

CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS STUDY

This chapter explains about some literatures dealing with the theories about the problem of this research and reviews some previous researchs which have similar topic with this research.

A. Review of Related Literature

1. The General Concept of Speaking Anxiety

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening.¹⁰ For anxiety concerning English speaking, in their research, Yaikhong-Usaha affirmed that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the inadequate chance for students to contribute in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem.¹¹

¹⁰ Kostic - Bobanovic, *Coping with Public Speaking Anxiety*, 2004, P 5

¹¹ Yaikhong - Usaha, *A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability*, 2012, P 24

Furthermore, speaking in class is most frequently difficult for anxious students even though they are pretty good at responding to a drill or giving prepared speeches.¹²

Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the Learning Skill Center (LSC). Students often report that they feel fairly comfortable responding to a drill or delivering prepared speeches in their foreign language class but tend to "freeze" in a role-play situation.¹³

Acquiring a second and foreign language is a difficult and complex process. In the early stages of learning a second and foreign language, learners pass through developmental stages similar to those when learning a first language. Early on, students may make error in their use of grammar or vocabulary, just as first language learners do. Although the process of second language acquisition varies with each student, depending on various factors, it is important to acknowledge that all students go through general developmental.¹⁴

By increasing exposure to the English language, students progress from acquiring social language to the more complex academic language. Social language is considered conversational, contextualized language and

¹² Kostic - Bobanovic, *Coping with.....*, P 1-2

¹³ Horwitz - Cope, *Foreign Language Classroom Anxiety*, (Behalf: Blackwell Publishing, 1986) P 126

¹⁴ Patricia, English: *Strategies for Teaching Limited English Proficient (LEP) Students*, Virginia: Virginia Department of Education, 2006

can be developed within two to three years. Academic language is defined as the combination of cognitive skills and content knowledge necessary for successful academic performance at secondary and university levels. Costello indicates that it can take a minimum of seven to ten years to achieve academic proficiency if all of the schooling takes place in the second and foreign language.¹⁵

Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension. Communication apprehension or some similar reaction obviously plays a large role in foreign language anxiety. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored. Moreover, in addition to all the usual concerns about oral communication, the foreign language class requires the student to communicate via a medium in which only limited facility is possessed. The special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. Possibly

¹⁵ Costello, *SPEAK UP AT SCHOOL: How to Respond to Everyday Prejudice, Bias and Stereotypes*, Washington: Washington Avenue, _

because of this knowledge, many otherwise talkative people are silent in a foreign language class. And yet, the converse also seems to be true. Ordinarily self-conscious and inhibited speakers may find that communicating in a foreign language makes them feel as if someone else is speaking and they therefore feel less anxious.¹⁶ This phenomenon may be similar to stutterers who are sometimes able to enunciate normally when singing or acting.

Second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language. A study conducted by Woodrow¹⁷ found that English language learners from Confucian Heritage Cultures (CHCs), China, Korea and Japan were more anxious language learners than other ethnic groups. Foreign language anxiety is a complex phenomenon that possibly relates to many factors existing in learning processes¹⁸. The interpersonal network of language contacts, including academic, family, and social-institutional environments have a seemingly positive effect upon developing language competence and bilingualism. Foreign language anxiety seems to be the common experiences among EFL learners. Dixon investigated the relationship between anxiety and listening comprehension, he suggests that anxious students had difficulty

¹⁶ Howitz, *Foreign Language Classroom Anxiety*, Blackwell Publishing, 1986. P 127

¹⁷ Woodrow, L. *Anxiety and speaking English as a second language*, RELC Journal, 2006. P 320

¹⁸ Sammy, K., & Rardin, J.P. *Adult language learners' affective reactions to community language learning: A descriptive study*, 1994. P 384.

grasping the content of a target language message. Another study was conducted by Cheng in 1996.¹⁹ Her study found out a strong correlation between EFL learning and EFL anxiety in writing and speaking. Furthermore, some researchers indicated that anxiety is an important factor in foreign language reading difficulties.²⁰ In addition, Sellers who explored the relationship between language anxiety and reading comprehension in Spanish as a foreign language, the results indicated that more highly anxious students tend to recall less passage content than the students with lower anxiety.²¹

Researchers, such as Horwitz described three components of foreign language anxiety.²² The first, is communication apprehension. Speech is the core modality of language. For EFL learners the proficiency in target spoken language is an especially important part of training and maintenance of language skills. Speaking is anxiety-provoking in foreign language activities. MacIntyre and Gardner propose that fear of negative evaluation is closely related to communication apprehension.²³ When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt their

¹⁹ Dixon, R. *Listening comprehension: Textual, contextual, cognitive, and affective considerations*. 1991. P 22

²⁰ Saito, Y., & Samimy, K.K. *Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese*, 1996. P 248

²¹ Sellers, V.D. *Anxiety and reading comprehension in Spanish as a foreign language*, 2000. P 515.

²² Horwitz, E.K. *Preliminary evidence for the reliability and validity of a Foreign Language Anxiety Scale*. TESOL Quarterly, 1986. P 560

²³ Horwitz, E.K. *Preliminary evidence for the reliability and validity of a Foreign Language Anxiety Scale*. TESOL Quarterly, 1986. P 560

ability to make a proper impression. The inability either to express oneself or to comprehend another person leads to frustration and apprehension.

Price interviewed 10 college students of French to examine students' opinions of foreign language anxiety, revealing that anxiety was related not simply to speaking activities, but more specifically to speaking in front of classmates and teachers.²⁴ The second component is fear of negative social evaluations, as Watson and Friend noted, refers to "apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate themselves negatively".²⁵ Bailey also suggests that anxiety can arise according to one's degree of self-esteem.²⁶ People with low-esteem may worry what their peers or friends think, in fear of their negative responses or evaluation. The third component of foreign language anxiety is test anxiety, Test anxiety is a type of performance anxiety, that is, apprehension over academic evaluation. Test anxiety (TA) causes poor performance. It relates inversely to students' self-esteem and directly to their fears of negative evaluation, defensiveness, and other forms of anxiety. A growing number of researches have been devoted to investigating the correlation between language anxiety and achievement, finding some negative results. Generally speaking, students in technology

²⁴ Price, M.L. *The subjective experience of foreign language anxiety: Interviews with highly anxious students*, 1991. P 76

²⁵ Waston, D., & Friend, R. *Measurement of social-evaluative anxiety. Journal of Consulting and Clinical Psychology*, 1969. P 453

²⁶ Bailey, K.M. *Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies*, 1983. P 635

universities appear to be less successful English learners and are prone to possess low learning motivation and less self-confidence to acquire the language efficiently. Thus, in this study, the researcher would like to explore to what extent English learning anxiety that EFL college freshmen experience among varying majors.

However, manifestations of communication anxiety (CA) are difficulty in speaking:

1. In pairs or groups (oral communication anxiety)
2. In a class or in public (stage fright)
3. In listening to a spoken message (receiver anxiety)²⁷

The causes of CA may be stimulated by situational settings (for example, public speaking) and the individual's personality traits (shyness, quietness and reticence). Communication apprehension also plays an important role in English foreign language (EFL) learning because it can be positive or negative according to the level of apprehension felt by the learner. A certain degree of CA is inevitable although it varies from person to person. A high level of CA may hinder learning of a foreign language. Researchers have classified the factors that lead to CA inside the EFL classroom into three categories:

²⁷ Horwitz - Cope, *Foreign Language Classroom...* P 127

- 1) Psychological factors which include emotion, self-esteem, anxiety, attitude, fear and motivation.
- 2) Instructional factors which include goals, teacher, method, text, time, intensity and means of evaluation.
- 3) Socio-cultural factors which include acculturation, social distance, second versus foreign language learning and culturally accepted thought.

People whose typical communication apprehension is high tend to encounter even greater difficulty communicating in a foreign language class where they have little control of the communicative situation. Of course, there are students who do not show any significant CA while speaking in their native language (mother tongue), but who get nervous when they are supposed to speak in a foreign language.

Communication anxiety appears when there is a disparity between learners mature thoughts and their immature foreign language proficiency. The inability to express oneself fully or to understand others not only lead to frustration and apprehension in typical apprehensive communicators but also make many otherwise talkative people become silent and reserved in a foreign language class.²⁸

²⁸ Prsic, *Speaking Anxiety among High-School EFL Students: Effects and...* P 17-18

2. Teaching Speaking

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.²⁹

3. Teacher's Activity to Manage Students' Foreign Language Speaking Anxiety

As suggested by Mandeville, it is the responsibility of teachers to understand the problem of anxiety, mainly its causes, and the possible

²⁹ Richards, *Teaching Listening and Speaking From Theory to Practice*, Cambridge: Cambridge University press, 2008. P 23

strategies used by teachers to alleviate it.³⁰ Neer, tests several instructional methods which he believes that may reduce or provoke anxiety.³¹ He argues that the first speech must be as non-stressful as possible.

Furthermore, teacher also has the same responsibility to manage students' anxiety, because as we know that teaching and learning process is not held successfully without any contributions both from teachers and students. Both of them work together and help each other to create conducive atmosphere during teaching and learning process in the class.

The strategy of managing students about speaking anxiety is studied in two different ways. First, it is treated in a purely psychological context by providing setting for the inquiry of students' subjective thoughts and feelings about this phenomenon. Secondly, it is studied as a phenomenon that occurs specifically in ESL classroom.³²

The different needs of the students trigger a teacher to discover the best strategy in teaching. Dealing with students' anxiety especially for speaking English as foreign language in the class, teacher may try any strategies which are assumed that it works well in managing the students' anxiety even the public speaking strategies which usually use in general population like the two strategies that have mentioned before.

³⁰ Mandevile, *The Effects of Teaching Assistants' Public Speaking Anxiety and The Evaluation Results of Classroom Interventions*, (Miami Beach: ERIC Document Reproduction Service No.ED366033, 1993) P 16

³¹ Neer, *Instructional Methods for Managing Speech Anxiety in the Classroom*, (Louisville: ERIC Document Reproduction Service No.ED222942, 1982) P 4

³² Kostic - Bobanovic, *Coping with.....*, P 3

However, the unpredictable condition of each class everyday demand teacher to try one by one strategy that the teacher has. Even, the public speaking strategy, such as; psychological and physical strategy can be applied as long as it may work well. For example in psychological strategy, teacher may give motivation as much as the students' need to build the students' confidence in conveying their ideas without any anxiety. The teacher may also give praise and good feedbacks to help the students' become more confident.

Furthermore, in the physical strategy teacher may create the interesting environment by decorating class using learning accessories which support teaching and learning process. Besides, by giving pictures which is related to the materials is also can be considered, even the teachers' help like using body language can be considered.

B. Previous Studies

There are some studies which are related to this research, they are:

1. "A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability" is a study researched by Yaikhong & Usaha.³³ It researches about analysis revealed the PSCAS (Public Speaking Class Anxiety Scale) included the components of communication apprehension, test anxiety, fear of

³³ Yaikhong - Usaha, *A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability*, 2012, P 23

negative evaluation, and comfort in using English in a public speaking class.

The main aim of this study was to develop an EFL public speaking anxiety scale (PSCAS) used specifically to tap speaking anxiety in an EFL public speaking class for English language learners. A PSCAS was developed based on critical appraisals of widely used existing foreign language classroom anxiety scales. The items of a PSCAS were adopted and adapted with minor wording changes and then were validated. A PSCAS yielded a respectable preliminary internal consistency at .84 after being piloted with 76 participants and it demonstrated a construct composition around the speaking component in a public speaking class setting. Thus, a PSCAS could be a potentially useful measure to help indicate EFL public speaking anxiety levels in EFL public speaking class.

2. “A Study on Second Language Speaking Anxiety among UTM (University Technology of Malaysia) Students” is a study researched by Abdullah & Rahman.³⁴ This study is conducted to determine the perceptions of University Technology Malaysia’ students headed for the feeling of anxiety which they experienced when speaking in second language. Distinctively, the objectives of the study are to

³⁴ Abdullah - Rahman, *A Study on Second Language ...*, P 1

investigate students' anxiety headed for speaking English as a second language and to identify the types of speaking activities that caused high anxiety among the students. Communication apprehension, fear of negative evaluation and general feeling of anxiety were among the factors studied in the research.

For the purpose of this study, the researcher has identified the students' anxiety levels according to the three factors of second language anxiety. They are Communication Apprehension, Fear of Negative Evaluation and General Feeling of Anxiety. Based on the analysis of Communication Apprehension factor, the findings show that majority of the students who took part in the study experienced moderate level of anxiety or nervousness when communicating with other people especially in English class. In other words, the respondents seem to have confidence to speak in the second language and there are several possible explanations for this result. First, the students might have exposure in speaking in English because they were the participants of the English Language Communication Workshop. Probably, participation of the students in communicative activities held by the workshop helped to build their confidence in communicating in the second language. Second, the students might feel comfortable to speak in English with their friends because they

have same level of proficiency. Most of the respondents achieved Band 2 and Band 3 in their MUET exam and the results show that they are weak in English.

However, there are a number of students who thought that they feel nervous when they have to speak without preparation and felt very conscious about speaking in English in front of other students. The results of this study seemed to confirm the findings of a study by McCroskey who found that majority of people experience communication apprehension when speaking to a group of people in a formal setting. Another reason that might contribute to higher anxiety level is oral performance. According to Hadley most of students experienced performance anxiety when they need to perform in front of the class. When they feel nervous they may hesitate or stumble or simply look uncomfortable and become silent. In other words, anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the second language in the presence of other people. Finally, based on the findings, the students also felt overwhelmed by the number of rules that they have to learn to speak in English. A possible explanation for this might be that the focus of learning activity is on form rather than the overall meaning. This means that if language teacher only focuses on the grammatical structures or linguistic features in class, students may feel unmotivated

to learn the target language. Students should be exposed to the correct use of language so that they can apply the knowledge in appropriate context.

3. “Foreign Language Anxiety in in-Class Speaking Activities” is a study researched by Occhipinti.³⁵ The main aim of this study is to describe foreign language learning as a process which affects directly the psychological subject of the students. This engages the students and their personalities, emotions and experiences, everything facets which in revolve determine positive or negative attitudes toward the language studied or the practices used to learn it. In an effort to set up to what extent speaking English in class is an activity feared by the students of this survey, the researcher describes the specific variables which contribute to arouse this feeling. Furthermore, recommendations are provided to teachers and students in order to prevent or alleviate these worries.

The findings of the present research are likely to support other studies, by asserting that foreign language anxiety is a common debilitating feeling which affects students in a variety of ways. Particularly frequent during speaking activities, the researcher thinks the awareness of such a feeling should be heightened and not be undervalued by

³⁵ Occhipinti, *Foreign Language Anxiety in in-Class Speaking Activities*, 2009, P6

teachers and learners. This could be realized through workshops or the adoption of certain teaching methodologies aimed to create a relaxed atmosphere in the classroom especially during speaking practices (e.g. Communicative Language Teaching; Natural Approach). Making students comfortable by avoiding activities which increase competitiveness or which threaten students' self esteem is very important. Working in small groups and discussing interesting topics are good activities that allow students to know each other and to practice the foreign language. Teachers could use gentle and flexible approaches of error correction, being friendly and with a good sense of humor.

At the same time students might cope with their anxiety by talking with their classmates about this problem since they are not the only ones to experience it and by consulting with their teachers, themselves "successful" language learners for many students, about their points of view towards the foreign language learning process, a process where difficulties and debilitating feelings as anxiety are unavoidable sometimes. In contrast with the researcher' expectations, students of the present research has turned out to be anxious almost at the same level, with no big difference between second language learners in the second language country and second language learners in another country. However, being exposed to the language studied is without

doubt a good predictor for second language improvement and this should be encouraged as much as possible. Taking into account the limitations of the present survey, due to the restricted number of students, recommendations for future research should thus include investigations on the same problem but with a wider sample, including more foreign language classrooms with instructors with very different teaching techniques.

4. Kostic - Bobanovic, in their research “Coping with Public Speaking Anxiety”, said that the results of the study indicate that the students experienced significantly less anxiety after they had been taught how to manage their distress, by means of affective strategies.³⁶ It means that they concern about the students strategy to manage their anxiety by themselves.

The purpose of this research was to investigate if the use of affective strategies will reduce levels of public speaking anxiety. The results of the study indicate that the students experienced significantly less anxiety after they had been taught how to manage their distress, by means of affective strategies. Anxiety is typically understood as a physiological response. According to results a great number of the students were able to change their perception of their anxiety level by

³⁶ Kostic - Bobanovic, *Coping with....*, P 1

the end of the course. Although teaching how to manage students' distress by means of affective strategies appears to be an effective way of reducing self-reported public speaking anxiety, future research needs to assess the casual nature of public speaking anxiety among college students.

5. "Language Anxiety and English Speaking Proficiency" is a study researched by Cheng.³⁷ This study is aimed to investigate the relationship between English speaking proficiency and speaking anxiety among EFL English major students of the department of applied English in Ming Chuan University.
6. "Speaking Anxiety among High-School EFL Students: Effects and Possible Remedies" is a study researched by Prsic.³⁸ This research was conducted with the aim of determining the level of speaking anxiety among the EFL students of the Grammar school in Krusevac. It also aimed to define the activities that would be useful for alleviating speaking anxiety, as well as to derive some pedagogical implications from the obtained results. Speaking anxiety in a foreign language can be felt when we are expected to communicate with other people, when we are tested in speaking skills, or simply when we have to speak in

³⁷ Cheng, *Language Anxiety and English Speaking Proficiency*, 2009, P ii

³⁸ Prsic, *Speaking Anxiety among High-School EFL Students: Effects and Possible Remedies*, 2012, P7

front of our peers. Speaking anxiety can produce negative consequences, such as lower grades and communication avoidance. That is why research aiming to investigate the causes of speaking anxiety in second language students, the factors that can influence it, and, particularly, the ways in which it can be alleviated or overcome is very important. The present study showed that the students of the Grammar school in Krusevac expressed a lower anxiety level than the participants in some previous studies. This can be interpreted as an indicator that this school's EFL teachers use a modern approach, in which the development of speaking skills is seen as an important part of the students' communicative competence. The low overall anxiety level also suggests that the Communicative language teaching method which is used in this school has given results. The main principles of the Communicative approach are precisely the propagation of the usage of second language, which leads to the students' becoming more fluent and less apprehensive. Further, this approach suggests that only major and repeated mistakes should be corrected, which makes students more relaxed while communicating in second language; finally, it involves in-class assessment, which means that there is no formal speaking assessment, which, as shown by our research results, is a major source of students' speaking anxiety. The present research

proved valid and valuable in dealing with the primary research questions.

Therefore, although the study involved a relatively large population, which enabled us to make certain generalizations and compare subgroups of students in certain respects, this study can be regarded only as a first step in researching the problem of high-school students' speaking anxiety in studying a foreign language. To arrive at more general conclusions about Serbian high-school students or second language learners in general, it would be necessary to compare the findings of this study to the results obtained from other groups of high-school students, studying English and other foreign languages in different contexts, in different types of schools and different parts of the country. For even more general conclusions, it would also be necessary to include second language students at the primary and tertiary levels of second language study, as well. In this respect, some directions for further study can be suggested. Firstly, the research based on the same methodology and instruments could be carried out in other high schools in Serbia, making it possible to compare student groups and obtain more general and more conclusive results. Secondly, it would be useful to conduct a similar research among university-level students and compare results. Thirdly, the present

investigation focused on exploring the existence of the participants' speaking anxiety, and the findings revealed that the students experienced speaking anxiety at different levels. However, it could be possible that they also experienced anxiety with other types of English learning skills. Therefore, the anxiety involving other English learning skills such as listening, reading, or writing should also be included in further research. Finally, as our findings indicated, speaking anxiety is a complex phenomenon, in which many individual factors play a role. Investigating these various factors and their possible influence on alleviating or increasing speaking anxiety would also be very helpful for EFL teachers in their classroom practice. In this respect, it can be said that the findings of the present research study point to some important pedagogical implications. Firstly, the teachers should encourage students to take risk when speaking English and occasionally discuss the importance of making mistakes with them. It is necessary to tell students that they are not expected to be fluent like native speakers, but they can gain competence if they practice. In line with this, students should be advised not to be too sensitive about errors and mistakes as even native speakers can sometimes make mistakes.

Secondly, the teachers should emphasize that not everything the students say in English will be assessed and that the process of

speaking assessment is a long-term one that does not rely only on one answer given by students or on their performance during only one class. This could make students feel more comfortable when speaking. Finally, another implication would be that the teachers should continue using the Communicative language teaching as it has already yielded excellent results, at least in the context investigated in the present research study. However, the implications of the findings of the present investigation are not exhaustive. Language teachers can offer various other ways of speaking-anxiety reduction based on their experience and observation in their language classrooms. It can be said that, in the long run, whatever is done in the classroom to make students feel good about themselves as language learners is important and beneficial for speaking-anxiety reduction. To sum up, what has been gained from this research is an insight into the level of speaking anxiety among high-school students in Serbia as well as into the best ways to alleviate it, with some useful pedagogical implications. This problem has proved to be fertile ground for further research, as well, with the hope that the obtained results can inspire other teachers to try to detect their students' speaking anxiety and try to help them reduce it.

7. “Measuring Speaking Anxiety among Speech Communication Course Students at The Arab American University of Jenin (AAUJ)” is a study researched by Yahya.³⁹ The results of the different domains show that the fear of negative feedback factors has the highest mean (2.93), followed by communication anxiety factors (2.80) and test anxiety factors (2.68) respectively. In fact the means are very near to each other. This gives the implication that the three different factors are closely related. It’s found from the investigation that twelve items have high ranks, seven have low ranks and twenty-eight have moderate ranks. The highest rank is iteming (17) the researcher’ instructor encourages me to participate. This may be due to the quality of instructors who teach English in general and this course (speech communication) in particular. The main aim of the study is to investigate the factors that lead to speaking anxiety among speech communication course students’ during the English class. The results of the different domains show that English has long since been a major subject in Palestine and the Arab World; however, despite the continued increasing demand to learn English, and the emphasis it is given at the school and university levels, still today students enter the university with many language related problems. Although many

³⁹ Yahya, *Measuring Speaking Anxiety among Speech Communication Course Students at The Arab American University Of Jenin (AAUJ)*, 2013, P230

reasons can be accounted for the students' difficulty in learning English, it is felt that by reducing negative affective factors such as anxiety, it is possible to get one step closer to helping students learn English more effectively. By understanding the relationship between English learning anxiety and overall English achievement of students, teachers can hopefully help their students receive better learning effects in a low-anxiety learning environment. Therefore, this study aimed to answer the following research question: what are the factors that lead to speaking anxiety among speech communication course students' during the English class?

The findings of this study are important for researchers, university teaching staff, and the students themselves. It is hoped that increasing and additional knowledge about the dynamics of foreign language anxiety will guide foreign language educators and researchers. Thus, these people will be in a better position to help reduce anxiety in the English classroom that will better benefit the students' English language learning. EFL learners suffer from language anxiety which is aroused by several factors, such as unpreparedness for class; communication apprehension with teachers, teachers' questions, students' perception of low ability in relation to their peers, and corrections in classroom environment; tests and negative attitudes

towards the English classes. EFL learners suffer from language anxiety which is aroused mainly by factors of fear of negative evaluation which consist of negative judgments by others, leaving unfavorable impressions on others, making verbal, pronunciation, grammar or spelling mistakes and disapproval by others. Finally, the fear of negative evaluation is a strong source of foreign language anxiety. Moreover, fear of negative evaluation leads to the fear of being called on in class; test anxiety; fear of making mistakes while speaking; and negative attitudes towards language learning. Furthermore, it makes learners anxious when their teachers ask questions and make corrections.

8. “Students’ Perspective on Speaking Anxiety and Dynamics in the ESL Classroom” is a study researched by Manovic.⁴⁰ The purpose of this study is to examine speaking anxiety and classroom dynamics in the ESL classroom from the students’ perspective. This paper also sets out to investigate the specific behaviors or thoughts learners have in regards to speak English. The investigation gives an explanation how these factors influence students’ ability to learn and perform in a particular instructional framework. Results of the analysis of data suggest that speaking in the ESL is not exclusively the source of the

⁴⁰ Manovic, *Students’ Perspective on Speaking Anxiety and ...*, 2012, P3

anxiety, but that speaking in front of the class is. The research points out and supports the fact that speaking anxiety is spotted in classroom settings. In other words, this indicates the significance of the relationship between speaking English, speaking anxiety and classroom environment. Furthermore, students' investigation also shows the awareness of their reactions: behavioral, psychological and cognitive.

The weakness of this study is that the researcher did not find the way within this framework to investigate how much the students actually are involved in speaking activities or in which form. However, the results are significant regarding that this study was conducted to identify students' thoughts and feelings about speaking anxiety regardless of their accuracy. So, the results of this study should be interpreted to reveal a tendency rather than a fact. In addition, the researcher would like to say that interviewing students was one of the most challenging parts of this research. It could be the case due to the researcher' lack of experience in interviewing, and for this reason the researcher found it difficult. As a result, the interviews were not always based on open ended questions as I, in fact, preferred them to be. Perhaps, the researcher also experienced some of the symptoms of

speaking anxiety, so the planned questions were not manifested in a satisfactory way.

In conclusion, the ability to speak a second language is a complex task. It is influenced by many factors and variables. Among others there are influences of age, listening ability, socio-cultural knowledge and influences of affective factors, which play essential role regarding the ability to speak a second language. According to Oxford “the affective side of the learner is probably one of the most important influences on language learning success or failure”.

9. “A Foreign Language Anxiety Scale for Hungarian Learners of English” is a study researched by Tóth.⁴¹ This paper reports on the adaptation of a well-established foreign language anxiety scale for use in the Hungarian EFL setting. Furthermore, the validation procedures aimed at testing the psychometric properties of the new instrument. The results of factor analysis support Horwitz’s theoretical foreign language anxiety (FLA) construct, hitherto unexamined in the Hungarian EFL context.

As for the theoretical objective of the validation procedure, the results of factor analysis performed on English- and non-English major

⁴¹ Tóth, *A Foreign Language Anxiety Scale for Hungarian Learners of English*, 2008, P 55

university students' responses to the HFLCAS lent support to Horwitz et al.'s three-part model of FLA in a hitherto unexamined ethno linguistic and instructional context. All three elements of the theory, including the debated test anxiety component, were included in the factor solution, with Communication apprehension as a separate component, and fear of negative evaluation and test anxiety comprising a Fear of inadequate performance in English classes dimension. This result suggests that communication apprehension, fear of negative evaluation, and test anxiety are all important elements which constitute the construct of foreign language anxiety, as proposed by Horwitz et al.'s model. Therefore, the suggestion that "items reflective of test anxiety could be eliminated from the FLCAS" should not be acted on until more findings accumulate on the construct validity of the FLCAS in various instructional settings. The factor solution has also shown that the three types of anxiety represented in the two main factors obtained are closely related to each other, which suggests that FLA is essentially a one-dimensional construct, a unique combination of different performance anxieties arising in the process of second language learning and communication.

10. "Turkish Students' Perspectives on Speaking Anxiety in Native and Non-native English Speaker Classes" is a study researched by Bozavli

and Gulmez.⁴² The aim of this study is to reveal the effect of FLA (foreign language anxiety) in native/non-native speaker of English classrooms. Additionally, the level of classroom anxiety was measured for finding whether there was any significant difference between the two groups. The findings showed that there was no significant difference between the groups statistically in terms of classroom anxiety, but the mean scores showed that students in NS (Native speaker) class were more anxious than those in NNS (Non-native speaker) class. This study also compares the speaking class of NS of English with that of NNS in terms of speaking anxiety. Peer factor, teacher factor, and speaking environment were found quite effective in the creation of speaking anxiety. The findings revealed that in NNS class, the students were less self-conscious in front of their peers when they knew them better. Anxious students found the behaviors of the teachers and peers threatening whereas less anxious students felt quite comfortable in the same situations. In addition, most students agreed that if they were prepared for the class the night before, they would feel more comfortable. They also acknowledged that they would prefer to volunteer an answer instead of being called on to answer. Therefore, the students in NNS class should be free to answer in a discussion

⁴² Bozavli - Gulmez, *Turkish Students' Perspectives on Speaking Anxiety in Native and Non-native English Speaker Classes*, 2012, P 1034

agreed before. The topic of the discussion should be determined before the class starts as both the students and the teacher can be prepared and the class could be more fruitful. Most of the students in both NS and NNS classes stated that they would agree to be corrected by the teacher.

The results are consistent with the literature related to the foreign language speaking anxiety. The present study showed that teacher-student relation was an important factor affecting the students' anxiety level. Researchers found that the interaction between teachers and learners was effective in the increase or decrease of the students' anxiety levels. Teachers' behavior and attitude toward student are important in controlling anxiety.

11. "Strategies for coping with language anxiety: the case of students of English in Japan" is a study researched by Kondo and Ying-Ling.⁴³ This study is aimed to develop a typology of strategies that students use to cope the anxiety they experience in English language classrooms by themselves. Actually, this analysis has demonstrated that students' anxiety coping behaviors in the language classroom are characterized by the use of cognitive, affective, and behavioral

⁴³ Kondo - Ying-Ling, *Strategies for coping with language anxiety: the case of students of English in Japan*, 2004, P2

strategies as well as resignation. We have also shown that no significant relationship was found between language anxiety and frequencies of strategy use. Future research on the present topic should consider the interaction between anxiety-coping strategies and characteristics of the language classroom. In the current study, an anxiety-coping strategy was conceptualized as a one-shot, single-act phenomenon. In reality, however, the use of cognitive, affective, and behavioral strategies probably shifts according to the demands of the situation. To fully understand the anxiety coping mechanisms evoked in the language classroom, acts of anxiety coping should be examined in relation to their in? Further investigation of this issue would enhance the exploration of the coping process during stressful encounters.

The researcher' research is quite different from the researches which have been mentioned before. Most of the researches that have been mentioned before, concern about how the students manage or cope their anxieties by themselves, but the researcher' research is only focused on analysis of teacher's strategy in managing students' anxiety of speaking English. It means, to decrease the students' anxiety of speaking English is handled by the teacher. It can be said that in the researcher' research, the main problem is not conducted by students. Students do not decrease their anxiety of speaking English by themselves.