



Investigating Anxiety in Speaking Skills among Kurdish EFL Basic School Students: A Case Study of 7th, 8th and 9th Grades

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Abstract

The present study highlights anxiety in the speaking skills of Kurdish EFL learners of the 7th, 8th, and 9th grades of basic schools in Suliamani city. The study hypothesizes that after studying English for 6 years, the majority of the students are unable to speak English appropriately; this could be attributed to a number of factors such as self-preparation, teacher's teaching style, lack of conducting different activities in the classroom, etc. To investigate this, a questionnaire is designed and given to 100 basic school students. Moreover, a mixed method study is used, which is adapted and modified from the speaking anxiety framework of Young (1990). The study questionnaire consists of four parts: three closed-ended and one open-ended question. To analyze the data, SPSS 25 is used. Furthermore, the study concludes that basic school students need self-preparation before joining classes and the teachers should change/modify their teaching style and focus on speaking skills rather than writing. The majority of basic school students express their uncomfortable feelings and anxiety when they speak, even when it is for a very specific period of time. The teachers should attempt to decrease learners' anxiety by engaging them in different inside-class activities.

Keywords: Speaking Skills, Foreign Language Anxiety, EFL Students, Classroom Activities.

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1. Introduction

Attitudes and feelings play a major role in learning foreign languages and learners face anxiety and stress in doing some specific activities such as talking about daily activities and certain topics. For this purpose, equivalent research focuses on Foreign Language Anxiety, henceforth (FLA) since some students face difficulty in learning foreign languages more than others even in semi-identical learning environments, (Kralova, 2015).

Commonly, anxious learners worry about others' impressions towards them, most accurately while speaking. Those students with anxiety believe that they cannot perform tasks properly and have negative expectations. Thus, this leads them to withdraw from performing specific activities and not participate daily due to the fear they have while they confront their classmates. Furthermore, those types of learners often have an incorrect evaluation of their own performance in classrooms. Although, they expect negative reactions and threats whenever they make any mistake or show poor performance, in reality, does not need this sort of expectation instead they need to cope with the situation.

2. The aims of the study

The aim of this research is to find out the level of anxiety for Kurdish basic school students. Furthermore, it wants to discover the role of teachers of English in mitigating the speaking anxiety level. Furthermore, it intends to figure out Kurdish learners' attitudes toward speaking anxiety.

2. Theoretical Background

2.1 Foreign Language Anxiety

The FLA has been deeply studied in the 1980s when Krashen hypothesized the affective filter (1981), which includes motivation, anxiety and self-confidence in relation to success in learning a foreign language. Due to conducting rigorous studies in FLA, anxiety took the highest place to do research, and the majority related to the role of anxiety in language classrooms, specifically in non-native English-speaking countries (Horwitz, 2001).

Kralova and Soradova (2015) mentioned that the results of early studies of language anxiety were controversial as some studies found a negative impact of anxiety in the learning process while others got a positive impact on anxiety. Generally speaking, there are two models to deal with it. Firstly, anxiety is one of the basic human feelings that may consist of conditional factors (Macintyre and Gardner, 1989; Macintyre, 1995). Secondly, a combination of general anxiety with academic anxiety makes a new formula for language learning anxiety, (Horwitz, 2001).

Sparks and Ganschow (1991) believed that FLA occurs due to the learners' insufficient ability in the target language. In the same vein, anxiety negatively impacts FL when learners spread their attention between self-related and task-related cognition, leading to inadequate cognitive performance (Eysenck, 1979). Furthermore, Gregersen (2005) anxious learners enjoy less in learning languages less. Also, Pappamihel (2002) found out that learners who feel under stress and anxiety are unenthusiastic in the learning process.

Horwitz, et al(1986) further explained that anxious learners have some clinical symptoms such as; freezing, forgetfulness, going blank, trembling, fear, sweating, avoidance behaviour and palpitations, etc. They categorized the FLA into three major sections namely, communication anxiety, test anxiety and fear of negative evaluation. They believe these three categories of anxiety have a major role in the hardness of activities for



learners. Parallel to this, Hashemi and Abbasi (2013) mentioned that anxious learners usually struggle with staggering voices, either too slow or too fast, blushing, rubbing their palms, less eye contact with the audience due to reading on the paper or screens, poor performance, etc.

According to Horwitz (2001), anxiety is the negative feeling of learners toward acquiring a foreign language learning. Horwitz, Horwitz and Cope (1986) declared that anxiety in foreign language learning is complex and includes sub-phenomenon of beliefs, self-perception, behaviour and feelings regarding FL learning in classes. Scovel (1991) also defined anxiety as a discomfort feeling that affects learners accidentally, including this definition, Scovel (1978) declared that we all as learners experience the feeling of anxiety it is not easy to define it in a single sentence. He further argued that anxiety is related to worry, frustration, self-doubt and uneasiness (as cited in Brown, 2000). Brown (2001) believed that the uncomfortable feeling of anxiety happens to learners when their spoken performance is dumb, meaningless or incorrect. Horwitz et al (1986) believed that speaking with someone in EFL classes is one of the most stressful points that students face and it may cause anxiety. In addition, Young (1990) explained that speaking anxiety is considered the most stressful producing skill by students

2.2 The effect of Foreign Language Anxiety on learners

The major focus of research regarding anxiety was on its effect on learners in language classrooms but the results were controversial. Some researchers declared the negative impact of anxiety on language learners, (Mahmoodzadah, 2012). Young (1991) conducted a study and the result showed that foreign language is not the source of anxiety but speaking in front of the class is. Also, Saito and Samimy (1996) did a study concerning anxiety on skills and the findings showed that anxiety in parallel to motivation was among the major factors that have an effect on learners and learners feel anxious regardless of their self-preparation for in-class activities and think towards others reaction about them. Furthermore, Dörnyei (2001) discovered that anxiety affects learners in making mistakes during tests and test assessments, fear of communication and participation. In the same vein, Asyisyifa et al (2019) mentioned that learner's speaking anxiety is when he/she speaks with the teacher, or classmates in performing specific in-class activities, and in front of a class. This leads to some negative influence on the learner in mastering the foreign language and the process of acquisition.

From a different point of view, Roa et al (1999) explained that anxiety is a part of the language learning process and we cannot disregard this emotional aspect in acquiring and learning a foreign or second language and being anxious is a signal that the learner has the courage to speak and may work hard to overcome or lessen the level of anxiety or try to cope with the condition. Here, it is clear that anxiety has a positive impact as well. In a nutshell, anxiety has both positive and negative influences on the process of learning a foreign language, but the majority declares its negative impact more on the process.

3. Methodology

3.1 Research design

In order to find out the answers to the research questions, the researcher chose a mixed method to get more accurate results, consisting of a three-part questionnaire except for the first section, which is background information. The next two sections are quantitative, and the last is an open-ended questionnaire that goes to the qualitative method. Shorten and Smith (2017) declared that a mixed method in research design is a study where qualitative and quantitative research are used simultaneously. They also expressed that an amalgamation of both methods helps researchers in the process of data collection and analysis to get fruitful and purposeful



information to better understand their research landscape.

3.2 Research questions

This study tries to find out the answer to the following questions:

- 1-What is the level of anxiety in in-class speaking activity in English classes by Kurdish basic school pupils?
- 2-What do teachers do to decrease the speaking anxiety level of students in English classes?
- 3- What are the Kurdish basic school students' attitudes toward speaking anxiety?

3.4 Instrument and procedure

The researcher adapted and used the Young (1990) speaking anxiety scale questionnaire, which consists of four parts. Furthermore, the first part is background information about gender and age. The second part consists of 24 close-ended item questionnaires with five Likert scales arranged from strongly agree to strongly disagree, which wanted to find out the in-class speaking activities. Moreover, the third section searches to determine the teachers' role in decreasing speaking anxiety, consisting of 11 close-ended item questionnaires. Finally, part four is an open-ended question that asks students' attitudes toward anxiety speaking. In addition, SPSS 25 has been used to analyze the data and the current questionnaire has 0.7 Cronbach alpha reliability.

Furthermore, after finding out the appropriate questionnaire, the researcher asks permission from the headmaster of all the schools from which the data has been collected. Then, the participants signed the consent form that they are voluntarily participating in the questionnaire and it is used for the research purpose only. Then, the researcher answers any question that participants have and translate it into their mother tongue in case of misunderstanding.

3.5 Participants

The participants of the study are basic school students from 7th, 8th and 9th grade in six basic schools in Sulaimani city. In addition, the participants and schools are randomly chosen by the researcher. The participants consist of 50 males and 50 females in multi-level English classes in basic schools. Their age range was between (11-18), and the most frequent age is 14.

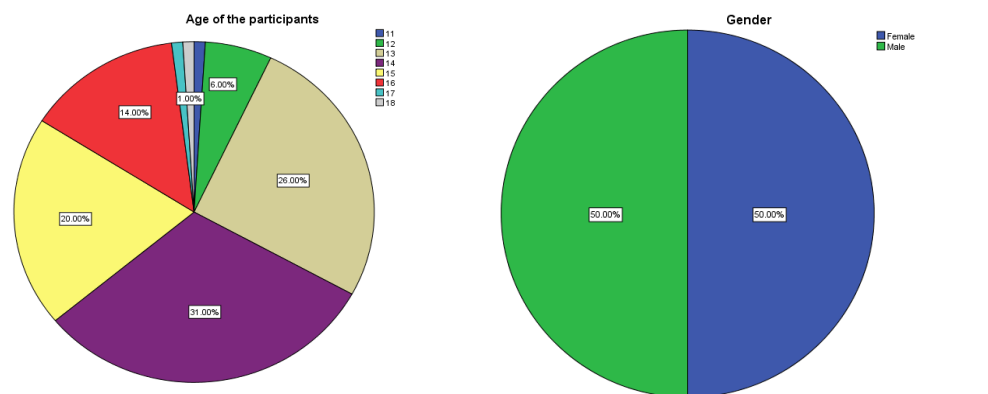


Figure1. The age and gender of the participants



3.6 Results and discussion

Analyzing the results of the questionnaire are divided based on the items and the research questions. In order to answer the first question, which deals with in-class speaking activities so as to find out the anxiety level of students. For the purpose of analyzing data well, the following criteria have been done:

-A mean score of 4.21 – 5.00 indicates the lowest level of anxiety.

-A mean score of 3.41 – 4.20 indicates a low-anxiety level.

-A mean score of 2.61 – 3.40 indicates a medium-anxiety level.

-A mean score of 1.81 – 2.60 indicates a high-anxiety level

-A mean score of 1.00 – 1.80 indicates the highest level of anxiety.

Generally speaking, the first research question discusses the level of anxiety in in-class speaking activities. To answer this question, 24 close-ended items will be analyzed. Table1. Shows in-class speaking anxiety activities

Table 1: Students' Level of Anxiety

.No	Items	Mean
1	.I would feel more confident about speaking in class if we practised more	1.60
2	.Working in a group of 3 or 4 helps me to feel more relaxed while speaking	2.18
3	I feel less anxious speaking with the teacher in English alone in the teacher's room	2.27
4	.I am less anxious in class when I am not the only person answering a question	1.70
5	.I think I can speak a foreign language pretty well, but when I know I am being graded, I mess up	2.58
6	I would be more willing to volunteer answers in class if I wasn't so afraid of saying the wrong thing	1.50
7	.I enjoy the class when we work in pairs	2.26
8	I feel more comfortable in class when I don't have to get in front of the class	2.58
9	I would enjoy class if we weren't corrected at all in class	4.33
10	.I am more willing to speak in class when we discuss current events	1.98
11	I would get less upset about my class if we did not have to cover so much material in such a short period .of time	2.52
12	.I enjoy the class when we do skits in class	1.86
13	.I would feel better about speaking in class if the class were smaller	1.76
14	.I feel comfortable in class when I come to class prepared	1.20
15	.I am more willing to speak in class when we have a debate scheduled	1.62
16	.I would feel less conscious about speaking in class in front of others if I knew them better	1.79
17	.I like going to class when we are going to role-play situations	1.77
18	I would not be so self-conscious about speaking in class if it were commonly understood that everyone .makes mistakes, and it was not such a big deal to make a mistake	1.59
19	.I prefer to be allowed to volunteer an answer instead of being called on to give an answer	1.67



20	.I am more willing to participate in class when the topics we discuss are interesting	2.26
21	I would be less nervous about taking an oral test in a foreign language if I got more practice speaking in .class	1.56
22	I enjoy reading silently inside the class	2.47
23	.I would feel uncomfortable if the teacher never corrected our mistakes in class	1.99
24	.I feel uneasy when my fellow students are asked to correct my mistakes in class	3.06

To start from the lowest anxiety level item, which is number 9 I would enjoy class if we weren't corrected at all in class has got 4.33 mean and indicates that students feel less anxious when there is no correction; this might refer to the way their errors will be corrected, or feeling humiliating by others if they do make a mistake, or correcting every single mistake that they do by the teacher(s). Also, both items 22,24 have anxiety mean (2.47, 3.06), which their level is medium anxiety when students say I enjoy reading silently inside the class and I feel uneasy when my fellow students are asked to correct my mistakes in class. This statistical finding shows that students in Kurdish do not speak aloud and feel uncomfortable whenever the teacher asks one of their classmates to correct their mistakes. The reason behind that may be the fear they have inside themselves of making errors when they read aloud, or they have poor self-esteem that they do not believe in themselves. In addition, both items 20 and 7 have the same anxiety mean 2.26 and item 3 (2.27) which is close to them, I am more willing to participate in class when the topics we discuss are interesting, and I enjoy the class when we work in pairs, I feel less anxious to speak with the teacher in English alone in the teacher's room. These indicate that when the students like the subject discussed, they feel less worried and fearful inside themselves, also, they enjoy when they work with their partners in the pair works due to being more sure about their information and less fear of making mistakes and voiding embarrassment by others.

The same is true when they feel more comfortable talking with their teacher alone and not in front of others due to the negative feelings they have when they speak aloud in class. Furthermore, items 8 and 5 have the exact high mean anxiety of 2.58. I feel more comfortable in class when I don't have to get in front of the class, I think I can speak a foreign language pretty well, but when I know I am being graded, I mess up. This might refer to fear in public speaking and negative evaluation of themselves as well as when they find out there is a grade in their daily participation and doing activities they feel more anxious but if the teacher helps them and lets them express and develop their ability without being graded they do feel more relaxed. Also, item 11 has nearly the same high anxiety mean of 2.52 I would get less upset about my class if we did not have to cover o much material in a such short period of time, this might refer to the huge materials that teachers obliged to teach within a specific period of time. Thus, students will be more stressed and they take care of their results and how to pass the exam, not the process of learning the language. The discussed 10 items are arranged from lowest level of anxiety to medium then to highest. The rest close-ended items are 14 and the ranged anxiety means between high anxiety to the highest anxiety that some items will be explained as a sample of others, as well. For instance, item 6 gets an anxiety mean of 1.5, indicating the highest level of anxiety in which I would be more willing to volunteer to answer in classes if I wasn't so afraid of saying the wrong thing. This might be due to the student's preparedness for the subjects if they feel they know the correct answer, they don't have anxiety or even if they have it, it will be at a low level. In the same vein, items 14 and 15 have mean anxiety of 1.2 and 1.62 both items related to students' self-preparedness before coming to the class and justify that if they do not prepare themselves, they do feel anxious while speaking, I feel comfortable in class when I come to class prepared, I am more willing to speak in class when we have a debate scheduled. All in all, Kurdish basic school students have high anxiety in in-class activities, although, barely decreased to a medium and low level.

Furthermore, to answer the second research question which concerns the teacher's role in reducing anxiety in



the classroom. The following data reveals the anxiety mean of eleven close-ended items.

Table 2. Teacher's role in reducing speaking anxiety

.No	Items	Mean
1	.A teacher has an attitude that mistakes are no big deal	1.49
2	.A teacher has an attitude that mistakes are made by everyone	1.50
3	.A teacher does not make you feel stupid when you make a mistake	2.34
4	.The teacher's manner of correction is not harsh	1.59
5	.A teacher does not overreact to mistakes	1.97
6	“.Students are not put “on the spot	2.38
7	.Students can volunteer answers and are not called on to provide responses	2.19
8	.Students are asked to work in groups or pairs	2.72
9	.All students are called on equally	2.18
10	.a teacher prepares the class well and reviews it	1.35
11	.Students get to practice speaking	2.13

The overall anxiety mean of the data shows that students have a high level of anxiety, including the attempts that teachers make to reduce it. Generally speaking, the five close-ended items of the questionnaire got the highest anxiety based on the mean, while the rest of the 6 close-ended items are just considered high speaking anxiety. For instance, the first and second items nearly have the same anxiety mean of 1.49 and 1.50 concerning teachers having an attitude that mistakes are not big deal, and teachers having an attitude that everyone makes mistakes. This may refer to the teacher's attitude that they don't react to the errors normally and do not see it as a natural process in the language. Or it may refer to the numerous lessons teachers have in the schools and must cover the topics within a specific period. In addition, the anxiety mean of item 10 is 1.35, students get practice in speaking, this item is among the ones which got the highest speaking anxiety in the data and shows the reality that students do not have time to practice speaking inside the classrooms. This may refer to the short time of the lessons usually between 30 to 40 minutes and teachers do not have sufficient time to let them practice. The overload work of teachers can be counted in this regard as they have to finish and cover as much material as they should be based on the instructions of the Ministry of Education.

According to the obtained data, what is quite clear is the fear of making errors and the way of correcting the mistakes got the highest anxiety in speaking students. Furthermore, the students feel less anxious if the teachers volunteer to participate in them not to mention their names inside the classroom as item 7 has an anxiety mean of 2.19 students can volunteer answers and are not called on to provide responses. This may refer to students' interests and take individual differences into account. Meanwhile, item 9 provides a similar meaning in in-class speaking activities in letting students participate equally and not focus on some particular students. Thus, students prepare themselves if they recognize that the teacher let them participate in the same amount. When the students realize that the teacher focuses on certain students, they are going to neglect the lesson and not participate as in item 9 All students are called on equally and got anxiety mean of 2.18. In a nutshell, students have the highest anxiety in relation to making mistakes and correcting them. Moreover, Students feel more relaxed if the teacher calls on their names equally without differentiating between them and doing group and pair activities to help them relax more inside classrooms.

The last research question which is the third one and it is an open-ended question. This item asks students about their feelings when they speak in front of their classes. The majority of the students among hundred ones



feel stress and worry when the teacher asks them to read something aloud in front of their class or in doing group works when one of them will be the leader and should read the answer aloud and explain their answer to the students make some negotiation among themselves about who should do that job. Another point that students focus on is the teacher's concern with covering materials rather than letting them speak, at the same time, they also said there is no test to evaluate our speaking level to feel if we are academically good or not, as a participants 33, 41, 50,59, 61,62,68,71, 83,91 stated:

The teacher concerns with completing the textbook and not helping us to speak and we don't have any practical test to evaluate our level.

Another point that students expressed is that they feel more stressed and anxious because their English level is not good and they do not believe in their ability as a participant (1) explained:

My English level is insufficient, so I feel anxious when speaking.

Some others feel anxious while speaking because they are afraid to make mistakes and their classmates laugh and feel humiliated about them, so they are afraid of their reactions as participant 2 mentioned:

When I start speaking, I feel so anxious because if I or one of my classmates make any mistake in English the others will laugh which is a miserable feeling.

Some participants feel negative evaluation of themselves as participants 7, 13, 16, and 20 said:

I feel so worried because my level is not that good and I am afraid that I couldn't answer the questions that others ask.

Some others refer to their anxiety as a part of their personality and they do not blame the teacher, textbook or the educational system as participants 28, 44, 63, 78 and 93 summarized and said:

Although the English teacher is good and does not laugh at us when we make mistakes, we are still afraid to speak in English.

Some participants want to cope with the situation in order to reduce their speaking anxiety if the teacher and their classmates cooperate him\her while speaking as participants 11, 29, 55, 73, 81, 82 and 96 mentioned that:

Speaking in English is an unhappy feeling but if the teacher helps me control the class and my classmates help me to be quiet and not laugh at me, I will be much better.

Despite all the negative feelings that students face from a different point of view but still, some other students feel relaxed and proud while they speak participants 23, 31, 40, 51, 56, 62,85,87, 92 and 97 explained:

I feel happy when I speak in English because my level is good and feel proud of myself when I talk in English in front of my teacher and classmates. It is amazing to know a foreign language and practice it.

All in all, students feel anxious about making mistakes and afraid of others' reactions, also they feel less confident while they speak. At the same time, some others feel so good when they speak.



Conclusion

Speaking anxiety in basic schools in the Kurdish context is the main concern in this study. This study aims to determine the answer to some questions regarding the level of anxiety, the teacher's role in reducing anxiety in in-class activities and students' attitudes in speaking about whether they feel comfortable or anxious. Regarding the findings of the study that was obtained from the analysis of the collected data and statistically analyzed by using SPSS 25, the majority of Kurdish basic school pupils have high anxiety in making mistakes, fear of other's reaction, embarrassment and humiliated by others, the way of correcting their errors, covering a lot of materials and do not have sufficient time to practice speaking. Also, teachers have the main role in reducing speaking anxiety in in-class activities, such as correcting student's mistakes in a good way, controlling the class in terms of not letting students laugh at others while speaking, choosing topics based on their interests and doing pair work and work in groups. The majority of students, also, feel anxious due to negative evaluations of themselves and do not believe in their capacity to confront others while speaking, the classes pay more attention to grammar and readings other than to speaking and listening to this concerns most students as they do not have time to practice speaking.

Implication and Future Studies

These findings can be paid attention to in educational contexts in order to apply in a beneficial way. To start with, the majority of the teachers still use the grammar-translation method which means using Kurdish as a mother tongue a lot and paying attention to grammar and translation instead of listening and speaking, regardless of whether the textbook (sunrise) is based on communicative methods which is designed to help students to use the language for the purpose of communication. So, teachers should apply communicative language teaching (CLT), communicative language learning (CLL) and suggestopedia or the teachers should eclecticism approach or adopt other approaches to suit their context. The teachers should also pay more attention to speaking and let students participate based on their interests and participate volunteer, until they get used to the situation and help others to face their anxiety. Furthermore, teachers should pay attention to correcting students' mistakes and not allow other classmates to correct their mistakes because based on the current data, students feel more anxious when their classmates correct them.

Regarding the suggestion for future research, it will be a good opportunity to conduct research regarding the effect of gender on speaking anxiety in in-class activities. Also, to figure out if the students' in-class anxiety is the same as outside-class anxiety when they speak with foreigners. Furthermore, it is better to relate the age factor with anxiety when students feel more anxious.

پوخته

ئهم توێژینهوهیه جهخت دهکاته سهر کاریگهری نیگهرانی له کاتی قسهکردندا بۆ فیرخووانی کورد که به ئینگلیزی قسه دهکهن بۆ قۆناغی ۷ و ۸ و ۹ بنهپهتی له قوتابخانهکانی پارێزگای سلیمانی. توێژینهوهکه گریمانه لهسهر خوێندنی وانهی ئینگلیزی پاش ۶سال له خوێندنی ده کات، که زۆربهی فیرخووازهکان ناتوانن به باشی به ئینگلیزی قسه بکهن؛ ئەمهش په یوه ندی به چهند فاکته ریکهوه ههیه لهوانه ئاماده کاری خود، شیوازی وانه وتنهوهی مامۆستا، کهمی ههمه جوۆری ئه و چالاکیانهی مامۆستا له پۆلدا نهجامی ده دات، هتد. بۆ لیکۆلینهوه له مهبهسته راپرسییهک دانراوه و دراوه به ۱۰۰ فیرخووازی بنهپهتی. له گهڵ ئهوه شدا، توێژینهوهیهکی ههمه جوۆره له مۆدیلی یۆنگ (۱۹۹۰) وه رگیراوه و گۆرانکاری تیاکراوه. راپرسییهکه له چوار بهش پیکهاتوه: سێ پرسیری



داخراو و پرسىارىكى كراوه. بۆ شىكردنهۋەى داتاكة بهرنامەى SPSS۲۵ بهكارهينراوه. لهگه‌ل ئه‌وه‌شدا توپۆينه‌وه‌كه به‌وه كۆتايى ديت كه فيرخوازانى بنه‌ره‌تى پيويستيان به خوئاماده‌كردن هه‌يه پيش ئه‌وه‌ى بچنه پۆله‌كانيان و مامۆستاكانيش پيويسته شيوازى وانه‌كانيان بگۆرن/ گۆرانكارى تيدا بكه‌ن و جه‌خت بكه‌نه سه‌ر قسه‌كردن زياتر وه‌ك له نوسين. زۆرينه‌ى فيرخوازانى بنه‌ره‌تى هه‌ست به نيگه‌رانى و ناسووده‌يى ده‌كه‌ن له‌كاتى قسه‌كردنياندا، ته‌نانه‌ت ئه‌گه‌ر بۆ كاتيكي زۆر كه‌ميش بيت. مامۆستايان پيويسته هه‌ولئى كه‌مكردنه‌وه‌ى نيگه‌رانى فيرخوازن بده‌ن كه به‌شدارى بكه‌ن به به‌كارهيناننى چالاكى ناوپۆلى جۆراوجۆر.

المخلص

تۆكد هذا البحث على التأثير القلق أثناء التحدث الطلاب الأكراد باللغة الإنجليزية للصف ۷ و ۸ والثانوية في المدارس المحافظة السليمانية. تفترض هذا البحث على الدراسة اللغة الإنجليزية طيل ۶ سنوات، فإن الاغلبية الطلاب غير قادرين على التحدث باللغة الإنجليزية؛ و ذلك له العلاقة بعدد من العوامل مثل الإستعداد الذاتي، أسلوب التدريس لدى المعلم، عدم تنوع الأنشطة التي يقوم بها المعلم في الفصل وما إلى ذلك. وللتحقق من ذلك، تم الاعداد استبيان و تقديمه إلى ۱۰۰ طالب الثانوي. ومع ذلك، البحث الماخوذ من النمذجة المختلطة والتي تم تعديلها ليونغ (۱۹۹۰) يتكون استبيان من أربعة أجزاء: ثلاثة أسئلة المغلقة وسؤال مفتوح. لتحليل البيانات تم استخدام برنامج SPSS ۲۵، مع ذلك ينتهي الدراسة إلى أن الطلاب المدارس الثانوية يحتاجون إلى الإستعداد لانفوسهم قبل الانضمام إلى الفصول الدراسية ويجب على المعلمين التغيير/ تعديل أسلوب التدريس والتركيز على التحدث اكثر بدلا من الكتابة. و اغلبية الطلاب المدارس الثانوية يشعرون بالقلق و عدم الارتياح عندما يتحدثون، حتى لفترة زمنية قصيرة، و على المعلمون ان يحاولون التقليل القلق الطلاب من خلال إشراكهم في النشاطات الصف المختلفة.

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Appendix

Part one: Background information

Gender:

Age:

Part two: please, tick the correct option.



.No	Item	Strongly agree	agree	D o n ' t k n o w	disagree	Strongly dis- agree
1	I would feel more confident about speaking in class if we practised .more					
2	Working in a group of 3 or 4 helps me to feel more relaxed while .speaking					
3	I feel less anxious speaking with the teacher in English alone in the teacher's room					
4	I am less anxious in class when I am not the only person answering .a question					
5	I think I can speak a foreign language pretty well, but when I know .I am being graded, I mess up					
6	I would be more willing to volunteer answers in class if I wasn't so .afraid of saying the wrong thing					
7	.I enjoy the class when we work in pairs					
8	I feel more comfortable in class when I don't have to get in front of the class					
9	I would enjoy class if we weren't corrected at all in class					
10	.I am more willing to speak in class when we discuss current events					
11	I would get less upset about my class if we did not have to cover so .much material in such a short period of time					
12	.I enjoy the class when we do skits in class					
13	.I would feel better about speaking in class if the class were smaller					
14	.I feel comfortable in class when I come to class prepared					
15	I am more willing to speak in class when we have a debate sched- .uled					
16	I would feel less conscious about speaking in class in front of others .if I knew them better					
17	.I like going to class when we are going to role-play situations					
18	I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it was .not such a big deal to make a mistake					
19	I prefer to be allowed to volunteer an answer instead of being called .on to give an answer					
20	I am more willing to participate in class when the topics we discuss .are interesting					
21	I would be less nervous about taking an oral test in a foreign lan- .guage if I got more practice speaking in class					
22	I enjoy reading silently inside the class					
23	I would feel uncomfortable if the teacher never corrected our mis- .takes in class					
24	I feel uneasy when my fellow students are asked to correct my mis- .takes in class					

Part three: Please, choose the correct choice.

What does your teacher do to decrease any anxiety you may have in your foreign language class?

.No	Item	Strongly agree	agree	D o n ' t k n o w	Strongly dis- agree	disagree
1	.A teacher has an attitude that mistakes are no big deal					



2	.A teacher has an attitude that mistakes are made by everyone					
3	.A teacher does not make you feel stupid when you make a mistake					
4	.The teacher's manner of correction is not harsh					
5	.A teacher does not overreact to mistakes					
6	“.Students are not put “on the spot					
7	Students can volunteer answers and are not called on to provide re- sponses					
8	.Students are asked to work in groups or pairs					
9	.All students are called on equally					
10	.a teacher prepares the class well and reviews it					
11	.Students get to practice speaking					

Part four: Please write your answer below.

How do you feel when you speak English in front of your classmates?

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