irratti odeeffannoo sassaabuudha.

Qorannoo kanaaf isin madda raga yookiin odeeffannoo akka taatanbeekamaa dha. Kanaafuu rakkoo qorannoon irratti geggeeffamu kanaaf deebii dhugaa ta'e akka deebiifan kabajaan isin gaafadha. Deebiin keessan qorannichaaf madda ragaa waan ta'eef muuxxannoo qabatamaa barnoota Afaan Ingilizii keessan irratti kan hundaa'e haata'u. Egaa, tokkoon tokkoon himaa dubbisuudhaan akka ajaja kennameetti deebisaa.

Deebiin ykn odeeffannoon keessan dhimma qorannoo ykn barnootaa qofaaf waan ta'eef deebii fi eenyummaan keessan amanamummaa fi iccitiidhaan eegama.

Hirmaannaa keessaniif ulfadhaa!

Gosoota gaaffii

Qajeelfama - I

Maaloo himoota armaan gadii dubbisuun bakka duwwaatti deebii kee mallattoo tiikii (√) fayyadamuun gita kenname adda baasi

Gita (scales) - 5= Baay'een ittiin waliigala 4= Ittin waliigala 3=Hin murteessine 2=Ittiin walii hin galu 1=Baay'ee ittiin walii hin galu

Lakk.	Gaaffiilee	5	4	3	2	1
1	Daree guutuu duratti yamuun Afaan Ingiliizii haasa'u yoon sirreeffame nan sodaadha (nan leeyya'a)					
2	Barsiisaan koo haala badaa (gadhee)n waan na sirreessuuf daree keessatti baay'een soda dha (leeyya'a)					
3	Daree keessatti dubadhee leeyya'uurra cal-jechuun filadha					
4	Sababa an yaada hamaa fi mallattoo salphisaa barsiisaan raawwatu sodaadhuuf daree keessatti hirmaachuuf fedha hinqabu					
5	Sababa barsiisaan koo seera- eegessa ta'eef Afaan Ingiliizii dubbachuuf nan hudhama ykn dhiphadha					
6	Yoo barsiisaan koo haala gammachiisaan natti deebisu natty tola					
7	Mala barsiisuu barsiisaan fayyadamu irraa kan ka'e nuffii (mukuutu) natti dhaga'ama					
8	Sababa barsiisaan koo obsa hin qabneef jecha hirmaachuu hin jaalladhu					
9	Yeroo barnoota Afaan Ingiliizii yammuu gaaffii deebisuuf waamamu laphee koo keessaa na dha'ata					
10	Waan leeyya'uuf xiqishoon haasa'a					
11	Ennaa daree Afaan Ingiliizii barsiisaa gaaffii gaafachuuf naasuutu natti dhaga'ama					
12	Yoon dogoggore hiryoanni koo waan natti kolfanuuf gaaffii barsiisaan gaafatu deebisuudhaaf fedhan dhaba .					
13	Dogoggorri koo sababa dorgomaa na hin taasifneef daree keessatti Afaan Ingiliizii haasa'uun na hin gammachiisu .					
14	Yammuun daree keessatti haasa'u yoon dogoggora danuu uume akka gowwaatti ilaalamuun leeyya'a.					
15	Hiryoota koo fuulduratti dogoggora uumuun sodaadha					
16	Yoon dogoggora uumee kaan natti kolfu jedheen sodaadha.					
17	Yeroon Afaan Ingiliizii daree keessatti haasa'u kaan natti kolfu jedheen sodadha					
18	Yoon waan dogoggoraa jedhe (haasa'e) fuulatu na bada (fuula hin tolu)					
19	Yommuun daree guutuu fuula duratti Afaan Ingiliizii haasa'u nan dhiphadha					
20	Yammuun dhiheessa haasawa Afaan Ingiliizii daree duratti dhiheessu nan sodadha					
21	Hoj-hiriyyee (pair work) fi hojii garee (group work) ti baay'een					

	gammada					
22	Waanti na callisiisu hanqina dandeettii Afaan Ingiliizii kootii ti					
23	Sababa ani daddafee sirriitti deebisuu hin dandeenyeef hirmaachuuf fedha hin qabu					
24	Hima guutuuf toora qabu haasa'uu waan an hin dandeenyeef hirmaachuuf nan sodadha					
25	Hima ijaaruu waan an hin dandeenyeef hirmaacuu hin danda'u					
26	Yoon haasa'uu barbaadu gosa ennaa isa kam akkaan fayyadamu hin beeku					
27	Dogoggora seer –lugaa nin uuma jedhee waan an sodadhuuf hin hirmaadhu					
28	Yaada koo ibsuuf jechan sirriitti ittiin ibsu hin qabu					
29	Jechoota ga'haa yaada ittiin ibsu waan an hin qabneef Afaan Ingiliizii haasa'uutti yeroo hunda nan jeeqama					
30	Yoon daree keessatti haasa'u sagaleessuuf nan dhiphadha					
31	Yoon dogoggora sagaleessu leyyoo tu natti dhaga'ama					
32	Sababa qabxii barnootaa dhuma waggaatti dhiibbaa qabuuf barsiisaa koo fuul duratti dogoggoruun sodadha					
33	Yammuu battallee afaanii Afaan Ingiliizii caalaatti sodaan natti dhaga'ama					
34	Akkuman battallee afaanii Afaan Ingiliizii caalatti qo'adhun caalatti dhiphadha					
35	Yoo barsiisaan koo hirmaannaaf qabxii qabu nan sodadha					
36	Afaan Ingiliizii gaariitti haasa'uu waanan hin dandeenyeef barsiisaan koo ilaalcha badaa (gadhee) naaf qaba jedheen sodaan natti dhaga'ama					
37	Gaaffii ani akka gaariitti itti hin qophoofne barsiisaan yoo na gaafatu nan dallana					
38	Qophii malee yammun barnoota Afaan Ingiliizii yoon haasa'u soda guddaatu natti dhaga'ama					
39	Waan barsiisaan jedhu yoon hin hubanne na sodaachisa					
40	Waan barsiisaan jedhu yoon hin hubanne, nan dhiphadha					
41	Waan jedhu yoon hin hubanne ,nan dhiphadha					
42	Barsiisaan koo gaaffii gaafatu akka ani deebisuuf yeroo gahaa naaf hin kennu waan ta'eef sodaatu natti dhagahama					
43	Baay'inni barataa waan jiruuf carraa shaakaluu hin qabu					
44	Marii daree fi dareen alatti Afaan Ingiliizii haasa'uuf carraa hin qbu					
45	Afaan Ingiliizii shakaluuf wayitiin dareef ramadame ga'aa miti					
46	Yoo barnootichi na hin hawwisiifne marii daree keessati hirmaachuuf sodaatu natti dhaga'a,ma					
47	Afaan Ingiliizii waanan hin feeneef marii daree gaggeessuuf fedha hinqabu					
48	Daree keessatti fuuldura yoon taa'e dhiphinatu natti dhaga'ama					
49	Yoon hoj-manee kootti qophaa'u fuulduran taa'a					
50	Barnoota Afaan Ingiliizii hirmaachuu baqaaf jecha, tarree boodarra taa'uun jaalladha					

51	Daree xiqqoo fi mijataa keessattan hirmaachuu jaalladha					
52	Afaan Ingiliizi ikoo ba'eessa miti					
53	Yeroo hunda ,barattooti biroon na caalaa Afaan Ingiliizii haasa'u jedheen yaada					
54	Afaan Ingiliizii yoon daree keessati haasa'u barattootni biroon waa'ee koo yaada (ilaalcha) maalii qabu jedheen dhiphadha					
55	Haasawa Afaan Ingiliizii kootti ofitti amanamuummaa waanan hingabneef sodaatu natti dhaga'ama					
56	Afaan Ingiliizi daree keessatti yamuun haasa'u ,dhugummaan isaa baay'ee natti hin dhaga'amu					
57	Waantan qindeeffadhe sirriitti dhugaa ta'uu yoon mirkaneeffadhe qofaan haasa'a					
58	Waa'ee bu'aa kufaatii barnoota Afaan Ingiliiziitu na dhiphisa					

Qajeelfama -II

Maaloo, gaaffiilee armaan gadii of- eeggannoon dubbisiitii deebii kee kenni (barreessi).

59. Afaan Ingiliizii daree keessatti haasa'uu ammam akk jaallatu ibsi _____

___ 60. Afaan Ingiliizii daree keessaa fi daree alatti haasa'uu ammam jaallatta?

61. Afaan Ingiliiziin haasa'uun barnoota kee gara fuulduraatiif barbaachisummaan isaa ammami? _____

62. Afaan Ingiliizii akka ati hin haasofne wantoota dhiibbaa sirraan geessisan tarreessi.

63. Sodaa Afaan Ingiliizii haasa'uu hambisuuf / hanqisuuf wantoota mala / tooftaa ta'uu danda'uu jettu tarreessi _____