

Learners' Speaking Anxiety: A Case of English L2 Learners

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Abstract:

The study investigates the level of speaking anxiety of EFL students in New Valley university in academic context. In addition, it examines the factors of anxiety (communication apprehension, fear of negative evaluation and test anxiety) that increased speaking anxiety in EFL classrooms. The Foreign Language Speaking Anxiety Scale (FLSAS) is used for quantitative analysis. The sample of the study consists of 90 respondents. Data is analyzed using SPSS28. The analysis of the findings revealed that speaking anxiety is apparent among participants due to their low ability in the foreign language. The findings indicate that the students experience high level of fear of tests with mean (3.47), high level in the fear of communication with the mean score (3.42) and moderate level in the fear of negative feedback with the mean (3.13). Fear of public speaking stems from their negative self-perception in performing in any oral task and fear of negative evaluation or feedback. The results showed that Speaking anxiety differs significantly over gender; females experience higher levels of speaking anxiety than males because they feel shy to speak a foreign language while males have more self-control over anxiety and are less competent than females.

Key Words: Public Speaking, Speaking Anxiety, The Foreign Language Speaking Anxiety Scale (FLSAS), Social Cognitive Learning Theory (SCLT)

القلق اللغوي لدى المتعلمين: دراسة حالة لمتعلمي اللغة الانجليزية

كلغة ثانية

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المخلص:

هدفت هذه الدراسة إلى معرفة مستوى وعوامل القلق اللغوي لدى طلاب اللغة الإنجليزية كلغة أجنبية في جامعة الوادي الجديد في السياق الأكاديمي، والتي تمثلت في: الخوف من التواصل، والخوف من التقييم السلبي وقلق الاختبار. تم تطبيق مقياس قلق الفصول الدراسية الأجنبية (FLSAS) الذي طوره هورويتز وآخرون، ١٩٨٦ كأداة للدراسة علي ٩٠ طالبا كعينة للدراسة وتحليل النتائج كليا باستخدام برنامج التحليل الاحصائي SPSS28. أظهرت النتائج أن القلق اللغوي واضح بين الطلاب بسبب ضعف المستوي في اللغة الأجنبية. وأشارت النتائج إلى أن الطلاب يعانون من مستوى عالٍ من الخوف من الاختبارات بمتوسط (٣.٤٧) ومستوى مرتفع في الخوف من التواصل بمتوسط درجة (٣.٤٢) ومستوى متوسط في الخوف من التعليقات السلبية بمتوسط (٣.١٣). ووضحت النتائج أن خوف الطلاب من التحدث أمام الآخرين ينبع من شعورهم السلبي للذات في الأداء الشفهي والخوف من التقييم أو الملاحظات السلبية. أظهرت النتائج أيضا وجود فروق ذات دلالة احصائية في نسبة القلق اللغوي بين الذكور والاناث، حيث أظهرت الإناث مستوي أعلى من القلق من التحدث مقارنة بالذكور لأنهم يشعرون بالخل من التحدث بلغة أجنبية بينما يتمتع الذكور بقدر أكبر من ضبط النفس تجاه القلق وأقل كفاءة من الإناث.

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1. INTRODUCTION

Good communication skill is highly needed in the labor market which created a huge demand to have a good command in English. Speaking is an important skill that should be mastered by students when learning a foreign language. It requires linguistic knowledge to share information and ideas in a communicative verbal form. It is an active process that involves producing and receiving information using body language and speech mannerisms. A speaker needs to use appropriate words and correct grammar to deliver the message precisely and accurately. Speaking Anxiety affects the learners negatively in the classroom.

When learning a new language, learners usually feel anxious because of the lack of familiarity with the foreign language. It is a serious problem in the learning process as it hinders the learners from achievement. Speaking anxiety causes low self-confidence which makes students stay quiet even if they are able to express themselves. This means that students who experience failure because of speaking are reluctant to take the risk of failing again. Quiet students are seen as less intelligent because they rarely show their abilities and knowledge. Hashemi (2011) sees that anxiety results from the learner's cognitions, memorization of new vocabulary, and the different culture of the newly learned language. Anxiety in learning negatively affects learners' perceptions and is accompanied by a sense of fear, shyness, tension, and uncertainty.

2. Literature Review

2.1. Anxiety of foreign language learning

In the last decades, the study of speaking anxiety in the field of education has attracted the attention of a lot of researchers in different countries. Learners experience fear of public speaking, known as

communication anxiety or communication avoidance (Richmond and McCroskey, 1998). A learner's mind is threatened by public speaking and his/her body responds; with symptoms of sweating, heartbeat, skin blush, trembling hands, shaky voice, and dry mouth (Dwyer, 1998). Horwitz, et al. (1986) state that foreign language anxiety has many manifestations such as distortion of sounds, freezing up when the person is asked to perform, forgetting information, refusing to speak and preferring being silent, avoiding eye contact and participation in class, over-studying of the subject without improvement, joking, not preparing, putting off taking the foreign language course till the end of the academic year. Foreign Language Anxiety is a negative sense that wastes the learner's effort. Consequently, second language acquisition will not be successful as it reduces the learner's participation and achievement. Learners cannot make confident speech because they are negatively assessed.

Hasan & Al-Hasani (2019) conducted a study to find out the factors of anxiety in learning the Arabic language among students in Dhaka, Bangladesh. The results of the study revealed that there are some barriers that cause anxiety: personal barriers, human resource barriers, knowledge source barriers, and technical barriers. The factors that cause anxiety in impromptu activities in class have been investigated by Humaera& Pramustiara (2022). It has been found that students' negative feeling of worry nervousness, and fear of speaking in front of the class hinder the learning process. It is important for the teacher or the instructor to encourage and create a supportive environment to encourage the students to speak in front of their peers. A similar study was conducted by Fakhrudin et al. (2022) who examined language anxiety in light of the Social Learning Theory (Bandura, 1977) and based on Horwitz, Horwitz and Cope (1986). The results have shown that the learners experienced fear and nervousness when they fail to understand what the instructors in the foreign language.

Ahmad et al. (2022) has conducted a study that focuses on communication strategies influence the students' oral presentation. The findings have showed how the students are care about how they look in front of the audience when presenting. Social affective strategy and fluency-oriented strategies are utilised to ensure meaningful communication. External factors like the fear of assessment score and nervousness as internal factors are the highest that influence the students' oral presentation. This finding of this study is related to Grieve et al (2021) and Daud et al. (2022) and Idrus (2022) findings which indicate that the students fear of speaking publicly is reflected in uncontrollable physical signs.

According to Sucia M. et al. (2023) speaking anxiety is manifested in the difficulty of explaining the topic, reading the text not explaining it, and avoiding eye contact with peers and instructors. Zaharuddin et al. (2023) aimed to examine the factors of fear that affect learners' oral presentation in Arabic language in Malaysia. Seven dependent variables were analyzed: social-affective strategies, negotiation for meaning strategies, fluency-oriented strategies, accuracy-oriented strategies and message reduction, orientation, and non-verbal strategies for achieving good oral presentation. The findings showed that students focus on giving good impression to gain the audience attention. Students fear of negative evaluation because they need to know the reaction of others about their performance, so they focus on the audience physical reactions. They make self-correction when doing a mistake and are unwilling to use unfamiliar Arabic words. It has also been found that students worry about the size of the audience; they feel comfortable with the small number of people such as pairs rather than the whole class. For internal factor, nervousness increases anxiety and should be reduced to have smoother oral presentation.

2.2. Factors of foreign language learning anxiety

One of the reasons that may cause fear of public speaking in classroom setting is that the learners may have insufficient command of

the foreign language. They may have experienced linguistic difficulties in learning. Another reason of anxiety is the learners fear to appear foolish or incompetent in the eyes of their peers. Strict formal classroom is a significant cause of anxiety while friendly language classrooms are likely to be less anxiety provoking. On the other hand, learners are less stressful in classrooms in which collaborative activities are used (Hashemi 2011). In a study conducted by Khattak et al. (2011), it was found that university students in Pakistan who have poor socio-economic backgrounds experienced a sense of marginalization and developed anxiety towards using the foreign language. The study recommends adopting learners-centred teaching methods and creating a supportive and low-anxiety learning environment inside the classrooms.

2.3. Foreign language learning anxiety and gender

The significance role of speaking anxiety has been a controversial issue in many studies. Wang (2010) found out that gender has no significant role on speaking anxiety but it differed significantly over other factors such as low proficiency and personal factors. While Hosseinia & Khazalib (2013) found significant relationships between anxiety and gender as females experiences higher anxiety than males. Psychological differences may explain these gender differences. Men believe in their personal control over socials situation. Moreover, men experience more social pressure than women in facing fears. Culture also plays a role in some countries in which superiority of males over females is observed. In addition, another factor is genetic; females are more vulnerable to anxiety than males as the estrogens and progesterone hormones enhance high response to stress.

3. Theoretical framework

3.1. Horwitz, Horwitz and Cope (1986)

Horwitz et al. (1986) states that many people claim that they have a 'mental block' when learning a foreign language. On contrast, they are highly motivated and like speakers of the target language in other situations. So, what prevents those people from speaking? It is the

speaking anxiety that hinders their ability to interact successfully in foreign language classroom. Anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". (Horwitz et al. ,1986: 125). Anxiety makes students feel stressful in classroom. Psychologists differentiate between the general anxiety that a person feel in a variety of situations and 'specific anxiety reaction' that related only to learning. This includes learners' inability to find appropriate words for expressing ideas because they have limited vocabulary or they use the wrong word or make grammatical mistakes. Moreover, it includes poor understanding of the academic material. Horowitz et al. (1986) claim that anxiety is the reason for learners not being able to perform well in a foreign language class and achieve their desired goals.

According to Horwitz et al. (1986), there are three aspects of foreign language anxiety; communication apprehension, test anxiety and fear of negative evaluation. A kind of shyness due to anxiety experienced by learners or speakers in communicating with others is known as 'communication apprehension'. Communication apprehension is 'a type of shyness characterized by fear of or anxiety about communicating with people.' (127). The person finds difficulty in speaking in groups; an oral communication anxiety. Moreover, s/he cannot speak in public; what is called 'stage fright', or listen to a spoken message 'receiver anxiety'. These are all demonstrations of communication apprehension. Test anxiety is associated with fear of failure. Thus, learners are always highly concerned about their test performance and become anxious thinking they may not perform well. Lastly, fear of negative evaluation is referred to others' evaluation where learners mostly expect that to be negative and try to avoid the situation completely.



Figure (1) shows the domains of foreign language anxiety (Horwitz et al., 1986)

The attention of the anxious learners is divided between task-related cognition and self-related cognition. In the learning context, task-related cognition includes encoding of the words, comprehending of the meaning of the speech, and planning of what is to be said. While self-related cognition is related to over self-evaluation, fear of failure, and fear of others' opinions. (Han 2013)

3.2. Bandura's social cognitive learning theory (SCLT)

Learning is a behavioral change in human performance resulted from the learner's experience and interaction in a social context. Albert Bandura's social learning theory (SLT) claims that we learn social behavior by observation and imitation of others' behavior. Bandura's social learning theory presents a fruitful framework for understanding how a person can learn through *observation* and *modeling*. Cognitive processes are important to reproduce the behavior. Psychological processing is needed to match cognition and behavior; observation and the performance. Bandura (1977) states that there are four mediational processes in social learning theory:(1) attention, (2) retention, (3) reproduction and (4) motivation. In learning a language, learner gives attention to the foreign language. S/he witnesses behavior and reproduces actions through modelling of behavior which encourages

retention of the learning. The learner's ability to reproduce is affected by the motivation that s/he receives during the learning process. Positive motivation results in positive reproduction of the foreign language and vice versa.

Bandura proposes a principle termed triadic reciprocity. It consists of three interacting elements. He defines human behavior as a triadic reciprocal interaction of personal factors, behavior, and the environment. The personal factor involves the biological properties of the person. Physical structure and sensory and neural systems have impact on behavior and capabilities

Social learning cognitive theory focuses on four key elements including differential reinforcement, vicarious learning, cognitive processes, and reciprocal determinism. Differential reinforcement occurs when a behavior has positive or negative consequences received from the social context or the self. This explains why individual's behaviors changes with the environment. Vicarious learning or modeling occurs by observing others' behavior, attitudes, and rewards of the behavior. Role models like peers or parents influence expectancies, evaluations, and self-efficacy related to the behavior observed. Cognitive processes involve encoding, organizing, and retrieving information to regulate behavior. A person cognitively processes information and determines a behavioral response. A related term is self-efficacy, it can be defined as context-specific confidence. Reciprocal determinism describes the connections between behavior and environmental and personal factors.

Anxiety is a negative energy that has a great effect on the brain and short-term memory. Hence, it affects the learner's ability to express ideas or speak in communicative utterances. It is a barrier that lessens the student's ability to produce linguistically. However, if the student is motivated and relaxed this barrier is lowered. (Tahernezhad et al 2014). According to Rahmat (2018) the cognitive factors influences the learner's perception of the learning process success. If the learner's perception of learning is positive, the learning outcome is high. And, if a

learner perception of the learning activity is negative (fear of learning), the outcome is low. This means that the learner's behavior results from the environment accompanied with his/her cognitive perception about learning.

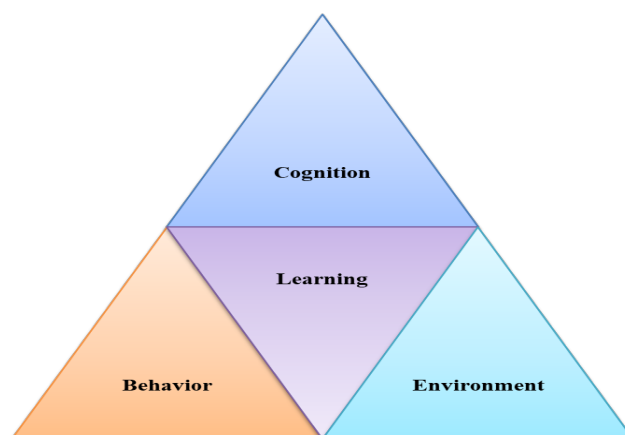


Figure (2) Bandura's social cognitive learning theory (SCLT)

As illustrated in Figure 2, the individual's behavior is changed by the environment. There are two types of environments: social and physical. The social environment involves family members, friends, and mates. The physical environment includes the size of the room, the temperature of the place, or existence of foods. Environments and social situations constitute a framework for understanding the individual's behavior

Fried (2011) states that emotions are based on cognitive processes; negative emotions can reduce the working of the memory system while mental tasks are being carried out. On the contrary, positive emotion can generate ideas. when a student is stressed, the brain shuts down. Emotion regulation helps the person to control his or her behavior and stay engaged with the environment. In addition, regulation enables students and teachers to avoid negative emotions and develop positive emotions. Employing emotion regulation affects a student's

ability to learn and contribute cognitively in his/her academic achievement. Expressive environments are found to positively enhances the individual's capacity to develop emotion regulation of the individual during distressing situations.

4. Research Questions

This study seeks to find answers to the following questions

- (1) How do the three anxiety factors (communication apprehension, fear of negative evaluation, test anxiety) influence foreign language learning among New Valley undergraduate students in academic speaking context?
- (2) Is there any significant difference between males and females in speaking anxiety in academic conversations?
- (3) How might the social cognitive learning theory contribute to help students overcome this problem?

5. Methodology

The FLCAS is a self-report measure consisting of a 33-item scored on a 5-point Likert Scale. It ranges from strongly agree to strongly disagree. The 33 items measure the learner's level of anxiety, as manifested in negative attitudes, perceptions and subjective feelings towards learning the foreign language. FLCAS addresses mainly anxiety of speaking in foreign language learning classes. This questionnaire is chosen as it is the most widely used scale for assessing foreign language anxiety focusing mainly on speaking anxiety. It has been translated into many languages and used in many countries to measure foreign language anxiety. In the current study, 20-item questionnaire adopted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. was applied to 90 learners in the faculty of Education and the faculty of Arts, New Valley university.

6. Data Analysis

Statistical analysis using the Statistical Package for the Social Sciences (SPSS28) was employed. Means and standard deviations are used to identify students' perceptions in general, and the results were interpreted according to the limits of the Likert five-point scale, as shown in the following table.

Mean	Response
1-1.80	Strongly Disagree
1.81-2.60	Disagree
2.61-3.40	neither agree or disagree
3.41-4.20	Agree
4.21-5	Strongly agree

Table (1) shows the weighted mean limits according to the Likert five-point scale

No.	The dimension	Mean	Std. Deviation	%	response
1	Test Anxiety	3.47	1.05	69.45	agree
2	Communication Apprehension	3.42	1.01	68.33	agree
3	Fear Negative Evaluation	3.13	1.08	62.62	neither agree or disagree
	Total	3.38	1.045	67.64	neither agree or disagree

Table (2) illustrates the weighted mean and standard deviation of the sample's responses regarding the procedures carried out by the sample in general.

The following can be inferred from the table:

- The weighted average for the first dimension, which is students' perceptions of test anxiety (3.47), indicates a high level of test anxiety according to the Likert scale, with a percentage of 69.45.

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- The weighted average for the second dimension, which is students' perceptions of communication anxiety (3.42), indicates a high level of communication anxiety according to the Likert scale, with a percentage of 68.33.
- The weighted average for the third dimension, which is students' perceptions of Fear Negative Evaluation (3.13), indicates a moderate level of Fear Negative Evaluation according to the Likert scale, with a percentage of 62.62.
- The weighted average for the overall scale, regarding students' perceptions of anxiety in language classes, is 3.38. According to the Likert scale, this indicates a moderate level of foreign language classroom anxiety, with a percentage of 67.64.

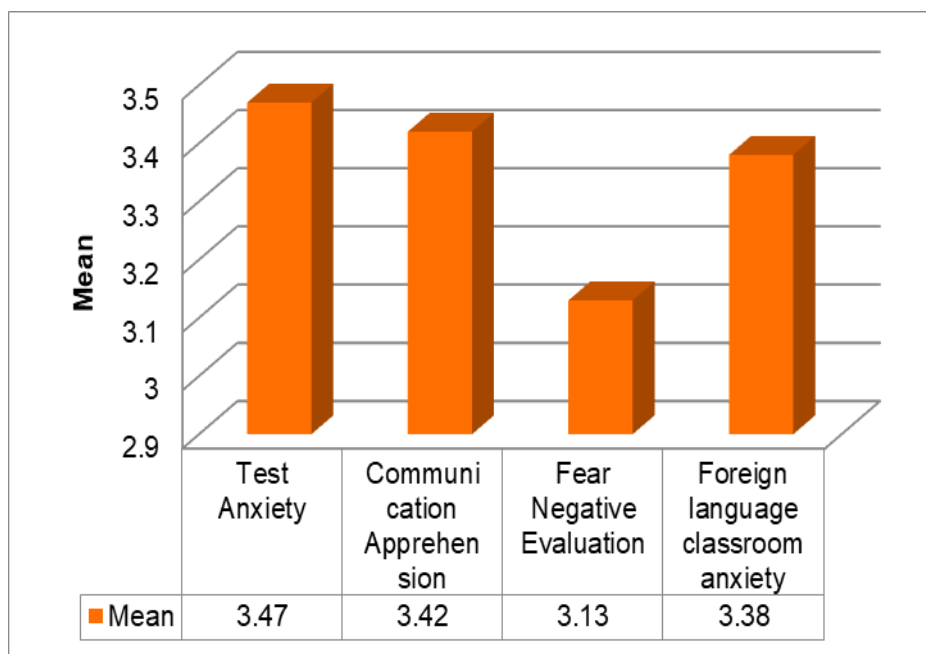


Figure (1): The weighted means of students' perceptions of foreign language classroom anxiety

No.	Items	Mean	Std. Deviation	%	response
1	I tremble when I know that I'm going to be called on in English language class.	3.07	1.02	61.43	neither agree or disagree
2	It wouldn't bother me at all to take more English language classes	4.00	1.04	80.00	agree
3	During English language class, I find myself thinking about things that have nothing to do with the course.	3.02	0.98	60.48	neither agree or disagree
4	I am usually at ease during my tests in my English language class.	3.42	1.03	68.43	agree
5	I worry about the consequences of failing my English language class	3.52	1.04	70.48	agree
6	I don't understand why some people get so upset over English language class	3.64	0.98	72.86	agree
7	In English language class, I can get so nervous I forget things I know	3.77	0.95	75.48	agree
8	11. Even if I am well prepared for my English class, I feel anxious about it	3.32	1.02	66.43	neither agree or disagree
	Total	3.47	1.05	69.45	agree

Table (3) shows students' Perceptions of Test Anxiety

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No.	Items	Mean	Std. Deviation	%	response
1	I never feel quite sure of myself when I am speaking in my Arabic language class.	3.14	1.01	62.86	neither agree or disagree
2	It frightens me when I do not understand what the teacher is saying in English language class.	3.38	1.03	67.62	neither agree or disagree
3	I start to panic when I have to speak without preparation in English language class.	3.56	1.03	71.19	agree
4	I would not be nervous speaking the English language with native speakers.	3.40	0.97	68.10	agree
5	I get upset when I don't understand what the teacher is correcting.	3.58	0.91	71.67	agree
6	I feel very self-conscious about speaking the English language in front of other students.	3.50	1.01	70.00	agree
7	I get nervous when I don't understand every word the language teacher says.	3.45	1.00	69.05	agree
8	I feel overwhelmed by the number of rules you have to learn to speak an English language	3.31	1.05	66.19	neither agree or disagree
	Total	3.42	1.01	68.33	agree

Table (4) shows students' Perceptions of Communication Apprehension

No.	Items	Mean	Std. Deviation	%	response
1	I do not worry about making mistakes in English language class.	3.05	0.99	60.95	neither agree or disagree
2	I keep thinking that the other students are better at English language than I am.	3.25	1.11	65.00	neither agree or disagree
3	It embarrasses me to volunteer answers in English in my English class	3.13	1.06	62.62	neither agree or disagree
4	I am afraid that the other students will laugh at me when I speak the English language.	3.10	1.15	61.90	neither agree or disagree
	Total	3.13	1.08	62.62	neither agree or disagree

Table (5) shows students' Perceptions of Negative Evaluation

To answer the question, is there a difference between males and females in test anxiety in the English language classes, the T-test is used for analyzing the data

Scale	Gender	N	Mean	t	df	Significance	Effect Sizes
Test Anxiety	Male	17	3.037	-4.588	82	0.01	-1.246
	Female	67	3.550			0.01	High
Communication Apprehension	Male	17	3.037	-3.359	82	0.01	-0.912
	Female	67	3.478			0.01	High
Fear Negative Evaluation	Male	17	2.6918	-2.957	82	0.01	-0.803
	Female	67	3.1758			0.01	High
Foreign language classroom anxiety	Male	17	2.968	-4.424	82	0.01	-1.202
	Female	67	3.446			0.01	High

Table (6) shows the results of an independent samples t-test for two groups (males/females)

The following can be inferred from the table:

- The values of t-test for each dimension (4.588, 3.359, 2.957, 4.424) are statistically significant at a significance level of 0.01, indicating that there are statistically significant differences at a significance level of 0.01 in each dimension and in the scale as a whole in favor of females, meaning that females experience higher levels of anxiety.
- The effect sizes according to Cohen's criterion are (1.246, 0.912, 0.803, 1.202), which are considered high according to this criterion (greater than 0.8).

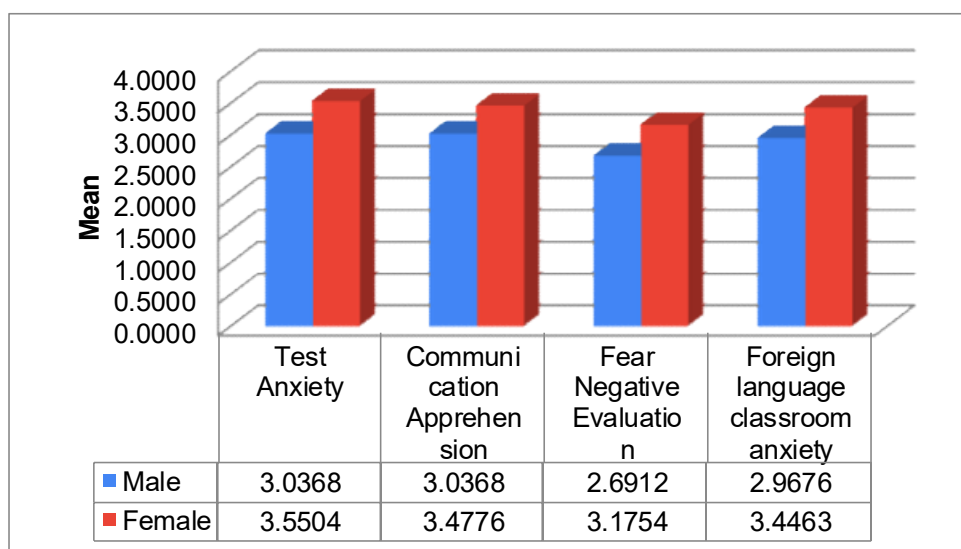


figure (2) illustrates the means of males and females in each dimension and in the scale as a whole

It could be observed in Figure 2, concerning the gender-related differences, that the learners did not have mutual amounts of foreign language speaking anxiety for the dimensions in question. The results suggested that the female students experience relatively greater degree of FLA.

7. Discussion

The findings have revealed that the students feel frightened of being tested. They have the feeling of 'nervousness' when they forget the information they know. Regarding negative evaluation, most of the learners feel that their peers are better themselves in English classes which reflects that these learners have low self-esteem. This finding is consistent with Fakhruddin et al. (2022) The results of the study are in line with Zadeh (2012), Park and French (2013) , Rafek et al. (2014) Sener (2015) and Tercan & Dikilitaş (2015) who found that females experience more speaking anxiety than males because they feel shy to speak a foreign language. However, the finding contradicts with Wang (2010) and Tahernezhad et al. (2014) who found that there is not significant difference in the anxiety level between male and female Iranian intermediate EFL learners. The findings are also consistent with Daud et al. (2022) that one of the factors of being anxious is the fear of making mistakes and being laughed at which results in uncontrolled physical reactions when students have to communicate in academic context.

8. Applicability of social cognitive learning theory in EFL classes

Bandura's theory is applicable in foreign language classes. The study suggests social cognitive theory as a way that can help both the instructors and the learners to overcome speaking anxiety in academic context by

- making students pay attention to a successful model using hand signal or pointing to an object
- helping students remember (retention) by using multimodal learning so that students can retain information and present new content using visual and auditory modes
- helping students reproduce what is modelled (motor reproduction) by creating time for students to practice with diverse peers and mimic what they have learned.

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- motivating students by verbal praise and constructive feedback to build self-confidence, self-efficacy and love for learning.
- helping students practice 'self-regulation'; the student is able to regulate his/her behavior and reaction to strong emotions like embarrassment and frustration based on what is observed.
- developing emotional regulation; students control their emotions and cope up with stress when interacting with peers/instructors

In reference to the modelling process, instructors/lecturers can alleviate anxiety making the classroom setting less anxiety-provoking and hence to improve learners' performance in the foreign language

9. Conclusion

Horwitz, et al. (1986) reported that foreign language anxiety results from the learners' difficulty to present themselves confidently in the new language. Speaking anxiety is a problem as the spontaneity of speech allows the learner not to prepare and correct what s/he wants to say, making mistakes in an oral discussion is high (Horwitz & Young, 1991). Anxious learners feel uncomfortable and have difficulty to concentrate and process input which negatively affects the language output. highly anxious learners consider learning a foreign language as a difficult task than low-anxious ones.

It could be concluded from the findings that the reasons of foreign language anxiety are the learner's characteristics, the classroom environment and the foreign language learning process itself. Social cognitive learning theory is one of the most influential theories in learning. It can be applied in classrooms to help students overcome speaking anxiety that negatively affects their academic achievement. The theory is based on the idea that we learn by observing the behavior of others, individuals make similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, particularly if their positive one. According to Bandura, imitation involves motor reproduction of observed activities. The social cognitive theory focuses on three elements: attention, memory, and motivation. Learning can be successful by modelling process

10. Pedagogical Implications and Suggestions for Future Research

Enthusiastic and creative strategies are needed to acquire presentation skills. Instructors and learners should be furnished with equipped learning environment. It is recommended that future studies find strategies for reducing anxiety to help learners cope with this speaking anxiety to a greater extent especially those who have the feeling of low self-respect and inferiority complex. The relationship between speaking anxiety in foreign language classes and other variables like perfectionism and competitiveness should be examined.

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Appendix

Statements (1) through (18) describe how you feel about speaking English. Please read the statements carefully and give your first reaction by choosing an answer for each statement: (1) strongly Disagree, (2) Disagree, (3) Neither Agree nor Disagree (4) Agree, or (5) Strongly Agree.

No. Item	Statements	Opinion				
		strongly Disagree	Disagree	neither agree or disagree	Agree	Strongly Agree
1.	I never feel quite sure of myself when I am speaking in my Arabic language class.					
2.	I do not worry about making mistakes in English language class.					
3.	I tremble when I know that I'm going to be called on in English language class.					
4.	It frightens me when I do not understand what the teacher is saying in English language class.					
5.	It wouldn't bother me at all to take more English language classes.					

Learners' Speaking Anxiety: A Case of English L2 Learners

Dr. Amany Hamed Mohamed

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6.	During English language class, I find myself thinking about things that have nothing to do with the course.					
7.	I keep thinking that the other students are better at English language than I am.					
8.	I am usually at ease during my tests in my English language class.					
9.	I start to panic when I have to speak without preparation in English language class.					
10.	It embarrasses me to volunteer answers in English in my English class.					
11.	Even if I am well prepared for my English class, I feel anxious about it.					
12.	I worry about the consequences of failing my English language class.					
13.	I don't understand why some people get so upset over English language class. In English language class, I can get so					

	nervous I forget things I know.					
14.	In English language class, I can get so nervous I forget things I know.					
15.	I would not be nervous speaking the English language with native speakers.					
16.	I get upset when I don't understand what the teacher is correcting.					
17.	I feel very self-conscious about speaking the English language in front of other students.					
18.	I get nervous when I don't understand every word the language teacher says.					
19.	I feel overwhelmed by the number of rules you have to learn to speak an English language.					
20.	I am afraid that the other students will laugh at me when I speak the English language.					