

**ASSESSING CAUSES OF STUDENTS' LANGUAGE ANXIETY
DURING ORAL COMMUNICATION IN ENGLISH CLASSROOM AT
JACHO SECONDARY AND PREPARATORY SCHOOL: GRADE TEN
IN FOCUS**

MA THESIS

TEKLE TAMRAT MASSEBO

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**Assessing Causes of Students' Language Anxiety during Oral
Communication in English Classroom at Jacho Secondary and Preparatory
School: Grade 10 in Focus**

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Tekle Tamrat Massebo

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POSTGRADUATE PROGRAM DIRECTORATE

As Thesis research advisors, we hereby certify that we have read and evaluated this Thesis entitled “Assessing the Causes of Students’ Language Anxiety during Oral Communication in English Classroom at *Jacho* Secondary and Preparatory School: **Grade 10 in focus**” prepared under our guidance by **Tekle Tamrat** . We recommend that it be submitted as fulfilling the Thesis requirement.

Abera Admasu (PhD)	_____	_____
Major Advisor	Signature	Date

Adinew Tadesse (PhD)	_____	_____
Co-Advisor	Signature	Date

As members of the Board of Examiners of the M.A. Thesis Open Defense Examination, we certify that we have read and evaluated the Thesis prepared by **Tekle Tamrat** and examined the candidate. We recommend that the Thesis be accepted as fulfilling the Thesis requirement for the degree of Master of Art in Teaching English as Foreign Language (TEFL).

_____	_____	_____
Chairperson	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
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Name: Tekle Tamrat

Signature: _____

Date: December 2019

School: Foreign Languages and Journalism

BIOGRAPHICAL SKETCH

The author was born on September 1, 1986 G.C. in Hodo Bultuma Kebele of Tembaro Woreda, SNNPR of Ethiopia. From his father **Tamrat Massebo** and his mother **Tadelech Chafamo**. Likewise, he attended his primary education at Bultuma Primary School (1-8), and his secondary education at Mudulla Secondary and Preparatory School (9-12). After successful completion of Secondary School Education, he joined Haramaya University in 2007/2008 and graduated with Bachelor of Education in English on July 11, 2009. Soon after his graduation, he was employed by Dawuro Zone, Loma Woreda Education Office as English Teacher at Loma Secondary and Preparatory School and later at Hadiya Zone, Jacho Secondary and Preparatory School. After eight years of professional experiences, he rejoined the Postgraduate Program Directorate of Haramaya University to study M.A. program in TEFL in 2017/ 2018 in the School of Foreign Languages and Journalism of Haramaya University.

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ACRONYMS AND ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as Second Language
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
JSPS	Jacho Secondary and Preparatory School
MOE	Ministry of Education
SNNPR	Southern Nations, Nationalities, and People's Region
TEFL	Teaching English as a Foreign Language

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Assessing Causes of Students' Language Anxiety during Oral Communication in English Classroom Jacho Secondary and Preparatory School: Grade 10 in Focus

ABSTRACT

The purpose of this study was to assess causes of grade ten students' language anxiety during oral communication in English classroom at Jacho Secondary and Preparatory School. In order to achieve this objective, explanatory case study research design was employed. All (Two English language teachers) were selected using available sampling technique and 114 Grade ten students were selected through random sampling technique from 260 students. Three data gathering instruments were employed such as questionnaire, interviews, and classroom observations. A five point Likert scale type questionnaires were prepared by the current researcher through adapting the nature of items from the Foreign Language Classroom Anxiety Scale (FLCAS) that was previously developed standard questionnaire in the area (Horwitz et al., (1986). These questionnaires were distributed for those selected students in EFL classroom. Again, interview questions were used for those English teachers. Likewise, classroom observation was held two times each sections of grade ten in the school using checklist in EFL classroom. To analyze the obtained data, both quantitative methods and qualitative methods of data analysis were carried out in this study. The findings of the study showed that: Students' fear of making mistakes during discussion, English teachers correction of learners' error while discussing. Furthermore, students' lack of self-confidence to express their ideas in EFL classroom, students' poor background of linguistic proficiency, shortage of grammatical skills were causes of students language anxiety. What is more, teachers' failures to apply active teaching-learning method were causes of students' language anxiety. The study recommended that overcome students' language anxiety in EFL classes: teachers should make students aware that making mistakes can be a learning experience. Ultimately, students ought to learn vocabulary in English classroom and sentence structure (grammar) through communicatively that to overcome their oral communication anxiety.

Keywords: Anxiety, Assessing, Cause of Anxiety, Oral Communication

1. INTRODUCTION

1.1 Background of the Study

English language is used by significant number of people in all over the world for communication and it is an international language of business, education, diplomacy in the current world. English is often used as a medium of instruction in higher education (Mohammad, 2010).

According to the Ethiopia English grade nine and ten syllabuses, the importance of students' study English has been retained in the educational system because it is vital to for the economic development of Ethiopia (MOE, 2002). This would in fact contribute a lot towards the enhancement of the speaking skill through English in Ethiopia.

Horwitz (2001) asserted that poor linguistic performance of learner is the result of debilitating effect of language anxiety. Furthermore, anxiety is probably regarded as the biggest affective factor that obstructs the learning process. It can impede foreign language production and achievement. Furthermore, "anxiety is one of the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system in EFL classes" (Horwitz, 2001). It has been observed that students in English classroom experience anxiety that results in and speech impediment feelings of nervousness. As students progress, abundant pressures and different anxiety levels might affect their language achievement in EFL classroom.

Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners (Bashir, and Dogar, 2011). Many kinds of language activities can generate performance anxiety. In line with this, the most anxiety-provoking language activity should be speaking in front of others.

According to McDonald (2001), cited in Cubuku (2008), anxiety can be exhibited differently by individuals. Some students do exhibit negative anxiety when they are required to answer questions or take part in some language activities like oral presentations; discussions. According to Crystal 2003, speaking skill is considered the most important language to be mastered since English is a powerful position as a medium for international communication. As learners' steps forward, profuse pressures and different anxiety stage might have an effect on their language accomplishment.

Toth (2010) stated that anxiety is as general personality trait, as a “here-and-now” experience and what has come to be known as a situation-specific approach. In line with this, language researchers have identified a number of learners’ factors which are thought to have a considerable influence on language learning. Foreign language Anxiety has been regarded as one of the most important affective factors that influence students speaking skill in EFL classes. Concerning to this, studies by different scholars, (e.g. Horwitz, et al., (1986) and Macintyre and Gardner (1994) which indicated that FLA is responsible for students negative emotional reaction to language learning.

According to Mahripah (2014), EFL learners’ speaking skill is affected by some linguistic components of language like phonology, language rules, vocabulary, and semantics. Furthermore, psychological factors were motivation and personality. Richards (2008) suggests that learners often evaluate their success in English language learning with the effectiveness of their English on the basis of how often they feel that have enhanced in their English proficiency.

Regarding to this, English language speakers have more opportunities to obtain jobs in different organizations, companies and other specialization areas of make an effort. These statements have been supported by Baker and Westrup(2003) who said that learners who speak English very well can have greater opportunities for better education, finding good jobs, and getting promotion.

In the context of foreign language learning, learners’ active involvement is essential for them to be successful. But it is clear that in different schools, students are not engaging fully during any oral communication because different psychological factories, such as anxiety. Furthermore, Cubuku (2008) have conducted research on this context to see classroom language anxiety and language achievement correlation and found that anxiety and achievement were correlated negatively.

Hence, it is obvious that foreign language anxiety is a serious matter that needs study. In view of the importance of anxiety as one of the factors that causing oral communication performance, different scholars have examined the role of anxiety in speaking skill (e.g. Woodrow, 2006); Ozturk and Gurbuz, 2014). Thus, what these researchers have founded

include different levels of oral anxiety (ranging from low to high) experienced by a considerable number learners in different language context.

Learners who feel anxious in their foreign language learning may find their knowledge less enjoyable (Gregersen, 2002). For this reason, learners may have the feeling of being unable to express their ideas in English classroom where causes of foreign language anxiety emerge. Nevertheless, in terms of students' academic performance, it is highly dependent on their ability to ask questions, to discuss and to understand concepts from their teachers' and peers in EFL classroom. Due to the fact that One-third of all foreign language learners were experience with some level of language anxiety (Horwitz , 2001).

In spite of the fact that, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2001). Even though, in *Jacho* Secondary and Preparatory School in *Mirab Soro Woreda* grade ten students in particular were noted to have immense difficulties in expressing themselves orally in EFL classroom. Accordingly, the purpose of this study is to assess the causes of students' anxiety during oral communication in EFL classroom. Finally, a trouble during oral communication in terms of students' anxiety is still a problem that needed to be well addressed in such selected school.

1.2 Statement of the Problem

Speaking skill is obvious that one of the basic skills in learning language for effective and used for real oral communication. What is more; speaking is assumed to be the most important among the four basic language skills to make interaction (Ozturk and Gurbuz, 2014). Learners who fear to speak in English resort, most of the time, to silence as an avoidance strategy. They may sit passively in the EFL classroom.

In an oral discussion classroom, the amount of language production can be influenced by the ways learners perceive themselves, their willingness to communicate and take risks, and by the classroom atmosphere itself which may highly influences communicative language teaching. Concerning this, English is becoming an essential language and plying a crucial role in the overall world for communication with one another.

Additionally, communicating in English that provides significant opportunities to Ethiopian learners either in high school or at university level. According to Horwitz et al.,(2008), any

performance in the second or foreign language is likely to confront an individual's self concept as a competent communicator and lead to reticence, self-consciousness, fear or event panic (over power fright).

As far as the researcher's almost five year teaching experiences in such selected school worry is concerned, he observed that learners show anxious in oral communication during EFL classroom. In terms of *Jacho* Secondary and Preparatory School in *Mirab Soro Woreda*, grade ten students in particular were lack of expressing themselves orally and they have fear of sharing idea with one another during oral communication in English classroom.

Thus they will notice they are not making any improvement in their learning in EFL classroom. Likewise, one of the most wide spread problems among learners of JSPS in EFL classroom is the students' oral communication of English through discussion or in conversation session is very low and they were too passive to take part in a certain discussion. When the researcher asked those students a simple question, they were anxious to provide answer orally through English in classroom.

Furthermore, learners usually shy and hesitate; they were unable to express their ideas through English in EFL classroom, and they still fail to use English language confidently in communication or every day topics in spoken language in classroom. For this reason, it is needed to identify the major causes of learners' language anxiety during oral communication in foreign language classroom.

Besides these, some local studies which were being conducted so far on the area, adequate studies have not investigated yet. In fact, as far as the current researcher knows only three promising research efforts have been made on this area at different times. For instance, Dessalegn (2014) conducted the research on assessing the source and effect of language anxiety through comparing both male and female students' foreign language classroom participation: The Case of Ano Preparatory School at Eastern Wolega Zone, Oromia Regional State.

He was used 183 students of grade 11 and 12 as participants of the study while in terms of methodological; he used focus group discussion as one of data collecting tool rather than classroom observation. Regarding to this, his finding indicates that language test is the most anxiety provoking situation for female students in comparison to male student. This occurs due to the fear of consequence in terms of failing foreign language classes. Similarly, Negassi

(2009) did his study on English language classroom anxiety, the case of grade 11 high and low achievers at Shire Preparatory School with the intention of examine the levels of English language anxiety of high and low achiever students. As the result, his finding show that high achievers were found to be less anxious where as low achievers experienced high level of anxiety. Nevertheless, he could not identify the major causes of grade ten learners' language anxiety during oral communication in EFL classes and he missed to assess student-related factors that cause anxiety during oral communication in English classes.

Likewise, Melkamu (2008) also carried out study on high school students' English language anxiety and English achievement with particular references to grade 11 at Demebecha Preparatory School of West Gojjam. Consequently, his findings indicate that learners are found to be anxious and English learning anxiety and English achievement were negative correlated. Even so, the study of Melekamu (2008) has certain gap that he could not carry out what the causes of learners' oral communication anxiety in EFL classroom. Thus, the above researchers conducted a research that related so far on the area.

The focuses of the above researchers' studies were effect of language anxiety in male and female students' comparing them in grade 11 and 12, anxiety at higher and lower achievers in grade 11 students through comparing those learners and study of high school students' English language anxiety and English language achievement area. However, this study is different from the above work both in terms of study focus and study site area. Therefore, the researcher's observation of students speaking problem in Jacho high school was motivated him to study on causes of learners' language anxiety in EFL classroom of grade ten and to fill the gap of the previous studies.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the causes of students' language anxiety during oral communication in English classroom at Jacho Secondary and Preparatory School grade ten.

1.3.2 Specific Objectives

The specific objectives of the study were as follows:

1. To assess students' speech anxiety that to communicate through English in classroom of *Jacho* Secondary and Preparatory school.
2. To identify student-related factors that cause oral communication anxiety in English classroom at *Jacho* high school in grade ten students.
3. To examine teacher-related factors that causes of students language anxiety in speaking classroom of *Jacho* high school in grade ten.

1.4 Research Questions

1. What are students' speech anxiety that to communicate through English in classroom of *Jacho* Secondary and Preparatory school?
2. What are the student-related factors that cause their oral communication anxiety in English classroom at *Jacho* high School in grade ten?
3. What are the teacher- related factors that cause students language anxiety through English in EFL classroom?

1.5 The Scope of the Study

This study was more focused on assessing factors that student related causes of their language anxiety during oral communication in grade ten students. Moreover, teacher-related factors that causes of students language anxiety in speaking classroom of *Jacho* high school in grade ten. Regarding this, this study was addressed students of grade ten and English language teachers at *Jacho* Secondary and Preparatory School, *Mirab Soro Woreda, Hadiya Zone* of SNNPR.

Furthermore, this study was limited the scope of its work to *Jacho* Secondary and preparatory school of grade '10' English students. Of course, the researcher was ready to carry out a research on a large scale including other schools about the causes of EFL students' language anxiety of speaking through English class, but in order to find out the causes deeply. Therefore, the study was delimited the focus on the stated school on assessing the causes of students' language anxiety in EFL speaking classroom.

1.6 Significance of the Study

The result of this study regarding factors that causing students' language anxiety English speaking skill would basically have the following significances: It can help (or serve as guide

for) the future researchers who will work on the similar area of study in the program of TEFL and beyond. Both teachers and students will benefit from the findings which will hopefully contribute for bringing the solution to the factors that causing students' language anxiety during discussion through English. Furthermore, this study can help students to be aware of the factors that causing their oral communication anxiety in EFL classroom.

For example, this may recommend that learners and other concerned bodies need to think of ways of overcoming the causes of students' language anxiety when learning speaking skill in EFL classroom. In addition, English teachers and students of JSPS may get supportive feedback from the results of this study if they get the opportunity to read the findings of the study. Generally, the study may open a way for study those who might be interested in the area obtain inputs (guide) for further interventions.

1.7 Limitation of the Study

The centre of this study was limited to assessing the causes of grade ten students language anxiety during oral communication in *Jacho* Secondary and Preparatory School. Due to time and financial constraints, this study was limited to only one school. Furthermore, in terms of participants, the sample size of this study was limited to only 114 students and only two English teachers selected from the school. This is one of the limitations of this study under discussion. To sum up, this research would be more comprehensive and wide-ranging if more number of teachers and students in different schools would be involved in the study.

1.8 Operational Definition of Key Terms

The following key terms were used in this study.

Anxiety	Refers to one of aspects that make the learners nervous and afraid to communicate orally in EFL classroom.
Assessing	Refers to the way of examining something in order to judge or evaluate.
Cause of Anxiety	Refers to sources or reason of an event or action that provoke to the fear or anxious.
Oral Communication	Refers to any verbal communication to exchange of ideas between two or more people in a face value through English.

1.9 Organization of the Study

The Thesis has five chapters. The first chapter is concerned with the introductory part, which comprises the background, statement of the problem, objectives of the study, research questions, scope of the study, limitations of the study, significance of the study, and definitions of key terms used in this study. The second chapter deals with the review of literature, the third chapter focuses on the methodology of the study. The chapter briefly discusses procedures followed in data collection, and analysis procedures. Results and discussion are presented in chapter four. Lastly, the fifth chapter is the summary, conclusion and recommendation.

2. REVIEW OF LITERATURE

This is a review of literature that related to the topic area under this study. Hence, provides a theoretical back ground on the concept of the assessing the cause of students' anxiety in oral communication in EFL classroom.

2.1 Definition of Anxiety

In order to explain foreign language anxiety, it is important to describe anxiety as a general term. Horwitz et al., (2001) regard it as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Accordingly, anxiety is a widespread concept, a phenomenon which affects people universally, no matter what age, gender. Regarding to this, Woodrow (2006) stated that anxiety in English language can be debilitating and can affect learners' adaptation to the target environment as well as the achievement of their educational goals.

The acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language (Yule, 2006). But, anxiety is one of aspects that make the learners' nervous and afraid, which may cause to learners oral performance in EFL classroom. There have been various definitions of anxiety in the past. For instance, Macintyre and Gardner, (1994) who defined as it is the feeling of tension and apprehension especially, associated with foreign language learning context, involving speaking and language learning as a whole. To sum up, anxiety is a specific unpleasurable (dissatisfaction).

2.2 General Anxiety

According to Macintyre and Gardner (2003), anxiety can be interpreted from three categories: trait anxiety, state anxiety and situation-specific anxiety (as cited in Numaya Nimat, 2013). Therefore, psychologists make a distinction can be made between the three types that provide an important insight to our understanding of foreign or second language anxiety. Horwitz, et al., (2001) pointed out that learners tend to remain "silent "in class when they become an anxious. On the other hand, anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need overcome (Wu, 2010; Zheng, 2008).

2.2.1 Trait Anxiety

Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he or she exposed to (Pappamihel, N.E., 2002). Indeed, such anxiety is a part of a person's character and hence is permanent and difficult, if not impossible to get rid of. A person who is trait anxious is likely to feel anxious in a variety of situations. To sum up, once the anxiety becomes a trait one, it will hold back language learning in EFL classroom.

2.2.2 State Anxiety

As its name implies, this type of anxiety arises in a particular situation and hence is not permanent. It is a nervousness or tension at a particular moment in response to some outside stimulus (MacIntyre and Gardner, 1994). For example, there are some learners who feel anxious if they are called by the teacher to speak in the classroom. The good thing about this type of anxiety is that it diminishes over time as the learners get used to new environment or feel comfortable with the teacher. Therefore, state anxiety can prevent a learner from showing his/ her full potential; it is not as harmful as trait anxiety.

2.2.3 Situation-Specific Anxiety

This describes anxiety that occurs constantly over time in a given situation. Taking tests, for example, might cause situation specific anxiety in some students. Foreign language classroom anxiety that is totally different from other types of anxieties belongs to situation specific anxiety (Horwitz, et al., 2010).

2. 3 Foreign Language Anxiety

Foreign language anxiety is describes as a negative emotional reaction and the feeling of worry in classroom. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners (Bashir, and Dogar 2011). Regarding to this, foreign language in public or EFL class, mainly in front of teachers who teach often leads to anxiety.

Horwitz (2008) who defined as it is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process. However, as foreign language learning situations are prone to anxiety

arousal factors, more than half of foreign language learners experience some kinds of anxiety in their learning (Worde, 2003). Accordingly, learners have difficulty in understanding others or in being understood. It is obvious that the learning of EFL is closely and directly related to the awareness about certain individual differences such as the beliefs, attitudes, motivations and affective states of learners such as foreign language anxiety.

2.4 Component of Foreign Language Anxiety

English as foreign language learners' anxiety to speak English in the classroom is a problem commonly experienced in foreign language classroom context. For this reason, in teaching English as a Foreign Language (EFL), teachers from different countries have faced a very common issue regarding the students' 'unwillingness' to speak English, or 'fear' of speaking English (Cutrone, 2009) in EFL classrooms. Horwitz and Cope (2010) argue that foreign language anxiety can be related to three different variables of anxieties which are related to academic and social evaluation situations: Communication apprehension, fear of negative evaluation and test anxiety.

According to Tanveer (2007), in some cases, students' feeling of stress, anxiety or nervousness may cause their language learning and performance abilities. However, theorists and second language acquisition researchers have frequently demonstrated that these feelings of anxiety are specially associated with learning and speaking foreign language, which distinguishes FL learning from other skills or subjects. Therefore, both students and teachers are aware and generally feel strongly that FLA is a major hurdle (obstacle) to be overcome when learning to speak another language.

2.4.1 The Communication apprehension

This refers to the students' ability to communicate in the target language EFL classroom. According to Horwitz (2008), Students feel embarrassed to talk to the teacher, and/or their peers in English. These students feel like someone is observing them watching out for them to make mistakes in their grammar, this causes the students to be anxious when asked to speak English. Accordingly, Communication apprehension played a major role in foreign language anxiety. Individuals who have this feeling of Communication apprehension usually do not communicate freely in the target language especially in front of their peers due to their limited knowledge (Ansari, 2015). Furthermore, Horwitz and Cope (1986) were the first to

treat foreign language anxiety as a separate distinguishable phenomenon or as “a distinct complex of self-perceptions, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning processes”. It is also argued that language anxiety may pose potential problems for EFL learners (Kondo and Ling, 2004).

Furthermore, the main cause of FLA stems from “learners’ unrealistic or erroneous beliefs about language learning” (Zhang and Zhong, 2012). Students feel that their English language is not as good as the ability of their peers. According to Horwitz et al., (1986), communication apprehension arises from learners’ inability to adequately express mature thoughts and ideas. In Communication apprehension, foreign language learners have difficulty not only in speaking but also comprehending messages from others (Horwitz et al., 2010). Therefore, anxious learners are scared because of a fear of appearing awkward, foolish and incompetent in the eyes of their peers (Jones, 2004).

2.4. 2 Test anxiety

The causes of provoking test anxiety might be derived from the educational system Huang (2005). It refers to a type of performance anxiety stemming from a fear of failure. This factor usually occurs when students face an English language test, especially an oral test. Students feel pressured and uncomfortable in this situation.

According to Robinson et al., (2001), “test anxiety is a form of anxiety that is like a motivating factor to study harder and perform better.” But on the contrary, Horwitz and Cope (1986) reveal that frequently students who definitely knew the answer before the test experience forgetfulness because of their nervousness that causes them to lose memory power so that they give wrong answers in a test.

Furthermore, the evaluation or criticisms from peers is also a major cause of anxiety (Conway, 2007). Regarding to this, it means that anxious learners thought their skills in language were weaker than their peers’ and they were looking down at them. Accordingly, fear of testing is another source of anxiety stemming from classroom environment, where learners are constantly being evaluated. To sum up, students put down a wrong answer because of their nervousness during the test (Conway, 2007). Language learning anxiety may

be experienced due to linguistic difficulties foreign language learners face in learning and using the target language (Hashemi and Abbasi, 2013).

2.4 .3 Fear of Negative Evaluation

Fear of negative evaluation is defined as apprehension about the evaluations of others, avoidance of evaluative situations, and the expectation that others will evaluate one negatively (Horwitz, et al., 1986). The fear of negative evaluation is related to social anxiety, since it appears in various social situations in which a person may experience anxiety. The difference between social anxiety and fear of negative evaluation, as Piechurska-Kuciel (2008) observes, is that the fear of negative evaluation is the fear of being evaluated negatively while anticipating or participating in a certain social situation, while social anxiety “pertains to affective reactions to these situations” (Weeks et. al., 2005, as cited in Piechurska-Kuciel, 2008). Accordingly, both social anxiety and fear of negative evaluation are related to an individual’s self-esteem. People with high self-esteem are less likely to experience social anxiety, since they are well thought-out more within society good enough and successful.

Fear of negative evaluation is closely related to communication apprehension (MacIntyre and Gardner, 2003). Additionally, “students whose personalities tend to fear negative evaluation seem to be strong candidates for experiencing anxiety in foreign language classrooms” (Kitano, 2001). This factor causes students to feel anxious to show their abilities directly in English, because students feel that their classmates will give negative comments on their performance. In this case, as mentioned above, very often that other students’ evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teacher is also another factor affecting students’ anxiety (Liu, 2007).

Furthermore, anxiety is the students’ condition or feeling of reluctance to speak English orally in EFL classroom due to psychological constructed, other factors in individuals in the classroom and the quality of being anxious or inactiveness of the student. Furthermore, the students’ anxiety to speak English in classroom orally is a problem commonly in English learners at classroom context. For this reason, in learning English, the English learners have faced a very common issue regarding their anxiety to speak English orally (Babu&Rao, 2012).

2. 4.3.1 Fear of Making Mistake

As argued by many scholars, fear of making mistake becomes one of the main factors of learners' anxiety to communicate in English in the classroom (Robby, 2010). With respect to the fear of making mistake issue, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher (Hieu, 2011). As a result, students commonly stop take part in the speaking lesson in EFL classroom.

In terms of possible way to minimize students' fear of making mistakes, Zua (2008) gives some suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake during their communication through English. This can be done, as she suggests, by creating a supporting learning atmosphere. Accordingly, another way is the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

2.5 Classroom-related Cause of Foreign Language Anxiety

Classroom discussion that develop learners' ability to express themselves through speech would seem an important component of language learning (Ur, 2000). Hence, this statement can refer to the classroom lesson of the learners in classroom, how they utilize the opportunity to express their English oral communication during discussions in EFL classroom. Zhang and Zhong (2012) found that classroom induced anxiety is mainly related to teachers that believes about language teaching, the manner of error correction, the level of perceived support and the teaching style.

The degree of perceived support is highly related to learners' feeling of anxiety (Zhang and Zhong, 2012). Foreign language anxiety can be aggravated when there is a clash between the learning style of a particular student and the teaching style of a given language teacher. Anxiety can also be induced by pee learners often report that they fear being laughed by peers or conversational partners (Gregersen, 2002).

According to some scholars, learners are used to expressing mature thoughts and ideas in their own language. When students can't do the same in their target language, they are frustrated because they feel that their self esteem is at the risk of negative social evaluation. Accordingly, fear of negative social evaluation emanates from general irrational beliefs and distorted view of language learning that learners bring with them to foreign language classroom (Horwitz et al., 2001).

Accordingly, students will develop beliefs like "I will make mistakes and people will laugh at me" and "my accent is not good." Due to this view, it is advisable for foreign language learners to overcome such beliefs and actively participate in any oral communication in classroom. For this reason, teachers should also provide convincing orientations on the matter to their students.

Therefore, classroom practices, such as the types of natures of lessons, target language use, and the classroom atmosphere, may induce foreign language anxiety as well as the teachers' intolerance of silence also create deal of foreign language anxiety (Ozturk and Gurbuz 2014). Accordingly, their low ability in this aspect, in many cases, causes anxious feeling among many students in classroom. However, the students' speaking ability will automatically increase if they practice speaking English language intensively in their environment (Thornbury, 2005).

The scholar (Tiono 2004) believes that anxiety about speaking a certain language can affect students' performance in EFL classroom. To sum up, it can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity in English classroom.

2.6 Psycho-linguistic Factors that causes Students Anxiety from Speaking

There are some psychological factors that cause students language from practicing their speaking in English class. Each of them is explained below.

2. 6.1 Students Related Factor that Causes their Speaking Anxiety

2.6.1.1 Motivation

According to Pearson (2011), motivation refers to “the reasons underlying behavior”. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci *et al.* (1999), observe, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action.

It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards”. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci *et al.*, 1999).

2.6. 1.2 Lack of Motivation

Motivation is a key to students’ oral communication in English classroom success. The scholar, Zua (2008) further adds that motivation is an inner energy. In this sense, motivation is a key consideration in determining the preparation of learners to communicate in English. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. As White (2004) explains that language is an integral part of learning and oral language has a key role in actual classroom teaching and learning processes. Accordingly, it helps to encourage creativity, understanding, and imagination; it is a means of solving problems, speculating, and sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction.

It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students’ motivation to learn is urgent for every teacher.

Additionally, according some scholars, students with a strong motivation to succeed can persist in communicating with one to other. And gain better information than those who have weaker motivation of success showing that building students’ motivation to oral communication is urgent for every teacher in EFL classroom. Lack of motivation leads students to be silent all the time and to have no will to communicate in the classroom as

Juhana (2012) provides that “motivation is a key consideration in determining the preparedness of learners to communicate”.

Therefore, lack of motivation in learning causes students’ hesitation to speak English in the classroom. Some scholars are suggested that the background of this situation is that students are not motivated by the teachers towards the communication in English.

2.6.1.3 Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class (Juhana (2012)). This indicates that shyness could be a source of problem in students’ oral communication in the classroom especially in the class of speaking skill. This often happens when students are too shy to take part in oral discussion. By remaining silent they may develop excellent listening comprehension, but little ability to express themselves orally.

Role-play is one of the methods that enable learners to improve a range of real life spoken language in the classroom (Cook, 2001); for example, EFL teachers choose a conversation from a book and after repeating aloud with students, teacher asked some students to be volunteers in role-play. This activity can help students to overcome their shyness, and foreign language anxiety in the speaking lesson. Therefore, Gebhard (2000) cited in Juhana, stated that paying attention on this aspect is also quite important in order to help the students do their best in their speaking in the classroom orally.

As the result, the students can feel more confident in answering the teacher questions and participating in every activities of the class in EFL classroom. Baldwin (2011) further explains that speaking in front of people is one of the more common fears that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say as cited in Juhana (2012). This is also supported by the performance of students in which they participate in speaking as they say their inability to show their ability is fully affected by their feeling of shyness.

According to Robby (2010), argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating (frighten) when speaking English in front of their

classmates and teacher. In addition, Juhana (2012) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

In spite of the fact that to reduce students' shyness in EFL classroom Chinmoy (2007), suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. Therefore students' feeling of shyness needs to be solved. In this case, they need guidance from their teachers.

2.6.1.4 Lack of Confidence

Students with lower confidence speak so quietly that they can't be heard. In this situation, students would rather keep silent while others do talking showing that the students are lack of confidence to communicate. However, Nunan (1999) suggested student who lack of confidence about themselves and their English necessarily suffer from communication apprehension in English classroom. Students will learn how to interact productively with their peers, to speak confidently in classroom discussions, to listen strategically (Cotter, 2007). Regarding to this, learners need to be able to interact confidently and appropriately with their classmates, with their peers, with the small and large groups through foreign language.

Accordingly, this shows that building students' confidence is an important part of teacher's focus of attention. According to some scholars, the main cause of students' anxiety is their low ability in speaking English due to less confidence. In this case, many students think that their English is bad and feel that they cannot speak English well. Therefore, the other cause of students' fear also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. This suggests that encouragement becomes a vital thing in order to build the students' confidence. To sum up, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success in oral communication

2.6.1.5 Lack of Vocabulary, Pronunciation and Grammar

Students hesitate (doubt) to speak the foreign language because of the limited amount of vocabulary that they have to express their thoughts and views. According to some scholars, students think that if they do not have a rich vocabulary, they will be enabled to express their reflections and ideas in the target language. If the receptive vocabulary is rather limited, learners can seldom put the “receptive vocabulary knowledge into productive use” (Nation, 2001).

Therefore, it is necessary for EFL learners to keep a lot of vocabulary in their long-term memory. Furthermore, the ability to pick up words from one’s mind may cover the speaking fluency (Carter, 2001).Pesce (2011) say that it is urgent that teacher creates a friendly and open classroom environment cited in Juhana. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they challenge to speak in their speaking class.

Liu (2007) in his study on Chinese English learners found that the lack of vocabulary is the main cause of students’ speech anxiety in foreign languages classrooms. On the other hand, Yates (2009) claims that pronunciation refers to how students produce the sounds that we use to make meaning during dialogue. This makes it use full to have a way of representing how speech sounds that does not rely on conventional spelling. Accordingly, this way the first, students must decide what they want to say and be able to articulate the word. Brown (2001) says that pronunciation was a key to gaining full communicative competence. However; students may be use mispronunciation during their discussion in English classroom, they may be anxious to communicate with their classmate in English classroom. Lastly, another factor is grammar which is used in various senses.

According to Ur (2000), grammar is sometimes defined as “the way words are put together to make correct sentences”. Therefore, grammar is the description of the language form and pattern we use in communication. In spite of the fact that shortage of grammar usage is one way of provoking learners’ anxiety in English classes.

2.7 Teacher Related Factor Causes of students Anxiety in EFL classroom

English language speaking is aims at developing the students’ communication abilities which is considered a very important aspect in EFL classroom. Dornyei(2002) also suggests teachers should use strategies that remove learners anxiety provoking factors ; example ,and

social comparison; promote co-operation ;enlighten students about the natural incidence of mistake even in first language ;assess students' transparently and involve them in negotiating marks.

Therefore, to diminish their cause, a number of scholars suggest certain strategies /activities which can be designed and given to students speaking English as second or foreign language classroom. Taking in to account that most of foreign language learners are experiencing anxiety, Horwitz, et al., 1986; cited in Maatar Souad, 2011) suggests teachers that, they have two options when dealing with anxious students:

- 1) They can help them learn to cope with the existing anxiety; or
- 2) They can make the learning context less stressful.

Their focus here is, teachers should help their students learn to cope with their anxiety, and accordingly; the teacher must first help students recognize their anxiety and then teach students specific methods to reduce the causes of anxiety.

Furthermore, to minimize students' oral communication anxiety in classroom, teachers have to assists learners comprehend that language anxiety incident can be temporary and possible develop in to a lasting problem; reduce competitiveness, provide learners with constructive feedback or positive reinforcement despite their failures; avoid negative remarks; and motivate students do things in small groups pairs (Gregerson, 2002). Accordingly, preparation, relaxation, positive thinking peer seeking and resignation are used to reduce anxiety in EFL classroom. To sum up, preparation is an attempt to control anxiety by improving learning and study strategies such as studying hard, asking questions, asking for help, reading more carefully.

2.7.1 Lack of Creating a Friendly and Supportive Learning Environment

To minimize students' cause of anxiety, teachers should create a friendly or supportive learning class room because it facilitates students to be relaxed. Maatar Souad, (2011) suggests in regard to this, a low- stress language learning environment is thought to facilitate language learning by allowing students to focus more on learning rather than being distracted by fear of teacher and peer evaluation. However, lack of Creating a Friendly and Supportive Learning Environment is one of causes of students' anxiety in EFL classroom. In Spite of the

fact that another way to reduce students' anxiety is encouraging a relaxed atmosphere in the classroom which is crucial step in diminishing and alleviating students' anxiety.

Furthermore, Maatar Souad, (2011) pointed out that aiming at training students in using language learning strategies; teachers should be familiar with students' interests, motivations, learning styles, and what strategies they use in language learning. Additionally, teachers should let students to do tasks in group rather than individually. Lastly, Horwitz, (2008) emphasized that the class activities should be designed to encourage cooperation instead of competition, and adequate time for pair or group discussion could be allowed before oral responses required.

2.7.2 Shortage of Creating a Good Classroom Environment to Overcome Anxiety

Most of the English language teaching takes place in the classroom. This shows that classroom teaching is an important factor in the process of developing the students' speaking abilities (Yingyu, 2008). Regarding to this, shortage of creating a good classroom environment to overcome anxiety is factors that lead students' oral communication anxiety in EFL classroom. If this is the case, creating a conducive classroom atmosphere which provides learners autonomies as well as the initiatives to try to speak is very essential without full of anxiety.

Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to communicate in their English class through minimizing anxiety. Furthermore, according to above scholar, the presence of a conducive learning environment is viewed as a pre-requisite to engage learners successfully in different speaking lesson in EFL classroom. However, in order to make the learning environment suitable, the teacher plays a significant role in EFL classroom in terms of speaking skill. When a learning environment such as this is created, learners talk a lot, participate evenly, are highly motivated to speak and produce language of an acceptable level (Ur, 2000). Lastly, comfortable and relaxed atmosphere is critical for the development of productive talk in the classroom for all the students without anxiety in EFL classroom.

2.7.3 Lack of Using Active Teaching Method in Classroom

In the classroom, we must use various methods to create opportunities for students to practice speaking skill in EFL classroom that to minimize some extent of learners' anxiety through communication. For instance, giving sufficient time for discussion, teaching learners based on learner-centered teaching method. These are good methods which are a bridge to success (Yingyu, 2008). However, lack of using active teaching method in EFL classroom is one of factors that causes of learners anxiety to speak through English.

Therefore, taking this fact in to account various strategies / method is encouraged for use in teaching oral language to minimize anxiety. In addition to this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation with reducing students' language anxiety. By doing this, students will experience a greater sense of ability to communicate with one to another in English classroom.

2.7.4 Poor Facilitating Pair work and Group work

Group work is considered as another strategy for reducing students' speaking anxiety that many foreign language scholars are focusing on. Dornyei (2002) believed that cooperative environments have more positive attitudes in the learning process and develop higher self-esteem and self-confidence Pair work and group work give the students far more chances to speak English in the classroom.

But poor facilitating pair work and group work in EFL classroom is another factors that causes of learners speaking anxiety in EFL classroom. According to Lightbown and Spada (2006), the language produced by students working in groups is more varied and greater in quantity. In these activities, learners take the initiative to express themselves through English, and are more spontaneous. For example, asking questions and responding, they use more language functions.

Furthermore, Students participate in the lesson much more actively because they are involved in talking to their friends, exchanging opinions, practicing new structures more than listening to their teacher talking. In addition, (Ur 2000) suggests that by dividing the class into groups, students get more opportunities to talk than in full class organization and each student can say

something without anxious. In order to provide learners a prearranged class where they can interact with one to another, the English teacher ought to organize his or her students with the Presentation, Practices, and Production method (Cotter, 2007).

Regarding to this method, Cotter (2007) provided this method in his work and says that there should be three stages in any language classroom and they are: a/ Preparation: Allow the students to prepare for the tasks a head with an effective motivation. This provides everyone in the class room abundant opportunity to get their English through speaking without any anxious. B/Presentation: Next present the topic for discussion, through target language, any vocabulary selected for the lesson. c/ Practice: After presentation, ESL/EFL students need to practice the new materials.

2.7.5 Applying Role Plays and Simulations in EFL classroom

One way of getting students to speak in different social contexts and to assume varied social roles is to use role play and simulation activities in the classroom (McDonough and Shaw, 2003). Moreover, Students pretend as they are in various social contexts and have a variety of social roles that to minimize their anxiety in terms of oral communication. Therefore, in role plays and simulations, the students are the main participants and the teacher is the organizer, observer, adviser and encourager (Yingyu, 2008). The success of the role play depends on the choice of the topic and the teachers' motivation.

According to Richards (2006), role plays are also an important activity since the learners have to exchange information about assigned roles and in that way enhance scenes and finally practice orally their speaking. According to Hedge (2000) 'Role play will depend on the willingness and motivation of the students to change the personae.' Therefore, this activity or method of teaching has great role to overcome students' speaking performance in speaking lesson.

According to Cotter (2007), role-play activities are valuable classroom techniques that encourage students to participate actively in the learning process. Regarding to this, those activities are take several different forms and that the teacher should provide students with a variety of learning experiences by arranging different methodologies according to individual needs, interests and learning levels. Moreover, role-play activities enable the teacher to create

a supportive, enjoyable classroom environment in which students are engaged and motivated to effectively learn the target language through oral communication (Cotter, 2007).

2.7.6 Lack of Using Language Games in EFL classroom

Speaking activities based on games are often a useful way of giving students valuable practice to reduce their anxiety in English classroom. Lack of using language games in EFL classroom is another factor that causes of learners language anxiety. Game based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback through different activities (McDonough and Shaw, 2003). Lastly, games are important for English lessons. For instance, they give students a chance to use English in a meaningful way; they motivate the students by making the lessons enjoyable.

2.7.7 Implementing Information Gap Activities in EFL classroom

According to some scholars, information gap activities intention is to let students use their linguistic and communicative resources to obtain the information. Furthermore, information gap activities are important because their purpose is to communicate and acquire the information that people do not possess (Richards, 2006).

2.7.8 Reducing students' Nervous in the Classroom

To reduce this anxiety feeling; teachers need to pay attention to each learners according to their academic level and their background of language proficiency. For instance, Sato Koichi (2003) stated on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students. Then teachers can help them ease some of their irrational fears and teach them techniques such as self-talks and doing relaxation exercises to deal with fears. Thus, with the principle of encouraging students to solve their own problems, the first two solutions should be prioritized because they provide assistance for them to change their own attitudes toward their classroom communication through English.

2.7.9 Shortage of Encouraging Learners' Self -Confidence in EFL Classroom

This can be done by creating various opportunities for classroom success in using spoken English (Oxford 2013). Shortage of encouraging learners' self -confidence in EFL classroom

is factor that causes of students anxiety. Apart from that, a wider variety of strategies for reducing general language anxiety and those linked with emotions, beliefs, attitudes and motivation can also be found in the work of Oxford (2013). Besides, Nagahashi (2007) has suggested using co-operative learning techniques to reduce language anxiety and increase opportunities for students to communicate in English classroom.

A sense of success and high self-perceived communication, competence can be easily achieved by students if easy tasks with clear and simple goals are used in the first place. However, the level of difficulty can be increased over time as students' ability develops. Therefore, general goals should be broken down into smaller, short-term goals so that even when students do not achieve the final goals they still feel a sense of achievement for completing some of the sub-goals. Also, students should be rewarded once they achieve one or more goals.

2.7.10 Changing Students' Negative Beliefs and Attitudes towards Mistakes

Teachers can discuss with students the value of language use even if it is not fluent and accurate. Regarding to this, meaning-focused oral activities can also be used frequently with the goal clearly stated (Nation, 2007). When students are rewarded for successfully conveying a message; they will gradually change their perceptions about mistakes and language use. Generally, the teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change students' attitudes when the teacher still keeps them.

3. RESEARCH METHODOLOGY

This section presents methodology that supported to achieve the objective of this study. Therefore, it aimed to discuss the research design, study setting, participants of the study, sample size and sample techniques, data collection instruments, data collecting procedures and methods of data analysis.

3.1 Research Design

A research design is an important part of the methodology that facilitates a framework for a researcher to undertake data collection and analysis effectively. To address the intended research objectives, explanatory case study research design was employed in this study. The researcher chose a case study design because the problem of this research was the phenomenon case that shows the English learning students in EFL classroom in **JSPS** of grade 10 in classroom activities. Yin (2003) says that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context which multiple sources of evidence are used.

To make a clear comprehending of the research observable fact, mixed methods research approaches (quantitative methods using frequencies and percentages even though qualitative research method using description and interpretation of data analysis were carried out in this study). According to the Creswell (2014), core assumption of ‘mixed approaches were the combination of qualitative and quantitative methods provide a more complete understanding of a research problem than either method alone’. The reason to selecting a mixed methods research approach for the study is in order to integrate different forms of data gathering and analysis is and to triangulate the validity of the data collection. Therefore, in this study, data was obtained through a quantitative approach and then through a qualitative approach.

3.2 Research Setting

The study was conducted at *Jacho* Secondary and Preparatory School Grade ten, *Mirab Soro Woreda Hadiya Zone*, SNNPR. The school was selected purposively to be the setting of the study for the following reasons. Firstly, the researcher observed the problem when he was teaching grade ten students almost for five years experience at this school. Secondly, the researcher was familiar with the school’s of those teachers and students that participants of

the study so as to can be easy to collect a certain data as well as its geographical proximity. Thus, the researcher would get reliable data for the purpose of the study.

3.3 Participants of the Study

The participants for this study were grade 10 students in academic year 2018/2019. At this grade level at least those learners have expected to communicate through English with their classmates during discussion. Moreover, EFL teachers were assigned to teach grade ten students in *Jacho* Secondary and Preparatory School. The necessity of considering English language teachers as source of data for the study because of their long involvements in the career of teaching English language, their outlook and their understanding about students capacities towards oral communication. Hence, the researcher thinks that grade ten students are considered necessary to enhance their speaking skill without anxious through oral communication in EFL classroom.

3.4 Sample Size and Sampling Techniques

In *Jacho* Secondary and Preparatory School there were four grade ten classes with fifty five up to sixty five students in each classroom. In this study, the researcher employed both random and available sampling techniques. Random sampling technique employed to select sample from the population of students because the number of population was too large. In order to decide upon sample size of study, Yamane's (1967) formula of sample size was used.

$$\frac{N}{1+N(e^2)}$$

Accordingly, the Yamane mathematical illustration: $n =$

Where, n =signifies the sample size, N =signifies the number of population under the study, e =signifies the level of precision of error, $e \leq 0.07$. Consequently, the sample size can be decided as:

$$N=260, e=0.07, n= 114$$

Therefore, the sample size of the study was 114 (44%) grade ten students out of 260 in *Jacho* Secondary and Preparatory School. In selecting sample, the researcher followed the following procedures: first the researcher collected and recorded the roll numbers of all grade "10" students

with their sections on identification and turned them into separate strips. Then the strips were put in a container and mixed them up carefully. Lastly the first need strips pulled out by chance. In this simple random sampling technique, individuals were choosing in such a way that each member of the population get equal chance of being selected.

Regarding to this, such technique is helped to get relevant information for the study by the selected students answering the close-ended questionnaires. For the qualitative approach, the researcher used two English language teachers who were teaching in grade ten to give their opinion through availability (comprehensive) sampling technique for semi-structured interview. This is why the number of teachers was not out sized to manage or they are small in number. Therefore, these helped the researcher to answer the research questions raised in this study.

3.5 Data Collection Instruments

In order to achieve the research objective, three data collection instruments namely questionnaire, interviews and classroom observations were used in this study.

3.5.1 Questionnaire

Questionnaire was chosen as a major instrument of data collecting in this study. This enables a researcher to gather the data from large group of individuals within a short period of time (Sharama, 2000). A set of questionnaire for students was adapted with its nature of items from the Foreign Language Classroom Anxiety Scale (FLCAS) that was previously developed standard questionnaire in the area (Horwitz et al., (1986). This questionnaire was containing 24 items from 33 items through modifying that directly related to foreign language anxiety.

The FLCAS consist of 5 point Likert scale answer from “Strongly Agree to Strongly Disagree” see (appendix “A”).The students required to choose one answer for each item. Regarding to this, the higher score means the high level of anxiety; on the contrary the lower score means the lower level of anxiety in EFL classroom. This was done to maintain the validity and reliability of the data collection. Therefore, the researcher used close-ended items of questionnaire to collect the data from the EFL learners of *Jacho* Secondary and

Preparatory School. To sum up, the questionnaire was translated from English to Amharic in order to assist students answer the questions ensuring see (appendix “B”).

3.5.2 Interview

This study was employed semi-structured interview to gather data. The interview tool was chosen through face to face interview to get in depth data from teachers about students speaking anxiety in EFL classroom at *Jacho* Secondary and Preparatory School. The participant of the interview was two English teachers of **JSPS**. In line with the informed permission, the interviewees were coded **T₁** and **T₂** teacher 1 and teacher 2 respectively to act in accordance with mystery matters.

The reason that used semi-structured interview is participants were freely to response and provide in depth information about their experience. According to Blessing (2009), the purpose of interviewing is to collect thoughts, beliefs, and opinions. Additionally, interview was used to triangulate the questionnaire responses which were given by grade ten students and actual classroom observations.

To support this, as Cohen, Manion, and Morrison (2007) claim that interviews enable both the interviewer and interviewees to freely discuss and express their view points as well as interpretations of situations. To collect the data through this instrument, the researcher prepared 8 open-ended relevant questions for English teachers and support the information obtained from the other instruments see (Appendix “C”).

The interviews data collected through taking note form then after transcribed for the analysis period. Regarding to this, it is believed that in qualitative approach of interviews are more flexible and open ended as respondents are likely to give answers more freely according to their attitude (Kumar, 2005). Hence, English language teachers participated in semi-structured interview in such selected school.

3.5.3 Classroom Observation

Using this data collection tool, the researcher observed what was actually occurring in the classroom. Observation gives first phase account of situations in this study. The researcher’s observed classes of teachers who involved in the interview by taking into consideration

suitable sections for the observations. The checklist model of data collection method was used with two categories based on teachers' and students' conditions in connection with the objectives of study.

Classroom observations permitted the researcher immersing him/herself in research setting and systematically observing of the setting, interactions, relationships, actions, events within it (Hossein, 2012). In terms of classroom observations, grade ten students and teachers were observed twice each section with its checklist.

To this end, the results obtained were used to supplement answer to the third research question ("What are teacher related factors that causes of students language anxiety in EFL classroom"). Supporting this, Ohata (2005), note that the purpose of classroom observation as a data collection tool which is can provide access to get accurate information. Besides, classroom observation was carried out to see how teachers presented lesson in classroom atmosphere in EFL classes. It was carried out in order to assess causes of students' anxiety on oral communication in EFL classroom while the actual class lesson is going on.

During the classroom observations, the researcher sat at the back of the class. And then, carefully took information of all activities in the classroom based on the observation checklist developed for this purpose (see Appendix "D"). Therefore, the researcher used observation checklist which comprised of the description of the role of classroom learners and teachers, the teaching techniques used by those teachers and overall classroom situations.

3.6 Data Collecting Procedures

Data were collected during the 2019 academic year. As the study utilized mixed methods of research approach, the required data for the study were collected sequentially in three phases through qualitatively and then quantitatively data were collected. Grade ten classroom observations were the firsthand collection of a certain data for the study. After asking for permission from the English teachers who were in teaching of the classes, the researcher observed each classroom twice with its checklist. Secondly, interviews were conducted with the English teachers on their teaching method students' role and classroom atmosphere. In order to obtain adequate information from participants of the study, the researcher explained the purpose and importance of the study to the participants of teacher in brief. After this, EFL teachers in the school were interviewed and taking in note form. This was happen oral instructions and explanations were given in detail to the teachers by the researcher before

they interviewed the questions. Thirdly, students' questionnaire was administrated for English learners in JSPS with the help of school principals and unit leaders of the school, after provision of necessary orientation by researcher to the students. Accordingly, the data was collected through different instruments that were edited, organized, interpreted and analyzed through qualitatively and quantitatively on the basis of participants' responses. Therefore, based on the findings, summary, conclusions and recommendations were made.

3.7 Methods of Data Analysis

In order to answer the three research questions, the descriptive statistics of Parametric analyses were applied mainly because the items were treated definitely and after making sure that the data sets conformed to a standard distribution. Accordingly, descriptive analysis which was to produce situational analysis was used to compute the mean score for each FLA variables and each item to see the general situations of JSPS grade 10 students anxiety level in speaking classroom. Based on this procedure, frequency, percentage and mean scores were used to summarize and interpret the participants' responses through students' questionnaires. As the respondents may rate either the maximum point 5 or the minimum point 1 for certain item, the ideal mean is expected to be 3 (five plus one, divided by two). Thus the mean value above 3 indicates that the learners experiencing speaking anxiety where as the mean value below 3 indicates the level of anxiety is low and helpful for communication orally in EFL classroom.

The calculation of the mean score was based on: The mean score $(x) = \frac{\sum fx}{\sum f}$, where f = frequency, $x = 5-1$ (specific value given), $\sum f$ = total number of students = 114. Regarding to this, students questionnaire of close-ended questions were analyzed through quantitatively with a mean of a five point Likert scale. According to Burns (2000), data analysis is used to "come across with findings from the data and a process by which the investigator can interpret the data". Once more, teachers' interview of open-ended questions and classroom observations were analyzed and interpreted through qualitatively. As Cohen, Manion Morrison (2007) stated, such form of data presentation is a very useful approach or method to collect all data sources together and to provide an integrated answer to a research question. Generally, the findings were presented and discussed along the three research questions.

4. RESULTS AND DISCUSSION

4.1 Introduction

The major purpose of this study was to find out the main causes of students' language anxiety in English classroom. In this section, the results of data collected through questionnaires, interviews, and classroom observations were presented and discussed. The results were presented in the form of Table through mean scores, frequency and percentage based on the research questions. These include: causes of students' speech anxiety and passivity to communicate in English classroom, student-related factors that causes their oral communication anxiety in English classroom, and teacher-related factors that causes of students language anxiety during oral communication in English classroom.

Scales: 5= strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1=strongly disagree

NB: Range of Mean: 1-1.8 Strongly Disagree, 1.8-2.6 Disagree, 2.6-3.4 Undecided, 3.4-4.2 Agree, 4.2-5 Strongly Agree

4.2 Students' Speech Anxiety Regarding with Foreign Language Communication in English

Respondents gave their responses regarding some causes of students' language anxiety from practicing their speaking in English class. Each of them was explained below. The respondents scales were represented as follow in each Table.

4.2.1 Communication Apprehension

In this part, communication apprehension which is defined as an individual level of fear or anxiety joined with either real /expected interaction with one to another in EFL classroom. Additionally, this section presents the results of the findings from students' questionnaires, teachers' interviews and actual classroom observations were discussed clearly.

Table 1: Anxiety in terms of Communication Apprehension

No	Items	F	Scales					Mean, $\frac{\sum fx}{\sum f}$
			5	4	3	2	1	
9	I regularly practice actively to speak in English before coming to EFL class room.	F	16	23	6	32	37	2.56
		%	14%	20.2%	5.3%	28.1%	32.5%	
17	I start to fear panic when I have to communicate without preparation during speaking skill in EFL classes.	F	36	34	0	20	24	3.3
		%	31.6%	29.8%	0	17.5%	21.1%	
18	I don't feel pressure to prepare very well for English classes during oral communication.	F	38	35	0	18	23	3.4
		%	33.3%	30.7%	0	15.8%	20.2%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

Table 1 indicates that since anxiety level of each kind of foreign language learning variables is almost equal to and above the mean score 3.00, the population of the study were found to be anxious. Regarding to this, all anxiety variable mean score of 2.56 , 3.3 and 3.4 for item 9, 17, and 18 respectively showed that students have high level of anxiety due to lack of regular practice and preparation through English.

Additionally, the percentage results for these items also tell higher number participants who have agreed for the statement of item 17 and 18 than those who have disagreed. For example, as shown in Table 1, item 9, among the respondents, 60.6% of the total respondents replied that they disagreed or strongly disagreed with the statement. Contrary to this, 34.2% of them replied that they agreed or strongly agreed with the statement. It was only 5.3% of the participants were answered that they couldn't think of anything to say about the given statement.

Therefore, the data which were obtained from the students' response most learners were not regularly practice actively to speak in English before coming to the EFL classroom. Regarding to item 17, which asks if students do they start to fear panic when they have to communicate without preparation during speaking skill in EFL classroom. Hence, 61.4% of them responded that they start to fear panic when they try to interact to their classmates without preparation in EFL classroom. According to Kanar (2011), "preparation and practice

are the keys to feeling confident about giving a speech or presentation". So, practice and preparation can improve students' proficiency of the language, helping them in decreasing their anxiety.

Whereas, the rest 38.6% of the respondents replied that small number of students were not starts to fear panic when they try to interact with one to another without preparation in English classroom. In connection to this, Abidin Bin Sayadi (2007) state that students need more time to think, to put words to make sentences before they can speak in EFL classroom. Therefore, for the most of the learners being asked to speak without preparation appears to anxiety provoking in EFL classroom.

As it is presented in the Table 1, item 18, and majority of the respondents, 64% of the respondents replied that agreed or strongly agreed, this means that students do not feel pressure to prepare very well for English classes during oral communication. Despite such views, the remaining 36% of the respondents disagree or strongly disagreed with the statement. Accordingly, most students do not feel pressure to prepare very well for English classroom during oral communication.

It is possible to conclude from the result of the findings, lack of pre-preparation (readiness) is one of the causes of students' anxiety during oral communication in EFL classroom. This finding is supported with that of the study carried out by Yunus (2010) who found that lack of preparation, fear of appearing unintelligent to their friends or teachers, and feeling intimidated make students become less inclined to take part. As a result, it is evident from the response of students and teachers; oral communication without preparation seems quite stressful for a large number of students in EFL classroom. Therefore, seriousness of anxiety was very high level with in terms of communication apprehension in EFL classroom.

4.2.2 Fear of Negative Evaluation

This part analysis the results that related to the fear of negative evaluation which is anxious over how one's action will be received by others in the social setting in EFL classroom. So, the mean scores of responses are illustrated.

Table 2: Anxiety in terms of fear of Negative Evaluation

No	Items		Scales					Mean, $\Sigma fx/f$
			5	4	3	2	1	
7	I am afraid of being making mistakes in front of my classmates during oral discussion.	F	34	35	6	22	17	3.4
		%	29.8%	30.7%	5.3%	19.3%	14.9%	
19	I am afraid of being seen as foolish if I make too many mistakes when I speak in EFL classes.	F	30	36	5	21	22	3.3
		%	26.3%	31.6%	4.4%	18.4%	19.3%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

According to Table 2, item 7, it clearly show that 60.5% of the respondents replied that they were agreed or strongly agreed with the statement means; they were afraid when they making mistakes in front of their classmates during oral discussion. Apart from this, 34.2% of the respondents replied that they were not afraid of being making mistakes in front of their classmates during oral discussion in EFL classroom. Whereas only 5.3% of the respondents were not decided or neither agreed nor disagreed to the given statement.

Item number 19, at Table 2, 57.9 % of respondents replied agreed or strongly agreed, hence, they have afraid of being seen as foolish if they make mistakes during speaking in EFL classroom. While 37.7% of the participants answered that they disagreed or strongly disagreed to the statement. The remaining 4.4% of them replied that they neither agreed nor disagreed to the statement.

The mean scores 3.4 and 3.3 for the two items of 7 and 19 respectively imply that making mistake during discussion in EFL classroom was serious factors that causes of students anxiety in English classroom. Regarding to this, learners who concerned about their self-image become nervous when they are asked to speak in the target language due to they believe that making mistake may affect their images that others form about them (Tseng, 2012). Concerning this, classroom observations were carried out to see how students really performed and what problems had in speaking classes. Accordingly, the researcher observed that most learners were too afraid with in terms of making mistakes during oral communication through English.

As teachers interviews confirm, the causes for learners' frustration is that they make mistake when speaking and their classmates may laugh and mock at their mistakes. For this reason, the learners prefer to keep silent in EFL classroom. In support this; Al-Hosni (2014) stated that learners are worried about making mistakes fearful of criticism or shy. In view of that from the information obtained, the researcher understood that most students were afraid when they making mistakes in front of their friends while interacting with one another through English. Thus, English teachers ought to initiate learners to communicate orally no matter the mistakes in grammatical as well as pronunciation they may have. According to Chan and Wu (2004), students with fear of negative evaluation might adopt the action of avoidance.

Furthermore, information gathered during classroom observation time proved that consistent with the students' response. With regard to this, one of English teachers replied through interview said *"fear of ridicule and criticism from both teacher and their friends is the most dominant factor disturbing students' take part in oral communication"* (T₂). Another teacher said *"While teaching speaking tasks most of my learners develop anxious of being laughed at their friends in EFL classroom"* (T₁).

According to Gregerson (2002), pointed out that sometimes foreign language learners feel anxious because of the 'fear of being laughed at' by their peers. Fear of negative evaluation refers apprehension over academic or personal evaluation on the focuses of EFL learners' performance while using the foreign language in oral communication classroom students may think that they would be evaluated by their English teachers. Therefore, the result for fear of negative evaluation will be dealt with subcategorize of fear of making mistakes and anxiety prone from error correction. Hence, Middleton (2009) argues that most English students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to seem to be foolish in front of the class.

This is in line with, Cubuku(2008) stated that learners may be sensitive to evaluation of their peers. Consequently, from the expression of English teachers and students' feedback, it can be say that English language learners become anxious because their own negative feeling towards the making mistakes in EFL classroom. This statement indicated that students had a fear of making mistakes in front of their teachers and classmates as they conceived them as more competent in English. Therefore, from the given information, it is possible to

understand that students have high anxiety level due to fear of making mistakes in front of their friends during discussion, this was causes of students' anxiety on oral communication in EFL classroom.

4.2.2.1 Error Correction

This part presents the data collected through questions aimed to show students understanding of error correction and method of being corrected. Failing to understand the teacher's correction and worry about teachers' errors correction are considered through question that illustrated.

Table 3: Anxiety in terms of error correction

No	Items	F	Scales					Mea, $\frac{\sum fx}{\sum f}$
			5	4	3	2	1	
3	I am afraid that my English teacher will correct every mistake I make during communicative lesson.	36	36	32	9	20	17	3.43
		%	31.57%	28.1%	7.9%	17.54%	14.9%	
20	I get upset when I don't comprehend what the teacher is correcting during discussion in EFL classes.	36	36	31	9	24	14	3.44
		%	31.6%	27.19%	7.9%	21%	12.3%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

As it can be seen in Table 3, item 3 and item 20 the mean scores 3.43 and 3.44 respectively imply that teachers correction of students mistake during classroom discussion was a serious factor that causes of learners anxiety in EFL classroom. Moreover, the percentage results for these items also reveal higher number of students who have agreed than who have disagreed for the statements.

For example, students were asked if they afraid that their English teacher corrects every mistake that made during communicative lesson, the majority 59.7% of the respondents, replied that agreed or strongly agreed that they answered their feeling of anxiety if they are corrected their mistake while speaking in English in front of the whole class. Whereas,

(32.44%) of them replied disagreement or strongly disagreement with the statement. Apart from this, (7.9%) of them reported that they could not think of anything to say for the statement.

This is consistent with literature on language anxiety, humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learners' cognition and their willingness to communicate in the class (Tanveer 2007; Horwitz et al., 1986). Regarding to this, English language teachers' reflection through interview also indicated that teacher's way of error correction may contribute to oral communication anxiety. Therefore, most of the learners were afraid to communicate with one another through English due to the correction of error by their teacher without systematic way in EFL classroom.

As can be seen from Table 3, for the last item, 58.79% of the respondents responded that they get upset when they do not comprehend what the teacher is correcting while discussing in EFL classroom. Nevertheless, 33.3% of the participants were disagreed or strongly disagreed to the statement. The rest, 7.9% of respondents were neither agreed nor disagreed with the given idea. Accordingly, the results of the learners suggest that they are frustrated when they do not comprehend teacher's correction during their discussion with their classmates in English classroom. Therefore, as the findings indicated the responses of students toward error correction and the way error was one of the causes of anxiety provoking in speaking skill in EFL classroom.

4.2.3 Test Anxiety

This theme elicits the feeling of foreign language learners' being failing with speaking tests in EFL classroom, the items that in terms of test anxiety were illustrated.

Table 4: Anxiety in terms of Test in EFL classroom

No	Items		Scales					Mean, $\Sigma fx/\Sigma f$
			5	4	3	2	1	
21	I am usually at free from fear during speaking tests in my foreign language classroom.	F	18	20	0	39	37	2.5
		%	15.8%	17.5%	0	34.2%	32.5%	
22	I worry about the outcomes of failing oral tests in EFL classroom.	F	38	32	0	24	20	3.45
		%	33.3%	28.1%	0	21.1%	17.5%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

As it is indicated in Table 4, item 21, 33.3% agreed or strongly agreed to the statement. On the contrary, 66.7% respondents were disagreed or strongly disagreed with the statement. This implies that they were not usually free from fear while speaking test in their foreign language classroom. Accordingly, the majority of respondents were anxious in oral test in their EFL classroom and they feel worry with oral test of English. In item 22, in Table 4, most of the students 61.4% acted in their response that they worries about the outcomes of failing oral tests in English classes. However, 38.6% of the students responded that they disagreed or strongly disagreed to the given statement means they were not worry the outcomes of failing oral test through foreign language. Table 4 presents the analysis of the items, which were prepared to assess causes of students' language anxiety.

As the mean score in the Table indicate, students rated these questions positively. For instance, the mean scores of 3.4 for item 22 showed that students have agreed or strongly agreed that they were worries due to failing oral test through foreign language. Meanwhile, to supplement the result obtained using students' questionnaire the English teachers' interviewees were asked a certain question. For instance, one of foreign language teachers stated as follows: *"...when students fail to successful in their oral test, these learners lack motivation to take part in actual communicative tasks in EFL classroom"*. They affirmed or stated that even active learners show this kind of character (T2). While another English teacher reflected:

"...in terms of oral test, it is confront for learners to make constructing ideas standing in front of their classmates due to challenges from their class friends and their past

poor experience of oral communication through English, they fail to use at this level.

As the result, learners' language performances take places do not satisfactory (T₁).

Regarding this, Conway (2007) pointed out that the evaluation or criticisms from peers are also a major cause of anxiety. In general, according to the discussions, it seems to conclude that learners were not free fear while speaking test and they were worry about the outcomes of failing oral test in English. This could be lead to the causes of students' anxiety during oral communication in EFL classroom.

4.3 Analysis of Data regarding Student-Related Factor that causes of Speaking Anxiety in English Classes room

This section presents the result of concerning the beliefs or feeling of the respondents regarding their ability of communicating with one another through English in classroom.

Table 5: Anxiety Scales related to Students Factor in EFL classroom.

No	Items		Scales					Mean, $\frac{\sum fx}{\Sigma f}$
			5	4	3	2	1	
4	I feel anxiety because I have no confidence in my oral communication in English class.	F	36	37	0	28	13	3.5
		%	31.6%	32.5%	0	24.6%	11.4%	
12	I never feel quite sure of myself when I'm communicating in my oral discussion in EFL classroom.	F	38	41	0	14	21	3.53
		%	33.3%	35.96%	0	12.3%	18.4%	

Scale is 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree 1= Strongly Disagree, f = frequency, %= Percentage

Table 5 presents the analysis of the items, which were prepared to assess causes of students' language anxiety. As the mean scores in the Table indicate, students rated those questions certainly. For instance, the mean scores of 3.48 and 3.53 for item 4 and 12 respectively showed that students have more or less agreed that they have high level of anxiety due to lack of self confidence.

Furthermore, in Table 5 the percentage results for these items also tell higher number of students who have strongly agreed or agreed than those who have strongly disagreed or disagreed. For example, in item 4 the majority of the respondents, 64.1 % of them answered that they agreed or strongly agreed that they feel anxiety because they have no confidence during their oral communication in English classroom. Nonetheless, 36% respondents

answered that they were disagreed or strongly disagreed with feel anxiety due to they have confidence in their oral communication in English classroom.

Moreover, from the data gained through the classroom observation, it could be seen those students face difficulty to share ideas with their classmates using English due to their lack of confidence of English language ability. Accordingly, students will learn how to interact productively with their peers, to speak confidently in classroom discussions, to listen strategically (Cotter, 2007). This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning. Regarding to this, learners need to be able to interact confidently and appropriately with their classmates, with their peers, with the small and large groups through foreign language.

Again, in order to triangulate learners' responses, EFL teachers were interviewed a certain question; one of the English teachers said, "... *the majorities of the students do not have self-confidences in oral communication through English as well as do not take part in a certain discussion in classroom (T₁)*. On similar issue, another English teacher stated that: *Most students do not have confidence. Only few students have self-confidence (T₂)*.

As it stated in Brown (2001), students lack of confidence and feel that they do not speak English because they think that they do not have the ability to speak English well and limited knowledge of the language. According to some scholars, feeling anxiety when communicating in English can turn into a problem as it prevent students from communicating and expressing themselves orally as well as achieving academic goals. Therefore, from the data, the researcher can comprehend that the students have anxious to speak in front of others through foreign language because lack of own confidence in EFL classroom.

Apart from this, in Table 5, in response to item 12, one can easily see that the majority of the respondents, 69.3% of them replied that they agreed or strongly agreed that they never feel quite sure of themselves when they are communicating in their oral discussion. But it is only the minority, 30.7% replied that they disagreed or strongly disagreed with the statement. To get more information, English teachers were asked a question; for instance, the response

given by “T₂” (teacher two) is said that “...they are never feeling quite sure of themselves when they are interacting with their friends in actual classroom through English.”

Another English teacher said, they *don't feel sure and self-confidence...they lose their own confidence to communicate through English in front of the class because they have a certain challenges. For instance, they worry about sentence structure, word selection, grammar* “T₁” (teacher one). In addition, findings from classroom observation also coincide with the students' response those never quite sure about themselves during take part in their oral discussion in English language. It seems that most learners suffered from the communication apprehension.

Accordingly, Nunan (1999) suggested student who lack of confidence about themselves and their English necessarily suffer from communication apprehension in English classroom. Thus, from the all data obtained, the researcher learnt that most students have higher anxiety level that they were not sure about themselves when they are making communication with one another in certain oral discussion through English. To sum up, the results of the findings showed that less self-confidence which is assumed to be the causes of learners' anxiety during oral communication in EFL classroom.

4.3.1 Factors that context of individual Problems

This theme shows that anxiety that may happens as a result of personal problems related to an individual learners. Therefore, the items that related to personal problems were discussed.

Table 6: Students response that Contexts of Personal Problem

No	Items	F	Scales					Mean , $\frac{\sum fx}{\sum f}$
			5	4	3	2	1	
24	In the speaking skill classroom, I can get so nervous when I forget things I know.	F	40 35.1%	32 28.1%	0 0	19 16.7%	23 20.1%	3.41
10	I have poor English speaking background before joined to high school or at primary school.	F	37 32.5%	31 27.2%	5 4.4%	18 15.8%	23 20.1%	3.49
25	I worry that people (my classmate) will laugh at me if speaking in English classroom.	F	34 29.8%	36 31.6%	4 3.5%	21 18.4%	19 16.7%	3.44

23	During speaking skill classroom, I find myself thinking that have nothing to do with the lesson.	F	31	38	7	22	16	3.4
		%	27.2%	33.3%	6.1%	19.3%	14%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

Table 6 summarizes the analysis of the items, which were prepared to assess students' language anxiety in EFL classroom. Based on the information, that can be inferred from the mean values of these items. For instance, the mean values 3.49 for item 10 which refers to students poor back ground of speaking in English was causes of anxiety for learners. Again, mean values of 3.41 for item 24 which refers to in speaking skill classroom, students can get nervous when they forget things they now. In addition, the percentage results for these items show higher number of students who have either strongly agreed or agreed to the statements than those who have either strongly disagreed or disagreed. Similarly, as shown in Table 6, item 10, 59.7% of the students have agreed or strongly agreed to the point that they have poor English speaking background before come to secondary school. Even so, 35.9% of the respondents answered that they were disagreed or strongly disagreed to the statement. Whereas, only 4.4% of the respondents neither agreed nor disagreed about their background of foreign language speaking skill experience before joined to the certain high school.

Accordingly, the majority of respondents were agreement with the statement that they have poor background of English speaking skill before come to high school. As it clearly show in Table 6, item number 24, indicates that 63.2% of the respondents reacted that they can get so nervous when they fail to remember things they know during speaking skill classroom. Only a small number of the participants, 36.8% replied their disagreement or strongly disagreement to whether they can get too nervous when they forget things they know while communicative lesson classroom through English. Therefore, this clearly assures that students were too anxious while they forgot issues they know during speaking skill in EFL classroom. With regard to this, response obtained from the EFL teachers through interviews. For instance, one of the English teachers stated:

"...some English learners keep on doing irrelevant issues and acting unnecessary things. Again, when those students are asked to speak in English, they are unwilling

or reluctant to say a word in front of teachers and their classmates due to a certain speaking anxious in classroom ...” (T₂).

Furthermore, another English teacher added to the issues who express that: *...most students are seen doing unrelated tasks and they seems that they taking part genuinely but talking about issues not related to the discussion subject due to maybe they were forgotten things what they want to say. As the result, this may leads to the serious speaking anxiety in EFL classroom... (T₁).*

Accordingly, classroom observation was incorporated in this study to cross-check the validity of students' questionnaire as well as English teachers interviews. Again, data that were collected from such tools is consistent with findings from the classroom observations. As a result, to conclude that forgetfulness is one of the students related causes of their anxiety during oral communication in EFL classroom.

The scholar, Chen and Cheng (2004) suggested that a student with poor background in English language will consider the language learning experience an offensive one due to their low grade and not being able to perform good in classroom. These students usually have multipart problems in the process of learning a foreign language that lead them to have anxious in English classroom. In addition to this, EFL teachers were interviewed to check the learners' feedback. For instance; one of the English teachers reflected that:

...When I asked my students to communicate orally through English in classroom, most of them usually... prefer to communicate in their mother tongue unless they keep themselves silent in EFL classroom. I think this the result of their wrong or shortage of oral communication habit when they were at elementary school (T₂).

Another English teacher added his point of view. For instance *...when students are invited to play a part in class activities most students were unwillingness to take part in such group work in English. This is why most of the learners have lack of back ground knowledge and experience to share ideas... with one to another through English. For this reason, those learners were anxious to speak in EFL classroom (T₁).*

After all, during classroom observation, the researcher observed that the same is true what data were collected from students' questionnaire and teachers' interviews. Therefore, through cross-checking all the evidences presented, the researcher recognized that students do not communicate with one another through foreign language because there were poor backgrounds of speaking English before they joined to high school. This is may be causes of anxiety while they communicating orally in English.

According to data which were collected through students' questionnaire and teachers' interviews, researcher can conclude that the present implementation of oral communication lesson is highly caused by the overall background proficiency knowledge of the learners. This includes a frequent usage of mother tongue in the target language, translation and inadequate practices of which lead to have insufficient vocabulary. To sum up, students' poor linguistic background affects learners' motivation and confidence by causing anxious to use the foreign language in EFL classroom.

As can be seen in Table 6, item 25, majority of the students, 61.4% agreed or strongly agreed that they worried that people (their classmates) will laugh at them if speaking in English classroom. However, 35.1% of the respondents responded that they were disagreed or strongly disagreed to the statement while the remaining 3.5% of the respondents could not say anything to the given statement. For the last item 23, 60.5% of the statement responded that they find themselves thinking that have nothing to do with the lesson during speaking lesson in classroom. But, 33.3% of the respondents replied that they disagreed or strongly disagreed as well as the remaining 6.1% of the respondents responded that they were neither agreed nor disagreed to the statement.

In order to check the result, classroom observations were used in such selected school. Likewise, as the researcher's observation, those learners feel oral communication anxiety. At the same time, the students were observed feeling of tension when their teachers invited to them to offer feedback for the given activities. Furthermore, regarding to the classroom observation, most of the students were not willing to participate actively in EFL classroom and they were not said even something in front of the classroom because they were anxious to speak through English.

As the result, this was happened might be the learners' own perception about their ability in the foreign language, fear of negative evaluation, forgotten, poor academic background of learners in speaking English, assuming to be perfect while speaking in their friends, and shortage of own confidence were some of the causes of learners anxiety in oral communication in EFL classroom. Chen (2004) stated the main cause of students' shortage confidence is their low ability in speaking English classroom.

Accordingly, many students think that their English is bad and feel that they cannot speak English well in EFL classroom. The other cause of students' lack of confidence also deals with the lack of support from the English teacher (Brown, 2001). In this context, English teachers do not think that persuasive students that they are able to speak English are significant. To sum up, results of the finding showed that the English language learners have high level of anxiety while communication with one another through speaking lesson in classroom.

4.3. 2 Knowledge of Vocabulary

This section presents about the causes of oral communication anxiety that items related to vocabulary were illustrated.

Table 7: Factor in the contexts of vocabulary knowledge

No	Items	F	Scales					Mean, Σ $f_x/\Sigma f$
			5	4	3	2	1	
1	I always feel nervous speaking in English because I do not have enough vocabulary to express my ideas.	34	37	7	19	17	3.5	
		%	29.8%	32.5%	6.1%	16.7%	14.9%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

As it is shown in the Table 7, item 1, which asked about skill of vocabulary that to express their ideas, the majority 62.3% of the respondents replied agreed or disagreed to the statement. Hence, they always feel nervous speaking skill through English because they have lack of vocabulary skill to express their ideas in EFL classroom. While a certain respondents, 31.6% of them replied that they were disagreed or strongly disagreed to the statement. The remaining 6.1% of the respondents were neither agreed nor disagreed to the given statement.

Similarly, concerning item number 1 in Table 7, the mean score 3.5 for this item suggest lack of vocabulary skill is a serious factor that causes of students language anxiety in EFL classroom. This caused a lot of trouble in communicating one another in English classroom. This result is in accordance with Cortazzi and Jin (1996) who stated that students' poor vocabulary is one of the reasons why students are silent listeners rather than active participants in discussion through English orally in classroom. The fact that this group of students viewed vocabulary as the most important factor for them to communicate through English is interesting.

This finding is consistent with that of Liu (2007) whose participants confirmed that lack of vocabulary was a main factor for students' anxiety in EFL classroom. Similarly, data were collected from teachers through interview and students' questionnaires were consistent. With regard to the outcomes of previews studies show those students can process only a limited amount of information at one time (Lightbown and Spada, 2006). As a result, it can be deducted that limited knowledge of vocabulary and incapability to recall the existing words from mind seem to play a great role in aggravating students oral communication anxiety in EFL classroom. Larsen-Freeman (2001) cites that it seems difficult for EFL learners to transfer the appropriate grammar to their speaking. Therefore, Vocabulary is essential for EFL learners since it is the building block of every language that in order to reduce anxiety in EFL classroom.

4.3. 3 Accuracy of Pronunciation

This section depicts the fear students had about their pronunciation during speaking skill in EFL classroom.

Table 8: Factor in the contexts of Pronunciation

No	Items	F	Scales					Mean $\frac{\sum fx}{\sum f}$
			5	4	3	2	1	
2	I am worry about my pronunciation when I speak orally in English classroom during group work.		37	36	9	18	14	3.56
		%	32.5%	31.6%	7.9%	15.8%	12.3%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

Table 8 presents the analysis of the item which was prepared to assess learners' oral communication anxiety in EFL classroom. As mean score 3.56 for item 2 in the Table indicate students worry for communication through English due to poor pronunciation during group work in EFL classroom. Additionally, the percentage result shows that in Table 8, item 2, the respondents were asked about their pronunciation whether they worry or not while they speak orally through English in a certain group work.

In this aspect, the majority of the respondents, 64.1% responded that they agreed or strongly agreed to the statement. Although, 28.3% of the respondents replied that they are not worried about their pronunciation when they communicate orally in English classroom during group work. Regarding to this point, Alharbi (2015) states that there are several factors that influence learning of speaking skills; for instance use of mother tongue outside and inside classroom environment. This means that students do have anxiety to speak English because when they speak, they think that they may pronounce as if they speak their mother tongue language.

In view of that, English teachers of interviews showed that pronunciation appeared as a great cause of stress to the foreign language learners. In this regard one of the English teachers pointed out that: *...our learners frustrate in speaking a certain foreign language due to weak relation with some English words and the way they are spelt. Again, teaching pronunciation at this grade level is not give pay attention to ward it... (T₁).*

In line this finding, Kubo (2009) suggests that to build learners confidence to speaking foreign language, English teachers can give regular chance to practice proper accent, intonation, and to converse freely. By doing this, learners will experience a much more sense of capacities to communicate through English. Thus, English language teachers ought to form a suitable atmosphere in EFL classes that students are motivated to communicate in English with their classmates.

Another English teacher expressed that:

...our learners thought as there is similarity between written and spoken English when certain words are pronounced. While I give them correction to the word misspelled they begin to frighten and unable to communicate in EFL classroom with their classmates and with their

teacher. Those learners will not appear... again in EFL classroom to take part in a certain group discussion. For this reason, students fail to know the spoken form of certain words by their teacher that they recognize clearly in a written form (T₂).

Accordingly, they fear to say words in front of their classmates and their teacher, this is due to teaching actual pronunciation is not give due attention in high school level. According to Thaher (2005), reported that students are afraid of being laughed at or of being criticized by others due to inaccurate pronunciation. Based the evidence that is available through different data collecting tools, the majority of the respondents were worried about their pronunciation due to inaccurate pronunciation during their group work in EFL classroom. Therefore, lack of appropriate pronunciation while discussing in a certain group work is one of serious cause of students oral communication anxiety in EFL classes.

4.3.4 Shyness

This section shows that students' shyness during oral communication when their teacher invited them to discusses with one another in English classroom.

Table: 9 Factor in the contexts of students' shyness in EFL classroom

No	Items		Scales					Mean, $f\bar{x}/\sum f$
			5	4	3	2	1	
5	I talk less because I am too shy in English classroom during discussion with classmates.	F	35	39	0	20	20	3.43
		%	30.7%	34.2%	0	17.5%	17.5%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

Based on Table 9 the mean score of 3.43 for item number 5 showed that students have strongly agreed or agreed that they have anxiety due to their shyness to speak in English during discussion in EFL classroom. Similarly, the percentage results showed that in Table 9, item 5, clearly shows 64.9% respondents replied that they are too shy in English classroom during discussion with classmates.

Even though 35% of the respondents replied that disagreed or strongly disagreed with the statement; hence they were not shy in EFL classroom when they were discussing with friends in classroom. This indicates that shyness could be a source of trouble in students' learning activities in the classroom especially in the class of speaking. This is also in line with Gebhard (2000) who says that the students' problem in speaking is caused mostly by their shyness in EFL classroom.

As the result, from the data which were obtained, it is possible to figure out that most students are too shy in EFL classroom while they were discussing in their classmates at a certain topic. Connecting to this point, Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class (Juhana (2012). Furthermore, the data obtained from classroom observation revealed that most students' did not involved in asking and answering questions, talking to their classmates, introducing themselves. Again, most students did not express their opinion through English due to they feel shy. What is more, majorities of students in classroom did not practice oral communication when their teachers provided some opportunities.

Accordingly, these occurrences might be due to poor back ground experience when they were at lower grade level. Therefore, from the Table 9 can grasp a certain important points. For instance, more than half of participants were too shy that in order to communicate through English with one another in actual classes due to they have high level of anxiety. According to classroom observations, which the majorities of students were feel too shy and less confidence when they try to speak through English in front of others. To conclude this, learners' too shyness in EFL classroom is one of the causes during oral communication.

4.3.5 Imperfect Grammar

This section depicts the linguistic difficulties during oral communication in EFL classroom when learning to speak a foreign language.

Table 10: Factor in the contexts of students' imperfect grammar

No	Items	Scales					Mean, $\frac{\sum fx}{f}$
		5	4	3	2	1	
8	When I want to speak orally in F	36	39	0	18	21	3.44

English classroom, I am not sure which tense to use.	%	31.6%	34.2%	0	15.8%	18.4%
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Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

As seen in the Table 10, item 8, the majority of the respondents feel anxious, confused, and nervous, due to lack of grammatical structure. The data demonstrated that 65.8% of the participants feel anxious due to lack of capability to use a certain tense when they want to speak orally in classroom. Even though the data shows that 34.2% of the participants do not worry about the use of a certain tense while speaking orally.

Similarly, based on Table 10 the mean score of 3.44 for item number 8 showed that students have strongly agreed or agreed that they have anxiety due to their lack of grammatical skill to speak in English during discussion in EFL classroom. Regarding to this, grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). This was checked by the researcher during classroom observation that grade ten learners more often focus on their grammatical correctness in speaking.

For this reason, most students performed poorly in every classroom individual oral presentation offered to them as a classroom work. According to Richards (2006), briefly identified a certain assumption of communicative language for example; satisfactory classroom learning tasks and activities give chances for students to infer meaning, widen their language abilities, perceive how language is used, and participate in real communication.

It is necessary for EFL learners to keep a lot of vocabulary (terminology) in their long-term remembrance. Besides, the ability to pick up words from one's mind may cover the speaking fluency (Carter, 2001). Therefore, students were really worried about their producing grammatically correct utterances. In case, they seem to be unable to do so they prefer to be reluctant to perform any oral activity in the classroom, although English teachers be supposed to be provide awareness about a certain tense or grammatical structure for students to reduce their apprehension.

4.4 Analysis of Data Regarding Teacher Related Factors that Causes Learner Anxiety in EFL classroom

This section was aimed to respond to the third or last research question which is about the techniques being used by English language teachers. Those techniques which were used by English teachers are used to overcome the causes of students' oral communication anxiety in EFL classroom. To do this, it starts with the discussion of the data obtained through students' questionnaires, teachers' interview, and classroom observation. Therefore, in this section technique to assist anxious learners used by English teachers' participants of this study were presented. This part particularly discusses about the findings from students' response that items illustrated.

Table 11: Students response of teacher - Related Factor that causes of speaking anxiety in EFL classroom

No	Items	F	Scales					Mean, $\frac{\sum fx}{\Sigma f}$
			5	4	3	2	1	
16	My English teacher is facilitating group work through discussion to reduce our anxiety.	F	19	19	5	36	35	2.57
		%	16.7%	16.7%	4.4%	31.6%	30.7%	
13	My English teacher motivated us to tell story, peer interview, dialogues orally in front of classmates that to overcome anxiety and information gap activities.	F	19	20	7	37	31	2.6
		%	16.7%	17.5%	6.1%	32.5%	27.2%	
15	My English teacher invited us weekly individual or group presentation on completed lesson to minimize our anxiety.	F	18	20	0	42	34	2.52
		%	15.8%	17.5%	0	36.8%	29.8%	
14	My English teacher using active teaching method e.g. student-centered based teaching in EFL classroom.	F	17	23	4	36	34	2.58
		%	14.9%	20.2%	3.5%	31.6%	29.8%	

Source: own survey result, 2019; NB: 5=Strongly Agree, 4 =Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree, f = frequency, %= Percentage

Table 11 presents the analysis of the items, which were prepared to assess causes of students' language anxiety. As the mean scores in the Table indicate, students rated those questions certainly. For instance, the mean scores of 2.57, 2.6, 2.52 and 2.58 for item 16, 13, 15 and 14 respectively showed that students have more or less disagreed with the statements. These showed that English language teachers were not facilitate group work through discussion, not motivate conversations with one another, and not using active teaching method in EFL classroom to reduce students speaking anxiety.

The percentage results for these items also reveal higher number of students who have strongly disagreed or disagreed than those who have strongly agreed or agreed to the given statements. For instance, as can be understood from the Table 11, item 16, 62.3% of respondents were replied that disagreed or strongly disagreed to the statement. Hence, their English teachers were not facilitating group work through discussion to overcome their anxiety. However, small number of students 33.4% of the respondents answered that they agreed or strongly agreed with the statement, which implies their English teachers were facilitating a certain group work while discussion in EFL classroom to overcome students anxiety. It was only 4.4% of the participants were neither agreed nor disagreed to the given statement.

From this analysis one can conclude that teachers do not encourage group discussion in the speaking classroom to reduce students' anxiety and engage students. Nevertheless, group discussion can motivate all students freely in their actual EFL classroom. Therefore, English language teachers have to practice different arrangements according to the types of activities under consideration of learners in English classes.

According to Tsui (2001), students' collaboration has successful objectives to reduce anxiety among foreign language learners. Thus, students should work together to achieve better achievements in their performance and their learning. To get more information, the actual English teaches interviewees were also asked the question "How do you facilitate group work to increase students' confidence in oral communication in English," one of English teachers expressed that:

...I arrange group work through considering the capacities of the students in EFL classroom. Accordingly, when I arrange group work, I mix all levels of achievers that

mean higher, medium and lower achievers of the students to make them to learn from their friends. Hence, those learners can progress their oral communication abilities in English language classes without any anxious (T₁).

Another English teacher added that *since English teachers are the facilitators of the learners learning, we have to organize group work in a method that learners share ideas freely and confidentially in EFL classroom... (T₂).*

Even though to what English teachers expressed, the information obtained from classroom observations seemed to contrast to what teachers reflected. For instance, learners were sitting passively when the teachers organized them to take part in a given class work activities due to lack of teachers assisting the learners to do activities. According to the classroom observation while English teachers teach speaking skill lesson, they do not carry out the activities like role play, conversations, and language games through group work.

In support this, (Alharbi, 2015) states that: pair work, role plying and interviews... encourage shy students to take part and discuss their opinions with their classmates instead of only teachers. Therefore, from the data obtained, it is possible to deduce that English teachers never facilitate group work through discussion that to weaken learners anxiety in EFL classes. To summarize the discussion, it was proved that there was less effort (attempt) made one the parts of EFL teachers that to initiate learners towards pair or group work teaching method in the academic environment to overcome their anxiety.

Based on the data in the Table 11, item 13, 59.7% of the students reported disagreed or strongly disagreed with the statement. Regarding to this, their English teachers were not motivated them to tell story orally, information gap activities, peers interview, and dialogue through English in front of their classmates to overcome their anxiety and to enhance their oral communication performance.

However, 34.2% of the respondents reported that they were agreed or strongly agreed to the given statement. The remaining 6.1% of the respondents were reported undecided to the statement. Accordingly, Richards (2006) suggested that information gap activities intention is to let students use their linguistic and communicative resources to obtain the information through speaking orally.

Regarding to this, one of English teachers were interviewed and said, “...*I attempt to apply story telling through oral presentation, peer interview and dialogue to reduce students anxious in actual classroom*”. However, few learners dominated and a large number of learners keep silent through the period in classroom... (T₁). On identical issue, the rest English teacher reflected the same views. During the teachers’ interviews, both of them reported that they apply different oral communication activities in their English classroom such as dialogue through English, peers interview, and storytelling.

Apart from this, the problem was noted during classroom observation the researcher observed about the teaching learning processes. He found that the teachers did not apply those techniques, for instance; information gap activities, storytelling, peers interview, and dialogue through English while teaching speaking skill in EFL classroom. From this, one can conclude that English teachers did not use a certain techniques for instance; inviting learners to present storytelling, peers interview in front of their classmates orally to reduce their anxiety.

But, if teachers use different techniques such as telling story, dialogue in classroom through inviting students, those learners will overcome their anxiety. Therefore, data were collected from students’ questionnaire, and classroom observation English teachers were never applying various techniques in EFL classroom. In general, shortage of using various techniques example; storytelling, peers interview and dialogues through English can be considered as factors that causes of students anxiety on oral communication.

As far as offering weekly individual or group presentation on completed lesson is concerned, 66.6% of the respondents replied disagreed or strongly disagreed with the statement. Despite the fact that, 33.3% of the respondents reported that they were agreed or strongly agreed to the statement, means their teachers motivating them to weekly individual or group presentation on completed lesson.

Similarly, students questionnaire and classroom observation also presented the same results that teachers do not let learners to practice weekly presentation on completed lesson to reduce their anxiety. This also means that none provision of this technique could also causes the students’ spoken anxiety in English classroom.

Accordingly, English teachers have expected to provide a certain weekly individual or group presentation on completed lesson in EFL classroom to enhance students' oral communication. Generally, based on the students' questionnaire and classroom observation, English teachers failed to provide the activities of weekly presentation on completed lesson. Hence, this is the causes of students' anxiety on oral communication in EFL classroom. To overcome students' anxiety, teachers ought to be more careful about nervousness which can be passionate in students and come across techniques that permit students to take part more in oral activities.

With regard to the usage of active teaching methods in Table 11, item 14 majorities of the respondents, 61.4% disagreed or strongly disagreed to the statement. That means their English teachers do not use active teaching methods, example, student-centered teaching based in EFL classroom. But they were based teacher-centered teaching method rather than learner-centered teaching method in EFL classroom. However, small number 35.1% of students were agreed or strongly agreed that their English teachers use active teaching methods such as student-centered teaching methods in EFL classroom.

Whereas, (3.5%) of the respondents were replied that they neither agreed nor disagreed with the statement. This result shows that most of the students reflected that their English teachers' did not used active teaching method regarding student-centered teaching approach in EFL classroom. Connected to this, giving sufficient time for discussion, teaching based on learner-centered teaching method is very important way of teaching to reduce students' anxiety. These are good methods which are a bridge to success (Yingyu, 2008).

To cross-check regarding teachers' interviews, one of the English teachers said: "... *students are unwilling enough to use the foreign language even teachers give them pair or group works; students simply anxious that to speak in English*" (T₂). Furthermore, another English teacher expressed similar idea with teacher two. Again, as the researcher observed actual classroom, the same is true that data were collected from students' questionnaire. Generally, lack of using active teaching method regarding to the learner-centered teaching method is one of serious teacher related factor that causes of students' anxiety on oral communication in EFL classroom.

4.4.1 Analysis of Data Obtained from Teachers Response that related factors with them

4.4.1.1 Facilitating Group Work in EFL classroom

The techniques that the teachers used to teach the foreign language that can overcome students' oral communication anxiety in EFL classroom. In the interview, English teachers were asked to describe their opinion about the techniques used in EFL classroom to minimize causes of learners' oral communication anxiety. Regard to this, the required data was collected through interview from English language teachers and classroom observations to see the methods teachers use to overcome students' oral communication anxiety.

Furthermore, the English teachers were asked how they teach speaking skill in EFL classroom whether or not they facilitate group work or pair work in EFL classroom. Teachers were asked whether they control the cooperation work effectively in classroom. Therefore, one of the interview questions is asked "how do you facilitate group work to increase students' confidence and overcome their anxiety in oral communication classroom"? Here, one of the English teachers responded that:

... Since group work, especially, pair work encourages learners to communicate with one to another whatever they like without fear. For this reason, I facilitate pair work or group work activities as one of the techniques to strengthen... my English learners to enhance their speaking skill confidence. Moreover, I have tried to control it that to make all group members to take part effectively in a given activities through in English that to overcome their anxiety during discussion... (T₁).

Another teacher viewed that facilitating group work plays an important role to reduce students' oral communication anxiety. Therefore, interviewed teacher forwarded the following views:

...after I finish introducing and presenting the day's lesson, I considering the background of language proficiency of the learners. That is, when I organize group work, I have tried to mix all types of the students (higher, medium, and lower) achievers to make them to learn one another through communicating through English. In this case, they can easily enhance their oral communication ability and overcome their anxiety... (T₂).

Accordingly, group work lessons become needed to promote social skills and cooperation among learners instead of teaching individual lessons to enhance students speaking capacities. This is supported by Shao (2009) that cooperative learning should be used in order to develop social skills than lecturing in EFL classroom. Hence, verifying the existence of oral communication anxiety, teacher one again said, *in actual classroom, I use pair work, small group work, and more of student- to-student communication pattern to increase eye contact and encourage students' self-confidence and reduce their causes of oral communication anxiety.*

Therefore, from the respondents of teacher one and two, the use of various classroom organizations in English class will have significant contribution in overcoming causes of students' oral communication anxiety. Dornyei (2002) also asserted that group work has many advantages that may help learners fulfill good achievements in their foreign language learning "Cooperative situations generally have a positive emotional sense" which means that they generate less anxiety and stress than other learning formats. It seems that even though situations are not good, English teachers vary their method of teaching; so that students enhance their self-confidence and overcome their causes of oral communication anxiety through group work.

To get more information, classroom observation was made by the researcher that he entered to observe the EFL classes during speaking skill lesson. Even though the information obtained from classroom observations seemed to contrast to what teachers reflected. For instance, learners were sitting inactively in classroom and simply the teachers organized them to take part in a given class work activities without assisting the learners to do activities.

Accordingly, there was lack of teachers' facilitation in group work in communicative classroom. In group works, the students can exercise their collective skills and practice working with others to achieve mutual benefits for everyone rather than thinking competitively and individualistically (Freeman, 2000). Learners can manage their fear of speaking through realizing that tension and nervousness are normal and they will be overcome the act of speaking.

Furthermore, when EFL teachers create relaxed situation during conversation either in group or pair, the more EFL learners' speaking performance become good-looking and easily they

minimize their anxious. Therefore, like this methods of teaching a certain foreign language is become one way of overcome students' anxiety in oral communication.

If teachers were facilitated a certain group work or pair work, it is possible for learners to solve problems with regard to causes of anxiety EFL classroom. Therefore, the key to improving students' oral communication capacity is in the hands of teachers through facilitating group work in EFL classroom to overcome learners' anxiety.

4.4.1.2 Systematically Correcting Students' Error in EFL classroom

The English teachers were interviewed to know either they were systematically correct learners' error or not while they were teaching a certain speaking skill lesson in classroom. The analysis of the data elicited from the English language teachers' to overcome causes of students' oral communication anxiety through interview and classroom observation were discussed clearly. Therefore, one of the interviews question is asked "how do you correct errors of your English learners' during oral discussion that to overcome the causes of their oral communication anxiety"? One of the two English teachers stated:

...as a foreign language teacher, I carefully correct errors of my students in EFL classroom. For instance, during oral communication lesson when the students compromise mistakes, first, I keep silent instead of correcting the learners' error soon in English classroom. Then after, I guide them to obtain the correct answer themselves through reducing their fear. To overcome the learners' oral communication anxiety, I should be technical to deal with the learners' mistake. Due to this, I am systematic in treating my learners when I correct their mistake during speaking skill lesson to reduce their causes of oral communication ... (T₁).

From the data which is collected from the interview of one of the English teacher who is provided his view that systematically deal with students who compromise mistakes during speaking skill. That is, this teacher approaches his learners who wrongly answered a certain question in English classroom. Accordingly, in the way the learners can enhance their oral communication that try to provide answer to any asked question without any fear.

In addition to this, another English teacher forwarded his description:

... I am one of grade ten English teachers and in my teaching period, deal with learners' mistake systematically. That is, I have tried to correct their mistake in the way they cannot increase their oral communication anxiety in EFL classroom. For instance, I usually approach my learners positively as well as friendly... at any time and appreciate the learners for their trying to provide answer, then after, I tell them the correct answer (T₂).

To get more information, classroom observation was made on English teachers in *Jacho* Secondary and Preparatory School, the current researcher entered to observe EFL classroom. However, it was opposing to what is mentioned through interviewed English teachers' feedback. As the result, classroom observations show that English teachers do not give care for their learners' when they correct their mistake in EFL classroom. For instance, the English teachers were observed by the current researcher, immediately informing the learners: "*The answer is not real*". This shows that they do not systematically deal with the students' mistake in the way the students can overcome their oral communication anxiety. Therefore, lack of teachers' systematic way of correcting learners' mistake in EFL classroom was one of the teacher related factor that causes of students anxiety in EFL classroom.

Nonetheless, there are techniques which can be used by English teachers to correct students' mistake in the way the students can increase confidence during their speaking lesson in classroom. For instance, English teachers are expected to approach the learners positively when they correct their mistakes. The reason is that to minimize speaking skill anxiety focused on teachers' learner interaction, English teacher need to assess their mistake correction approach as well as their attitude towards the learners in the context of correcting students' error (Ariza, 2002).

4.4.1.3 Motivational Techniques in EFL classroom

To see how English teachers use motivational techniques to overcome the causes of learners' oral communication anxiety, they were interviewed to state on. For instance, when responding to the question, "how do you motivate your English learners during oral communication lesson that to overcome the causes of their anxiety in classroom", One of the teachers expressed different ideas:

...regarding this, to overcome learners' causes of oral communication anxiety, as I have English teacher, I use various techniques to motivate them to enhance their confidence to speak in a foreign language. For instance, I give awareness about English that is an international language which is used to make interrelation ship... with one community to another in the world. I also inform them that if they are skilled in the foreign language that they can be effective in whatever job opportunities. Therefore, to achieve this goal, I promote learners' cooperation or group work in place of students' comparison... (T₂).

In line this finding, Aftat (2008) suggests that to encourage students' motivation, teachers had better offer regular encouragement and support as well ask questions that reveal the basis of a student's problems. Doing this becomes very significant because supports also gives students feeling of protected and receive in their learning. To cross-check the interviews views, EFL classroom was observed by the current researcher. In contrast to the interviews, in the teachers' classroom observation, the English teachers were observed in grade ten at *Jacho* Secondary and Preparatory School but none of the two teachers try to motivate their learners in classroom.

Furthermore, as the researcher observed, those teachers were observed promoting students comparison in place of promoting social cooperation. In spite of the fact that, avoiding social comparison among students is one of the techniques through which teachers can easily overcome students speaking skill anxiety (Dornyi, 2002). Moreover, one of the teachers forwarded his view that:

...since motivation is one way of enhancing students speaking skill confidence, I motivate my learners through different techniques. For instance, I never immediately correct students' error because it leads students to be discouraged to make speech in front of others. Instead, I keep silent for a certain time, and technically advise them in the way the learners enhance interest to do other tasks in such way... (T₁).

The scholar who Huang (2005) suggested that to overcome students lack of motivation, teachers can do activities like promoting students awareness of the importance of English, enhancing student interest in English, and developing their self-confidence to minimize their anxiety. The English teachers' actual achievement concerning to motivation to reduce learners' speaking skill anxiety was clear in the EFL classroom observations. However, the English teachers were not seen achieving what they said during their interview.

Accordingly, it is good to cite examples from EFL classroom observations. During this observation, one of the English teachers was teaching his students about conversation that to enhance their oral fluency in the foreign language classroom. In spite of the fact that, he did not use any needed motivational techniques to emotion the students to ward a certain classroom tasks. That is, he did not stimulate his learners towards the day's lesson. Moreover, his inclination was on the theory rather than motivating the learners to take part in practical work. Due to this, the EFL classroom was not hot as well as appealing or interesting. Only few learners who have good class performance that tried to do their best. Therefore, the majority of learners were sat in the classroom feeling oral communication anxiety in EFL classroom. Moreover, the same problem occurred in the other grade ten classes.

The aims of the teacher wanted to carry out that enabling the learners to acquire skills in speaking that topics related to education which is given on page 141 unit eight A8.4 Speaking: Education topics regarding to grade ten text book. The objective favors all learners to be promoted to use discussion of some important educational topics through in English. But in such classroom, the teacher did not make any attempt to use whatever motivational techniques through group work for learners to improve their oral communication ability as well as to reduce their anxiety.

As the result, there is poor classroom participation was formed at the side of learners in EFL classroom in *Jacho* Secondary and Preparatory School of grade ten. The researcher has the view that shortage of using emotional techniques by the English teachers during speaking skill lesson had one of the causes of students' anxiety in EFL classroom. Regarding to this, they may not enable them to enhance students' speaking skill and overcome learners' oral communication anxiety in English classroom. As White (2004) explains that language is an integral part of learning and oral language has a key role in actual classroom teaching and learning processes.

Accordingly, it helps to encourage creativity, it is a means of solving problems, sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction. Furthermore, teachers did not teach their learners in the way the students can practice and increase their oral communication with interest and motivation through in English. Therefore, the teacher also seemed to fail that to care the value of motivation to reduce learners' oral communication anxiety in EFL classroom.

However, motivation is extremely important to control speaking anxiety by stimulating the students to learn the English language everywhere without any restriction (Dornyi, 2002). From the data collected through actual classroom observations, one can conclude that the English language teachers who participate in this study appeared neglect dealing with motivating English learners while speaking skill lesson. Zua (2008) further adds that “motivation is an inner energy for everybody.” She says that no matter what kinds of motivation the learners possess it will enhance their study interest. Accordingly, lack of motivational techniques from the side of teachers in EFL classroom was one of the teacher related factors that serious causes of students’ anxiety regarding with their oral communication. Hence, English teachers have expected to motivate learners in their classroom to overcome oral communication anxiety through practices.

4.4.1.4 Systematic Orientation in EFL Classroom

Teaching-learning process that learners had before been grammar based; these learners did not have the actual practice of oral communication. When they join in to higher institution, specifically, as foreign language learners they have expected to use the language for communicative purpose. However, the absence of practice oral communication through in English that causes learners to experience anxiety.

Therefore, one of the teachers interview question is “what techniques do you use to help the learners that to overcome his or her causes of oral communication anxiety in English classroom”? One of the two English teachers pointed out the situation that *...to reduce students’ oral communication anxiety, before I am going to invite learners, I try to introduce the communicative tasks through process in EFL classroom. Regarding to this, students’ anxiety will be reduce as they approach the feared activities step by step... (T₁).*

In addition, another teacher said, *sometimes I try to improve the classroom atmosphere through the use of pair work and language games that alter the communication style of teaching.* Therefore, English teachers are supposed to be tried to systematically provide awareness for learners about English language that used to academic purpose.

4.4.1.5 Using Active Teaching Method in Classroom

In EFL classroom, teachers must use different techniques to form chance for learners to practice oral communication that to overcome their anxiety. Therefore, one of the interview questions is “do you think the student-centered approach during speaking lesson assists you to overcome causes of learners’ anxiety in EFL classroom”? One of interview teacher said *“yes, it assists the learners to take responsibilities for their own speaking skill through practice.” In this case, the learners’ can easily reduce their oral communication anxiety in English classroom... (T₁).*

Additionally, the same views forwarded from another English teacher interviews. *he said that, Yes, I think that learner based teaching approach is one of the most important teaching methods through their own oral communication practice in EFL classroom to overcome their anxious (T₂).* Regard to this, one of the scholar (Yingyu, 2008), suggested that giving sufficient time for discussion, teaching learners based on learner-centered teaching method is active teaching method to overcome students anxiety.

Additional interview questions for English teachers as follows: Have you ever noticed the behavior of your students being anxious in your classroom? If “yes” what do you think the causes for this? *...yes, most language teachers depend on primarily on grammar explanation rather than on communicative proficiency that what we do in the school is preparing students for matriculation exams since they are grade ten students we mostly focus on grammar... (T₁).* Another teacher added his response:

...when seen students background most of the students do not have meaningful experience of using the target language. Before coming to high school, they were taught using their mother tongue and this creates a problem for the students not to use the target language... (T₂).

If your students feel fear to communicate oral English classes, what do you think are the causes of their anxiety through communication and could you list some of them? *As to me, the causes of anxiety in terms of learners becomes various; example, lack of due attention toward speaking skill in their classes because most of the time they give attention to the grammar. Furthermore, shortage of practice through English with their classmates in classes and out of classes due to this they feel anxious... (T₂).*

Another English teacher added: *The first causes of students' anxiety while communicative lesson is limited knowledge of vocabulary to express what they want to say in front of their classmates...* (T₁). According to Schuh (2004), the classroom environment in student-centered instruction encourages active learning whereby the student talks and asks questions equally or more than the teacher does. In view of that, the researcher believes that oral communication can be improved through process. So, English learners ought to practice without fear every day since practice makes overcome anxiety. Generally, the more they practice and are motivated to speak, the more they enhance their speaking skill in EFL classroom.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains summary, conclusions and recommendations of the research result. After summary and conclusions of the study had been made, some possible suggestions were given.

5.1 Summary

In a foreign language situation, oral communication through English is the most useful and importance skill for making interaction with one another. As an international language, English is taught in almost all countries in the world including Ethiopia. To carry out the intended study, *Jacho* Secondary and Preparatory School was selected as a study setting. The main purpose of this study was to assess the causes of grade ten students anxiety during oral communication in English at JSPS. Thus, to address the major objective, the following fundamental research questions were raised:

1. What are students' speech anxiety that to communicate through English in classroom of *Jacho* Secondary and Preparatory school?
2. What are the student-related factors that cause their oral communication anxiety in English classroom at *Jacho* high Schoolin grade ten?
3. What are the teacher- related factors that cause students language anxiety through English in EFL classroom?

In order to dealing with these basic research questions, therefore, relevant data were collected through questionnaire, interviews and classroom observation tools. To make a clear comprehending of the research observable fact, mixed methods research approaches (quantitative methods using frequencies and percentages even though qualitative research method using description and interpretation of data analysis were carried out in this study).

Regarding to this, questionnaire with a five point Likert scale that interpreted and analyzed using mean scores that frequency counting and percentage were through quantitatively. Whereas, the other data gained from interview and classroom observations were analyzed through qualitatively.

In order to create the holistic picture of both quantitative and qualitative data obtained through different sources, the researcher integrated and discussed them all together under key successive topics of the study.

Based on the analysis made, summary of the findings is briefly organized as follows: The finding of the study showed that the students were confronting numerous causes of their anxiety during oral communication in EFL classroom. Most of the students' have poor background of speaking skill orally through English at primary school. Once more, students' lack of self-confidence, lack of training to speak orally in English, and limited knowledge of vocabulary to express that what they want to say are the causes of students' anxiety. Regarding to this, teachers' correction of errors was another cause of learners' anxiety during communication in English classroom. Therefore, all the above mentioned causes of anxiety contributed to students' poor use of English language in communicative lesson classroom in the selected school.

5.2 Conclusions

Based on the aforementioned findings, the following conclusions were drawn:

- Students' fear of making mistakes in front of their classmates during discussion become the causes of their anxiety on speaking skill in EFL classroom.
- To this end, English teachers correction of learners' errors while discussing a certain activities through English in classes was the causes of students' anxiety.
- Lack of students' pre-preparation for a certain test is one of the causes of their anxiety on oral communication; students' forgetfulness is another cause of their anxiety while communicating orally through foreign language.
- ❖ Most students did not have the self-confidence to express their ideas through English in EFL classroom.
- ❖ Once more, students limited vocabulary knowledge and, incapability to recall the existing words from mind become causes of their anxiety.
- ❖ Similarly, Students' lack of appropriate pronunciation during their group or pair work was causes of their anxiety in EFL classroom.
- ❖ Connected to this, most students were worried about producing grammatically correct utterance during their communication through foreign language.
- ❖ A large number of students never participated in communicative lesson through presenting in English. This was due to feeling shy to speak in front of their classmates.

- ❖ Most of the learners were anxious to share ideas with one another in their classroom because the causes of poor background of linguistic knowledge at primary school. Yet again, learners' lack of communication practice through target language in EFL classroom was one of causes their anxiety in EFL classroom.
- Fewer attempts were made from the parts of EFL teachers to encourage or facilitate learners towards group or pair works to overcome learners' anxiety.
- Furthermore, lack of teachers applies a certain activities such as peer interviews, storytelling, and language games in classroom were causes students' oral communication anxiety.
- Teachers fail to apply active teaching techniques example; students-centered based teaching method.
- Lack of English teachers' invitation for students were regarding weekly either individual or group presentation on completed lesson in English classroom..

5.3 Recommendations

Based on the conclusions drawn, the following recommendations were forwarded:

- Students should free from being corrected in response to the errors they committed while they are communicating with one another.
 - What is more, errors become the sign of learning taking place but not of failure.
 - Thus, English teacher had better to systematic in giving correction to the students' mistake in classes.
 - Regarding to reduce students anxiety, to make a language classroom interactive; teachers should not be receptive to students' mistakes while students communicative lesson.
 - Teachers should provide more time to think, get ready themselves that to make sentences before they speak through English. This may be reducing certain learners' anxiety in EFL classroom.
- ❖ English teachers should build students' confidence to speak English through providing a certain regular chance to practice communication orally in EFL classroom.
 - ❖ The students have to learn a certain terminology (vocabulary) and sentence structure (grammar) through communicatively that to overcome their anxiety. This minimizes

the lack of words and the grammar needed to connect these words to express their ideas.

- ❖ Regarding to this, English teachers should provide awareness about a certain tenses or how to use grammatical structure for learners to overcome anxiety in EFL classroom.
- ❖ Learners had better minimize their silent behavior and free from fear and shyness during oral communication or stress-free in their spoken English class so that they can rehearsal (practice) in different communicative tasks.
- ❖ Students in Primary School should be taught English through communicative activities and their teacher ought to invite them to training through channel of communication.
- English teachers ought to facilitate learners in small groups and pairs while teaching speaking skill to reduce students' oral communication anxiety. This is due to such situations create very well possibility for students to communicate freely with their classmates without frustration.
- Moreover, English teachers should apply oral communicative activities to enhance students' speaking skill and reduce their anxiety. For instance, activities of language games, debate or pair discussion, peer interviews, storytelling and role ply in EFL classroom.
- In addition to this, students must be given opportunities by English teacher to apply the language for the communication purposes through English in academic environment. This could be minimizing the setback that they will encounter in high school or university.
- Thus, the English teacher on his part should create a pleasurable classroom feeling which can give confidence to students in EFL classes.
- English teachers should advance student-centered way of teaching technique such as: group and pair work, oral presentations etc to involve students actively in the speaking activities.
- Again, teachers ought to let learners to practice English speaking through invitation for them with weekly or daily either group or individual presentation on completed lesson to reduce their anxious.
- Regarding to this, they should create a favorable teaching-learning condition and oppourturies for students learning English speaking skill in EFL classroom.

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APPENDICES

**HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
SCHOOL OF FOREIGN LANGUAGES AND JOURNALISM**

Appendix- A-Students Questionnaire

Questionnaire to be filled in by Students

Dear Students,

The purpose of this questionnaire is to collect relevant information on “assessing the Causes of Learners’ Anxiety on Oral Communication in EFL Classroom of Jacho Secondary and Preparatory School”: Grade Ten in focus. Your responses are very helpful for the successful completion of this Thesis. Your identity will be kept confidential and your responses whenever needed will be reported in aggregate. Therefore, you are kindly respected to fill the provided questions properly and turn the questionnaire.

Thank you advance for the time and effort you have put in to responding to these questionnaires. I appreciate you being part of this study. I look forward to hearing from you.

Questionnaire items

Direction I: Please read the following statements and give your responses by putting (“X”) mark in the column under anyone of your suitable answer for the given scales below to represent your responses.

Key: SA: strongly agree =5, Ag: Agree =4, UN: Undecided=3, Ds: Disagree =2, SD: strongly disagree=1

Appendix Table 1: Students Questionnaire in English

No	Statements (Items)	Scales				
		1	2	3	4	5
1	I always feel nervous speaking English because I do not have enough vocabulary to express my ideas.					
2	I am worried about my pronunciation when I speak orally in English classroom during group work.					
3	I am afraid that my English teacher will correct every mistake I make during communicative lesson.					
4	I feel anxiety because I have no confidence in my oral communication in English class.					

5	I talk less because I am too shy in English classroom during discussion with classmates.					
6	I get nervous when I have to communicate orally without preparation in the English classroom.					
7	I am afraid of being making mistakes in front of my classmates during oral discussion.					
8	When I want to speak orally in English classroom, I am not sure which tense to use.					
9	I regularly practice actively to speak in English before coming to EFL class room.					
10	I have poor English speaking background before joined to high school or at primary school.					
11	I never feel quite sure of myself when I'm communicating in my oral discussion.					
12	My English teacher motivated us to tell story, information gap activities, peer interview, and dialogue orally in front of classmates that to overcome anxiety.					
13	My English teacher using active teaching method e.g. student-centered based teaching in EFL classroom.					
14	My English teacher invited us weekly individual or group presentation on completed lesson to minimize our anxiety.					
15	My English teacher is facilitating group work through discussion to reduce our anxiety.					
16	I start to fear panic when I have to communicate without preparation during speaking skill in EFL classes.					
17	I don't feel pressure to prepare very well for English classes during oral communication.					
18	I am afraid of being seen as foolish if I make too many mistakes when I speak in EFL classes.					
29	I get upset when I don't comprehend what the teacher is correcting during discussion in EFL classes.					
20	I am usually at free from fear during speaking tests in my foreign language classroom.					
21	I worry about the outcomes of failing oral tests in EFL classroom.					
22	During speaking skill classroom, I find myself thinking that have nothing to do with the lesson.					
23	In the speaking skill classroom, I can get so nervous when I forget things I know.					
24	I worry that people (my classmate) will laugh at me if speaking in English classroom.					

**ሐራማያዩኒቨርሲቲ
የድህረ-ምረቃፕሮግራምዳይሬክቶሬት
የሕብረተሰብ ሣይንስናስና-ሳብ ኮሌጅ
የውጭ ቋንቋዎች እና ገዜጠኝነት ትምህርት ክፍል**

Appendix B Amharic Versions

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች፤

የዚህ መጠይቅ አላማ "ስለ ተማሪዎቹ መፍራት መንስኤዎች በቃል ንግግር የጃቶ የሁለተኛ ደረጃ እና የመሰናዶ ት / ቤት መማሪያ ክፍል ውስጥ ጠቃሚ መረጃ መሰብሰብ ነው። የእርስዎ ምላሾች ለተሳካው የዚህን ተሳታፊ ሂደት በጣም ጠቃሚ ናቸው። ማንነትዎ በሚስጢር ይጠበቃል እና አስፈላጊ በሚሆንበት ጊዜ የሚሰጧቸው ምላሾች በጥቅሉ ሪፖርት ይደረጋሉ። ስለሆነም የተጠየቁትን ጥያቄዎች በአግባቡ መሙላትና መጠይቁን ለመመለስ ይሞክሩ።

ለእነዚህ መጠይቆች ምላሽ ለመስጠት ላስገቡት ጊዜና ጥረት እና መሰግንዎታለን። የዚህ ጥናት አካል ስለሆኑ እንመሰግናለን። መልስዎን በጉጉት እጠብቃለሁ።

የሪፖርት ንጥሎች

እባክዎን ቀጥሎ የተዘረዘሩትን መግለጫዎች ያንብቡና እርስዎ ምላሾችዎን ለመወከል ከታች

በተሰጡት የደረጃ መለኪያዎች ስር መልስዎን በ"X" ምልክት የስቀምጡ።

ቁልፍ: SA: ባጣም እስማማለሁ = 5, Ag: እስማማለሁ = 4, UN: መወሰን አልችልም = 3, Ds: አልስመመም = 2, SD: በከፍተኛ ሁኔታ አልስማማም = 1

Appendix Table 2: Amharic Version of Students' Questionnaire

ቁጥር	መግለጫዎች (ዓይነቶች)	መለኪያዎች				
		1	2	3	4	5
1	ሃሳቤን ለመግለጽ በቂ ቃላት ስለሌለኝ ሁልጊዜ እንግሊዝኛ መናገር ያስፈራኛል					
2	በቡድን ስራ ጊዜ በእንግሊዝኛ ትምህርት ውስጥ ስናገር የቃላቶቼን ጉዳይ በጣም ያሳስበኛል					
3	በእንግሊዝኛ ትምህርት ጊዜ የእኛን እንግሊዝኛ አስተማሪ ስህተትን ሲያስተካክል እፈራለሁ።					
4	በእንግሊዝኛ ቋንቋ ሙሉ ብቃት ስላለለኝ በቃል በክፍል ውስጥ እንግሊዝኛን ለመነገር እፈረለሁኝ።					
5	ያላበቁ ዝግጅት በክፍል ውስጥ በቃል እንግሊዝኛን ስነገር ፊሪሃት ይይዘኛል።					
6	በእንግሊዝኛ ትምህርት ክፍል ዝግጅቶች ሳያቋርጡ መነጋገር ሲፈልጉ ስጋት ያድርብኛል					
7	በንግግር ወቅት በክፍል ጓደኞቼ ፊት ስህተት መሥራትን እፈራለሁ።					

8	በእንግሊዝኛ ክፍለጊዜ በንግግር ለመናገር ስፈልግ የትኛውን ጊዜ መጠቀም እንደሚገባኝ እርግጠኛ አይደለሁም።					
9	በእንግሊዝኛ ክፍለጊዜ ከመምጠት በፊት በእንግሊዝኛ ለመናገር በቋሚነት ልምምድ እሰራለሁ።					
10	የሁለተኛ ደረጃ ትምህርት ቤት ከመግባቴ በፊት በእንግሊዝኛ ለመናገር ደካማ ነበትኩ።					
11	የእንግሊዝኛ መምህራ ቀደም ብሎ የማላውቃቸውን ጥያቄዎችን ሲጠይቀኝ በጣም እረበሻለሁ።					
12	በቃል ውይይት ወቅት ስለምን እንደምያወራ ስለረሴ እርግጠኛ አልሆንም።					
13	የእንግሊዝኛ አስተማሪዎችን ፣ ፊሪሃትን ለመቀነስ ፣ በክፍል ጓደኞቻችንን ፊት ለፊት ታራት ለማስተላለፍ እንድንነሳሳ ያድርገናል።					
14	የእንግሊዝኛ አስተማሪዎችን ንቁ የማስተማር ዘዴን ይጠቀመል። ለምሳሌ-ተማሪተኮር የማስተመር ዘዴ።					
15	የእንግሊዝኛ አስተማሪዎችን ፊሪሃትን እንድንቀነስ የግልና የቡዳን ስራን በጫረስነቸው ትምህርትስ ወይም መልመጃዎች ላይ በየሰምንቱ እንድንቀርብ ይገብዘናል።					
16	የእንግሊዝኛ አስተማሪዎችን ፊሪሃትን ለመቀነስ በውይይት አማካይነት የቡድን ሥራን እያመቻቸ ይሰጣል።					
17	በእንግሊዝኛ ክፍል ጊዜ የማስተማር ዘዴዎች ወቅት የመናገር ችሎታ ሳይኖረኝ ሳያቋርጡኝ መግባባት ስጀምር ፍርሃት ይይዘኛል።					
18	በሚያነጋግርበት ጊዜ የእንግሊዝኛ ቋንቋ ክህሎቶችን በሚገባ ለመዘጋጀት ግሬት አይሰማኝም።					
19	በ በእንግሊዝኛ ስናገር ብዙ ስህተቶችን ብፈጽም እረስን እንደ ሞኝ እቆጥራለሁ።					
20	በውጭ ቋንቋ የመማሪያ ክፍሌ ውስጥ በፈተና ጊዜያት ከፍርሃት ነፃ ነኝ።					
21	በእንግሊዝኛ መማርያ ክፍል ውስጥ ስለሚከሰት የቃላት ፈተና ውጤቶች ውድቃት እጨነቃለሁ።					
22	በንግግር ችሎታ ክፍል ውስጥ ፣ ከትምህርቱ ጋር ምንም ግንኙነት እንደሌለው አድርገ አስባለሁ።					
23	በንግግር ችሎታ ክፍል ውስጥ ፣ የሚያወቀቸው ነገሮች ቢረሳኝ በጣም እረበሻለሁ።					
24	በክፍል ውስጥ በእንግሊዝኛ ሲናገሩ ሰዎች (የክፍል ጓደኞቼ) እኔን ይስቁብኛል ብዬ እጨነቃለሁ።					

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Appendix-C -Teachers Interviews Questions

Teaching Experience _____ Code _____

1. Do you think the student-centered approach during speaking lesson assists you to reduce the learners' anxiety in English classroom?
2. How do you facilitate group work to increase students' confidence in oral communication in English and to overcome students' anxiety?
3. How do you correct errors of your English learners' during oral communication that to reduce their anxiety?
4. How do you motivate your English learners during speaking skill lesson that to reduce their anxiety in EFL classroom?
5. What techniques do you use to help the learners that reduce his or her oral communication anxiety in English Classroom?
6. Have you ever noticed the behavior of your students being anxious in your classroom? If "yes" What do you think the causes for this?
7. Have students worried about their pronunciation when they speak orally in English classroom during group work?
8. If your students feel fear to communicate oral English classes, what do you think are the causes of their anxiety through communication and could you list some of them?

2	Teacher's Roles during in English classroom:								
2.1	Does teacher uses pair /group work discussion teaching method to reduce learners' anxiety in English class?								
2.2	Does teacher uses dialogues, storytelling, and peer interviews through organizing learners in classroom to enhance their oral communication and to reduce their speaking anxiety in EFL classroom?								
2.3	Does the teacher encourage students not to afraid making mistakes during communication in English in terms of minimizing students' anxiety?								
2.4	Does the teacher correct each and every error systematically to reduce students' anxiety when they communicate each other in English?								
2.5	Does the teacher uses active teaching method e.g. learner-centred approach during speaking lesson to reduce students anxiety?								
2.6	Does the teacher uses daily individual /group presentation on completed lesson to decrease students' anxiety in EFL classroom?								
2.7	Does the teacher facilitating group work through discussion to reduce students' anxiety in EFL classroom?								
3	Students' role during English lesson:								
3.1	Do the students use only English to carry out oral communication in pair or group work without fear?								
3.2	Do the students work together in group and present the result to the remain class individually without anxious?								
3.3	Do students willingness to take part & communicate orally in English without fear?								
3.4	Do students feel anxious when they make group work in English classroom?								

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Appendix- E- Transcript of Teachers' Interview

Good morning/ good afternoon. My name is **Tekle Tamrat**. I came from Haramaya University postgraduate program directorate in order to assessing causes of students' Oral communication anxiety in English language classroom at Jacho Secondary and Preparatory School in grade ten in focus. Your true responses are very crucial for the success of this Thesis. Thus, you are kindly requested to provide real responses to the questions I ask you. You are guaranteed of your responses.

Teaching Experience _____ Code _____

1. Researcher: Do you think the student-centered approach during speaking lesson used to reduce the learners' language anxiety in English classroom?

T1: ...yes, it assists the learners to take responsibilities for their own speaking skill through practice"... In this case, the learners' can easily reduce their oral communication anxiety in English classroom.

T2: Yes, I think that learner based teaching approach is one of the most important teaching methods through their own oral communication practice in EFL classroom to overcome their anxious...

2. Researcher: How do you facilitate group work to increase students' confidence in oral?

T1: communication in English and to overcome students' anxiety?

Since group work, especially, pair work encourages learners to communicate with one to another whatever they like without fear. For this reason, I facilitate pair work or group work activities as one of the techniques to strengthen my English learners to enhance their speaking skill self-confidence.

T2: After I finish introducing and presenting the day's lesson, I am considering the background of language proficiency of the learners. That is, when I organize group work, I have tried to mix all types of the students (higher, medium, and lower) achievers to make

them to learn one another through communicating through English. In this case, they can easily enhance their oral communication ability and overcome their anxiety.

3. Research: How do you correct errors of your English learners' during oral communication that to overcome their anxiety?

T₂: As I have English language teachers and in my teaching period, deal with learners' mistake systematically. That is, I have tried to correct their mistake in the way they cannot increase their oral communication anxiety in EFL classroom. For instance, I usually approach my learners positively as well as friendly at any time and appreciate the learners for their trying to provide answer, then after, I tell them the correct answer.

T₁: as a foreign language teacher, I carefully correct errors of my students in EFL classroom. For instance, during oral communication lesson when the students compromise mistakes, first, I keep silent instead of correcting the learners' error soon in English classroom. Then after, I guide them to obtain the correct answer themselves through reducing their fear. So, to reduce the learners' oral communication anxiety, I should be technical to deal with the learners' mistake. Due to this, I am systematic in treating my learners when I correct their mistake during speaking skill lesson to reduce their causes of oral communication.

4. Researcher: How do you motivate your English learners during speaking skill lesson that to reduce their anxiety in EFL classroom?

T₂: regarding this, to minimize learners' causes of oral communication anxiety, as I have English teacher, I use various techniques to motivate them to enhance their confidence to speak in a foreign language. For instance, I give awareness about English that is an international language which is used to make interrelation ship with one community to another in the world. I also inform them that if they are skilled in the foreign language that they can be effective in whatever job opportunities.

T₁: since motivation is one way of enhancing students speaking skill confidence, I motivate my learners through different techniques. For instance, I never immediately correct students' error because it leads students to be discouraged to make speech in front of others. Instead, I keep silent for a certain time, and technically advise them in the way the learners enhance interest to do other tasks in such way.

5. Researcher: What techniques do you use to help the learners that reduce his or her oral communication anxiety in English Classroom?

T₁: to reduce students' oral communication anxiety, before I am going to invite learners, I try to introduce the communicative tasks through process in EFL classroom. Regarding to this, students' anxiety will be reduce as they approach the feared activities step by step.

T₂: sometimes I try to improve the classroom atmosphere through the use of pair work and language games that alter the communication style of teaching.

6. Researcher: Have you ever noticed the behavior of your students being anxious in your classroom? If "yes" What do you think the causes for this?

T₂: yes, when seen students background most of the students do not have meaningful experience of using the target language. Before coming to high school, they were taught using their mother tongue and this creates a problem for the students not to use the target language. We may expect a lot from students of grade ten at least they can introduce themselves using foreign language what we call English without anxious.

T₁:yes, most language teachers depend on primarily on grammar explanation rather than on communicative proficiency that what we do in the school is preparing students for exams since they are grade ten students we mostly focus on grammar. This in turn has led to students' having little understanding about the values of interacting in oral through in English in a meaningful way.

8. Researcher: Have you ever noticed the behavior of your students being anxious in your classroom? If "yes" What do you think the causes for this?

T₂: as to me, the causes of anxiety in terms of learners becomes various; example, lack of due attention toward speaking skill in their classes because most of the time they give attention to the grammar. Furthermore, shortage of practice through English with their classmates in classes and out of classes due to this they feel anxious.

T₁: the first causes of students anxiety while communicative lesson is limited knowledge of vocabulary to express what they want to say in front of their classmates. The next cause becomes lack of self confidence to communicate orally with their friends and teachers in EFL classroom.

Thank you very much for sparing your valuable time and effort in this interview.