



ASSESSING THE LEVEL AND SOURCES OF ENGLISH  
LANGUAGE SPEAKING ANXIETY:

(Grade 12 students' at Tikur Anbessa Secondary School in focus)

BY

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ADDIS ABABA

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A Thesis Submitted to Department of Foreign Language and Literature  
in Fulfillment of master's Degree in English Language Teaching

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## ABBREVIATIONS

EFL	English Foreign Language
FLSAS	Foreign Language Speaking Anxiety Scale
FLCAS	Foreign Language Classroom Anxiety Scale

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## ABSTRACT

*Language anxiety has become an important area of language teaching and learning. It has been a common issue in the English foreign language context and has had a profound consequence in language teaching. Furthermore, anxiety has been experienced by a number of foreign language learners in their English language classrooms. The objective of this research was to assess the level and sources of anxiety among Grade 12 students at Tikur Anbessa Secondary School in the academic year 2016E.C. The data were collected using an adapted form of the FLSAS (Foreign Language Speaking Anxiety Scale) on 100 students and 7 teachers as participants. The data were analyzed descriptively to address the research objectives. The findings indicated that both students and teachers at Tikur Anbessa Secondary School perceive the existence of speaking anxiety, with personal behavior considered to be the greatest source of students' anxiety, followed by teaching procedures. Among the personal reasons, negative self-assessment, belief about mistakes, belief about learning and using can be considered the highest anxiety-provoking attributes while unable to speak in front of the class and not getting enough speaking practice were found to be the two greatest anxiety-provoking factors under the teaching procedure category. From these research findings, it can be concluded that there is speaking anxiety among participants, and personal and teaching procedures are potentially anxiety-provoking sources as perceived by the students and teachers. It is suggested that teachers need to create an anxiety-free language learning environment in order to deal with students' attitudes, beliefs, and motivation in the classroom.*

*Key words: anxiety, speaking anxiety, FLSAS,*

# CHAPTER ONE: INTRODUCTION

In this introductory chapter, the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, and limitations of the study are discussed.

## 1.1. Back ground of the study

English has become a global language with the rapid growth of interconnectivity in international trade, diplomacy, entertainment, international telecommunications, and scientific publications. It has become a lingua franca for native and non-native speakers of English since most of the communications are being made through the English language. The prestigious position it has in the world has demanded that people all over the world communicate in English. This in turn demands that people be communicatively competent in English. Moreover, as an international language, English has an important place in school subjects. According to Brown (2001), English is a necessary part of the educational system, and quality language teaching decisions need to be taken within a broader framework of the aim of education. Besides, Awol (1999: 18), for example, states that “English is an important school subject in that a student's future is largely dependent on their success in it.”

There are many problems with mastering speaking in the student learning and teaching process. One problem students face is related to emotions. If students experience emotional strain, their concentration to study can be disturbed, and they can also appear to stutter. Emotions are important in classroom conversation activities since they have an impact on learning. Brown states that emotions affect learning in the most fundamental way because they are the foundations of learning strategies and techniques. With regards to speaking a speaking a foreign language,

emotions become discouraging. One of the emotional states that makes such a process difficult is anxiety.

Anxiety can be understood as a feeling of tension or worry, and it will impede a student's ability to perform successfully in the foreign language classroom. The learners' foreign language speaking ability is influenced by different factors. Researchers in language have identified different learner factors that are thought to have a noticeable influence on speaking a foreign language.

Speaking anxiety has been considered one of the most crucial affective factors that influence second language learning. Research by different researchers (Gardner, 1985; Gardner, Trembly, & Masgoret, 1997; Horwitz & Cope, 1986), especially in Western countries, has been conducted to find out the relationship between foreign language speaking anxiety and speaking proficiency and achievement in different environments. Research findings on the role of language anxiety in language learning have been consistently reported, and extensive research investigations have proved the negative influence of foreign language anxiety on language learning achievement. Many scholars and researchers believe that foreign language anxiety can vary across different educational contexts and cultural groups (Horwitz, 2001). Many researchers have been trying to conduct their studies throughout the world. According to most language research findings, there is a negative relationship between anxiety and performance. For example, when a teacher asks students to practice in front of the class, some of them think that if they make mistakes, their classmates will laugh at them. so they prefer to be quiet. That condition leads the students to feel anxious in the classroom, which influences their speaking ability.

Anxiety harms a student's performance through worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a mental block that prevents comprehensible input from

being used for language acquisition. Anxious students will have difficulties following lessons. They may learn less and also not be able to demonstrate what they have learned to practice. Even worse, they may experience more failure, which in turn escalates their anxiety.

Overall, foreign language classroom speaking anxiety is totally different from other types of anxiety (Horwitz et al., 1986). Learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges. Foreign language anxiety does not only affect a student's attitude and language learning but also considered to have more debilitating effects than facilitating effects, so an investigation and detailed analysis of foreign language anxiety is necessary and significant.

Researchers in the field of second foreign language learning and teaching believe that speaking skills are important in a language teaching curriculum, and the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language (Biggs & Move, 1993; Elis, 1988; Liu, 2001). Unlike other settings, like Asian and American educational contexts, a very small amount of research is available in the Ethiopian context, mainly focusing on foreign language anxiety. Therefore, a major gap in this area of study is that little research has been done about the levels and sources of speaking anxiety among high school students. Therefore, this thesis focuses on getting an insight into high school students' practical experience regarding speaking anxiety in the classroom.

## 1.2. Statement of the problem

English has played a great role in the Ethiopian educational and institutional setup. Since 2002, the Minister of Education has adopted English as a means of instruction and a subject matter. Though many efforts have been made by the Ethiopian government to improve the quality of English language teaching, the

success of developing students' English language achievement seems highly inadequate in universities, colleges, and high schools today. (Gizachew, 2016).

As stated by Tesfaye (2012), *“there are serious complaints regarding the English language proficiency of students. Many students who join universities and colleges can hardly express themselves in English. It is unfortunate to hear that many primary school students and even some teachers in higher institutions of learning do not have the required level of speaking proficiency in English.”*

As can be seen from the research work of government, high school and university graduate's students have a great limitation in their linguistic skills, especially in speaking skills, though they have been learning the language for about 12–3 years, Students become anxious when they are required to present their work or work in pairs or groups. (ESAA,2021)

Limited local studies were done by focusing on students speaking anxiety at the university and college level. These studies are bound to assess language anxiety in general. according to Abate (1996), which investigated the extent and direction of the relationship between English language anxiety and learners' English language performance in first-year students of the Ethiopian Civil Service College. He used a foreign language classroom anxiety test scale for assessing speaking and writing skills. His findings indicated that most of the students were highly anxious about different kinds of language performance activities, such as speaking and writing, and the learners' anxiety scores were negatively and significantly associated with their language performance.

Similarly, Melesse (2007) conducted a study on language-speaking test anxiety with particular reference to Sophomore English students of Admas and St. Mary's private university colleges'. The main objective of the study was to identify the major factors that cause students to be in a state of anxiety when they take speaking tests. His findings indicated that the large majority of the subjects of the study were found to be poor in their speaking skills because of their poor

backgrounds in speaking activities before they joined university colleges. As a result, their level of anxiety was high when taking the tests.

According to Hailemichael (1990) study results, university and college English teachers complained that their students experienced English language problems, particularly in writing and speaking, and the students themselves admitted that their English language ability was insufficient. Therefore, these problems are expected to cause speaking anxiety since language anxiety develops as a result of repeated negative experiences with the language. To put it in a nutshell, the causes of anxiety in the Ethiopian context are poor background in English in the past and negative perceptions of students' English ability.

Furthermore, Bekele (2019) conducted a study entitled 'The correlation between anxiety and student speaking performance in the English classroom. The finding revealed that students should discover the cause of their anxiety in order to deal with it. He suggested further research to find out more about this; this may indicate that many students are not aware of the causes of the anxiety they experience. From this, the researcher assumes that students might not know the factor causing their anxiety precisely, and hence, they don't know how to deal with their anxiety.

Overall, as can be learned from various studies above, students, mainly at the university and college level, pervasively face anxiety. The researcher also believes that the general problem among high school students will not be different, as clearly indicated in the MoE finding report, though there has been no single study so far focusing on high school students' anxiety in foreign language classes.

Therefore, this gap makes the researcher interested in studying the perceptions of high school students' anxiety in the classroom, particularly focusing on assessing the level and sources of speaking anxiety in the classroom. This makes the current study different from those made by the above-mentioned researcher, and as a

result, the researcher became very curious to assess the level and sources of speaking anxiety in the selected high school locally.

Based on the above explanation, the researcher selected grade 12 students at Tikur Anbessa Secondary School to assess the level and sources of speaking anxiety in the classroom. The researcher believes that conducting research in this area helps to fill the gap affecting students speaking performance. Hence, this study will address the following key research questions:

1. Do Grade 12 students at Tikur Anbessa Secondary School experience speaking anxiety?
2. What is the level of speaking anxiety among Tikur Anbessa secondary school Grade 12 students?
3. What are the sources of students' perceived speaking anxiety among Tikur Anbessa secondary school Grade 12 students?
4. What are the sources of teachers' perceived speaking anxiety among Tikur Anbessa secondary school grade 12 students?

### 1.3. Objectives of the study

The fact that there is no research which has been carried out about foreign language speaking anxiety from both students' and teachers' perspectives which prompt the researcher to examine the levels and sources of foreign language speaking anxiety. Accordingly, the general objectives of this study are to assess the anxiety of the anxiety of Grade 12 English language students at Tikur Anbessa Secondary School. More specifically, the study will also have the following specific objectives:

- ❖ To determine the existence of speaking anxiety among Grade 12 students at Tikur Anbessa Secondary School.

- ❖ To identify the level of speaking anxiety among Grade 12 students at Tikur Anbessa Secondary School.
- ❖ To find out the sources of speaking anxiety among Grade 12 students at Tikur Anbessa Secondary School as perceived by them.
- ❖ To identify the sources of speaking anxiety among Grade 12 students at Tikur Anbessa Secondary School as perceived by teachers.

#### 1.4. Significance of the study

The researcher hopes that this study will lead to some possible implications and contributions to the practice of foreign language learning and teaching as it looks into the problem from both students' and teachers' perspectives. More specifically, the study has the following importance:

- ❖ This study will contribute to the literature of English foreign language anxiety studies, as it is one of the very few that examines English language speaking anxiety at the high school student level.
- ❖ The study will also serve as a basis for interested researchers to express anxiety about conducting further investigation in an area that has been little explored.
- ❖ The outcome of this study will help students have a deeper understanding of speaking anxiety and anxiety-reducing techniques in the classroom.
- ❖ Furthermore, the findings of the study will help to provide considerable attention to the speaking anxiety and help the teachers apply various methods, techniques, and approaches that will alleviate students' speaking anxiety.

#### 1.5. Scope of the study

This study only deals with assessing the level and sources of Grade 12 students' anxiety at Tikur Anbessa Secondary School and teachers' perceptions of foreign

language speaking anxiety. In line with this, a foreign language speaking anxiety scale (FLSAS) was adopted to deal with anxiety that is related to speaking in the classroom, among other language skills. In addition, the researcher has limited this study scope to Grade 12 students of the school. Given the researcher's access to relevant information, location, and time constraints, smoothly and effectively managing the survey was also a reason for delimiting the students grade level.

## 1.6. Limitations of the Study

This study's findings are limited to one public high school context. It was conducted with selected Grade 12 students at Tikur Anbessa Secondary School. Therefore, in the teaching and learning atmosphere, the sample size is limited and different from other high school settings. As a result, the findings of the study cannot be generalized to all grade 12 students in other public or private high schools. Therefore, the outcome of the study is solely dependent on the individual responses of the respondents who participated.

The questionnaires used here in this study helped the researchers collect information from a large number of respondents in a limited time in the simplest way possible for practical purposes. However, other sources of information other than the questionnaire should have been used in order to solidify the response and give respondents the option to provide more detailed feedback about the issues they were asked about.

## 1.7. Definition of Key Terms

- ❖ **Anxiety:** It refers to a mental state characterized by uneasiness, distress, and worry. In psychiatry, it is considered “a state of anticipation, uncertainty, and fear resulting from the anticipation of a realistic or

fantasied threatening event or situation, often impairing physical and psychological functioning.

- ❖ **Sources:** It refers to “the production of an effect, result, consequence, or factor. In this study, the result was considered to be English-speaking anxiety. Therefore, what produced this result, namely anxiety, was investigated.
- ❖ **Language anxiety:** it is defined as “the feeling of tension and apprehension specifically associated with the second language context, including speaking, listening, and learning” (Oxford and Gardner, 1984, p. 84).

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter covers two sections. The theoretical and empirical review. The theoretical review discusses defining the concept of anxiety and the development of anxiety, types of anxiety, sources of speaking anxiety, and models for measuring speaking anxiety. The empirical part covers previous studies on foreign language speaking anxiety and its effect on language learning.

### 2.1. THE CONCEPT AND DEFINITIONS OF ANXIETY

Anxiety is such a complex issue that researchers have been unable to agree on a concise definition (Zhanibek, 2001).

May [2004:50] defined anxiety as “*an emotional response to a threat to some value that the individual holds essential to his existence as a personality.*”

Horwitz [1983:50] defined anxiety as “*The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.*”

Macintyre and Gardner [1984:84]. Further defined anxiety as “*the feeling of tension and apprehension specifically associated with the second language context, including speaking and listening.*”

According to Scovel's (2005:8) definition, anxiety is also an emotional state of “*apprehension, a vague fear that is only indirectly associated with an object.*”

Spielberger (in Horwitz: 125) states that anxiety is an unpleasant emotional state or condition that is characterized by subjective feelings of tension, apprehension, and worry and by activation or arousal of the automatic nervous system.” As for the

psychologist, they commonly describe anxiety as a “state of apprehension, a vague fear that is only indirectly associated with an object” (Scovel, 1991, p. 18).

From the above definitions, we can generalize anxiety being as a feeling of worry, nervousness, or unease about something with an uncertain outcome. It is a normal human emotion that everyone experiences from time to time, but for some people, it can become overwhelming and interfere with their daily lives. The common symptoms of anxiety can include restlessness, irritability, difficulty concentrating, and fear. Feelings of uneasiness and tension. In order to learn more about the essence of anxiety, it is important to discuss the development of anxiety in the next section.

## 2.2. THE DEVELOPMENT OF ANXIETY

As for the development of anxiety, Daly (1991) presents five explanations for the development of anxiety that have been supported by research. The first explanation is “genetic predisposition.” He pointed out that research on fraternal and identical twins raised a part, and studies of adopted children consistently indicate that one’s genetic legacy may be a substantial contributor to one’s anxiety.

The second explanation he provides is that “one’s historic reinforcements and punishments” related to the act of communicating may also play a central role in the development of anxiety. If an individual is greeted with a negative reaction from others when they are young, they will quickly learn that staying quiet is more highly rewarded than talking. Daly gives a simple scenario for this: a young child is watching a foreign-language television program and repeating some of the words. If the parents respond encouragingly with supportive and positive remarks, the child will continue practicing the language, but if they act angrily and if the incidents represent a pattern of responses to the child, over time she or he will probably come to avoid learning, especially speaking a foreign language.

Thirdly, “inconsistency in reward and punishment” also plays a role in the development of anxiety, as Daly states. When individuals receive a random, inconsistent, and unpredictable pattern of rewards and punishments for engaging in the same verbal activity, they become anxious. This unpredictability of others’ responses to a person’s communication attempts leads him or her to become anxious about communicating. Another explanation for the development of anxiety is “the adequacy of people’s early communication skill acquisition.” He states that children who are not provided with the opportunity to acquire good communication skills early in life are more likely to be anxious than those who receive a wealth of early experience in communication. The final explanation of the development emphasizes the role of appropriate models of communication. According to this explanation, children who have adequate communication models are generally less anxious than children who have been exposed to inadequate models. The next section will look at types of language anxiety in more detail.

Thus from the concept above, it can generally be concluded that, while it is true that anxiety can impact psychological development, it is important to consider that not all individuals who experience anxiety will have negative developmental outcomes, and some may even develop coping mechanisms that contribute to personal growth.

### 2.3. Types of anxiety

There are specialists who endorse the idea that anxiety does not negatively impact performance. According to Scovel (1991), there is a kind of enabling anxiety that is beneficial as opposed to detrimental. Facilitating anxiety, in Scovel's opinion, encourages students to "fight" the new learning task and emotionally prepares them for approach behavior (p. 22).

Scovel (1991) defines the other type of anxiety is debilitating anxiety. It stimulates the individual emotionally to adopt an avoidance behavior when the individual experiences debilitating anxiety, which is a more common interpretation of anxiety.

Another piece of literature describes **trait anxiety**. It is a permanent and stable personality trait and it affects some people in all situations (Brown, 1994). According to Philips (1992), trait anxiety is an individual's tendency to become anxious in almost any situation. According to research, trait anxiety has a negative impact on people's memory and other cognitive abilities.

In convergence with the above idea, one can conclude that trait anxiety is a term for anxiety that occurs often and is a consistent part of someone's way of thinking or their personality. It can potentially be caused by a person's core beliefs, which shape how they assess danger and risk.

Another type of anxiety is **state anxiety**, which is caused by the conditions in a specific situation. As Young (1991) points out, this is a reaction caused by the circumstances of a specific situation, not a permanent trait. Brown (1994) also defines it as a type of anxiety that is temporarily heightened by a stimulus.

Aydin (2001) examines the correlation between state and trait anxiety in it's study, and concludes that people who have trait anxiety are more likely to have state anxiety. This also corroborates the findings of Yilmaz (2001).

MacIntyre and Gardner (1991) argued that:

People may have the same trait anxiety scores, but their reactions may be different in different situations. For example, in a study conducted by MacIntyre and Gardner (1991), two subjects with the same trait anxiety scores were compared in terms of their responses to the social situations given in the subscales of the fictitious trait anxiety scale.

The situations were written tests or exams, novel situations, and dangerous circumstances. It was found that the first subject did not feel anxious in written exams but felt nervous in social situations. In contrast, the second subject felt anxious in written exams but did not feel anxious in social situations. For novel and dangerous situations, they had the same score.

In order to sum up the above argument on state anxiety, one can conclude by saying that it is possible for people to have both trait and state anxiety. However, how or whether these anxiety types influence each other is not clear, but an older 2012 study by Trusted Source notes that people with higher trait anxiety tend to have higher state anxiety, which may suggest a relationship between the two. In the literature, another type of anxiety, which is called situation-specific anxiety, has been identified.

As Woodrow (2006) explained:

Situation-specific anxiety is caused by the conditions of a particular situation. In the case of language learning, situation-specific anxiety refers to apprehension caused by learners' inadequate knowledge of language (MacIntyre & Gardner, 1991). Foreign language anxiety is considered to be situation-specific anxiety because, in the process of language learning, situation-specific anxiety recurs every time the learner attempts to use the language.

In accordance with the above idea, Zhanibek (2001) points out that certain situations can lead to situation-specific anxiety, such as public speaking, participating in class activities, or writing exams.

From the above quotation, one can conclude that situational anxiety is just one type of anxiety that arises in response to a specific instance or group of situations.

presentation in the class, feeling nervous before taking an important exam, and meeting new people can be taken as examples of what might trigger situational anxiety. Furthermore, it is important to note that stressful situations are not universal. What isn't a problem for one person may be anxiety-provoking for another, leading to anxiety from an endless variety of countless life stressors for different people. In order to see the relationship between speaking and anxiety, foreign language anxiety will be discussed in the next section below.

## 2.4. Foreign language anxiety

Many people struggle to learn a language despite their success in other areas of learning. Some people experience anxiety when learning a language. It can be hypothesized that this fear reaction develops progressively as students work hard to make progress. When they see that they are not making progress, they may have worry about learning the language. Indeed, the subject of whether foreign language anxiety is caused by inadequate language learning has sparked debate. While some experts suggest that having bad language abilities is a cause of anxiety, others claim that anxiety causes poor language. (Horwitz et al., 1991))

For instance, Hong (2001) claimed that anxiety is caused by inadequate language learning. She says that the nature of second or foreign language study requires a lot of risk-taking, which might have a negative impact on people's social images. That is, when they make a mistake, they may be concerned about generating a negative social image. As a result, learners with low language skills may exhibit anxious behaviors.

To sum up, foreign language anxiety is widely recognized as a mental block against foreign language learning and conceived as an obvious factor in foreign language learning, yet there are many inconsistent conclusions among various scholars. In

the next section, the types of foreign language anxiety will be discussed in order to understand the different types of foreign language anxiety.

## 2.5. Types of foreign language anxiety

Language anxiety is defined as “the feeling of tension and apprehension specifically associated with the second language context, including speaking, listening, and learning” (Macintyre and Gardner, 1984, p. 84). Foreign language anxiety was identified by Horwitz et al. (1986) as a specific syndrome that stems from three other anxieties: communication apprehension, fear of negative evaluation, and test anxiety.

### 2.5.1. Communication Apprehension:

Communication apprehension is defined as concern about spoken communication (Horwitz et al., 1991). It is linked to both L1 and L2. Communication anxiety is primarily caused by personality qualities such as shyness, stillness, or silence. Daly (1991) provides a more detailed explanation of communication apprehension. Individuals' genetic heritage may have a role in their communication anxiety. Second, positive reinforcement of communication activities aids in the prevention of communication anxiety. Individuals' communication activities will be positively encouraged, increasing their willingness to communicate.

Conversely, Aydın (2001) argues that bad communication experiences in childhood can lead to communication fear. If children repeatedly face unfavorable reactions when attempting to utilize the language, they may exhibit hesitant behaviors. Research has indicated that youngsters who are discouraged from communicating are more hesitant.

Tanveer (2007) addresses language learning from a behaviorist perspective. Negative feedback from teachers might increase students' dread of making

mistakes, according to the author. As a result, any attempt to speak will be hampered, whereas persons who were exposed to much talking input in their early childhood become less anxious (Daly, 1991).

In second or foreign language learning environments, learners' communication anxiety is exacerbated by peer and instructor control over their output (Horwitz et al., 1991). Tanveer (2007) did an interview study to look into the elements that may cause language anxiety when speaking. The findings revealed that individuals experienced anxiety when the classroom had a competitive attitude, or when the teacher emphasized the competitive atmosphere.

According to McCroskey (2001), communication fear may also be caused by personality traits, communication context, audience nature, and scenario. Furthermore, he stated that several variables could exacerbate communication anxiety. Formality, familiarity, novelty, perceived resemblance, and submissive status are some of the characteristics that influence our anxiety when speaking.

### 2.5.2. Fear of negative evaluation:

Fear of negative assessment occurs when an individual is concerned about what others think of them and believes that these ideas are usually unfavorable (Horwitz et al., 1991). Some students see language use as a form of evaluation. According to Aydın (2001), those who believe they lack the verbal skills to express themselves may be concerned about their social image. This leads to limited engagement or avoidance of communication.

In a study conducted by Ohata (2005) to evaluate the potential reasons of anxiety for Japanese English learners, it was discovered that all of the participants were afraid of receiving negative feedback in class. Three Japanese undergraduate students majoring in computer science, journalism, and art were interviewed, as well as two graduate students majoring in English and adult communication. The

findings revealed that their remarks were primarily focused on the negative aspects of the classroom atmosphere. Two of the participants reported their hearts racing and sweating when answering questions, while the rest reported feeling extremely stressed during class presentations.

Similarly, Kitano (2001) investigated the effect of dread of unfavorable judgment on Japanese students' levels of speaking anxiety. The findings revealed that a greater fear of unfavorable judgment resulted in increased speaking anxiety.

According to the explanation above, mutual evaluation is fairly typical in second language classrooms. Students feel uneasy when they believe they are being watched by both the teacher and their peers, which makes them feel more nervous and unable to perform effectively in class. As peer evaluation is widespread in second language classes, students feel uncomfortable when they believe they are being watched by both the lecturer and other students (Zhao Na, 2007), making them feel more uneasy and unable to perform effectively in class.

### 2.5.3. Test- Anxiety:

Test anxiety is defined as learners' negative expectations about their performance on an impending test (Horwitz et al., 1991). According to Covington (1985) and Aydın (2001), test anxiety can occur in four stages: anticipation, preparation, taking, and reaction. In the first phase, students begin to assess their own preparation, prior knowledge, and the level of difficulty of the test, predicting their likelihood of success or failure. Anxiety can arise when individuals see a high likelihood of failure (Aydın 2001). In the second phase, they begin to prepare for the test and assess the efficacy of their efforts.

According to Covington (1985, cited in Aydın, 2001, p. 23), individuals identify success with achieving unachievable standards, and perceive anything less than perfect test performance as failure. Anxiety can lead to inhibition and frustration

during test-taking, and unfavorable expectations are often realized in the end (Aydın, 2001).

Young (1999), shows in his literature on test anxiety that some of the characteristics that influence students include test validity, time restriction, testing format, length, testing atmosphere, and clarity of test instruction. Finally, in order to statistically analyze the speaking anxiety level and sources, it would be better to discuss the measurement tool for foreign language anxiety.

## 2.6. Measuring foreign language anxiety

The literature uses both qualitative and quantitative measures to assess foreign language anxiety (Aydın, 2001). The objective of the study determines which qualitative methodologies are used. These methods, known as self-reports, include diaries and interviews. Aydın (2001) recommends using diaries and interviews to gather thorough data on learners' anxiety experiences. Diary studies are thought to be particularly important since they enable researchers to see how learners feel in different situations. In diaries, learners usually write about their own experiences openly because they know that their personal information is kept confidential (Aydın, 2001). Interviews also enable researchers to examine the specific things they are interested in.

Quantitative approaches use questionnaires, the results of which are statistically examined. Horwitz et al. (1986) established the Foreign Language Classroom Anxiety assessment (FLCAS), the most commonly used anxiety assessment. This measure contains 33 items, including statements about communication apprehension, fear of unfavorable appraisal, and exam anxiety. The measure takes the form of a five-point Likert scale with responses ranging from "strongly agree" to "strongly disagree". Depending on the nature of their research, researchers use the FLCAS or modified versions of it to assess anxiety. In order to study the

relationship between anxiety and the four language skills, the FLCAS statements are typically changed or new scales established. For example, Woodrow (2006) produced a new Second Language Speaking Anxiety Scale (SLSAS), and Huang (2004) developed a Foreign Language Speaking Anxiety Scale (FLSAS) based on Young's (1990, cited in Huang, 2004) Foreign Language Anxiety Scale.

In order to see the relationship between speaking and anxiety, foreign language-speaking anxiety will be discussed in the next section.

## 2.7. Foreign language speaking anxiety

According to Wilson (2006), speaking is one of the most stressful aspects of language acquisition for many students. That is, to some extent, many learners suffer from foreign language speaking anxiety, which is essentially the fear of speaking the language verbally. To discuss why speaking causes fear for many students, speech itself must be examined.

## 2.8. Speaking as a source of anxiety:

Speaking, like writing, is a productive talent, although it differs from writing in a variety of ways, including grammatical, lexical, and discourse structures. Speaking can be characterized simply as a productive and participatory skill (Carter & Nunan, 2002).

From a psycholinguistic perspective, the brain's process of speaking is investigated using an information processing model created by Levelt (1989), which consists of four steps: conceptualization, formulation, articulation, and self-monitoring. Conceptualization is a pre-speaking stage in which the speaker plans out what they will say. This entails applying background information to the topic and the circumstances under which the speech is delivered. During formulation, acceptable

linguistic forms (words and phrases) are identified and paired with the proper grammatical markers (affixes, articles, auxiliaries).

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According to Shumin (1997), excellent communication skills are required when learning to speak a foreign language. Communicative competence is described as the ability to "convey and interpret messages and negotiate meanings interpersonally within specific contexts" (Brown, 1994, p. 227). Furthermore, Shumin (1997) added that analyzing the factors of communicative competence allows one to uncover the underlying components of L2 speaking ability that students may struggle with. One challenge of L2 speaking may stem from the complexities of communicative competence, which includes several different categories of competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Other difficulties may come from the features of speaking. One feature is the "on-line nature of speaking" (Bozath, 2003, p. 11). In support of the previous discussion (Bozath, 2003) explained that Speakers must finish the speech process under time constraints, increasing the likelihood of errors. When speakers have trouble fixing their mistakes (failure in the self-monitoring stage), listeners are unable to understand the message, which can disrupt communication.

The second feature can be connected with the listening side of speaking, which may be a source of difficulty. That is, speaking is a reciprocal skill in which interlocutors take turns as speakers and listeners (Feng, 2007). When the listener has difficulty understanding what the speaker says, they cannot negotiate meaning (Bozatlı, 2003). This can lead the listener to avoid speaking due to fear of misunderstanding when it is his or her turn to listen. It can be said that the complexity of communicative competence, which requires learners to acquire four different types of competence, as well as certain features of speaking, may cause learners to have difficulties and feel anxious in oral communication.

Tanveer (2007) supports the idea that lack of adequate linguistic expertise produces speaking anxiety. He goes into great detail about speaking anxiety, taking into account a variety of psychological and linguistic issues. He claims that language learning is a difficult process in which students must effectively grasp all of the necessary linguistic structures. The difficulties that learners may face in acquiring linguistic forms are likely to generate speaking anxiety since problems with grammatical competence reflect on communicative ability (Tanveer, 2007). Because insufficient linguistic expertise increases the danger of misunderstanding the message and making mistakes in oral communication, learners may fear being poorly evaluated by others and become worried. From a psychological standpoint, learners' information processing and output capacities are limited. This means that learners are unable to process a large amount of information at once. As previously explained, speech is formed in stages within the brain. Speakers may encounter difficulties in carrying out any act of oral communication, leading to frustration and even anxiety (Tanveer, 2007).

Although most experts feel that language anxiety in speaking classes has a negative impact on language acquisition, others believe it can improve learners' capacity to master a foreign language. (Julianingsih, 2018) and their will to succeed in the language learning process (Pamungkas, 2018). The relationship between anxiety

and performance is still contested. Contrary to most researchers' conclusions that anxiety has a negative impact on language acquisition and competency, others feel that anxiety can improve learners' ability to grasp a foreign language and motivation to perform well in the language learning process (Pamungkas, 2018). In order to better analyze foreign language speaking anxiety in detail, other major sources of speaking anxiety are discussed in more detail below.

## 2.9. Sources of foreign language speaking anxiety

Aydin (2001) identified four crucial causes of anxiety in speaking and writing classes: personal reasons, the teacher's classroom manner, learners' beliefs, and teaching techniques.

### 2.9.1. Student Personal Behavior:

#### 2.9.1.1. Self-assessment of ability

Personal behavior is associated with a learner's self-assessment of ability. Learners frequently appraise their own talents. These judgments could be positive or negative. According to research, negative ratings among learners' increase anxiety. However, a positive review can assist learners improve their language skills (MacIntyre, Gardner, & Clément, 1997). In the context of speaking, self-assessment of ability refers to one's impression of one's own speaking skill, which is seen to be a significant anxiety-provoking element (Kitano, 2001).

Price (1991) conducted a qualitative study in which participants were interviewed to investigate the issue of foreign language anxiety from the perspective of learners. The interviews revealed that the concerned students believed they lacked the essential language skills and were dissatisfied with their performance in class.

MacIntyre et al. (1997) explored the effect of linguistic anxiety on self-perceived competence. Participants were asked to complete a language anxiety scale as well

as a modified version of a can-do exam that includes speaking, writing, reading, and listening tasks in French. Participants were invited to complete each assignment, and their performances were evaluated by three multilingual judges. The results showed that individuals who reported higher levels of anxiety performed poorly on the tests, and nervous students tended to rate their competence adversely.

It can be inferred that students' positive self-assessment ability influences their L2 speaking skills and their willingness to participate actively in their own study. In the foreign language education classroom, teachers should use an effective learning technique that increases the L2 speaking abilities and motivation of students.

#### 2.9.1.2. Self-comparison

According to Aydın (2001), students who compare themselves to others exhibit more competitive attitudes in class. When students recognize they have poorer language abilities than others, they begin to compete with them, which makes them uneasy. Yan and Horwitz (2008) conducted an interview research on how linguistic anxiety affects language learning. Following the interviews, the researchers identified 12 key affinities connected to linguistic anxiety. One of the affinities was the learners' comparisons of themselves to their peers. The majority of individuals indicated comparing their language skills to those of others. For example, one of the participants stated,

*“When we are doing some exercises, I feel that others get more things right than I do, and for example, when the teachers are saying something... Others are more fluent than I am. When I am talking, I am nervous and stuttering. The difference is obvious (Yan & Horwitz, 2008, p. 166).”*

According to Aydın (2001), learners may also compete with their own performances, which also make them anxious. Gregersen and Horwitz's (2002) investigation also states that an interview research with four anxious and four non-anxious students was conducted to investigate the association between linguistic anxiety and

perfectionism. The research was undertaken in two parts. In the first stage, eight participants' interviews were videotaped while they answered five simple conversational questions in English, and in the second stage, they were all requested to reflect on their videotaped interviews in Spanish (their native language) one week later. The results showed that all extremely anxious learners were perfectionists, and their remarks revealed that they had a fear of unfavorable judgment. Therefore, they paid value to their peers' perceptions of them.

In terms of concern over errors, all four of the anxious learners noticed their errors and became upset. However, the slightly anxious learners were quite at ease while speaking and evaluating their performance.

In terms of self-comparison with others, it is possible to conclude that superfluous self-comparison has a negative impact on students' speaking anxiety. The nervous student has a tendency to compare himself to the rest of the pupils in the classroom, undervaluing his own readiness or linguistic skills while overthinking the potential negative consequences of his poor performance.

### 2.9.1.3. Learners' Beliefs

According to Ohata (2005), learners' views about language acquisition have been linked to foreign language anxiety and speaking anxiety. Some students may believe that certain abilities are more important than others in language learning. According to Ohata (2005), some learners place a higher value on grammatical structures than pronunciation, whilst others believe reading is the most important skill. Adding to this idea, Aydın (2001) states that: Learners may have unreasonable expectations regarding language learning, which can have a negative impact on their progress. That is, if learners' beliefs do not correspond to real-world conditions, they may experience anxiety.

Overall from the above explanation, we can conclude that positive beliefs about language learning may be helpful in reducing anxiety and boosting confidence in language learning.

#### 2.9.1.4. Beliefs in language learning

According to research, learners may hold various views regarding language learning. Wang (1998), for example, conducted research on Chinese learners' attitudes toward studying English. The study found that many participants thought English was not a difficult language to learn (medium difficulty), that most participants believed in the importance of aptitude in language learning but lacked it, and that the majority of participants thought it was necessary to travel to an English-speaking country to learn the language better.

Similarly, we can conclude with Carroll (1973) that language aptitude in the instructed SLA context is regarded as a significant predictor of L2 learner's overall success, and overall, L2 learners with a high level of language aptitude show a tendency to learn the target language faster and obtain better learning results.

#### 2.9.1.5. Beliefs in second language usage

According to research, learners place a higher value on their beliefs than on their ability to master the language. Cheng (2001) looked at the relationship between learners' self-efficacy, giftedness views, and second language anxiety. According to Çubukçu (2008), self-efficacy refers to an individual's belief in their ability to do a task successfully. Cheng's (2001) study discovered that very nervous students with poor self-efficacy believed that successful language learners were talented. It's possible that the extremely stressed students undervalued their talents and assumed that they needed to be talented to succeed in language learning.

From the above explanation, one can simply understand that their level of anxiety about speaking English is positively associated with their belief in the notion of giftedness but is negatively and strongly correlated with their English self-efficacy.

## 2.9.2. Teachers' Behavior

Research suggests that teachers' error-correction methods and attitudes towards students can contribute to foreign language and speaking anxiety (Aydın, 2001; Bekleyen, 2004). Burden (1997:231) (cited in Aydın, 2001) added that errors are a natural part of the language learning process, and how the teacher handles the learners' errors is important because research has shown that the type and amount of feedback (positive or negative) they receive affects their sense of self-efficacy in language learning and motivation.

### 2.9.2.1. Error Correction behavior

The teacher's harsh way of error correction has been thought to be an anxiety-provoking element, and the research provides consistent data to support this hypothesis. Aydın (2001) revealed that Turkish EFL learners were concerned about the teacher's interruption to correct faults.

The following statements show how two highly anxious students reported their reactions.

*“I don't like speaking classes because the teacher interrupts while I am speaking and corrects my mistakes. Then I forget what to say next and don't understand my mistake. When I am interrupted, I don't want to talk anymore. In speaking classes, if the teacher interrupts to correct my mistakes or to ask what I mean, I get confused and forget everything I know (Aydın, 2001, p. 103).”*

### 2.9.2.2. Teacher attitude toward reducing or increasing anxiety

In addition to error correction methods, various attitudes that teachers may have toward students have been shown to cause anxiety. For example, Cheng (2005) investigated the influence of teachers' demeanor and attitude in language anxiety. The study concluded that nice, easygoing, and patient teachers reduced anxiety. However, teachers who administer unexpected quizzes have been found to be anxiety-inducing. Furthermore, poor communication skills, unpredictability, and rigidity were among the anxiety-inducing teaching traits.

According to Aydın (2001), ignoring or praising just successful students might lead to anxiety. Bekleyen (2004) conducted an interview study on the influence of instructors and peers on foreign language classroom anxiety and discovered that language anxiety rose in response to negative teacher attitudes in the classroom. For example, one of the students commented on the teacher-student interaction like this:

*I think some teachers classify the students into two groups: successful and unsuccessful. If you are unsuccessful, they look at you rather scornfully (Bekleyen, 2004, p. 55).*

Overall, from the above explanation, one can conclude that teachers' student-friendly approach and interactive instructional strategies can alleviate students' English-speaking anxiety, and teachers as stern and firm monitors of students' language use make students more aware of themselves, which drives them to be extensively scared of committing mistakes and not meeting their teachers' expectations.

### 2.9.3. Teaching Procedures

Anxiety can arise from a variety of factors when learning a foreign language and speaking it. Among these, particular classroom practices, approaches used, and

relationships built by teachers with their students all play an important role. Speaking classes typically include a variety of activities in which students must participate orally, such as role plays, pair work, and presentations. According to research (Aydın, 2001; Woodrow, 2006; Young, 1991), most students experience nervousness when giving presentations in front of their teachers and classmates.

#### 2.9.3.1. Type of activity

According to Aydın (2001, p. 111), presentation anxiety stems from feelings of conspicuousness and dread of negative appraisal. This was also discovered in the research of speaking classes, which typically include a variety of activities such as role plays, pair work, or presentations in which learners must engage vocally. According to research (Aydın, 2001; Woodrow, 2006; Young, 1991), most students experience nervousness when giving presentations in front of their teachers and classmates.

In line with the above explanation, Cheng (2005) stated that:

*The main reason for getting anxious when giving presentations is “the feeling of conspicuousness and fear of negative evaluation” (Aydın, 2001, p. 111). This was also found in the study conducted by Cheng (2005). The results indicated that speaking in front of the class was the major anxiety-provoking factor.*

Students, on the other hand, may feel worried about giving a presentation due to a lack of linguistic and communicative skills. Regardless of students' unfavorable opinions of giving speeches in front of their peers, teachers design such activities to develop and provide a learning atmosphere in which students feel less scared about speaking in front of the class.

### 2.9.3.2. Fear of Speaking in Front of Others

According to Young's (1990: 543) study on students' anxiety about speaking in front of others, the majority of students agreed with the statement, "I feel more comfortable in class when I don't have to get up in front of the class." Both Daly (1991) and Mejías et al. (1991) found that learners experience anxiety when speaking in their second language in front of an audience. In addition to feeling apprehensive when speaking in front of an audience, public speaking assignments assigned by the teacher have been identified as another anxiety-provoking event. In a study conducted by Wörde (2003) to evaluate participants' perceptions regarding foreign language anxiety, it was discovered that they did not want to be called on by the teacher. Koch and Terrell (1991) conducted a study to evaluate approaches and activities that help alleviate anxiety in the classroom, and they discovered that participants disliked being nominated by the teacher but felt more relaxed in group and pair work activities.

In her study examining the sources of foreign language anxiety in speaking and writing classes, Aydın (2001) elaborated on the highly and slightly anxious students' different reactions to the speaking activities as follows:

*“When I am by myself, I speak very well, but in the class, when the teacher asks me a question, I get confused and cannot speak. I completely forget everything I know. (Highly anxious.)”*

*“Today I realized that when I speak in the class, I feel a little anxious. I am afraid of making mistakes in front of others. Actually, my accuracy is not bad, but I think I need to be more fluent. (Slightly anxious). (Aydın, 2001, p. 107–108).”*

Aydın (2001) found that both extremely and modestly worried students reported anxiety during speaking activities, but the reasons for their worry varied. While the mildly anxious student was concerned about fluency, the highly anxious student was concerned about not being able to communicate at all in class. Teka (2020)

found that adopting the pair work technique was beneficial in teaching and enhancing students' competencies. When students work in groups or pairs, they may share their ideas and help one another in their learning, making it an ideal scenario for students to study together. Working in pairs encourages students to communicate more, boosts their participation in the learning process, and can lower anxiety since these activities lessen classroom tension and provide opportunities for students to help one another.

#### 2.9.3.3. Speaking practice

According to Tirpakova and Kralova (2019), speaking anxiety mainly comes from a lack of communication and the opportunity to practice. Students become more anxious when they have to speak spontaneously without any preparation. To not it all, teachers should use appropriate strategies to help students reduce their speaking anxiety and engage students' participation in learning.

# CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the methodology of the study, where the research design, data collection instrument, research subject, sampling, and sampling technique are presented first. Then, data collection methods, procedures, validity, and reliability are presented. Finally, methods of data analysis and procedures are discussed.

## 2.1. Research design

As mentioned in the introduction, the objectives of this study are to assess the level and sources of English-language anxiety among grade 12 students at Tikur Anbessa Secondary School as a case. Accordingly, a descriptive survey design was employed in this study.

A descriptive survey was used because descriptive research helps to explain the phenomena or conditions that exist. Furthermore, it enables the researcher to obtain the attitudes and opinions on educational practices that are held by students and teachers under study and to draw conclusions. Overall, the researcher used this method to address the research questions and determine the perceptions of students and teachers towards the levels and sources of English-speaking anxiety in the classroom.

## 2.2. Methods of data collection

Both primary and secondary data collection methods were deployed in the study. Accordingly, structured questionnaires were used to solicit primary data from students and teachers. With regards to secondary sources of data, relevant journal articles, e-books, websites, and others sources were used as found appropriate to meet the objectives of the study.

## 2.3. Data collection instruments

A research instrument is a tool or set of facilities used by a researcher to collect data in order to make the research easier and get a better result. Accordingly, a questionnaire was adapted from the Foreign Language Speaking Anxiety Scale (FLSAS) that was developed by Huang (2004) to accord with the purpose of the present study. From the original 33 items of Horwitz (1986), Huang took only 24 items. Accordingly, 18 items that are directly related to speaking or speaking anxiety were taken, and other items were partly or completely changed to get more specific data relevant to the context of the study.

The questionnaire basically has two parts. In the first part, the participants' personal information was sought to gather information on two items, one on their age and the other on their gender. The second part of the scale had 24 statements on speaking anxiety. It was in the form of a five-point Likert scale, in which the responses ranged from 1 'strongly disagree' to 5 'strongly agree'. Some of the items were negatively worded and were therefore reversed, and the scoring was done accordingly. The higher the score obtained on the scale, the lower the foreign language-speaking anxiety.

## 2.4. Research subject and setting

The subjects of this study were a group of students and teachers at Tikur Anbessa Secondary School in the second semester of the academic year 2016 E.C. The high school is among the renowned public schools in Addis Ababa, and it was established in 1972 E.C.

The school had been known for admitting Lyce'e' G/Mariam students, and students enrolled there that time were very much known for their English speaking proficiency and language skill in general. The school was also popular and known

for its highest achievement in the ESLCE. Accordingly, the secondary school played a prominent role in producing proficient English speakers in particular and successful students in general.

As discussed in the literature of the study, the language learning process is an anxiety-provoking experience, particularly for adults. As Samimy (1996) states, anxiety becomes more prevalent as students' Grade levels increase. More importantly, puzzled by previous study findings discussed in the background information and statement of the problem in this study, the researcher took interest in conducting the study on speaking anxiety by focusing on grade 12 students' at Tikur Anbessa Secondary School.

## 2.5. Sampling and sampling procedures

The population for the study consists of students and teachers of Tikur Anbessa Secondary School. It is impractical to assess all students in the school. Therefore, purposeful sampling was found to be the most appropriate for determining the sample frame in this study because information-rich targets can be selected so as to learn much about the issues that are important to the study.

At first, in order to determine the sample frame, Grade 12 students were purposely selected and categorized into sections as per the school section system. There were a total of nine sections, of which two were special needs student sections. After the identification of all the sections, the two special needs sections were dropped and only 7 sections that included students in the social and natural science fields were taken.

Therefore, focusing on the seven sections was believed to provide the necessary data to determine the appropriate sample size for the study. The total number of students is found to be 315, with 134 male and 181 female students, as can be seen in the table 1 below.

Miaoulis and Michener (1976) state that in determining the appropriate sample size, the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured are important. The *level of precision*, sometimes called *sampling error*, is the range in which the true value of the population is estimated to be. This range is often expressed in percentage points (e.g.,  $\pm 5$  percent). The key idea encompassed in the level of confidence is that when a population is repeatedly sampled, the average value of the attribute obtained by those samples is equal to the true population value, and the *degree of variability* in the attributes being measured shows the distribution of attributes in the population.

Based on these premises, the study has devised strategies to determine sample size. Accordingly, for a population that is 315 at the confidence level of 95% and precision level of +7%, the number of responses that should be obtained shall count up to 121. Using the same approach, in this study, 121 questionnaires were prepared, proportionally set, and randomly distributed to target students to meet the required number of responses from students while seven questionnaires were distributed to teachers who teach English classes in all grade 12 sections.

With regards to the teacher sample group, all seven teachers were included in the sample size to gather information via questionnaire. The number of students and teachers in each section was taken from the school's registrar's office, as depicted in the Table 1 below.

Table: 2.5.1. No of students and teachers according to their fields of study, section and gender

Field of study	Section	Number and gender of students		Number and gender of Teachers		Total number of respondents
		F	M	M	F	
Social Science sections	12A	25	20	3	4	45
	12B	25	20			45
	12C	27	18			45
	12D	25	20			45
Natural science sections	12E	27	18			45
	12F	25	20			45
	12G	27	18			45
Total		181	134	7		315

*Source: Data from the School's Registrar's office (2016 E.C)*

## 2.6. Data collection procedures

The survey data collection was completed at the end of the third week of March 2016 E.C. In order to distribute the questionnaire to the participants, permission was received from the school administration and respective departments accordingly.

Data were collected mainly from surveys through questionnaires in two stages.

At first, the 121 students were asked to complete the student version of the questionnaire. Students were informed that the questionnaires were aimed at collecting data to find out the level and sources of EFL-speaking anxiety. In addition, they were told their response would only be used for research purposes, and anything private would be kept confidential.

The questionnaire was administered starting from the 2<sup>nd</sup> week of February 2024 to the 3<sup>rd</sup> week of March 2024. In all the 7 sections, students were conveniently asked to fill out the questionnaire outside their class time and during the class hour by taking an extra 15-20 minutes. Secondly, seven teachers were asked to complete the teacher version of the questionnaire to identify the level and sources of EFL speaking anxiety from the teachers' perspective. The questionnaire was administered to these teachers in their offices. They were informed that the questionnaires were aimed at collecting data to find out the level and sources of EFL-speaking anxiety. In addition, they were told their response would only be used for research purposes, and anything private would be kept confidential. Accordingly, 7 teachers' questionnaires and 121 students' questionnaires were distributed to the respective sections.

## 2.7. Data analysis procedures

At first, data were collected and analyzed in three stages with respect to the sequence of research questions:

- ✓ First, a classification was made of the items collected from the students' version of the questionnaire.
- ✓ In order to answer the second research question of the study, all the items were categorized into three categories. This categorization was made according to the constructs in the items as discussed in the literature review.

For example, the first item, "I am never quite sure of myself when I am not speaking English," was believed to be among the personal behaviors of a student causing speaking anxiety. On the other hand, as for item 11, "The teacher has the attitude that mistakes are made by everyone." It was believed to be directly related to teacher behavior. Moreover, the 17th item, "I am more willing to participate in class when the topics we discuss are interesting" was believed to be under the

category of teaching procedures; because in -class activities are a part of teaching procedures or methodology. Hence, the following item categorization was used to address the second research objective.

- ✓ Item related to the student's behavior
- ✓ Items related to the teacher's behavior
- ✓ Items related to teaching procedures.

First, among the three categories, the category with the lowest and highest mean score was designated in rank order to find the highest and least anxiety-causing category. Then the subgroups in each category were discussed to identify the highest and lowest speaking anxiety sources under each category. The subgroups in the three categories are discussed below.

#### 2.7.1. Items related to students' behavior

- ✓ self-assessment ability: Items 1–2
- ✓ self-comparison to others: Items 3
- ✓ Learners' beliefs about mistakes: Items 4
- ✓ Learner belief about using L1: Items 5, 6
- ✓ Learner belief about language learning: Items 7
- ✓ Learners' beliefs about native speakers or teachers: Items 8

#### 2.7.2. Items related to teacher behavior

- ✓ Teacher behavior towards errors; items: 9, 10, 11, 12
- ✓ Teacher behavior that reduces or increases anxiety: Items 13, 14, 15, 16,

#### 2.7.3. Items related to teaching procedures

- ✓ Type of activities: Items: 17, 18, 19,
- ✓ speaking in front of groups: Items: 20, 21
- ✓ Not getting enough speaking practice: Items 22, 23, 24,

Overall, the subgroup and the item under the subgroup with the highest and lowest mean scores were discussed to determine the most anxiety-provoking items.

In order to answer the third research question, the data collected from the teacher's version was analyzed to determine how the teachers perceive their students' foreign language speaking anxiety. The same categorization that was utilized for the analysis of the students' questionnaire was used. First, all the items were categorized into three categories. Among these three categories, the category with the lowest and highest mean score was designed in rank order to find the most anxiety-causing category according to teacher participants. Then, the sub-groups within each category were discussed to identify the most and least anxiety-provoking items.

## 2.8. Method of data analysis

In this survey study, the researcher used the Statistical Package for Social Sciences (SPSS) version 20.00 to analyze the data quantitatively. This software has been widely used by researchers as a data analysis technique, especially in cases of Likert-scale psychometric analyses. First, in order to analyze the frequency distribution of the participants answers for each item of the Foreign Language Speaking Anxiety Scale (FLSAS), descriptive statistics were computed for each item. Secondly, means were computed to analyze the level of speaking anxiety in general and the sources of speaking anxiety in particular.

## 2.9. Validity and reliability

In terms of validity, the Foreign Language Speaking Anxiety Scale (FLSAS) has been used as the best practice scale that is widely used in measuring foreign language speaking anxiety, as suggested by Huang (2004). Therefore, there are no other quantitative measurement scales considered suitable to measure English-

speaking anxiety in the classroom across contexts. Moreover, the statements have been generated from an extensive review of academic and practitioner`s literature, so it is assumed that the construct validity will hold.

To test the dependability of the questionnaires, a reliability analysis was performed using Cronbach's Alpha, which evaluates internal consistency by determining whether or not a certain item within a scale measures the same construct. Klien(1999) said that the acceptable alpha value is 0.7, which serves as the study's standard. Cronbach's Alpha was calculated for each subcategory that comprised a scale, as can be seen in the Table below.

Table: 3.9.1. Reliability analysis

Source of speaking anxiety category (variables)	Items	Cronbach's alpha value
Source of anxiety associated with students behavior	8	0.800
Source of anxiety associated with teachers behavior	8	0.815
Source of anxiety associated with teaching procedures	8	0.825
Total	24	
Average score		<b>0.813</b>

*Source: survey data (2024)*

The reliability test results showed that all the three variables were stable, as the average index of 0.813 become above the minimum threshold of 0.70. This indicates student behavior, teacher behavior and teaching procedures factors have relatively good internal consistency and are measured in the same construct. Hence, this shows the acceptability of the scale.

## 2.10. Ethical consideration of the study

- ✓ **Confidentiality:** In this study, the respondents were assured that their responses would remain confidential and that the information they provide would be confidential and used for academic purposes only.
- ✓ **Informed consent:** In this respect, the cover letters explain the purpose of the questionnaire, and the benefit of the respondent's response as a participant in the research is clearly mentioned.
- ✓ **Anonymity:** The cover letter also explained to the participant that the specific answer provided by them would be kept anonymous in that the information provided by them would be kept confidential by using aggregate information from the research report.

## CHAPTER FOUR: ANALYSIS AND INTERPRETATION

In this chapter, data collected from students and teachers of the school is summarized and analyzed in order to realize the ultimate objective of the study. Accordingly, first the demographic profile of the two respondent groups and then the level and sources of anxiety as perceived by them are explored, analyzed, and summarized as findings in the study.

### 4.1. Background of the respondents

#### 4.1.1. Student and teachers profile

Table 4.1.1 presents the summarized characteristics of respondents from the 'students questionnaire'. From the entire 121 questionnaires distributed to students, 100 questionnaires were properly filled out and collected on time. Accordingly, student' response profile analysis is conducted for 100 students as follows. In addition, in terms of age distribution majority fall between 16-18, and female respondents' took the largest share among them. Similarly, the summarized profile of teacher' respondents shows almost proportional number of teachers participated in terms of gender distribution where the majority of them possessing an experience of teaching English in the range between above 10 years.

### 4.2. ASSESSING THE LEVEL OF SPEAKING ANXIETY

The modified Foreign Language Speaking Anxiety Scale (FLSAS) with 24 items was designed to measure the extent to which the participants felt anxious in speaking classes. The questionnaire was in the form of a five-point Likert scale, ranging from 1 "strongly disagree" to 5 "strongly agree." All items were positively worded, and the highest mean agreement represents low anxiety, while the lowest mean agreement represents high anxiety.

Both students and teachers at Tikur Anbessa Secondary School were asked to rate the level and the sources of speaking anxiety on a Likert scale of 1 through 5.

The first classification was made of items collected from the student version of the questionnaire with regard to the first research question. In order to answer this first research question of the study, the mean score of the first 24 items of the student questionnaire was analyzed to reveal the existence and level of speaking anxiety.

#### 4.2.1. STUDENTS PERCEPTION –THE LEVEL OF SPEAKING ANXIETY

In order to answer this question, the 24 items were taken from the foreign language classroom anxiety scale (FLCAS), which was adopted by Huang (2004). The mean score of the 24 items was computed, and the results are shown in the table below.

Table 4.2.1. Mean score of Items

Items	Items Description	Mean score*
1	I am quite sure of myself when I am speaking in English classes.	2.10
2	I feel confident when I speak in English classes.	2.95
3	I don't feel that the other students speak English better than I do.	3.70
4	I am not afraid of making mistakes in the classroom.	2.70
5	I don't get frightened when I don't understand what the teacher is saying in English.	2.85
6	I don't get nervous when I don't understand every word the teacher says.	2.40
7	I don't feel overwhelmed by the number of rules that I have to learn to speak English.	2.83
8	If we had a native English-speaking teacher, we would have more speaking practice and feel more confident about speaking English.	3.84

9	The teacher prepares well for classes and reviews lessons.	4.70
10	The teacher asks us to work in groups or pairs.	4.40
11	The teacher has the attitude that mistakes are made by everyone.	4.40
12	The teacher does not make me feel stupid when I make a mistake.	4.50
13	The teacher doesn't over-react to mistakes.	3.30
14	I can volunteer to answer, and the teacher does not call on me to provide response.	4.65
15	The teacher is friendly, and relaxed and makes us feel comfortable.	4.05
16	The teacher is helpful and encourages us to speak.	4.40
17	I am more willing to participate in class when the topics we discuss are interesting.	5
18	I prefer to be allowed to volunteer an answer instead of being called on to give answers.	5
19	I am less nervous in class when I am not the only person answering the question.	5
20	I will not panic when I have to speak without preparation in English classes.	2.4
21	I feel very self-conscious about speaking English in front of other students.	2.4
22	I am not afraid that the other student will laugh at me when I speak in English.	3.60
23	I would feel more confident about speaking in class if I practiced speaking more.	2.00
24	I feel that I am getting enough speaking practice.	2.85
	Overall mean score	4.07

As clearly seen from the table above, there are about 24 items on a five-point Likert scale, where the highest mean represents strong agreement and the lowest mean represents a strong disagreement.

Accordingly, among 100 students, the item "I don't get nervous when I don't understand every word the teacher says." shows the lowest mean score with 2.10 while item numbers 17,18 and 19 recorded the highest agreement with a mean score value of 5.00. In addition, there is a considerable representation of average mean score values. Overall, the first 11 items with the highest mean score

values ranged from 4.05 to 5.00, while the second 4 items revealed average mean score points between 2.70 and 3.84, and the third lowest mean value was between 2.10 and 2.70. Overall, the finding implies the existence of anxious students speaking English at different anxiety levels as perceived by the students.

#### 4.2.1.1. The sources of speaking anxiety: students' perception

The second research question was about identifying the potential sources of English-speaking anxiety among students in the study. Therefore, to deal with these questions, the students' questionnaire was grouped under three sources of speaking anxiety. This categorization was made according to the items constructed in the literature and the data analysis procedure.

Accordingly, first the summary of the resultant mean score output is shown in Table 4.2.1.1 below.

Table 4.2.1.1 The Mean score of Students Perception

Sources of speaking anxiety	N	Mean	Ranking (Mean)
Student' behaviors	100	3.89	3
Teacher' behaviors	100	4.34	1
Teaching procedures	100	3.98	2
Mean Average	100	4.07	-

*Source: own SPSS data analysis output, 2024 \*All mean scores are out of 5.00*

As clearly seen from Table 4.2.1.2. above, teacher' behavior has the highest mean score as compared to the other two dimensions. It stands first in the group, followed by teaching procedures and personal behaviors, respectively. Hence, the highest mean represents high agreement, while the lowest mean represents lower agreement. Therefore, students perceive teacher' behavior and teaching procedures as the least contributing factors to speaking anxiety, while their perception of students' behavior was perceived to be the most anxiety-provoking, with the least mean score value as compared to other sources of speaking anxiety.

#### 4.2.1.2. Source of anxiety associated with student' behavior

The items related to anxiety caused by student' behavior are further classified under six sub-categories and a total of eight items.

Table 4.2.1.2. The mean score table for the learner behavior category

Item No	Sub-category	Attributes of personal behavior	N	Mean Score
1	Self- assessment of ability	I am sure of myself when I am speaking in English classes.	100	2.10
2		I feel confident when I speak in English classes.	100	2.95
		Sub-category mean score		2.52
3	Self-comparison to others	I don't feel that the other students speak English better than I do.	100	3.7
4	Belief about mistakes	I am not afraid of making mistakes in the English classroom.	100	2.7
5	Beliefs about using L2	I don't get frightened when I don't understand what the teacher is saying in English.	100	2.85
6		I don't get nervous when I don't understand every word the teacher says.	100	2.40
		Sub-category mean score		2.77

7	Beliefs about language learning	I don't feel overwhelmed by the number of rules that I have to learn to speak English.	100	2.83
8	Beliefs about native speakers	If we had a native English speaking teacher, we would have more speaking practice and feel confident about speaking English.	100	3.84
		Overall mean score	100	3.89

*Source: SPSS data analysis output, 2024, All the mean scores are out of 5.*

As indicated in Table 4.2.1.2 above, item 8 represented the highest mean score of all with a 3.84 score, while item 1, “I am sure of myself when I am speaking in English classes,” received the lowest of all and a below-average mean score value of 2.10, which makes it the most anxiety-provoking source for the students compared to the other items in the subcategory.

Overall, a subgroup category of self-assessment ability, belief about using L2, and belief about mistakes were found to be the three anxiety-provoking subcategories, with the lowest mean score implying high anxiety under the student behavior category.

#### 4.2.1.3. Sources of anxiety associated with teacher’ behavior

Table -4.2.1.3. The mean score value of the items under teacher’ behavior

Item No	Sub-category	Attributes of teacher behavior	N	Mean Score
9	Teacher behavior	The teacher has the attitude that mistakes are made by everyone.	100	4.70
10		The teacher does not make me feel stupid when I make a mistake.	100	4.40
11		My English teacher corrects every mistake I	100	4.4

	towards error	make.		
12		I get upset when I don't understand what the teacher says.	100	4.50
		Sub-category mean score		4.50
13	Teacher character to reduce / increase anxiety	The teacher is friendly, relaxed, and makes us feel comfortable.	100	3.30
14		The teacher is helpful and encourages us to speak.	100	4.65
15		The teachers don't overreact to mistakes.	100	4.05
16		I can volunteer to answer, and the teacher does not call on me to provide a response.	100	4.40
		Sub-category mean score.		4.10
		Overall Mean score	100	4.30

*Source: SPSS data analysis output, 2024, All the mean scores are out of 5.00*

The category in the above table is comprised of eight items with two subcategories responded to on a five- point Likert scale where the highest represents strongly agree and the lowest representing strongly disagree.

As clearly seen from the table above, item number 13 represents the lowest mean score of 3.30 while item number 9 got the highest agreement with a mean value of 4.70. In terms of sub-category items teacher' behavior toward error has got the lowest mean score of 3.30 which evidently makes it to be the most anxiety provoking sub-category.

Overall, students participating in this study perceive teacher' behavior as the least contributing factor for anxiety and put this dimension in the first rank as being the least anxiety-provoking factor as compared to student behavior and teaching procedure categories.

#### 4.2.1.4. Source of anxiety associated with teaching procedures

As shown in Table 4.2.1.4. Below, the extent to which teaching procedures provoked anxiety was assessed in terms of the three subcategories. These are the types of activities: speaking in front of a group, and not getting enough speaking practice. Hence, eight items were put on a five-point Likert scale, with the highest point representing strong agreement and the lowest representing strong disagreement.

Accordingly, mean comparison statistics are calculated where the highest level of agreement was recorded with a mean score value of 5.00 and the lowest mean score was recorded at 2.40. In terms of subcategories, the type of activity recorded the highest mean value, implying that it is the least contributing factor for speaking anxiety. To the contrary, the sub-categories of “not getting enough speaking practice” and “speaking in front of people” scored a mean value of 2.40 and 3.98, respectively, implying that the two were the most anxiety-provoking attributes of the students in the classroom under study.

Taken as a whole, one can say that the extent of teaching procedures being a source of speaking anxiety is perceived to be the lowest as compared to personal sources while becoming the highest as compared to teacher’ behavior.

Item No	Sub-category	Attributes of teaching procedures	No	Mean Score
17	Types of activities	I am more willing to participate in class when the topics we discuss are interesting.	100	5
18		I prefer to be allowed to volunteer an answer instead of being called on to give answers.	100	5
19		I am less anxious in class when I am not the only person answering the question.	100	5
		Sub-category mean score		5.00
20	Not getting enough	I feel that I am getting enough speaking practice.	100	2.40

21	speaking practice	I would feel more confident about speaking in class if I practiced speaking more.	100	2.40
		Sub- category mean score		2.40
22	speaking in front of a group	I feel very self-conscious about speaking English in front of other students.	100	3.60
23		I will not be afraid if the other student laughs at me when I speak in English.	100	2.00
24		I will not panic when I have to speak without preparation in English classes.	100	2.85
		Sub-category mean score		3.81
		Overall mean Score	100	3.98

Source: SPSS data analysis output, 2024,

All the mean score is out of 5.00

#### 4.2.2. Teachers’ perception: Speaking anxiety:

Data was analyzed to assess teachers’ perceptions of their students’ speaking anxiety levels and sources, which are discussed here below. Accordingly, Table 4.2.2. shows summary of the data collected from the teachers of the surveyed school.

Table 4.2.2: The sources of speaking anxiety: teachers’ perceptions

Sources of speaking anxiety	N	Mean	Ranking (Mean)
Students’ behavior	7	2.20	3
Teachers’ behavior	7	4.30	1
Teaching procedures	7	2.81	2
Overall Mean Score	7	3.06	

N=7

All mean scores are out of 5.00

As it can be seen from Table 4.2.2. above, personal behavior with the highest mean value of 4.17 found to be the least anxiety provoking source as compared to other categories while teachers' perception on student' behavior and teaching methodology were found to be high on provoking anxiety with mean score values of 2.20 and 2.81 respectively. Therefore, of the three categories, it was concluded that the most anxiety producing category was the one related with personal behavior of the students' according to the teachers' perception.

#### 4.2.2.1. Source of anxiety associated with student behavior

A descriptive statistical analysis was conducted on the 8 items with six sub-categories which were responded to a five point Likert scale. The highest mean score shows the lowest level of speaking anxiety while the lowest mean value indicates a high level of speaking anxiety.

As can be noted from Table 4.2.2.1 below, the output of the statistics revealed that item number 1 got the lowest mean score with 2.10 points, while item number 8 got the lightest mean score of 3.50 points. Overall, the sub-category "self-assessment of ability," belief about mistakes, and belief about language learning can be considered the highest anxiety-provoking source, while the sub-category "belief about native speakers" tends to record a positive result by far, according to the teacher's perception.

Item No	Sub-category	Attributes of Personal behavior	N	Mean Score
1	Self- assessment of ability	My students are sure of themselves when they speak in English classes.	7	2.12
2		My students feel confident when they speak in English classes.	7	2.25
		Sub-category mean score		2.1
3	Self-comparison to others	My students don't feel it when the other students speak English better than they do.	7	2.80
4	Belief about mistakes	My students are not afraid of making mistakes in the	7	2.60

		classroom.		
5	Beliefs about using L2	My students don't get frightened when they don't understand what the teacher is saying in English.	7	3.00
6		My students don't get nervous when they don't understand every word the teacher says.	7	3.00
		Sub-category mean score		3.00
7	Beliefs about language learning	My students don't feel overwhelmed by the number of rules that they have to learn to speak English.	7	2.9
8	Beliefs about native speakers	My students would feel confident about speaking English if they had a native English teacher and more speaking practice.	7	3.5
		Overall mean Score	7	2.20

#### 4.2.2.2. Sources of anxiety associated with teacher behavior

Teachers' perceptions on determining the sources of speaking anxiety are shown in the descriptive statistic output in Table 4.2.2.2 below, where the mean score results are used in a way that analyzes the high mean score showing a low level of anxiety while the low score represents a high level of anxiety with the particular attributes to be measured.

As one can observe from the above table, item number 9: 'My students feel that I don't make them feel stupid when they make a mistake. got the highest agreement with a mean score value of 4.71 while item number 12 'My students do not get upset when they don't understand what the teacher is saying'. scored the lowest mean figure value of 2.14. Overall, the sub-category "Teacher behavior towards error" plays the highest speaking anxiety-provoking role, while teacher character to reduce or increase anxiety" represents the lowest anxiety-provoking sub-category.

Table 4.2.2.2. The mean score of the items under the subcategory for teacher' behavior is presented below.

Item No	Sub-category	Attributes of teachers behavior	No	Mean Score
9	Teacher behavior towards error	My students feel that I don't make them feel stupid when they make a mistake.	7	4.71
10		My students are not afraid when I correct every mistake they make.	7	4.14
11		My students feel that I have the attitude that mistakes are made by everyone.	7	4.42
12		My students will not be upset when they don't understand what the teacher is saying.	7	2.14
		Sub-category mean score		3.85
13	Teacher character to reduce / increase anxiety	My students feel that I do not over-react their mistakes.	7	4.42
14		My students do not seem to get embarrassed to volunteer to answer in English classes.	7	4.70
15		My students feel that I am friendly, and relaxed and make them feel comfortable.	7	4.14
16		My students feel that I do help and encourage them to speak.	7	4.70
		Sub-category mean score		4.49
		Overall mean score	7	4.30

*Source: SPSS data analysis output, 2024,*

#### 4.2.2.3. Source of anxiety associated with teaching procedures

Table 4.2.2.3: The mean score of the items under the subcategory for teaching methodology is presented below,

Item No	Sub-category	Attributes of teaching procedures	No.	Mean Score
17	Types of activities	My students are more willing to participate in class when the topics we discuss are interesting.	7	5
18		My students feel relaxed when they make oral presentations in front of the class room.	7	2.10
19		My students feel relaxed when they participate individually in the classroom.	7	2.10
		Sub category mean score		3.06
20	Not getting enough speaking practice	My students will not panic when they have to speak without preparation in the English classroom.	7	2.25
21		My students are self-conscious when they speak English in front of other students.	7	3.42
		Sub-category mean score		2.83
22	Speaking in front of a group	My students will not be afraid that the other students will laugh at them when they speak in English.	7	2.28
23		My students will feel more confident about speaking in class if they practice speaking more.	7	3.57
24		My students feel that they are getting enough speaking practice.	7	1.85
		Sub-category mean score		2.56
	Overall average mean score		7	2.81

*Source: SPSS data analysis output, 2024,*

*All the mean score is out of 5*

As clearly seen from Table 4.2.3.1. above showing the output of the sample statistics, item 24 “My students feel that they are getting enough speaking practice.” got the lowest mean category, while item 17 “My students are more willing to participate in class when the topics we discuss are interesting.” recorded a

positive mean score value of 5.00. Regarding the subcategory, speaking in front of a group got the lowest agreement, followed by “not getting enough speaking practice”.

Overall, teaching methodology ranked second for being an anxiety-provoking source in the classroom, with an overall mean agreement value of 2.80.

## CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### 5.1. Summary of the Findings

In this chapter, a summary of the findings of the study is first presented. Next, the conclusions that emerged from the findings are highlighted. Then, finally, recommendations and some implications for further research are suggested.

#### 5.1.1. Summary of the Students' and teachers' perceptions on the level of speaking anxiety.

The first research objective of the study was:

- ✓ Identifying the existence of speaking anxiety in English language classrooms? If so, what is the level of speaking anxiety experienced by them?

With regard to the students' perceptions of their level of speaking anxiety, the overall average mean score of the 100 students was found to be 4.07. The minimum score value was found to be 2.10, while the maximum mean score value was 5.00. These mean that there are high, medium, and low-anxiety students among the respondents, as perceived by the students'.

In parallel with the above, the teacher's' perception of the existence of anxiety was revealed. Accordingly, the average mean score on the overall anxiety level was found to be 3.06, followed by the minimum and maximum mean score values of 1.57 and 5.00, respectively. It can be concluded that the students experience a certain level of English-speaking anxiety in the classroom.

Overall, the result of the first research question can be backed by literature related to speaking anxiety. According to Horrwitz & Cope (1986), high speaking anxiety is suggested as the most obvious reason for the stress in the language classroom.

## 5.1.2. Perception on the sources of speaking anxiety

The other two key objectives of the study were:

- ✓ Determining the possible sources of students English language anxiety as perceived by them.
- ✓ Determining the possible sources of students English language speaking anxiety as perceived by teachers.

In order to determine the possible sources of speaking anxiety, three major categories of potential sources were presented to the students and teachers in the questionnaire. These categories were personal behavior, teacher' behavior, and teaching procedures.

### 5.1.2.1.Sources of anxiety associated with students' behavior

From the three categories, students perceived that personal behavior is the greatest source of their speaking anxiety as compared to the teachers' behavior and teaching procedure. This mostly results from their negative self-assessment ability, beliefs about making mistakes, and beliefs about using L2.

In agreement with the above findings, teachers participating in this study reported personal behavior as their primary source of anxiety. The teachers also identified self-assessment of abilities, learners' beliefs about language learning, beliefs about mistakes, and beliefs about using L2 as the major anxiety-provoking subcategories under personal behavior.

Overall, as it can be evidenced from Horwitz et al (1986) and Young (1991) learners' negative self-assessment ability, beliefs about language learning, beliefs about making mistakes and learners beliefs about using L2 may well contribute to language speaking anxiety.

### 5.1.2.2.Sources of anxiety associated with teachers' behavior

Of the three sources of speaking anxiety, students reported that teacher's behavior was perceived to be the least anxiety contributing factor as compared to students' personal behavior and teaching procedures where the mean score value showed positive mean agreement.

In concordance with the above, in the questionnaire given to the teachers in the study, the teacher behavior was also perceived to be the least anxiety-provoking source for students in the classroom.

### 5.1.2.3.Sources of anxiety associated with teaching methodology

According to the students' perceptions, teaching methodology was reported to be the second most anxiety-producing category by the students under study. Accordingly, it was reported that their speaking anxiety caused by the teaching methodology resulted from speaking in front of the group not getting enough speaking practice and types of activities.

In parallel with the above finding, teachers in the study reported teaching procedures as the second most anxiety-producing category. These anxieties resulted from speaking in front of a group and not getting enough speaking practice, which are deemed to be the two major subcategories of anxiety-evoking situations for their students while speaking English.

## 5.2. CONCLUSION

Recent literature in language learning and teaching mainly focuses on language learners and their perspectives about the learning process. Nowadays, especially increased attention is being given to some psychological constructs, such as motivation and anxiety, because they are some of the most important factors in the language classroom that affect the quality of language learning and teaching. It is known that language learners need to adopt positive attitudes and high motivation, but language anxiety prevents learners from adopting effective learning practices by acting as a kind of gate in the language learning experience (Horwitz and Young, 1991). Thus, effective language teaching should aim at providing students with a positive, learner-centered, and anxiety-free classroom environment to help them become more effective. The aim of the study was to assess the level and sources of English-speaking anxiety experienced by Grade 12 students at Tikur Anbessa Secondary school from both learners and teachers' perspectives.

For this study, 100 students and their 7 teachers in the secondary school were chosen as participants. The two versions of the same questionnaire were administered both to students and teachers. After the data were collected, the results were analyzed and discussed.

In conclusion, this study has revealed that there is a high, moderate, and low level of foreign language-speaking anxiety among participants. The study has also revealed personal behavior and teaching methodology as the major potentially anxiety-provoking sources based on both students and teachers' perceptions. Therefore, teachers need to provide learners with the appropriate support that enables them to cope with their speaking anxiety.

## 5.3. RECOMMENDATIONS

Based on the findings and conclusion of the study, the following measures are recommended for the school in order to deal with the speaking anxiety as perceived by the students and teachers:

This study indicated that mainly personal behavior and teaching procedures were a great source of high anxiety. Therefore, some suggestions to create an anxiety-free language learning environment should be offered by the teachers in general.

### 5.3.1. Recommendation to deal with anxiety caused by students' personal behavior

The findings of this study show that speaking anxiety is mainly created by personal behavior. Among the personal reasons, learners' negative self-assessment ability, belief about making mistakes, and belief about language learning were identified as the greatest sources of speaking anxiety. Thus, teachers should work on solving the students' irrational beliefs about mistakes, language learning, and negative self-assessment abilities as a regular part of their instruction.

According to Wedden (1987), these ideas may contribute to language anxiety, learning challenges, and covert opposition to some of the learning activities their teachers plan for them. The researcher provides some suggestions for reducing the impact of speaking anxiety brought on by students' attitudes and beliefs. For instance, Foss and Retzel (1988) note that making a list of common ideas regarding language learning anxiety and posting it on the board can assist both the teacher and the students in identifying these beliefs. Learners can also understand that they are not alone in their fears or views in this way.

As for the anxiety caused by negative self-assessment of ability, there are also some suggestions. For example, students can also be encouraged to assess their performance more positively. This might raise learners' levels of motivation and effort and consequently lead to better learning outcomes. Young (1991) suggested some relaxation exercises like self-talk, which might be very helpful, especially with learners who have anxiety levels in relation to their abilities. Such relaxation exercises aim to challenge the irrational beliefs of anxious learners about communication and try to replace them with self-statements that allow high-anxiety learners to better cope with communication.

One of the most effective methods to help language learners overcome the anxiety brought on by their fear of making mistakes is to set an example for them by making mistakes yourself. This can be achieved by asking your students for feedback and ideas, by sharing your own failure stories and the lessons you gained from them, and by owning up to your ignorance and mistakes. You teach your kids to be resilient, inquisitive, and humble by modeling these qualities in yourself.

### 5.3.2. Recommendation to deal with speaking anxiety caused by teaching procedures

Both the students and the teachers participating in the study reported that speaking anxiety caused by teaching procedures resulted from speaking in front of a group, not getting enough speaking practice, and the type of activity. Since the student reported that they felt anxious during the type of activity that required speaking in front of a group, teachers shouldn't require immediate oral performance from the language learners. Moreover, they should allow students time to come up with the required answer and to volunteer participation rather than choosing them randomly.

In addition, students reported that not getting enough speaking practice caused speaking anxiety. Therefore, more activities that promote speaking should be carried out in the classrooms.

### 5.3.3. Recommendation for further research

As the study's scope makes it obvious, the results cannot be applied to all foreign language learners. Nevertheless, expanding the study's sample size to include more participants might reveal further features of speech anxiety. Additionally, a longitudinal research that uses a different type of instrument, like an interview or observation, over the course of one semester may be beneficial in determining several other components of speaking anxiety. As a result, there are various approaches to repeat this study. Interviews with instructors and students may be conducted to learn more about speaking anxiety. Consequently, more study on the subject is necessary if we hope to enhance speaking and engagement in English classrooms.

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## Appendix-1



Addis Ababa University  
Institute of Language Studies  
Department of Foreign Languages and literature

Questionnaire to be filled by teachers.

Dear Teachers,

I am a student at Addis Ababa University studying for a master's degree in English language teaching.

This questionnaire is prepared to assess the level and sources of English language speaking anxiety among Grade 12 students at Tikur Anbessa Secondary School for the academic year 2016–2017 for the partial fulfillment of a master's degree in English language teaching at Addis Ababa University.

Your responses are kept confidential, and the results will only be used for academic purposes. Therefore, you are kindly requested to give me your genuine response to the questions that follow.

Thank you Very much in Advance!

Tseganeh wolde

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Tel. +251 911917074

## PART ONE: GENERAL INFORMATION

1. Would you specify your gender, please?

Male  Female

2. Would you specify your age?

Between 25-35 years  More than 35 years

3. Would you specify your years of teaching experience?

1 -3 years  4 to 10 years  Above 10 years

## PART II: FOREIGN LANGUAGE SPEAKING ANXIETY SCALE QUESTIONS

### INSTRUCTION

Please indicate the extent to which you agree/disagree with the following statements. ‘Strongly Disagree’ carries the least weight of 1 while ‘Strongly Agree’ carries the highest weight of 5. Please put a tick (√) accordingly.

Items	Sources of anxiety associated with students behavior	SD	D	N	A	SA
1	My students are sure of themselves when they speak in English classes.					
2	My students feel confident when they speak in English classes.					
3	My students don't feel it when the other students speak English better than they do.					
4	My students are not afraid of making mistakes in the classroom.					
5	My students don't get frightened when they don't understand what the teacher is saying in English.					
6	My students don't get nervous when they don't understand every word the teacher says.					
7	My students don't feel overwhelmed by the number of rules that they have to learn to speak English.					
8	My students would have feel confident about speaking English if they had a native English teacher and more speaking practice.					

Items	Sources of anxiety associated with teachers behavior					
9	My students feel that I don't make them feel stupid when they make a mistake.					
10	My students are not afraid when I correct every mistake they make.					
11	My students feel that I have the attitude that mistakes are made by everyone.					
12	My students will not be upset when they don't understand what the teacher is saying.					
13	My students feel that I do not overreact to their mistakes.					
14	My students do not seem to get embarrassed to volunteer to answer in English classes.					
15	My students feel that I am friendly, and relaxed and make them feel comfortable.					
16	My students feel that I do help and encourage them to speak.					
Items	Sources of anxiety associated with Teaching procedures					
17	My students are more willing to participate in class when the topics we discuss are interesting.					
18	My students feel relaxed when they make oral presentations in front of the class room.					
19	My students feel relaxed when they participate individually in the classroom.					
20	My students will not panic when they have to speak without preparation in English classroom.					
21	My students will not panic when they have to speak without preparation in the English classroom.					
22	My students are self-conscious when they speak English in front of other students.					
23	My student will feel more confident about speaking in class if they practice speaking more.					
24	My students feel that they are getting enough speaking practice.					

Thankyou!



Addis Ababa University  
Institute of Language Studies  
Department of Foreign Languages and literature

Questionnaire to be filled by Students.

Dear Students,

I am a student at Addis Ababa University studying for a master's degree in English language teaching.

This questionnaire is prepared to assess the level and sources of English language speaking anxiety among Grade 12 students at Tikur Anbessa Secondary School for the academic year 2016–2017 for the partial fulfillment of a master's degree in English language teaching at Addis Ababa University.

Your responses are kept confidential, and the results will only be used for academic purposes. Therefore, you are kindly requested to give me your genuine response to the questions that follow.

Thank you Very much in Advance!

Tseganeh wolde

[Tseganehwolde@gmail.com](mailto:Tseganehwolde@gmail.com)

Tel. +251 911917074

## PART I: GENERAL INFORMATION

4. Would you specify your gender, please?

Male  Female

5. Would you specify your age?

Between 16-24 years  More than 24-29 years

## PART II: FOREIGN LANGUAGE SPEAKING ANXIETY SCALE QUESTIONS

### INSTRUCTION:

Please indicate the extent to which you agree/disagree with the following statements. ‘Strongly Disagree’ carries the least weigh of 1 while ‘Strongly Agree’ carries the highest weight of 5. Please put a tick (√) accordingly.

Item	Sources of anxiety associated with students’ behavior	SD	D	N	A	SA
1	I am quite sure of myself when I am speaking in English classes.					
2	I feel confident when I speak in English classes.					
3	I don’t feel that the other students speak English better than I do.					
4	I am not afraid of making mistakes in the classroom.					
5	I don’t get frightened when I don’t understand what the teacher is saying in English.					
6	I don’t get nervous when I don’t understand every word the teacher says.					
7	I don’t feel overwhelmed by the number of rules that I have to learn to speak English.					
8	If we had a native English-speaking teacher, we would have more speaking practice and feel more confident about speaking English.					
Item	Sources of anxiety associated with Teachers’ behavior					
9	The teacher prepares well for classes and reviews lessons.					

10	The teacher asks us to work in groups or pairs.					
11	The teacher has the attitude that mistakes are made by everyone.					
12	The teacher does not make me feel stupid when I make a mistake.					
13	The teacher doesn't over-react to mistakes.					
14	I can volunteer to answer, and the teacher does not call on me to provide response.					
15	The teacher is friendly, and relaxed and makes us feel comfortable.					
16	The teacher is helpful and encourages us to speak.					
Item	<b>Sources of anxiety associated with Teaching procedures</b>					
17	I am more willing to participate in class when the topics we discuss are interesting.					
18	I prefer to be allowed to volunteer an answer instead of being called on to give answers.					
19	I am less nervous in class when I am not the only person answering the question.					
20	I will not panic when I have to speak without preparation in English classes.					
21	I feel very self-conscious about speaking English in front of other students.					
22	I am not afraid that the other student will laugh at me when I speak in English.					
23	I would feel more confident about speaking in class if I practiced speaking more.					
24	I feel that I am getting enough speaking practice.					

Thank you!