Overview of Speaking Anxiety Among EFL Students

Abdalaziz M. Toubot, Goh Hock Seng and Azizah Binti Atan Abdullah
Department of English, Faculty of Languages and Communication,
Universiti Pendidikan Sultan Idris, Tanjung, Malim, Malaysia

Abstract: Speaking anxiety has an important role in shaping the fluency of the individual's oral communication. As there are communication matters that rise as a result of speech anxiety, the matters must be handled adequately in order to guarantee that communication not impeded. This study, aims to provide a brief overview for the radix and the theory about speaking anxiety. This overview includes the foreign language classroom anxiety theory the nature of speaking anxiety and the causes and the effects of speaking anxiety. In addition, this study provides with some recent studies about speaking anxiety and concluded with some steps that teachers should follow to reduce student's speaking anxiety.

Key words: Speaking anxiety, causes of speaking anxiety, EFL students, anxiety, fluency, adequately

INTRODUCTION

Now a days, in the era of modernization and internationalization, English has become a global language and this increases the need to learn and master the English language. It is undeniable that the learning of English as a global language is important (Crystal, 2003). Due to the arising of speaking issues because of speaking anxiety these issues need deeper investigation to lessen the impedances that curbs the learners from speaking English. Horwitz *et al.* (1986) studied three main factors that provoke speaking anxiety which are communication apprehension fear of negative evaluation and test anxiety. Although, many researches have been conducted on foreign language anxiety that studied the learner's foreign language anxiety levels, only a few researches have been conducted specifically on speaking anxiety such as (Hammad and Ghali, 2015; Ozturk and Gurbuz, 2014; Zhiping and Paramasivam, 2013). Therefore, there is still a lack of researches on speaking anxiety as compared to the researches that have been conducted on foreign language anxiety.

Literature review
Foreign language classroom anxiety theory:
Horwitz *et al.* (1986) defined anxiety as "a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system". Horwitz established the foreign language classroom scale which is a questionnaire that contain of 33 items divided into three factors. These factors are communication apprehension, fear of negative evaluation and test anxiety. Studying these factors will provide an insight to understand the sources or causes of second/foreign language anxiety.

Communication Apprehension (CA): Majority of research related to apprehensiveness in communication is grounded in McCroskey's conceptualization who described it as "the fear or anxiety related to either actual or expected communication with another person or persons" (McCroskey, 2012). The inquiry of communication apprehension increases a noteworthy prominence amongst second language researchers and has been defined as "one of mental health condition that affects L2 acquirers" (Du, 2009). Almost one out of every five persons which contributes to 20% of college students is anxious when it comes to communication. Typically, individuals who are communicative apprehensive do not show anxiety lest they are involved in a specific kind of communication. Another communication apprehension conception is by Casado and Dereshiwsky (2001) who commented that second language college students who display communication apprehension are mentally matured but are immature in terms of communication abilities. They reported that the student's incapability in expressing themselves or understanding each other may lead to apprehension when communicating in a foreign language.

In communication a pprehension development (Daly, 1991) presented five explanations that provided a clear understanding into origins of language anxiety among foreign language learners. Firstly, communication apprehension is presented from a "genetic disposition"

Corresponding Author: Abdalaziz M. Toubot, Department of English, Faculty of Languages and Communication,
Universiti Pendidikan Sultan Idris, Tanjung, Malaysia

observation opposing "one's genetic legacy" could be a critical factor to one's anxiety. A stronger explanation was provided by McCroskey (2015) that children born with definite "predispositions" in the direction of communication apprehension. Secondly, communication apprehension is clarified from a behavioural perspective and strengthening and castigation related to communication. He emphasizes that people who were mistreated by others in their childhood regarding their communicative efforts, believed that keeping quiet is the best resolution for it is awarded better than speaking. This could cause instructional repercussion, based on a behaviourist learning approach, teachers to learner's undesirable responses of errors might strengthen their fear of creating errors and thus afraid of imminent efforts in communicating. The third reason connected to the preceding reason which is inconsistency in patterns of rewards, punishments and no response to engage in similar verbal acts (McCroskey, 2015). The fourth reason concentrates on adequate individual's initial communicative abilities acquirement. Children who talk more during their early years have good talking experiences and have the tendency to be not as apprehensive compared to those who obtain fewer chances to communicate. The last reason is that children who had better exposure to suitable communication social interactive models are typically not as anxious as those who had unsuitable exposures. All five explanations showed that communication apprehension outcomes developed from an individual's emotional physiognomies or environment.

A communication apprehension description was provided by Horwitz (2010) who stated that it is a kind of shyness branded by fear of or anxiety when connecting with people. People who definitely had difficulties communicating in groups or in public have the tendency in experiencing more troubles when communication in a foreign language class where students feel they are unable to control themselves in the communicative situation they also may feel that their attempts at oral work are continually being monitored (Horwitz, 2001). This apprehension is observed based on the learner's negative self-perceptions originating from the incapability to comprehend others and make him understood (MacIntyre and Gregersen, 2012).

Chen and Chang (2004) proposed a momentous perspective that stated the social aspect of language learning made the learners afraid of their inability in communicating suitably which becomes a recurrent occurrence in language learning settings. Lacking in target language abilities creates lonely students because articulating themselves becomes a perplexing task in a

foreign language. From the viewpoint where language is a way to communicate, not an objective (MacIntyre *et al.*, 2003) commented that language learning fundamental function ought to intensify student's willingness to interact. If the student is eager to interact, the learning will be more successful. Yashima (2002) observed that anxiety is lower amongst students who are very enthusiastic to communicate.

Fear of negative evaluation: The Foreign Language Classroom Anxiety (FLCA) second element is the fear of negative assessment. The definition of fear by Leary and Tangney (2011) is a form of fear that comes from the viewpoint or existence of relational assessment in actual or fictional social settings. Students might feel afraid of their peers or teacher's negative evaluation, anxiety of being laughed at by other students or being overly conscious of their gaffes in the course of communication which frequently creates high levels of apprehensiveness. Afraid of being negatively evaluated is an addition of FL test anxiety element because it is not merely limited to assess situations. The occurrence is possible in any assessing circumstances for example being present in an oral expression classroom (Horwitz, 2001). He is certain that even though Communication Apprehension (CA), test anxiety and negative evaluation fears give beneficial conceptual building blocks to describe FL anxiety, it is more than just the collection of the three components. As specified before "conceiving FL anxiety as a separate complex of self-perceptions, principles, emotional state and behaviours connected to classroom language learning that arises from the individuality of language learning procedure" (Horwitz *et al.*, 1986). Language learning is made distinctive and exceptional process because of its communication with the notion of one's self-confidence.

Test anxiety: The second component constituting foreign language anxiety is test anxiety which is imperative to have good understanding on the construction of foreign language anxiety. Normally, the terminology "test anxiety" was derived from scientific perspective, discusses to a group of phenomenological, physiological and behavioural reactions accompanying worry about possibilities of negative effects or failure on examination or comparable evaluative condition (Tobias, 1985). Test anxious students have the tendency to see evaluative circumstances as a whole and test situations, particularly, an intimidation to their personalities. Horwitz *et al.* (1986) explained test anxiety as "a kind of performance anxiety that comes from fear of failing". Students suffering from test anxiety usually ask more than

they are capable of doing and worry about how they perform. Another influence that intensifies test anxiety and reduces performance is time limitations. For instance, Ohata (2005) carried out a study where he came to a conclusion that learners occasionally are concerned on exactly how their ideas could be organized in a short period of time.

Second/Foreign languages, compared to other academic subjects, require "constant assessment" by the teacher as the sole individual who has a mastery proficiency in the language in the class (Horwitz, 1986). Numerous researchers propose that oral evaluation can be the test that provokes anxiety most as it fuels both test and oral communication anxieties (Gregersen and Horwitz, 2002; Liu, 2009; Spielberger, 1995).

MATERIALS AND METHODS

The nature of speaking anxiety: Gaibani and Elmenfi (2016) defined speaking anxiety as "a type of shyness characterized by fear about communicating with people". Almost all the researchers who work under the concept of psychological or biological determinism would expect to report that speaking anxiety is a matter of hard-wired biology. Hard-wired Speaking Anxieties (HSAs) are born that way with much tendency of being anxious irrationally at the probability of having to communicate with any slight degree of burden. Extreme determinists would hold that (HSAs) as pathological cases beyond any help or treatment. Behaviour scientists on the other side, argue that speaking anxiety is created by situational factors which can be changed or understood or dealt with in a certain way to remove the fear and attenuating anxiety. Generally there are four different types of speaking anxiety: trait-like, generalized context, personal group and situational or state-like.

Trait-like: Almost all the studies over the past decade Richmond *et al.* (1998) have been focused on trait-like speaking anxiety that is imaginary as a fixed quality of an individual such as trait determined by genetic factors, like eye color and height. Neither personality variable nor trait-like speaking anxiety should be interpreted as personality-type variable, consequently, does not meet this rigid interpretation of "trait" (Beatty *et al.*, 1998). During the period of puberty, true traits of an individual are not subject to change. Despite their highly resistant to change, the trait-like can be changed and often are changed even in puberty. McCroskey and Richmond (1982), Richmond *et al.* (1998) clarified that speaking anxiety is subject to such a range. Speaking anxiety as a trait must be known to mean fear over communication is

more occur through various environmental situations (Freeman *et al.*, 1997). In cases like this, communication in their various types, i.e., public or intimate, serious or unserious is more challenging even when the interlocutors are familiar with such as parents or spouses.

However, a general look at speaking anxiety could be more helpful, because even if the individual is naturally more predisposed towards speaking anxiety, it is still in the case of lacking the inhibiting factors provoking of speaking anxiety, a high level of crisis may not be manifest. McCroskey (1983) indicated that it is very important to know the separation between trait-like speaking anxiety and state-like speaking anxiety is actually wrong separation. McCroskey (1983) proposed that in order to understand all human behaviors as stemming from either a trait-like personality orientation of the individual or the state-like constraints neglects the powerful interaction of these two sources. He pointed out that it is important to refuse this false state-trait separation and look at the sources of speaking anxiety on a continuum. Therefore, it is important to distinguish between levels of anxiety when attempting to establish how an individual would respond. In case that one has state-level anxiety, the situational factors can constitute common circumstances affecting communication. Consequently for example, in contrast to a new situation, an individual would be anticipated to experience more anxiety, completely unlike when an individual is in familiar surroundings and doing more routine communicative acts (McCroskey *et al.*, 1987).

Generalized context of speaking anxiety: McCroskey (2015) indicated that anyone can be fearful about communication in almost any type of context. Generalized context of speaking anxiety is considered as a quite continual, personality-type orientation toward communication in a given type of context as stated by (McCroskey, 2009). Besides, McCroskey classified generalized context of speaking anxiety into four categories stemming from: public speaking, speaking in meetings or classes, speaking in small group discussion and speaking in dyadic interactions. Research points out that some people feel anxious only under such types of settings. This means that the general types of communication situations that provoke anxiety in the communication are not the same for everyone. It is acceptable that some people may be able to perform before a lot of people but no one can be scared of talking to a spouse or close associate (Bodie, 2010).

Personal-group: Personal-group speaking anxiety frequently happens when a person communicate with a

certain person or group. Personal-group speaking anxiety "represents the reactions of an individual to communicating with a given group of individual or group of individuals across time" (McCroskey, 2012, 1983). This means that some individuals or groups might affect certain individuals or groups to become more anxious. He considered personal-group speaking anxiety more as a function of the situational constraints created by another person or group than by the personality of the individual.

State-like or situational speaking anxiety: State speaking anxiety established by curbing reaction experienced by a person when communicating with a given person or group of individuals at a given time or in a given place. Beatty *et al.* (2009, 1998) and Frantz *et al.* (2015) describe state anxiety as an experience closely connected to a certain situation at a certain time and might be considered as a reaction to a surrounding stimulus. Almost all state-like types of speaking anxiety can be experienced at different times and places. This means that an individual can be inhibited at particular times and in particular places with a given person or group at certain time but not at another time (McCroskey *et al.*, 2002). For instance, a student may feel slightly anxious or does not feel anxious at all when he himself goes to an instructor to ask about a project but he or she may be frightened if the instructor tells him or her to stay after class to meet with him or her. As it is comparatively occupied by spatio-temporal factors or circumstances in someone's life, state-like speaking anxiety is not seen as a lasting character-behavioral activation system but relatively as a convenient reaction to the circumstantial restriction created by the time factor, space necessities or limitations and the occurrence of the other person or group (Dewaele, 2010; Proctor *et al.*, 1994). Therefore, state-like speaking anxiety fluctuates according to the changes in the constraints introduced by the time, space and other person or group. Studies refer that individuals who have high trait-like speaking anxiety or high generalized-state-like or situation speaking anxiety would be predicted to suffer from high speaking anxiety in more intimate or private individual situations than would other people (Richmond *et al.*, 2015, 1998). When state-like speaking anxiety is resulted from a prior history of interpersonal conflict, it is categorized as person-group speaking anxiety. And this type of speaking anxiety occurs more among state-like speaking anxiety people.

RESULTS AND DISCUSSION

Causes of speaking anxiety: There are a number of causes that lead to speaking anxiety and one or some of these causes contributes in student's anxiety especially in oral communication taking place inside the classroom. This study, provides an explanation to the six causes of speaking anxiety which are as the following: heredity, reinforcement, inadequate skill development, absence of adequate role models, embarrassment and other circumstances.

Heredity: Social biologists pointed out that infants differ with reference to their 'sociability' and this can have an impact on their interaction with their environment which will finally lead to lower or higher levels of speaking anxiety. Although, there is not any certain "speaking anxiety gene" that has ever been allocated as an outcome of researches on infants and twins, many researchers nowadays agree that there might be a heredity component. It is claimed that people are born with particular personality predispositions which affect how they will respond to environment stimuli (Jung and McCroskey, 2004). As stated by Bond and McMahon (1984) one of the main factors affecting speaking anxiety is heredity. This means that an individual is born with innate characteristics that shape his/her personality.

Reinforcement: Reinforcement is also another cause of speaking anxiety. Studies refer that children who involved were in positive communication with their parents and are praised for their efforts, tend to continue with those patterns of interaction in hopes of receiving consequent affirmative responses McCroskey and Daly (1984) while children who are punished or scolded in order to speaking the foreign or second language finally develop high levels of speaking anxiety and withdrawal from communication. Richmond *et al.* (2015) also explained that if people around the child's environment do not act according to consistent patterns regarding to rewards and punishment for the same behavior the child would get confused and this will lead to learned helplessness and negative expectation which according to McCroskey are component of speaking anxiety. Drinkwater and Vreken (1998) gave an example of reinforcement where a student is trying to deliver a speech in his/her second language. When the student is not fluent in this language and is laughed at by classmates for a few mistakes or even punished by the teacher this negative reinforcement might lead to high levels of speaking anxiety. In spite of genetics influence on trait like speaking anxiety, almost all researchers points out that the patterns of reinforcement which individual experiences in the environment are the dominant components (Horwitz, 2010, 2001; McCroskey, 2012).

Inadequate skills development: Inadequate skill development is also another cause for speaking anxiety. Individuals with high levels of speaking anxiety usually

avoid communication and consequently they develop inadequate communication skills. The loss of these skills increases levels of speaking anxiety again-a vicious circle (Drinkwater and Vreken, 1998). Effective communication skill may not have developed due to the short time that parents spend communicating with their children or the short time that children communicate with their peers. This circumstance may cause the shyness that children experience in kindergarten and first grade or change schools may exhibit school phobia (Leary and Tangney, 2011; Levetown, 2008).

Absence of adequate role models: Anxiety may also increase and develop because of the absence of adequate role models. Generally, children are affected by the communication around them, so if a child has parents and/or teachers who have high level of speaking anxiety and consequently they are not good communicators, the child tends to follow (Drinkwater and Vreken, 1998). This has a connection with the environment which may cause speaking anxiety because children usually tend to imitate the behavior of others while they learn to communicate (Leary and Tangney, 2011).

Social anxiety may develop as a result of continuous reaction to frequent failure, bad treatment or rejection from adults or peers. Although, some students adapt well with their peers and teachers they might show speaking anxiety when they are asked to answer academic questions, perform in public or participate in an activity that they know will be evaluated (Gifford *et al.*, 2002).

Embarrassment: Almost all people feel anxious when asked to speak in public because they afraid of looking stupid or foolish in front of many of their peers and important people. McCroskey and Richmond (1982, 1987) stated that the fear due to their lack of enough information to say or their lack of speaking skills will lower the opinion others have of them. This could finally lead to embarrassment.

Other circumstances: Other circumstances are other affective factors that help in development speaking anxiety which include existing surrounding conditions of the individual, like low childhood nurturance, mannerism, subordinate status, conspicuousness, unfamiliarity, the degree of attention from others, evaluation and prior history including schooling and higher education (Horwitz, 2010, 2001).

Other factors that may increase speaking anxiety include: low intellectual skills-an individual cannot develop or/and does not have a good base skills speech skills deficiencies an individual face difficulties while speaking like stuttering; voluntary social introversion-an individual prefers to be quiet among others; social alienation-this occurs when others do not talk to a person or the person chooses to cut off all social communication with the outside world and ethnic/cultural divergence in communication norms this is fear in communicating due to the different communicative styles and norms between or among cultures (Fishman and Garcia, 2010; Nash, 2013; Schwartz, 2015).

Effects of speaking anxiety: After years of research on speaking anxiety, studies concluded that high levels of speaking anxiety could influence a person's behavior the perceptions of others, occupational choice and employment opportunities, relationships and education (Horwitz, 2010; McCroskey and Richmond, 1982, 1987). Teven *et al.* (2010) assert that the intensive focus is because it is quite pervasive and filters through every aspect of an individual's life. Studies on speaking in public settings refer that oral communication and speaking before others have been reported to be what Americans fear most (McCroskey, 2012; Croskey, 1977). This idea seems similar to a study that states around 15-20% of college students in America suffer from devastating speaking anxiety (McCroskey, 2012). Speaking anxiety is regarded to be of devastating degree when it is "of sufficient levels to interfere seriously with the individuals functioning in normal human encounters" (Beatty and McCroskey, 2009). Matsuoka and Evans (2005) agrees with the same idea of McCroskey about the effect of speaking anxiety. The scope of speaking anxiety among college students is elaborated thus.

While surveys have indicated that from six to ten percent of the population has some variety of speech disorder, research has indicated that ten percent of the college student population has severe communication apprehension which interferes to a major extent with communication. An additional thirty percent or a total of forty percent has sufficient apprehension to warrant special treatment outside of the classroom environment (McCroskey, 2012).

McCroskey (2012) pointed out that high levels of speaking anxiety is not only clearly seen among college students in America but also all people in our society as a whole. McCroskey also stated that it is significant to do more research about this problem in order to find a good solution to it.

According to research and due to of pervasive nature, speaking anxiety shows its effects in some mannerisms or behaviors of people with high levels of speaking anxiety in the form of tacitly and actually discouraging interaction (McCroskey, 2012). Teven *et al.*

(2010) show that many mannerisms could be noted as symptomatic such as staring into drinks, averting eyes, appearing generally anxious, aloof and unfriendly are all typical. These are strategies by which individuals who experience high levels of speaking anxiety seek to avoid communication. In cases when it is quite difficult to avoid communication, individuals will try to withdraw, seek to contribute with fewer ideas, make fewer relevant comments and agree with ideas of others more often (McCroskey, 2015).

People who suffer from high levels of speaking anxiety can have difficulty in making and maintaining close relationships (McCroskey *et al.*, 2002). This is the result of trying to withdraw and avoid communication interaction with others. The high levels of speaking anxiety quite often are connected to feelings of loneliness, isolation, low self-esteem and the inability to discuss personal problems (Bashosh *et al.*, 2013; Fallah, 2014). Compared to low speaking anxiety they fear peer evaluations and communicate less with peer strangers and have less number of friends (McCroskey *et al.*, 2002). Because they are withdrawn and refuse to face situations that increase their anxiety levels by fleeing from them, compared to low speaking anxiety persons, high speaking anxiety people are less likely to be opinion leaders or leaders in a group and less successful in the social environment (McCroskey, 2009).

High speaking anxiety people have fewer opportunities to receive job interviews, less opportunities to get employment or maintain their positions than other people (McCroskey *et al.*, 2006). This is because high speaking anxiety people deem researching for a job, placement and work situation to be significantly stressful (Griffith *et al.*, 2009). Research refers that the consequence of the high stress level of job situation, especially ones where they are expected to work as a team, high speaking anxiety individuals are likely to choose jobs with low communication requirements and challenges and are prepared to sacrifice higher pay and promotions by doing so. Due to their tendency to avoid communication they are often judged as being less knowledgeable, less creative and requiring more training than low speaking anxiety people (McCroskey *et al.*, 2006).

Previous studies on speaking anxiety: Azarfam and Baki (2012) conducted a qualitative study on a sample of 3 Iranian students and 3 Iranian teachers at University Putra Malaysia to examine the factors concerning communication apprehension that causes language anxiety for EFL learners in learning to speak English language. The findings of Azarfam and Baki's study refer that language anxiety could affect the speaking skills of EFL learners by lowing the quality of oral performance as the anxiety increase. They also recommended that before using strategies to help students overcome anxiety, teachers should get to know their students and shed light into the causes that underlie learner's low performance and the reluctance to participate in speaking activities.

Aydogan *et al.* (2013) conducted a quantitative study to measure the level of speaking anxiety among 100 students studying at preparation classes of the international Burch University in Sarajevo. He concluded that students experience a certain level of English foreign language speaking anxiety and according to students this is due to student's personal reasons and some teaching procedures.

Budin (2014) conducted a study with 200 form four students aged 15-16 at two schools in zone Larut Matang and Selama, Perak State Malaysia. They were administered a Language Classroom Anxiety Scale (FLCAS) questionnaire by Horwitz (1986) to examine the relationship between student's level of English language anxiety and their speaking achievement. The results showed that there is a moderate significant relationship between the student's level of English language anxiety and their speaking performance.

Nazir *et al.* (2014) conducted a study on 50 non English major intermediate students at National Rawalpondi College in Pakistan to examine their level of speaking anxiety while speaking in English. Nazir *et al.* (2014) utilized a foreign language classroom scale as a quantitative instruments to collect his data and concluded that students experience a high level of speaking anxiety and fear of negative evaluation while they are speaking in English.

Teacher's role in alleviating EFL/ESL student's speaking anxiety: Teachers who organize, carry out tasks and assess student's performance undeniably play a pivotal part in addressing speaking anxiety. Nonetheless, oral anxiety is also reported to stem from their manners and their peers (Tsiplakides and Keramida, 2009). As such, raising teacher's awareness about their potentially detrimental manners towards learners is the first step to address speaking anxiety. Some of the methods included may be comparing students to each other, ways of correcting error, humiliating students and forcing students to talk. Techniques from the humanistic approach such as Silent Way, Suggestopedia, total Physical Response and Community Language Teaching may be implemented (Larsen-Freeman, 2000). Moreover, errors should be regarded as a natural art of the learning process. Spot correction in speaking activities should be

avoided by teachers as it may potentially undermine student's confidence and because it discourages learners who may feel anxious about "sounding silly" to experiment with new language (Nerlicki, 2011). It is also important to tactfully encourage anxious students to adopt the belief whereby they should continue speaking, despite making errors. These methods require teachers to form good rapport with students, tolerate their errors, accept them as individuals and establish a relaxed and supportive classroom environment. If necessary, a doctor-like role should be adopted by the teacher diagnose the specific issue and eliminate the detrimental effects of anxiety accordingly. These approaches have the potential to specifically reduce fear of making errors, social comparison and competition and negative evaluation by peers and teachers. This in turn, produces high student participation in speaking activities. Another important aspect in minimizing anxiety levels is the conduct and selection of activities as certain activities have the propensity to create distress and tension among the students. Activities that are focused on the student's interests and that are tailored according to their proficiency levels be selected. It is wise to provide various activities to encourage each student to voice out since each student may have distinct individual qualities. Reduced tension and increased attendance to tasks may be possible if activities are run in cooperation with peers as collaboration rather than competition encourages anxious students to feel less threatened. The following lines suggest several activities to reduce anxiety. Firstly, role play-based activities-in such activities, students take up a new persona with pseudo names. This gives the students an opportunity to safeguard their self-image by the means of disguising their true identity with a new one. This in turn, alleviates any feeling of fear of negative assessment or evaluation and perceptions of inferiority. Moreover, students of mixed ability should be form into groups for group discussions which creates a space for anxious learners to participate in an environment where what is said is regarded as neither right nor wrong. Learning via games such as describing pictures and guessing via wh-questions-who is what is in groups or pairs is less face-threatening. Thus, they can be incorporated into the speaking activities. According to Tanveer (2007) approaches to support students with fear of negative evaluation should be developed by teachers which includes giving the students positive reinforcement such as positive comments. In terms of learner's perception of self inferiority, teachers can enhance the classroom environment and practices form a community in the classroom and incorporate pair and group work. This way,

students would not perceive it as a competitive environment. Identification of students with debilitating anxiety should be the first step, followed by helping these students to form coping methods (Ansari, 2015). Special attention should be given by teachers to such students by helping with their needs and concerns which should not be limited to within the classroom. Individual-specific measures should be tailored according to the specific student. Ways of doing this include praising their efforts, provide encouraging comments on student's attempts, give written or oral feedback and have private talk with the students outside the classroom. The student's inclination to participate in speaking activities should be considered as the students would not develop oral fluency and accuracy unless they have many opportunities to practice. In addition to the prior measures, Tsiplakides and Keramida (2009) suggested countermeasures as inclusion of humor, implicit correction of errors, calling student by their first names, non-verbal praise such as giving a warm smile or patting on shoulders and adequate wait time for answers. The aforementioned steps; despite seemingly small have the potential to be icebreakers in the attempt against speaking anxiety. Silent students of ESL in general and EFL in particular have to be promoted and geared towards conversing in English as per situations even beyond the vicinity of the classroom. Teachers are to let the students come to a realization that more practice in English speaking is a suitable way to address speaking anxiety. Nevertheless, teachers should keep in mind that each learning situation is unique and issues faced might be distinct depending on the situation. Thus, the approaches suggested above may not work out the same extent for each particular case as such teachers equipped with professional competence should always be in the probe of answers to individual and situation specific requirements.

CONCLUSION

Anxiety in speaking is an obstacle that has a negative impact on speaking. There are some factors that mainly effect speaking anxiety including communication apprehension, fear of negative evaluation and test anxiety. Even though there are many studies that studied language anxiety, there are still lacks of studies that specifically study the speaking anxiety. It is important to distinguish between foreign language anxiety and speaking anxiety that the former is broad whereas the latter is specific in terms of speaking. In fact obtaining accurate results depending on studying a broad issue(s) is a useless work that has no meaning.

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