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EXPLORING ASPECTS OF EFL SPEAKING ANXIETY FROM THE PRESPECTIVES OF IRAQI MEDICAL UNDERGRADUATES

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DOCTOR OF PHILOSOPHY

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Abstrak

\ Kemahiran bertutur adalah penting bagi komunikasi berkesan. Kajian menunjukkan bahawa penutur Bahasa Inggeris sebagai Bahasa Asing (EFL) di Iraq mengalami kebimbangan bertutur apabila menangani tugas bertutur. Kajian ini bertujuan untuk meneroka aspek kebimbangan bertutur EFL daripada perspektif pelajar sarjana perubatan Iraq yang merangkumi punca, kesan dan strategi yang digunakan oleh pelajar ini untuk mengurangkan kebimbangan bertutur mereka. Data dikumpul melalui dua jenis temu bual separa berstruktur: temu bual pelajar dan guru. Para peserta terdiri daripada lima belas pelajar dan lima guru Institut Teknikal Perubatan–AlMansoor. Data dianalisis menggunakan analisis tematik. Dapatan kajian mendedahkan bahawa punca kebimbangan bertutur yang dihadapi pelajar sarjana perubatan Iraq adalah berkaitan dengan kerisauan terhadap penilaian negatif, kerisauan untuk membuat kesilapan, kekurangan pengetahuan perbendaharaan kata, topik yang tidak diketahui, kelemahan pengurusan masa, kurang keyakinan, dan persekitaran bilik darjah. Tiga kesan utama yang timbul daripada respon pelajar ialah kesan peribadi, kesan sosial, dan kesan akademik. Dapatan kajian juga mendedahkan bahawa pelajar sarjana perubatan EFL Iraq menggunakan empat strategi untuk mengatasi kebimbangan bertutur: strategi kognitif, strategi meta-kognitif, strategi afektif, dan strategi menghafal. Oleh itu, aspek kebimbangan bertutur seperti yang dinyatakan oleh pelajar mendedahkan banyak isu berkaitan pengajaran dan pembelajaran bahasa Inggeris yang perlu ditangani pemain utama dalam bidang pendidikan iaitu guru, kementerian pendidikan, dan pembangun kursus bagi menambah baik pengajaran bahasa Inggeris di Iraq.

Kata kunci: Kebimbangan bertutur EFL, pelajar EFL Iraq, Kemahiran bertutur, Temu bual separuh berstruktur, Analisis tematik

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Abstract

Speaking skill is essential for effective communication. Studies have shown that speaking English as a Foreign Language (EFL) in Iraq experienced speaking anxiety when dealing with speaking tasks. This study aimed to explore the aspects of EFL speaking anxiety from the perspectives of Iraqi medical undergraduate students that included the causes, effects, and strategies that these students employed in order to reduce their speaking anxiety. Data were collected via two types of semi-structured interviews: students' and teachers' interviews. The participants comprised fifteen students and five teachers of Technical Institute for Medicine–AlMansoor. The data were analyzed using a thematic analysis. The findings revealed that the causes of speaking anxiety that Iraqi medical undergraduate students faced were related to fear of negative evaluation, fear of making mistakes, lack of vocabulary knowledge, unfamiliar topics, lack of time management, lack of confidence, and classroom. .environment. Three main effects that emerged from the responses of students were personal effects, social effects, and academic effects. The findings also revealed that EFL Iraqi medical undergraduate students used four strategies to overcome speaking anxiety: cognitive strategy, meta-cognitive strategy, affective strategy, and memory strategy. Thus, the sources of speaking anxiety as expressed by the students revealed numerous issues concerning the teaching and learning of English that needed to be addressed by the major players in education namely the teachers, the ministry of education, and the course developers in order to improve the teaching of English in Iraq.

Keywords: EFL speaking anxiety, Iraq EFL learners, Speaking skills, Semi-structured interviews, Thematic analysis

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CHAPTER ONE
INTRODUCTION

1.1 Introduction

Languages are means of communication in human life. Through language, messages could be exchanged from one speaker to another. Even though various languages are spoken across the world, English is the most utilized language nowadays (Rao, 2019). In addition, the fields of education, business, health, and engineering all rely heavily on the use of the English language. There are many different dialects of English, including British, American, Australian, and other languages, as well as regional dialects. Standard English, according to Richard (2015), is a form of language which has the greatest prestige in a society and is frequently used. It is derived from the spoken and written language of educated native speakers. Apart from that, in the classroom and to non-native speakers studying English as a second language is essential, Richard emphasizes the need of teaching the standard variety.

Listening, reading, speaking, and writing are the four (4) fundamental language skills that students need to master and acquire to communicate effectively using English language. According to Salima and Zahira (2015), these four skills may be classified into two categories: 1) Receptive abilities such as listening and reading are essential. 2) speaking and writing abilities that are productive.

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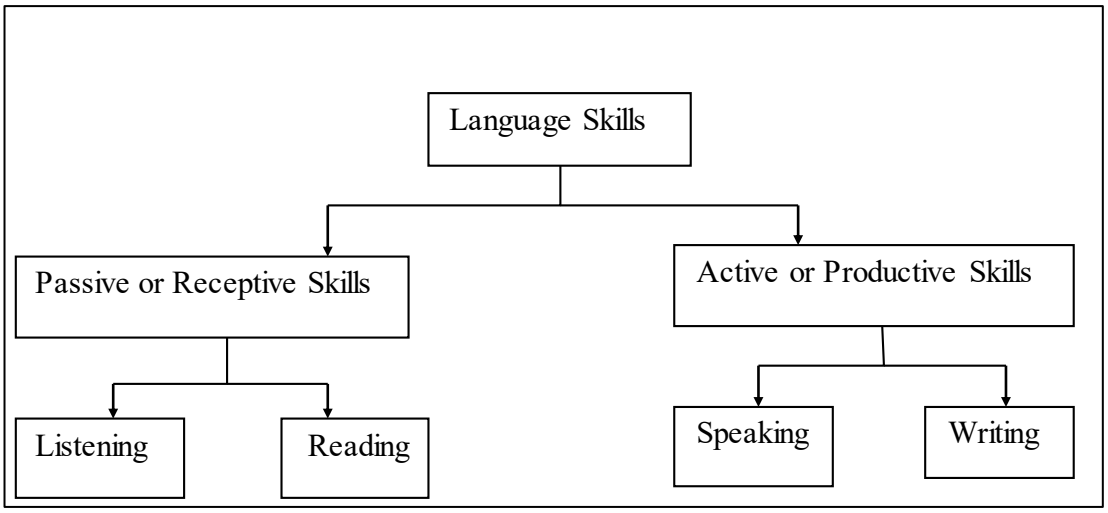

Figure 1.1.The Basic Language Skills of English

Speaking constructively is a crucial part of learning a language because it enables the learner to do things like express their thoughts, feelings, and opinions via the use of well-chosen words and phrases. Speaking is "an interactive process of constructing meaning which consists of producing and receiving, and processing information" (Brown, 1994; Burns & Joyce, 1997; Nuraini, 2015). According to this definition, converse in a language is aiming at exchanging meanings. However, with the different views of researchers, speaking is considered as a problem for learners because it consists of multi-processes to speak the language (Buarqoub, 2019). Individuals employ their articulators to form language to communicate their meanings to other people in their environment. Non-linguistic signals, for example facial reactions and body gesture are also used to help clarify the contents of the messages. In addition, speaking is a bidirectional activity that involves both the production and reception of words (Brown, et al. 1997; Hossain, 2015). The process of speaking skill involves both the linguistic components and linguistic knowledge. As stated by Kuśnierek (2015), speaking a language entails more than just understanding the words on the page and not only the linguistic elements such as grammatical comprehension and vocabulary

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memorization but also involve the necessarily to activate both linguistic and general information in order to generate the message.

In terms of mastering a secondary or foreign language, speaking is the most significant ability (Rao, 2019). With speaking, learners can develop and ameliorate their grammar, vocabulary, as well as become better in writing. EFL learners can also articulate their thoughts, emotions and feelings, give opinions, or to discuss any topic. Speaking is crucial and applicable both in and out of the classroom since it enables us to recognize and exhibit a wide variety of linguistic functions (Leong & Ahmadi, 2017). Brown (2007) and Hans and Hans (2015) explain that rather than focusing on what the speakers say, it is more important to focus on how they say it and what they are trying to express via facial gestures, movements, facial expression, physical distance, and other nonverbal cues. Moreover, according to Gilakjani and Dabiri (2019), communication is very important in human interactions, since individuals communicate everywhere and all the time, and they do it every day. Speaking is a method of conveying thoughts and information orally via the spoken word. Using the language in daily actual dialogue and asking students to do the same is an effective way to encourage them to communicate in English.

For decades, speaking in English for EFL students has been regarded as a difficult task in comparison to others, owing to the speaker's need to be familiar with many important components such as vocabulary, grammar, pronunciation, comprehension, and fluency, as well as real conversation requires the speaker to generate sentences quickly and naturally, using a wide variety of words and phrases (Brown, 1997). Likewise, Leong and Ahmadi (2017) maintain that developing one's language skills effectively in an unfamiliar tongue is a formidable challenge. The ability to

communicate effectively is the most essential of the four language abilities. Despite spending years honing their English skills, most people who are trying to learn English nevertheless struggle when trying to interact with native speakers. (Bueno et al., 2006). Learners' inability to converse in English is mostly because of vocabulary insufficiency and pronunciation. As a result, learners' nervousness and fear of utilizing the language verbally might play a role (Ansari, 2015; Rivera& Mazak, 2015; Soto-Santiago et al., 2018). To the contrary, according to Derakhshan et al. (2016), the majority of instructors do not provide chances in real-world speaking practice since there is a mismatch between class materials and courses. Hence, speaking anxiety considered a problem for both EFL learners and teachers.

Furthermore, for years, most EFL/ESL teachers have taught speaking skills the same way they have taught memorising scripts or repetition of exercises: via repetition (Kuning, 2019). In Iraq, there has been a heavy emphasis to teach grammar at the detriment compared to other skills. In turn, it causes a divergence from the primary purpose of learning English, especially to communicate (Saeed, 2015). According to Rao (2019), English language learners (ELLs) need to be taught the skills essential to strengthen their communication abilities so that they may improve their speaking skills and function successfully in real-world situation. Even though communication is more vital than technology in the workplace, it is often overlooked in today's EFL/ESL teaching (Rao, 2019). Considering the most basic aspects of language for instance phonological, morphological which are not being emphasized enough in ELL education, learning to speak English has become an extremely difficult task for those who are learning English as a second language. Reading and writing have received the most attention so far. Because of the increased emphasis placed on improving students' oral communication abilities as a means of ensuring their academic achievement and

professional success when they graduate, more students are focusing on improving their speaking abilities. English is the language most likely to lead to employment and the successful completion of one's goals in life, which is another reason why it is essential to master this skill (Rao, 2019).

Additionally, there are variety of reasons that contribute to difficulty in oral communication, including anxiety, attitude, motivation, and beliefs about learning a foreign language. Anxiety, on the other hand, is the most crucial component. (Horwitz, 2001; McDonough & Shaw 1993; Imane, 2016). According to the study, students have a significant degree of anxiety when participating in English speaking activities, and they suffer greater anxiety during speaking tests than during other skills tests. Young (1990) and Rajitha and Alamelu (2020) state that speaking in front of the class and being put on the spot are two actions that, view it through the eyes of the students, produce an extremely high degree of anxiety.The effects of public-speaking anxiety on students' and professionals' success in school and in the workplace make it imperative that they take the appropriate efforts to overcome these issues.

Research of second and foreign languages have started to offer light on some of the challenges that might arise throughout the learning process. Anxiety is one of the biggest obstacles to learning a new language. To understand language learning anxiety, definitions of anxiety should be discussed. Although researchers have not agreed on a specific definition of anxiety, two have become the most used in the literature. Imane (2016) has defined anxiety as one of the major complex problem in human psychology. It is like a phobia; however, it is not really considered as a disease and seen as common situation in speaking and learning languages. Anxiety is “feeling of fear, uneasiness, and worry usually generalized and concentrated as an overreaction to a situation that

is only subjectively seen as threatening". Young (1992) and Alibec and Sirbu (2017) have found that speaking produces the most anxiety or apprehension and is considered as the major problem for students.

Bollinger (2017) explains that language learning anxiety may be divided into two types. The first one is facilitating in where it serves as an aid to learning, an idea that is widely and profoundly believed in the area of education. In addition, one of the important aspects is encouraging anxiety, which is directly linked to competition. The second type is debilitating anxiety refers to "a negative impact on students' motivation and his/her preparation before or during exams". Moreover, as a corollary, it's aggravating how often the things been encountered are either baffling or disappointing (Bollinger, 2017).

Language learning anxiety sources are examined by analyzing a specific language skill or analyzing a language in general. Foreign language anxiety can be analyzed to a specific type of language skill such as speaking and writing (Zheng & Cheng, 2018). Foreign language anxiety should be researched separately from language skills, according to Young (1998) and Bollinger (2017). More researches on particular language anxiety have supported this claim, for instance speaking (Huda, 2018), writing (Liu, 2015), listening (Oteir and Noor, 2017), and reading (Bensalem, 2020). With writing and reading, learners have the time to think and organize their ideas but with speaking, the response required from the learner once they received information is impromptu to answer quickly (Hossain, 2015).

The causes of students' anxiety of public speaking were investigated in a research by Subandowo (2017). revealed that students faced the obstacles that could raise the level

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of anxiety. The factors are as follows: “1) inability to pronounce strange sound and word 2) not knowing the meaning of words or sentence 3) inability to understand and answer question 4) not knowing or understanding course goals or requirement 5) testing especially oral testing”. In addition to that, speaking anxiety often interferes with language learning. As a result, nervous students may find it is challenging to maintain one's focus on the actual matter at hand since they are always concerned about making errors which leads to anxiety (MacIntyre, 1995, Zheng & Cheng, 2018).

1.1.1 The Education System in Iraq

Primary education, secondary school (intermediate and preparatory phases), and higher education are all available in Iraq, according to the country's educational system. On the one hand, the Ministry of Education in Iraq is in charge of managing and primarily overseeing the primary and secondary education systems. The Higher Education Ministry, on the other hand, is in charge of overseeing the operations of the universities institutions. The Ministry of Education in Iraq is in charge of directing the country's educational system and is the body that is accountable for formulating and vetting the country's curricula and syllabuses.

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The language of instruction is Arabic. In secondary schools, only one-single gender schools are allowed. Students of both genders are permitted to take the same courses at the university level. Educational opportunities are available to everyone in Iraq, including foreigners, and are available at all levels of education, from elementary to postsecondary. Presently, there are more than 2,500 schools, 35 government universities and 66 private universities and colleges (Suliaman, 2019).

The education system in Iraq comprises various levels. Pre-primary education is for children between the ages of 4 to 5 which is voluntary. Primary education is for children 7 to 12 years old and comprises grades 1 to 6 and is used to develop basic knowledge in religion, science, and history. Primary education is compulsory in Iraq. Intermediate education is for children between the ages of 12 to 15 and includes grades 1 to 3 after primary. It is called as intermediate, intermediate second, and intermediate third. The curricula include Mathematics, Arabic, Religious Education, Social subjects (History, Geography, and National Education), Science (Physics, Biology, and Chemistry), English, Art Education, Family Education (for girls), and Physical Education. The secondary education includes those at the age of 15 to 18 and the grades 4 to 6 after intermediate. It is known as secondary fourth, secondary fifth and secondary sixth. There are two tracks available: scientific and literary, or vocational. The students must pass an exam that is called Baccalaurrate as a means to go to university. The higher learning level of university is for students at the age of 18 to 21 and includes grades 1 to 4 or 6 for graduation purpose.

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1.2 Problem Statement

Anxiety is a major issue for EFL students all around the world. Most researchers believe that language anxiety is “severe anxiety which can be debilitating and significantly hinders learner’s performance” (Ewald, 2007; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1994). Indeed, students' motivation and preparation for examinations are negatively impacted by debilitating anxiety. In addition, Intense anxiety is damaging, linked to decreases in motivation, poor worldviews, and linguistic impairments. (Cheng et al., 2014).

From the personal observations and experience of this issue as a teacher in teaching EFL skills especially speaking skill for more than five years, most students enrolled in Technical Institute for Medicine- Al-Mansour, Middle Technical University, Iraq, proven to be anxious based on their participation and exams. The anxiety was clear in the students who took speaking classes or speaking to their teachers especially, native English speakers. Research have been done in Iraq on foreign language anxiety or speaking problems such as Saeed (2015) and Yaseen, (2017). They found that Iraqi students feel anxious when they encounter foreign language learning. However, only a few studies discussed speaking anxiety in Iraq especially on Iraqi medical undergraduate students. Iraqi EFL students were reportedpossessing a great degree of classroom language anxiety according to studies Saeed (2015); Yaseen (2016); Oda, & Mahmoud, (2016). Therefore, conducting a study on Iraqi medical undergraduate students to explore the reasons and repercussions of speaking anxiety in classrooms is needed.

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Researchers believe that reducing speaking anxiety is a critical problem to study. Most researches focused on the approach that instructors have used to help students cope with speaking anxiety. Conversely, limited researches have been done on the approach that the students themselves in reducing speaking anxiety, which may provide a new dimension into speaking anxiety phenomenon. Therefore, this research looks specifically at the methods students use in order to calm their anxieties.

Studies in Iraqi context (Abbas, 2016; Oda, & Mahmoud, 2016) found the Iraqi EFL learners experience anxiety associated with language process. Despite this, the majority of Iraqi students are having issues utilizing their EFL speaking skills (Basim, 2007; Al Mudhaffar, 2012; Ali et al.,2015). The most significant reason for students'

difficulties in communicating is because English language lessons in Iraq are not effective enough in developing their English communication abilities (Ali et al., 2015). According to Murad and Jalambo (2019), the rising usage of English as a means of conveying ideas in a variety of disciplines emphasizes the need of enhancing the speaking abilities of Iraqi EFL university freshmen in order to succeed in their studies.

However, in spite of having spent years learning the language in school and at university, they are still unable to communicate effectively in it. Thus, this research aimed to determine the challenges Iraqi medical undergraduate students encountered when communicating in English. Yaseen (2016) maintains that it is common for Iraqi students in elementary and secondary schools to struggle with the English language. Study participants, i.e. pre-school students, performed poorly on tests of their foreign language proficiency. For this to be true, there must be a dearth of effective teaching techniques and resources (such as examples of native speakers speaking English in the classroom, exposure to vocabulary, and grammatical instruction). Therefore, a need exists to perform a study for Iraqi EFL students especially Iraqi medical undergraduate students who are studying in Technical Institute for Medicine- Al Mansour, Middle technical University and this research aims to bridge that knowledge gap which is new study to conduct study on Medical universities who take English language as a compulsory course.

1.3 Research Objectives

The objectives of this study are:

1. To explore the causes of EFL speaking anxiety from Iraqi medical undergraduate students' perspectives.

2. To explain the effects of speaking anxiety on the Iraqi medical undergraduate students.

3. To identify strategies that the Iraqi medical undergraduate students used to reduce speaking anxiety.

1.4 Research Questions

Three aspects of the phenomena of speaking anxiety are examined: causes, effects, and strategies. The following research questions are addressed in this study:

1. What are the causes of EFL speaking anxiety from the Iraqi medical undergraduate students' perspectives?

2. How does speaking anxiety affect the Iraqi medical undergraduate students?

3. What are the strategies that the Iraqi medical undergraduate students used to reduce speaking anxiety?

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1.5 Scope of the Study

The present research is concentrated on the anxiety of speaking from Iraqi medical undergraduate students' perspectives. Specifically, it aims to find answers on three areas of speaking anxiety i.e. the causes of the speaking anxiety from the students' views, the effects of the anxiety on the students and the strategies they employed to cope with the speaking anxiety. Fifteen first-year medical students from Iraq who were taking an English language course participated in the research at Technical Institute of

Medicine-AlMansoor. The students were from three programmes: Pharmacy, Medical Analysis and Electronic at the Institute. The study utilised a semi-structure interview to collect data from the students. In addition, 5 lecturers were also interviewed to collect data on speaking anxiety to triangulate responses from the students.

1.6 Significance of the Study

There is both theoretical and practical value to this research. Theoretically, this study is valuable because it explores the aspects of speaking anxiety phenomenon that includes the factors, effects of speaking anxiety concerning better understand for the process of speaking skill. Exploring speaking anxiety from Iraqi medical undergraduate students' perspectives will help future researchers to understand deeply the causes of speaking anxiety and how speaking anxiety influence the language students in addition to identify the coping mechanisms that the students used in order to lessen their anxiety prior to speak.

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The present study also has a practical significance. The specific information about speaking anxiety will be helpful in finding out how anxiety prevails speaking tasks. These findings can be useful in the classroom since they contribute to a knowledge of the nuanced emotions experienced by Iraqi medical undergraduate students. Additionally, the students may offer novel methods for teaching speaking ability in English classes in Iraq. In addition to that, A semi-structured interview is suitable for this study because it develops a much deeper understanding of the research questions and conducted in current study.

This study is also significant because it provides methods for students in reducing their speaking anxiety. Most studies on strategies focus on prescribed strategies for students

to use but this study focuses on the strategies that the students actually use to overcome speaking anxiety. Additionally, teachers can understand the students' feelings of anxiety in a speaking class. This will help teachers to create an appropriate environment.

1.7 Definition of Terms

Speaking is defined as "one of the four language skills (reading, writing, listening and speaking. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints" (Alibec & Sirbu, 2017).

Native speaker language is defined as "someone who is born in that language country, learned it during childhood; and speaks it as a first language." (Saniei, 2011)

Foreign language anxiety is "a complex and multidimensional phenomenon of self-perceptions beliefs, feelings and behaviours related to Fl classroom learning." (Horwitz & Cope, 1986)

Second language speaker is defined as "those who learn English in countries where English is used as a tool for communication and is formally spoken" (Si, 2019)

Foreign language is defined as "a language not commonly spoken in the country of the speaker. there are studies which have shown adult students are better at foreign language learning than child students. It is because adults have pre-existing knowledge of how grammar works, and a superior ability of memorizing vocabulary" (Dincer, 2020).

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Definition of Speaking anxiety: “the feeling of fear, stress or nervousness that could hamper students’ learning of the language and may negatively affect their performance” (Felicity, 2018).

1.8 Organization of the Study

Chapter One provides the background of the study, the statement of problem, research objectives, research questions, significant of the study and summary of the chapter. Chapter Two discusses the literature related to speaking anxiety. Chapter Three presents the research methodology that is used to conduct this study. The chapter also provides justification for adopting the qualitative approach. It also describes the research framework, research design, participants of the study, profiles of participants, data collection, pilot interview, trustworthiness of the study, data analysis, ethical and legal considerations, and ends with a summary of the chapter. Chapter Four presents the results and discussion of the qualitative analysis conducted. Finally, Chapter Five briefly summarizes this study and presents an overview of the discussion, implication, limitation, some recommendations for future research, and conclusion.

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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter deals with speaking skill, speaking difficulties, the notion of anxiety, language anxiety, foreign language anxiety, speaking anxiety, sources of speaking anxiety, effects of speaking anxiety, strategies to reduce speaking anxiety theoretical framework that include models and theories to explain, and the conceptual framework of the study.

2.2 Speaking Skill

Speaking is a critical skill in foreign language learning. By speaking, learners communicate in order to accomplish a set of objectives and to communicate one's thoughts to other language speakers as well as to enhance certain goals and to express their opinion to other language speakers as well as enhance the language acquisition (Leong & Ahmadi, 2017). Speaking acquisition is a key factor for speaking EFL. Number of researches have stressed the importance of foreign language learning speaking ability and its role in developing other skills. Koran (2015) stated that the capacity to communicate fluently is referred to as speaking in which it involves not only the language features, the capacity to convey the knowledge and phrase to other speakers is equally important. Speaking skill is the ability to communicate using the English pattern based on the scenario when the individuals need to utter their thoughts, emotions, and ideas. Speaking skill implies being able to speak using the English pattern based on the situation (Kurniati, 2017).

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In addition, the act of delivering words via the mouth is referred to as speaking. Several areas of the human body are involved in the production of sound, including the lungs and respiratory system; vocal chords; tongue; teeth and lips; and the tongue and vocal chords. Speaking is the second of the four skills which are: Listening, Speaking, Reading, and Writing skill. This kind of spoken language generally necessitates the presence of at least one other person. The term "dialogue" refers to a discourse between two or more persons. Conversations between individuals allow for an open flow of information and ideas. When it comes to giving a speech or making an announcement, it may also be prepared and practiced. There are two ways to speak: formal and casual. 2) Casual language is often used among close friends and family members. 2) Formal speaking is used in formal settings such as the workplace, school, or while meeting new people (Hossain, 2015; Salima & Zahira, 2015).

According to Abda (2017), ability to speak is a fundamental part of everyday life, and it contributes much to the success of the individual. Furthermore, students will not be able to improve their communication abilities, particularly when it comes to speaking, provided they lack prior experience. Therefore, students' background affects teaching speaking skills (Maher, 2016). In addition, when it comes to verbal communication, Abda (2017) believes that speaking is a more complex talent than just saying the words. Sharing information with others is an important aspect of speaking, as is interacting with people and using language to communicate ideas, feelings, and thoughts (Ruesch, 2017).

Mastering spoken language is also more challenging than reading, writing, and listening (Purpura, 2017). Other researchers include Kusnierek (2015) describes speaking as a complex process that requires understanding "why, where, and how to

output language. In speaking, the speaker may know everything that the speaker is saying, but he/she is not able to respond to the speech clearly. Therefore, research on speaking is needed because it is an essential issue in language acquisition generally and a complex and crucial activity to second and foreign language acquisition in particular.

2.3 Speaking Difficulties

By conducting surveys and speaking tests, Sayuri (2016) studied the English-speaking challenges of EFL students at Mulawarman University in Indonesia. Even though they were communicating in English during each speaking course, the findings revealed that those students continued to be confused when it came to having conversations, delivering assertions, and expressing ideas in English. The researcher also discovered that in addition to these issues, individuals also had difficulties with vocabulary, pronunciation, grammatical use, and a lack of self-confidence. According to Alonso (2018), focusing on speaking ability in a foreign language is intrinsically problematic, since it pertains to one of the most difficult abilities to collect in second language data. As far as assessing and investigating, this may be the most challenging skill to teach, assess, and explore when compared to receptive skills and writing output.

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Furthermore, Al-SobhiPreece (2018) has conducted a study on speaking difficulties who found that there are several challenges for EFL students regarding the subject of practicing their verbally communicating skills. Researchers have shown that some students are terrified to make a mistake during the speaking process, while others are timid. This fear and shyness can be attributed to several variables, including the setting in which the students are learning to speak and the instructors who interact with them.

In addition to that, Akasha (2013) in his study found that students and instructors in middle school classes are affected by a variety of variables which include the pressure of time, a lack of suitable language assistance, insufficient training for teachers, and differences in the social and cultural background. Kardwish (2016) had conducted a research to determine why Najran University's English Department students struggle to speak in public through a quantitative study. The study's results indicated that the sample's key themes were the flaws in the classroom as well as the students' own shortcomings.

Moreover, Alnakhalah (2016) investigated the reasons why English language students at Al Quds Open University had difficulty utilizing English. The results of this study show that students have trouble communicating for a variety of reasons, including apprehension about making a fool of themselves, social anxiety, and a general lack of self-assurance. The researcher adopted a number of suggestions, the most essential of which is to create an atmosphere of support and in encouraging them to covey in English more often. Besides, he recommended that additional research and studies be conducted into the issues that English language students have while speaking in public.

2.3.1 English Language Education in Iraq

English is taught as a foreign language in Iraq, and much of the curriculum in Iraqi schools and institutions is based on the British curriculum, with certain adjustments made to make it more suitable for the culture and environment of Iraq. The approach for teaching foreign languages has undergone significant transformations in recent years. The new teaching methods in foreign language education were created in response to the demands of the state at first, and then of the general public later on. The researchers attempted to discover a universal teaching approach in a variety of

disciplines, including philosophy, psychology, linguistics, and others. The majority of Iraqi instructors, on the other hand, are uninterested in these latest reforms. They continue to use traditional strategies and procedures, such as chalk and talk; the instructor is the only one who is allowed to speak, and the students are compelled to listen to the teacher regardless of whether or not they find what they are being taught to be interesting (Ubeid, 2013). Traditional approaches are still used to instruct English in Iraq, and these approaches emphasize the need of memorizing grammar and vocabulary in the process of acquiring a new language. To the contrary, students who hold this idea will be burdened by the fact that they will spend their time memorizing vocabulary lists and grammatical rules rather than involving themselves in real-life communication activities in English.

In elementary and secondary education, children study the fundamentals of reading, writing, and speaking English grammar, with more advanced grammar and pronunciation. They also read larger works of fiction, such as short stories and novels, which are more difficult to comprehend. Non-native English language instructors are employed in Iraq. The vast majority of the Ministry of Education staff has bachelor's degrees, with many of those in administrative positions holding degrees in English literature or English education (Saeed, 2015). Most instructors, despite their fluency in English, are inadequately to teach the language to students of all ages and skill levels. For example, teachers of all ages may be certified via the School of Education, but there are no courses that educate teachers in the best methods for helping their pupils learn a second language (Mupa & Chinooneka, 2015). This is in contrast to several states in the United States, where instructors who deal with ESOL students are often required to complete TESOL training in order to teach ESOL students in their classrooms.

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Iraqi instructors may have trouble developing lesson plans due to a lack of knowledge and expertise with a variety of instructional methodologies appropriate for their students' ages. Gambrell et al. (2007) state that “Teachers are ultimately the instructional designers who implement best practices in relevant, meaningful ways for their particular community of learners”. Since Iraqi’s Education Ministry provided the curriculum, English instructors have little choice over the resources they use or the methods of instruction they use in the classroom. When it comes to advice, students rely on the textbook and curriculum that they have been provided. Furthermore, since their curriculum and lesson plans are constrained by the Ministry of Education's established timetable, they do not have the option of incorporating extra materials into their English-language instruction (Kareem, 2009). Consequently, the textbooks designated by the Iraqi Ministry of Education are vital for those instructors who utilize the textbook as a daily guide; that is, the textbook serves as both an end and a method of instructing students (Kareem, 2009).

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Studies in Iraqi context (Abbas, 2016; Basim, 2007) found the Iraqi EFL learners experience anxiety associated with language process. Despite this, the majority of Iraqi students are having issues utilizing their EFL speaking skills (Basim, 2007; Al Mudhaffar, 2012; Ali et al., 2015). The most significant reason for students' difficulties in communicating is because English language lessons in Iraq are not effective enough in developing their English communication abilities (Ali et al., 2015). According to Murad and Jalambo (2019), the rising usage of English as a means of conveying ideas in a variety of disciplines emphasizes the need of enhancing the speaking abilities of Iraqi EFL university freshmen in order to succeed in their studies.

However, in spite of having spent years learning the language in school and at university, they are still unable to communicate effectively in it. Thus, this research aimed to determine the challenges Iraqi medical undergraduate students encountered when communicating in English. Yaseen (2017) maintains that many Iraqi students in preparatory schools have difficulty communicating in English. Study participants, i.e. pre-school students, performed poorly on tests of their foreign language proficiency. For this to be true, there must be a dearth of effective teaching techniques and resources (such as examples of native speakers speaking English in the classroom, exposure to vocabulary, and grammatical instruction). Therefore, a need exists to perform a study for Iraqi EFL students especially Iraqi medical undergraduate students who are studying in Technical Institute for Medicine- Al Mansour, Middle technical University and this study tries to fill in this gap which is new study to conduct study on Medical universities who take English language as a compulsory course.

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2.4 The Notion of Anxiety

In this section of literature review, the definition of anxiety is discussed in an effort to explain and develop the concept of anxiety. To begin with, anxiety is a word that existed from the 1520's and derived from the Latin word anxietatem (nominative anxietas) which mean to “choke” (Crocq, 2017). Anxiety is a part of human condition. Broadly, anxiety is defined as “a fear or nervousness about what might happen”. However, one of the categories that "constantly fluctuating states" belongs to is the impact variable of anxiety (Crocq, 2017).

Studies on anxiety as an effective variable and language learning have been conducted. The researchers discovered that anxiousness is a significant factor impeding learners' progress in foreign language speaking. When anxious learners participate in

interactions and debates, they fear being laughed at by their peers. Numerous academics, instructors, and language learners believe that anxiety in learning foreign language is the most essential and effective element impacting the acquisition of foreign language skills. Moreover, foreign language anxiety may have a detrimental impact on foreign language acquisition, and it can be regarded to be one of the elements that influence students' ability to succeed in a foreign language.

For the last several decades, language anxiety has been the subject of much study. Previous research on language anxiety has shown that worry may have a negative impact on one's ability to function and produce work in a foreign language. When learning a new language, students often run against barriers that they must overcome. Anxiety during the process of learning a second language has been acknowledged as a barrier for a very long time (Sadiq, 2017).

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Moreover, anxiety is a generic word for a variety of conditions that induce tension, dread, apprehension, and concern. Many of these conditions have a direct impact on students' mental health, as well as their physical health (Sabbah, 2018). It is also said that anxiety is the discomfort individuals feel before, during and after speaking (Greenberg, 2017). Anxiety leads students to become hesitant and scared, which may lead to poor oral performance, and the statement is based on the fact that when students are anxious, they feel uncomfortable and unconfident in their ability to make a speech in front of a group of students. The statement is based on the fact that the anxiety causes students to feel uncomfortable and unconfident in their ability to deliver the speech (Morris, 2017). Therefore, it is possible for students to have emotions of concern or uneasiness, which might interfere with their language learning and

achievement abilities. This is especially likely to occur when students practise speaking skills in class (Akkakoson, 2016).

Anxiety and a certain linguistic ability, such as fluency in speech, may be linked, according to some experts. The most stressful parts in learning new secondary language is often the speaking component (Marzec-Strawiarska, 2015). As a result of his qualitative research, Mahdi (2015) found that the challenges of speaking ability that students confront are caused by a variety of variables, the most significant of which are as follows: a lack of practice; a lack of confidence; nervousness; and shyness. According to the findings, majority of students urge to enhance their English communication skills and are eager to speak with individuals who speak the same language in the classroom.

2.4.1 Aspects of Anxiety

Trait anxiety, state anxiety, and situational anxiety are all forms of anxiety (McIntyre & Gardner 1991; Imane, 2016). Trait anxiety is “a part of a person's character and it is permanent and difficult. Moreover, people with high level of trait anxiety are generally nervous as well as lack of emotion perspectives. People with low trait anxiety, on the other hand, are more stable emotionally and tend to be more relaxed.” (Imane, 2016).

Anxiety of the state is the second category. Anxiety that emerges in a certain context, also known as state anxiety or situational anxiety, is not permanent and occurs just in that scenario. It arises as a result of the learners being exposed to a stressful scenario that they are not prepared to handle. For example, some students become nervous when the teacher asks them to speak in class. The likelihood of experiencing an increase in State Anxiety is higher in persons who have a high degree of Trait Anxiety (i.e., people

who are nervous in general) (Imane, 2016). A person's emotions, cognition, and conduct are all influenced by their state of anxiety. State anxiety effects on the learner's behavior because the learner tends to evaluate the way he/she behaves, assess the real and imaginary failure and attempts to contrive ways to escape from embarrassing situation.

The situation-specific viewpoint refers to the likelihood of being nervous in a certain sort of circumstance (MacIntyre & Gardner, 1994; Imane, 2016). When it comes to a certain circumstance, it is strongly tied to the fact that one situation varies from another, yet it remains constant through time. In addition, trait anxiety is a stable trait that is related to a person's experiencing anxiety in all situations for example math anxiety, language anxiety, and test anxiety are among of situation-specific anxieties.

2.5 Foreign Language Anxiety

Every learner has an eagerness to learn new language to develop for the intention of work and study so that learner will not face difficulties in producing and practicing it. However, this may cause feeling anxiety for the learners of the desired language. Based on previous studies it is proven that anxiety and foreign language learning are related. Rahman (2017) performed a study to solve Indonesian EFL learner anxiety in learning foreign language problem. Fear to speak, worry of paper test, and worry of unfavorable assessment were determined to be three distinct forms of foreign language anxiety.

Furthermore, other researchers suggested foreign language anxiety level influence students' language learning. Additionally, Alsowat (2016) investigates the amount of foreign language anxiety among Saudi English majors at Taif University, along with

the implications of gender and academic status. Additionally, it investigated the association between anxiety and linguistic competency in Saudi Arabia. Three hundred seventy-three English major students were given two questionnaires: a modified version of the FLCAS (Horwitz et al. 1986) and the IFLAF (205 males and 168 female). Foreign language learning anxiety was shown to be negatively correlated with competency in that language, according to the analyses (grammar, speaking, writing, and reading). In this study, gender had no significant effect on anxiety about learning a foreign language.

Landstrom (2016) performed an investigation on the levels of foreign language anxiety in identifying main causes of worry, and to obtain a better understanding of how people perceive foreign language fear among Swedish school students. The research included 49 people from two different courses. Their anxiety was quantified using the anxiety scale used in foreign language classrooms. The FLCAS created by Horwitz et al. (1986) was utilized in this research to quantify and measure anxiety. The findings show that the most of the subjects were nervous, and students in the lower secondary school class were more apprehensive than students in the upper secondary school class. Teacher-induced anxiety, fear of poor assessment, and overall anxiety were recognized as key contributors of anxiety.

Bollinger (2017) investigated the differences between student's foreign language anxiety levels student's achievement under different learning environments (traditional and distance learning) in graduates' schools. 147 participants involved as well as a qualitative method is used. The findings show that there were substantial disparities in student accomplishment among students with varying degrees of foreign

language anxiety. Students participating in traditional and distant foreign language classes had significantly different degrees of anxiousness in learning new language.

Furthermore, Ibrahimovi (2016) investigates whether or not the students at the selected school encounter foreign language anxiety. The responses of students are then used to investigate what teachers believed about the problem of foreign language anxiety. Simultaneously, this research explores whether instructors understand the distinction between general worry and foreign language anxiety, as well as if they are aware of the presence of a concept termed “foreign language anxiety”. This research utilized resources from a Swedish upper secondary school that teaches English 5 and 6. The study's key conclusion was that instructors struggle to differentiate between general worry and foreign language anxiety. Additionally, it was shown that some students, although not the majority, suffered from foreign language anxiety.

Many existing researches on foreign language anxiety have been done on the relationship foreign language anxiety and various variables. Jin et al. (2015) has performed a study on how foreign language competency, family socioeconomic position, self-esteem, and competitiveness affect a learner's anxiety about learning a new language. A total of 146 Chinese university students in Japanese and English language courses were surveyed for this study. The Social Status Scale was used to gather data on social status once. The Competitiveness Index, the Self-esteem Scale, the English/Japanese Classroom Anxiety Scale, and the English/Japanese Proficiency Scales were used to assess other factors twice during a two-month period. Foreign language competency, competitiveness, and self-esteem were all shown to be significant predictors of foreign language anxiety levels. The greatest predictor was foreign language competency, the second greatest was self-esteem and finally

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competitiveness. Foreign language anxiety has a negative correlation with these predictive characteristics. Social status has no direct or indirect relationship with foreign language fear.

Studies also have been done quantitative and qualitative studies on foreign language anxiety. These studies have discovered that quantitative is based correlation studies. However, that qualitative approach is followed to show further understanding of investigated phenomena. In general, quantitative studies on foreign language anxiety have explained the important explanation to understanding the topic and have provided pedagogical reforms in lowering anxiety during language learning process.

First, studies on foreign language anxiety and the length of stay in native countries. In order to better understand Japanese international students' anxieties about learning a new language, Okada (2015) performed an in-depth research. 151 Japanese undergraduate and graduate students studying in the United States participated in the research, which employed the quantitative technique. According to the data, there is a strong association between the amount of time pupils spend studying in the United States, as well as their level of fear of speaking another language.

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Second, numerous studies have been investigated on the factors which contribute to study anxiety in learning foreign language. Salim and Subramaniam (2017) examined foreign language anxiety among learners of English language at Universiti of Kuala Lumpur Malaysia France Institute. The research focuses on the elements that contribute to FLA and the learners' coping methods. 160 students registered in the English class. To have a deeper insight of this psychological phenomena, an interview was conducted. The findings demonstrated that all students, regardless of gender or

language skill, encounter some level of FLA in the English classroom. To deal with FLA, learners prefer to work in groups and seek support from more skilled peers. Additionally, damaging methods like reducing class engagement and sitting at rear seats in classroom were discovered. To get around this obstacle, teachers boost English language acquisition by using more effective teaching strategies that foster a less intimidating learning environment.

Besides that, Weda and Sakti (2018) conducted a research on the variables that contribute to anxiety in EFL classrooms for Indonesian universities' students. This study enrolled 64 English language learners. The researchers were able to identify a number of characteristics that contribute to students' anxiousness. These factors include: 1) students' self-confidence, 2) lecturers' role in the classroom, 3) students' views about the subject matter, and 4) lecturers' arrogance, in which the instructor gives content extremely rapidly without addressing the students' circumstances.

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Third, other researchers have been performed on the perceptions of anxiety in learning foreign language. Ying (2017) carried out a survey with 50 non-English majors at a Chinese institution to ascertain their perspectives of foreign language anxiety. Students were divided into two categories: those with a high proficiency in foreign languages and those with a poor proficiency in foreign languages. In order to assess foreign language anxiety among students at each proficiency level, students at all levels of proficiency were given the FLCAS questionnaire, and five students at each level of proficiency were interviewed in semi-structured interviews to determine their impressions and the factors that contributed to their perceptions. The findings indicated that all students, whether high and low level, feel foreign language anxiety. Additionally, both levels of learners have a high amount of foreign language anxiety.

Other studies have focused on strategies in order to lessen English language anxiety. Mahmud and Suryana (2015) proposed two approaches to reduce students' anxiety which are learner centered solution and classroom setting. Hence, positive thinking, resignation, preparation, relaxation, and peer seeking are the main strategies used by students to reduce their language anxiety.

In Iraqi contexts, a study has been conducted by Ali (2017) on FLA level of Iraqi university students. He used an adapted FLCAS to facilitate comparisons across cultures. The findings showed that there was a negative correlation between FLA level and grades, that is, to high level corresponded low grades.

In a nutshell, three distinct categories have emerged to describe the identified sources of foreign language anxiety: 1) worries about one's own identity and relationships, 2) worries about one's teachers' and the classroom's individual personalities, and 3) worries about one's own proficiency in the target language. These studies focused on foreign language anxiety in general.

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2.6 Past Studies on Speaking Anxiety

Various studies (Wilson, 2000; Krashen, 2003; Schütz, 2007; and Zafar, 2009) focused on anxiety and proficiency in, foreign languages have been the subject of several academic investigations in recent years. Students' oral performances suffer greatly due to speaking anxiety, which is only one of the many emotional factors that affect learning a foreign language. (Hanifa, 2018). One of the four anxieties which still need to be researched is anxiety on foreign language speaking. Though many studies have been conducted on speaking anxiety but because of its importance and the need to

explore medical students' anxiety, speaking anxiety is still a major problem to research (Tuan & Mai, 2015).

Kartini (2017) utilised a questionnaire to evaluate the variables that contribute to the anxiety experienced by a sample of 31 English students at Universiti Utara Malaysia while studying English in an ESP speaking program. The findings indicated that students' anxiety in learning English through the ESP speaking program was attributed to a variety of factors, including difficulty speaking English and fear of making mistakes when speaking in front of the class; classroom procedures; the instructor's accent; students' perceptions that their classmates are smarter than them; students' perceptions of lack of ability and lack of confidence as a result of their classmates' intelligence; and students' perceptions of lack of ability and lack of confidence as a result of their classmates' intelligence.

Sadiq's (2017) research examined the extent of language anxiety between EFL learners at Princess Nora University in the Kingdom of Saudi Arabia. The purpose of this research was to see if there is a statistically significant link between language anxiety and the following variables: (a) year in the particular programme and (b) student age. Sadiq used the Horwitz, Horwitz, and Cope (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The researcher discovered that there is a considerable association between the study factors and anxiety.

Speaking anxiety may be accompanied by feelings of unease, dissatisfaction, self-doubt, and fear or trepidation (Tuan & Mai, 2015). When students are studying and teaching in English, this might have a detrimental impact. Anxiety, on the other hand, is the most detrimental emotional reason for secondary language learners. First-year

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students in Taiwan were afraid to speak loudly in English because they feared not understanding or misunderstood the teacher's questions or assignments, according to a research by Timina (2015). Additionally, the pupils claimed that their English language professors spoke too quickly and use too many difficult vocabularies. Among foreign language students, these elements are likely to create stress and worry.

Tercan and Dikilitas (2015) surveyed 159 students in an introductory foreign language course to investigate the influence of prior knowledge, gender, and when study began on fear of public speaking while using that language. Anxiety over public speaking was shown to be context and situation dependent.

2.6.1 Causes of Speaking Anxiety

Identifying the causes of speaking anxiety is very important to improve foreign language learning. Melouah (2015) stated Anxiety over speaking a foreign language is one of a number of variables that could have a negative impact on those taking English class to learn this secondary language. Many studies (Abukhattala, 2013; Gulzar et al., 2014; Raju, & Joshith, 2018; Lai, & Wei, 2019) were done in identifying the causes that can add on to raise the speaking anxiety level among native and non-native speakers. These studies have identified many causes of speaking anxiety in learners. In the present study, the literature review covers the studies that are related to speaking anxiety. Anxiety is defined differently by various scholars. According to their findings, the causes of the learners' speaking fear are not the same. It differs from one student to the next. Essentially, the students are too concerned about making errors, which is a frequent issue with their public speaking fear. Speaking anxiety has an impact on students' academic, emotional, and social lives. As a consequence, it is

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difficult for students to overcome their fear (Mahmud, 2017). The following related studies provide the weaknesses and strengths of research on speaking anxiety:

Haddad (2018) in a study on "Writing Anxiety and the Use of Subordinate Clauses in the Written Compositions of Jordanian EFL Undergraduate Students" explored the association between the fear of writing and one component of the grammatical complexity of the written compositions of Jordanian EFL students, namely the usage of subordinate clauses in their writing. Participating in the research was a total of eighty-seven students from Al-Balqa Applied University. The university's freshman and senior students were chosen for data collection. In order to gather the data during the first semester of the academic year 2017/2018, the Writing Anxiety Inventory (WAI) was used. The results of the research indicated that there were statistically significant variations between the mean scores of the freshmen and the senior students with regard to the degrees of writing anxiety as well as the number of subordinate clauses used in written works, with the senior students exhibiting significantly higher levels of both. Moreover, a strong association was discovered between the amount of writing anxiety experienced by the participants of the research and the grammatical complexity of the written compositions that they had produced, as shown by the number of subordinate clauses that they included into their sentences.

Toubot and Seng (2018) conducted research to determine the extent of anxiety that EFL undergraduate students experience in Libyan English and the reasons why they feel it. The purpose of this study was to determine the extent to which fourth-year EFL students are concerned about giving presentations in public. The research also investigates the three key reasons of increasing dread of public speaking among EFL students. These include communication anxiety, fear of receiving an unfavorable

assessment, and a lack of self-confidence. The Foreign Language Speaking Anxiety Scale (FLSAS) allows for the collection of quantitative data, and it also allows for the measurement of speaking anxiety in foreign language learners. The participants in this study were all fourth-year English majors and came from three different colleges in Libya. The findings of this research indicated that students learning EFL often experience a level of nervousness when it comes to public speaking. The study also discovered that low levels of self-confidence had the highest average, followed by the fear of receiving bad judgement and the dread of talking with other people.

Kalra (2020) investigated the topic of public speaking anxiety in an EFL setting in Thailand. Research into anxiety is warranted because it is a determinant of confidence in one's own abilities. The purpose of the study was to examine the experiences of Thai EFL students with public speaking anxiety from both the students' and the researchers' points of view. This was accomplished through the use of a) classroom observation, b) semi-structured interviews, and c) a questionnaire, all of which gathered and triangulated data to help us get closer to our goals. Anxiety was discovered to lead to issues with self-confidence, self-esteem, and risk-taking abilities, all of which impeded foreign language learning. Their fear of public speaking has had a chilling effect on their lives in all walks of life. These results provide to a better knowledge of how to teach students to get over their anxiety about giving speeches in a second language, which could have implications for improving the students' ability to interact with native speakers.

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Ningsih and Fatimah (2020) analyzed the prevalence of public-speaking phobia among SMKN 6 Padan's Tourism and Hospitality majors. The purpose of this study was to investigate the causes and severity of public-speaking anxiety among Tourism and Hospitality majors at SMKN 6 Padang. The participants in this study were 59 seniors majoring in tourism and hospitality. Quantitative descriptive methods were used to compile the data. A questionnaire and an interview were used to gather information for the study. Therefore, the findings have no theoretical base and the sample was too small to give a wider generalization which this study did by basing the study on multiple theories and using a large sample.

Hadi, Izzah, and Masae (2021) studied the factors that influence Thai students' fear of public speaking before giving an oral presentation at the Faculty of Education in TSAI. The study's overarching goal was to determine whether or not TSAI first- to fourth-year students may benefit from using the Foreign Language Classroom Anxiety Questionnaire to help them become more confident public speakers. With the help of a pre-made online questionnaire, this study used a Quantitative Method based Survey for its investigation. In total, 46 Thai students from TSAI's Faculty of Education in Jakarta and west Jawa participated in the study. The results showed that x 3,556 students had scores in the high-anxiety category of the Foreign Language Classroom Anxiety Questionnaire. Similarly, although the study employed Quantitative Method with Survey research design, it did not used any theory and therefore, the findings have no theoretical base and the sample was too small to give a wider generalization which this study did by basing the study on multiple theories and using a large sample.

Mukminin, et al. (2015) performed research in senior high schools in Jambi, Indonesia, in explaining and understanding the origins of English language speaking anxiety

among senior high school students. Twenty-five high school seniors participated in this study. Students' demographic information and responses to semi-structured interviews were used to compile this data. Based on student responses to interview questions, we identified five overarching themes related to students' fear of public speaking in English: There are three main reasons why people are reluctant to speak English: 1) a lack of vocabulary and grammar, 2) anxiety over people's reactions, and 3) a lack of confidence. A more instructor-centered approach can lead to five issues: 4) anxiety over the instructors' opinions, and 5) difficulties communicating in English due to cultural differences.

Sahin (2016) performed research on students' speaking anxiety in secondary and high school. The students used the FLCAS (Horwitz, 1986) while Quantitative and qualitative data were presented as a consequence of the survey. One hundred students gave their time during the 2013-2014 school year. According to the statistics, most teenagers are anxious about the prospect of picking up a second language. Secondly, students report that classmates and communication activities are the most anxiety-provoking aspects of high school.

Batiha et al. (2016) investigated the variables that influence EFL speaking anxiety in Jordan. 112 freshmen at Jadara University were given the Foreign Language Speaking Anxiety Scale (FLSAS). The results showed that the four leading causes of students' nervousness in public speaking classes were students' worries about receiving a poor grade, students' lack of preparation, their discomfort in the spotlight, and their general shyness.

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Aghajani and Amanzadeh (2017) investigated the link between students' anxiety and their ability to communicate. Convenience sampling was used to choose 40 upper-intermediate adult EFL learners (male and female). According to the findings, substantial negative association between students' anxiety and their capacity to communicate was found.

The following are the most well-known research on the reasons of speaking anxiety: the key reasons of speaking anxiety using a mixed method approach (Rafada & Madini, 2017). 126 Saudi female students from the elementary, pre-intermediate, and intermediate levels were interviewed in semi-structured interviews at King Abdul Aziz University Woman's Campus and the woman's college. The findings of the qualitative research indicated that the principal reasons of female Saudi students' speaking fear were related to the role of professors in increasing or lowering anxiety, including: 1) a lack of support. 2) Due to a linguistic barrier, there is a lack of comprehension. 3) the dread of receiving bad criticism from the instructor. 4) There is a time restriction on how much time you may spend training the target language. 5) a dearth of vocabulary 6) The educational system in schools is inadequate. 7) Fear of being judged by others 8) Conduct an anxiety test. The findings of the questionnaire, on the other hand, revealed the reasons of speaking anxiety, which may be divided into three categories: causes connected to the classroom environment, causes related to EFL instructors, and others related to the exam.

Viana et al. (2019) investigated whether Indonesian students in speaking classes suffer from foreign language anxiety. Photo voice was used to gather and analyze the data by the researchers. Students in their fifth semester of undergraduate studies took part in

this research, which included 14 of them. The data revealed that pupils experience nervousness when participating in classroom speaking activities.

Indrianty (2016) did a research at one Hotel and Tourism College in Bandung to explore students' nervousness in speaking English. In this study, we looked at the many forms and root causes of anxiety. The methods of a case study were used for this investigation. The data was collected via in-class observations and interviews with students. The data were evaluated and interpreted descriptively to answer the study question. The study came up with two conclusions that were linked to the research topics. First, both trait anxiety and state/situational anxiety were discovered. Second, students' anxiousness in English classes stems mostly from three sources: worries about communicating, exams, and being poorly evaluated. Furthermore, as demonstrated by the interview data, a lack of vocabulary and a lack of preparation have contributed to students' fear of speaking. These results show that in order to inspire students' desire to speak out confidently and eloquently in an English speaking class, the instructor should be more conscious of their nervousness. As a result, instructors are encouraged to be somewhat creative in finding new techniques to encourage pupils to speak out more.

Khan et al. (2018) examine the difficulties that Saudi EFL students encounter due to a lack of vocabulary, with a particular emphasis on their speaking skills. It aims to survey EFL teachers' opinions on how much their students' vocabulary limits their success in listening and conversation classes, in articulating their ideas and emotions, and in speaking in general. Vocabulary was identified as a barrier to communication by administering a questionnaire to students and conducting an interview with teachers to collect their perspectives on the issue. Twenty EFL teachers and professors from the

PYP department at a public university were interviewed, together with 110 EFL students. The data analysis revealed that both instructors and students stated that a lack of vocabulary is a significant issue in pupils' incapacity to communicate in English. Among the other recommendations made in the present research, it is suggested that including mobile aided language learning might be a beneficial strategy for Saudi EFL learners to acquire vocabulary for spoken competency.

Čepon (2016) conducts a study to ascertain instructors' and students' perspectives of the reasons for speaking English with anxiety for certain objectives (ESP). Three hundred and thirty-five students and twenty-four professors of ESP from eighteen Slovenian higher educational institutions completed a questionnaire. Both ESP students and their professors said that oral assessments, inability to talk effectively, and a fear of being judged for making mistakes in both actual and carrier materials are major factors in ESP students' speaking anxiety. A key cause of speaking anxiety that ESP language instructors are not sufficiently aware of is a lack of familiarity with the carrying material.

He (2013) explores the factors that contribute to students' concern over FLSA among Chinese students. China has the world's greatest population of English language learners, yet the majority of them have developed "mute English" when it comes to speaking English orally. The FLSA may have had a significant role in their dismal educational performance. However, it has received little attention in China's educational systems. This work aspires to contribute in this regard. The research gathered extensive data from 332 participants at two Chinese colleges using two cross-validated methodologies and identified 14 primary factors behind students' FLSA from China. Additionally, students' and instructors' perspectives were contrast on these

factors and reported on any significant discrepancies that developed. The findings showed that fear of making mistake and unfamiliar topics are reasons that caused speaking anxiety. The study did not make any recommendation and did not draw any conclusion.

Tridinanti (2018) did a research to determine whether or not there was a statistically significant relationship between students' speaking anxiety, self-confidence, and their oral presentation performance. The correlation design was adopted in this study. The information was gathered via two-way interviews that were rated by two raters, as well as two questionnaires that were provided to fifth semester students at a Teacher and Training Faculty in Jakarta. The descriptive and correlational analyses were used to examine the data collected. The findings revealed that speaking anxiety does not have a statistically significant relationship with speaking success. The ability to deliver a speech has a statistically significant relationship with self-confidence (p =.001). In other words, pupils who are confident in their abilities do better academically. As a result, it is critical for professors and lecturers to encourage students to speak English in front of the class and to practice doing so in order to develop their self-confidence while communicating in English.

In addition, Keong and Jawad (2015) did a research on Iraqi EFL postgraduate students who are pursuing their higher education in Malaysia and found that they face nervousness while speaking to their teachers. As a result, the purpose of this research is to determine the extent to which they are affected by speaking anxiety and to analyze the factors that contribute to it. Twenty Iraqi EFL Master in English Language Studies Programme students from the Faculty of Social Sciences and Humanities of a Malaysian institution participated in a survey and an interview to gather information

for this study. According to the results, the vast majority of EFL postgraduate students reported considerable anxiety while speaking in English, particularly in academic situations, according to the study. The determinant elements devoting to this speaking anxiety were poor level of competency in the English language, a lack of self-confidence and vocabulary, and a lack of ability to think in Arabic. They are concerned about being insulted by instructors in front of their classmates, and they do not want their teachers to have an unfavorable view of them as well.Rozakis (1999) stated that "many speakers lack confident because they think too much about themselves. This difficulty has found from all participant who stated that she/he was afraid of speaking English in public. The students are sometimes afraid of making mistakes when they are speaking English in public."

Fitriah and Muna (2019) conducted a research to determine which variables impacted the students' anxiety as well as the different types of anxiety they were experiencing. FLCAS (Foreign Language Classroom Anxiety Scale) data were obtained from 30 English Department students at IAIN Lhokseumawe and 25 students at Al Muslim University, as well as semi-structured interviews with six students whose data were collected for the research. In addressing the objective of research, the data was evaluated descriptively. In the study, researchers discovered that students at IAIN Lhokseumawe had much greater levels of anxiety than students at Al Muslim University. In addition, students' anxiety was exacerbated by a lack of mental preparation, a lack of mastery of vocabulary, pronunciation, and grammar, and a lack of previous awareness of the classroom activities, which included the fear of taking the Anxiety Assessment.

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According to Khusnia (2017), nervous students are often preoccupied with the perceptions that others have of them and their abilities. When such kids are presented in a classroom with a learning setting that makes them feel uncomfortable, they may opt to withdraw from the activity altogether. The belief that one cannot do well in English leads to the formation of negative expectations, which in turn leads to reduced effort and the avoidance of chances to improve one's communication abilities. An attempt was made in this research to identify those elements that students believed contributed to their anxiety as well as those aspects that reduced their worry in an effort to better understand the function that anxiety may play in learning a foreign language.

Abdullah and Abdu Al Rahaman (2016) did a research to find out how University Technology Malaysia students felt about their fear while speaking in a second language. The study's specific goals were to find out how anxious students were about communicating in English and activities of speaking led them to be anxious. The study looked at communication anxiety, fear of unfavorable appraisal, and overall anxiety. Horwitz's (1986) FLCAS was utilized as the basis for the research instrument. The survey has 32 questions, each on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree." The data was analyzed using SPSS 10.0 Windows and given as descriptive analysis including percentages and mean. Students had a moderate degree of anxiousness, according to the findings of the research.

Santhosh and Meenakshi (2016) conducted a study on 60 Polytechnic College students who were doing a diploma course. Their objective was to ascertain the factors which lead to speaking anxiety in the language classroom. They found that the students had difficulty to covey in English for varied reasons. The prominent reason is that the students suffered from speaking anxiety when speaking in the classroom due to their

low proficiency and hence, communicating in English was a difficult task for them. Even though they have learnt English for more than ten years, they still struggle to express their views.

Huda (2018) conducted a research on the English Department's speaking anxiety among freshmen in the English Department's 1C Class UIN Walison University. From the viewpoint of students, the researcher attempts to identify the aspects that may lead to anxiety in the English learning environment. The descriptive qualitative approach was employed in this investigation. A total of forty-one students were chosen to join the survey (FLCAS) and interviews. The findings revealed that anxiety existed among freshmen at UIN Walison in Semarang, notably in 1C of the English Department. The average score of student anxiety existence of FLCAS which is 39.025, as shown by the mean score of questionnaire's result. Overthinking, lack of preparation, unpleasant experience, low proficiency, low self-confidence, fear of making errors, and the exam were all variables that contributed to students' speaking anxiety during presentations.

Alrabai (2015) used the FLCAS to assess the degree and causes of anxiety among Saudi EFL University students over a three-year period. A total of 1,389 Saudi students took part in his research. The outcomes of the study revealed that the major source of anxiety among participants was their fear of communicating owing to a lack of preparation before to the English lesson. Furthermore, students' restricted engagement in EFL classes was seen to be a contributing factor to their poor speaking competence. A study by Alharbi (2015) also revealed similar result and she asserted that “students are listeners and receivers of knowledge"(p.107). The students didn't have a chance to speak a sufficient time in class that allowed them to improve their language. 154 students in English language Institutes Shiraz participated in the study which also

employedFLCAS survey. The results showed that among the possible sources of foreign language speaking anxiety are as follows; 1) fear of committing mistakes. 2) fear of being negatively evaluated. 3) Limited knowledge of vocabulary.

In order to better understand what causes speaking anxiety (SA) among Saudi university students, Al-Hnifat et al. (2020) conducted a study. In this research, one-on-one, semi-structured interviews were used as a qualitative methodology. The data were gathered throughout the 2018-2019 school year. Twenty students were interviewed for this study. The primary reasons of speaking anxiety among Saudi students were an anxious personality, poor confidence, erroneous learners' beliefs and behaviours, an unprepared learner, and a bad pre-university and previous learning experience. The findings of this study highlight the need of students and teachers identifying and addressing the root causes of speech anxiety in order to improve students' public speaking abilities.

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An experimental research with 40 advanced-level ELF learners was done by Ustuk and Aydin (2016). The researcher observed that delivering paralinguistic characteristics training to the experimental group reduced the participants' speaking anxiety by lowering their communication apprehension and fear of unfavorable assessment while raising their test anxiety.

De Blakeley et al. (2017) researched the experiences of 90 immigrants who spoke English as a secondary language. The key factors of speaking anxiety according to the researchers were the social setting, self-perceived language competency, extroversion, and age. The researchers also brought out the fact that students with speaking anxiety

may avoid interacting with native speakers or choose to stay quiet as a technique to deal with stress when speaking.

Akkakoson (2016) also addressed the reasons of speaking anxiety as well as the coping mechanisms of 88 EFL students. The findings of the interviews revealed that a lack of self-confidence, a limited linguistic background, and a lack of desire were all factors contributing to the participants' speaking nervousness. Reconciling the causes of one's anxiety, the participants were found using successful social, cognitive, and meta-cognitive tactics.

Subandowo (2017) investigated the underlying causes of students' fear in a classroom. This study aimed to identify the elements that contributed to students' fear of public speaking.35 students participated and a descriptive qualitative was used to analyse the data. According to the results, pupils feel nervous when they have to speak out in front of the whole class. The following challenges were identified by students as sources of increased anxiety: problems 1) with pronouncing unusual sounds and words 2) unable to understand what is being said (3) unable to grasp the question and provide an appropriate response 4) Being confused about or unaware of course expectations 5) Examination, particularly through word of mouth. Students in the second semester, on the other hand, stated that, in addition to the previously mentioned elements such as the lecturer's enthusiasm and their surroundings, there is another factor impacting their speech. Their academic background has some bearing on their public speaking abilities. The kids also indicated that speaking English in front of the class has become more natural to them. It may also help them feel less stressed.

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Felicity (2018) conducted a study on speaking anxiety and its effects on participation in group discussion in L2 classrooms. 378 form three learners were randomly sampled. The research used mixed methodologies. The correlation research design was used to establish quantitative and qualitative relationships between study variables. The study found that most Kiswahili language students had speaking anxiety. Most pupils are hesitant when asked to utilize Kiswahili in group discussions. Also, rigorous and formal L2 teaching conditions contribute to student anxiety. The dread of making errors and concern for others were observed to increase students' anxiety during group discussions. The dread of failing an exam is another reason of pupils' linguistic anxiety. Again, pupils get apprehensive when they do not grasp the teacher's corrections. Using the targeted phrase in front of peers raises pupils' nervousness. Most crucially, the kids' socio-economic background influences their language learning attempts. The kids' educational background impacts their language acquisition. The study's findings show that despite current communication methods and strategies, speaking anxiety remains among Kiswahili language learners. Concern over grammatical forms and structure, lack of confidence in pupils, lack of participation in group discussions, poor self-esteem, fearof speaking, uneasiness and feeling behind are some of the key causes that lead to speaking anxiety.

Mede and Kararmak (2017) examined the association between foreign language speaking anxiety and student demographics. The research also aimed to examine the effects of foreign language speaking anxiety and English self-efficacy. The Turkish private university's 205 students involved in data collection. The present study demonstrated a negative correlation between FLSA and both previous foreign language experience (more than or equal to one week) and prior foreign language learning experience in a university preparatory school. The significance of these two

elements in achieving fluency in a foreign language is underscored by the fact that exposure to the target language diminishes FLSA in undergraduate students. Also, self-efficacy and speaking anxiety affect FLSA.

An investigation by Cepon (2016) on the viewpoints of instructors and students on the causes for speaking anxiety in English for certain purposes was carried out in 2016. A survey was conducted with 335 students and 24 instructors. The findings showed that students and instructors have differing viewpoints on the causes of speaking fear. Although the students expressed anxiety about being looked down upon by their classmates and peers for making errors, the professors placed more emphasis on oral assessments, which the students found difficult to complete due to their inability to speak effectively.This research looks at the nature of anxiety when it comes to asking questions in class from the viewpoint of seven Chinese ESL students, using their self-reflective narratives of emotional issues they had at a UK institution. This research evaluated the consequences, origins, and coping methods related to these students' fear in asking questions in class using an in-depth semi-structured qualitative interview style. Respondents' minds, bodies, and actual speaking performance all suffer as a result of their anxiousness. Respondents mentioned a number of factors that contributed to their anxiety, including: 1) personal and interpersonal anxiety; 2) learner beliefs about English language learning; 3) role of instructors; 4) students' personalities; 5) students' educational and cultural backgrounds; and 6) time for asking questions. According to those who participated in the survey, some of the most successful methods for overcoming anxiety are as follows: preparation, self-encouragement, seeking the support of peers, relaxation, practice, and disregarding the unfavorable judgements of others.

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Mahmud (2017) investigated the effects and problems of speaking anxiety in Bangladeshi Bengali medium classrooms. To obtain data from various Bengali medium schools, the researcher employed a survey questionnaire. The researcher interviewed 110 Bengali medium school children and 10 instructors from four different schools in Dhaka for the study. Finally, it may be concluded that secondary school students in Bangladesh suffer from acute speaking anxiety. Furthermore, it has an impact on their personal, social, and educational lives. They are also dealing with a lot of anxiety-related issues. According to both survey findings, anxiety causes learners to experience dread, powerlessness, shame, and other negative emotions. Furthermore, students get concerned about their lecturers' degree of expertise. As a consequence, they are unable to interact in class and are afraid to participate in group projects or small conversation introduced by their lecturers. It is, in fact, the role of instructors to reduce worry in their pupils by providing positive comments and attitudes.

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Moore (2011), who noted that most presenters strive to say too much yet end up running out of time, provided support for the claims made by those participants. Many people who want to talk are afraid to do so because they believe they will not have enough to say. They are concerned that they will finish too fast, at which point everyone in the audience will be watching them in complete silence. So often, presenters have a really significant point to say, but they are unable to conclude their speech because they do not have enough time.

Anxiety of making a mistake in conversation or being judged poorly, other factors such as social anxiety, doubts about the efficacy of the English language, teachers' roles, students' personalities, and their educational and cultural backgrounds, and time

for asking questions were identified as the most influential factors of speaking anxiety, as a synthesis of the previous studies. In addition to other causes found; fear of negative evaluation, fear of making mistakes, lack of vocabulary knowledge, unfamiliar topics, lack of time management, lack of confidence, and classroom environment.

Therefore, this current study will use interviews as method in interviewing Iraqi EFL students in identifying the factors of speaking anxiety from their perspectives when speaking in English in their classroom. Additionally, the literature on speaking anxiety is inadequate in the Arabic contexts. Very few studies have conducted of speaking anxiety in Arab context. The previous studies mostly have been done on Asian, American, and Europe students. This issue has been taken into account in the present research, which aims to fill in the gap by studying Arab students' speaking anxiety. That is obvious because the causes of speaking anxiety could vary from culture to another culture or from one study to another.

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2.6.2 The Effects of Speaking Anxiety

Tuan and Mai (2015) investigated how motivation, confidence, anxiety, time, planning, quantity of assistance, standard performance, listening capacity, and feedback during speaking activities impact students' speaking performance. Students must possess strong listening skills to grasp what is spoken to them in having a successful discussion. Learners are expected to actively engage in Communicative Language Teaching (CLT) by exchanging ideas and speaking freely, so every speaker is both a listener and a speaker (Tuan and Mai, 2015).

Fariadian et al. (2014) explored the association between anxiety and EFL proficiency. To attain this goal, 80 EFL students from Ilam province were studied using FLCAS to

assess students' foreign language speaking anxiety. Anxiety produces physical and psychological issues, impairs motivation, focus, and accomplishment, increases mistakes in learning, hinders the transfer of actual performance and study efficiency, and reduces interest in language acquisition. Anxiety may prevent students from engaging in class or studying at home, and it might affect their confidence and enthusiasm to learn English. Anxiety still affects foreign language acquisition. Speaking is the most stressful EFL ability. Majority of studies claimed speaking English in the presence of everyone else causes anxiety and nervousness. Some EFL students feel ‘stupid' when they can't speak English adequately. Every condition or event that increases the odds of speaks in middle of crowd increases language anxiety in EFL students. This setting may be in a classroom with other students or making a brief public address. However, finding techniques to provide EFL students’ time to talk in class should be recognized as legitimate peer and adult support practices.

Rafida and Madini (2017) who described their participants from King Abdul Aziz University who faced the same predicament. The sub-theme of avoiding speaking activities is also similar to the finding of a study by Abdullah & Abdu Al Rahaman (2016) on students’ anxiety level towards speaking English as a second language. Their participants resorted to skipping classes to avoid the threatening nature of English speaking class. But in this study, the researcher found from the participant response that the student cannot skip the class because it is obligatory and still restricted with anxiety.

A study by Mahmud& Suryana (2015). on effects and problems of speaking anxiety also showed that students of Benggali medium classroom experienced severe-fear, helplessness and embarrassment. Other causes may stem from vocabulary

inadequacies and fear of making mistakes. Kalra and Siribud (2020) found that their personal, social, and academic contexts have been negatively affected due to this speaking anxiety. Saeed (2015) who found another effect where speaking anxiety undermines the achievement and performance of the speaker.

Students' levels of anxiousness and their ability to communicate was studied by Aghajani and Amanzadeh (2017). Forty (male and female) adult EFL learners at the intermediate level were selected using convenience sampling. Following a speaking test (scored from 0 to 10) we administered the FLCAS survey. The data showed a robust negative link between students' levels of worry and their language ability. Therefore, it was determined that (high) anxiety negatively affected academic performance.

Tadjouri (2017) investigated the effects of speaking anxiety in EFL classrooms. At Abu BekrBelkaid University, a case study research was undertaken, using data collected from a variety of sources and research devices. Second-year EFL license students were given a test and a questionnaire, as well as classroom observation and an interview with instructors. The information gathered via these research tools was analyzed and the results indicated that all second-year EFL students had some degree of speaking anxiety. Students reported speech anxiety as a consequence of being in certain settings as well as a variety of personal and interpersonal factors. Furthermore, female students were more nervous to talk than male students, indicating gender as factor of speaking anxiety. From the facts shown above, it is possible to draw the conclusion that a lack of attention may have contributed to speaking anxiety. Inadequacies in one's language and apprehension about making errors might also be contributing factors (Han, 2016).

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In sum, the existing literature has been reviewed on the factors and causes of speaking anxiety shows that speaking anxiety affects learners in different aspects are avoid speaking skills, feeling depressed, losing concentration, over thinking, isolating oneself from others, low achievement and performance.

2.6.3 Strategies to Reduce Speaking Anxiety

The studies reviewed revealed the strategies suggested to reduce or overcome speaking anxiety. Rafada and Madini (2017) performed ten semi-structured interviews. Their study revealed the following coping techniques employed to deal with speaking anxiety: To begin, language development may minimise speaking anxiety by viewing English films, utilising English websites, visiting overseas and chatting with native speakers, giving more presentations, reading English books, and enrolling in English institutions during the summer vacation. Second, the instructor's involvement in reducing language anxiety among students. Third, they must choose some themes that are both interesting and appropriate for their level of skill. Fourth, encourage instructors to utilize body language in order for them to be more likely to follow directions. Fifth, instead of spending lengthy hours in the English classroom, one hour might be dedicated to speaking practice in the lab. This technique will not only reduce on the number of monotonous hours spent learning English, but it will also allow students to practice the language more. Sixth, putting certain strategies in place that enable students be at the center of the learning process will be very beneficial, and students will be encouraged and driven to study.

Rayani et al. (2016) did a research to find out students' tactics for lowering their anxiety in speaking English as well as what variables influence students' anxiety in speaking English. The qualitative technique i.e., interview was used in this investigation. The

participants in this research were 30 students from one of Dalu-Junior Dalu's High School. The information was gathered using a questionnaire and an interview. Positive thinking, resignation, peer seeking, preparation, and relaxation were among the students' tactics for reducing their nervousness while speaking English, according to the research. Furthermore, dread of speaking incorrectly, fear of bad assessment, and a lack of speech proficiency were all variables that contributed to their nervousness while speaking English.

Monika (2017) conducted a research on ways for dealing with speaking anxiety in interpreting classes. In the academic year 2017-2018, 55 students from the interpreting class at Sanata Dharma University's English language Education Study Program participated in this study. In order to respond to the research questions. A mixed technique approach was adopted by the researcher. Questionnaires and interviews were used as tools. The students utilised six techniques to cope with their fear in the interpreting lesson, according to the findings. They were preparing materials, thinking optimistically, avoiding looking at the lecturers' faces, writing summaries or taking notes, expanding their vocabulary, and putting in more practise time in the interpreting exercises.

El-Sakka (2016) conducted a study to determine the effects of training certain self-regulated practises on the public-speaking ability and anxiety of Egyptian university students. The study's quasi-experimental design consisted of a single-group pre- and post-test. Forty advanced-level EFL college students made up the study's experimental group. This experimental group was tested both before and after receiving the self-regulated approach treatment. During the first term of the 2015-2016 school year, the trial lasted three months. A paired-samples t-test demonstrated significant changes in

speaking skill and speaking anxiety between the pre-test and post-tests in favour of the posttests. Furthermore, there was a correlation between less confidence in public speaking and more fluency in the language. Self-regulation training has been demonstrated to help college students with their public speaking and reduce their nervousness.

Boustan's (2019) research on the effectiveness of translation equivalence for vocabulary acquisition and the extent to which it is used by language learners with a fear of public speaking provided empirical evidence for the practice's widespread adoption. Respondents comprised 258 Tunisian students who were picked at random from several preparatory schools. The bulk of the respondents said that they learned English vocabulary by learning English in their mother tongue. Furthermore, students' foreign language speaking anxiety was shown to be negatively correlated with the use of this strategy both receptively and productively.

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Widhayanti (2018) also performed research on the causes of students' speaking anxiety and their learning techniques for overcoming it. In order to gather data and answer research questions, this study employed qualitative approaches. Classroom method, student beliefs, instructor beliefs, self-perceptions, social environment, subject comprehension, and cultural differences were all shown to contribute to students' speaking anxiety. Another conclusion from this study is the use of learning tactics by students, such as memory and cognitive strategies.

Trisdianti (2018) also identified the techniques for reducing public speaking anxiety. Anxiety over speaking up in class was traced to factors including the variety of activities, the status of the language lecturer, the potential for making a blunder, the

student's own view of their own abilities and the class's level of English proficiency. Students overcame their fear of public speaking using a combination of techniques, including pre-performance anxiety reduction, deep breathing, positive thinking, seeking support from peers, and knowing one's audience.

Anxiety among Omani tertiary students may be alleviated in the classroom via the use of communicative techniques, according to Khan and Mahrooqi (2015). The benefits of applying these approaches will motivate the students highly to learn, participate, and evaluate their learning progress. Zhai and Gao (2018) carried out aresearch on the effect of corrective feedback with EFL speaking task complexity in china's University classroom. In this study, 24 Chinese university students participated in a variety of speaking task exercises. Corrective feedback has varying impacts on EFL oral output depending on task difficulty, according to the results of this study. Clarification, metalinguistic, recast, repetition and confirmation check are the five types of corrective feedback that may be used in basic speaking tasks. Metalinguistic feedback, confirmation check and clarifications are followed by recast, clarifications, and repetitions when it comes to complicated speaking tasks.

Ansari (2015) suggests several activities that might help students cope with their anxiety, such as role-playing. These kind of activities are beneficial since students are given a new person with pseudo name, which allows them to create a new identity while still preserving their reputation. As a result, the anxiety of negative assessment is eliminated in language classes by introducing fresh and engaging activities, which increases the learner's speaking talents and language competency.

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Alrabai (2015) suggests that teachers ease their students' nerves in three ways: by setting a good example themselves, by helping them feel more comfortable speaking out, and by reducing their worry of being graded poorly. There are standardised methods and practises for implementing each approach. However, his study subjects were all Saudis with differing levels of EFL proficiency, calling into doubt the applicability of his methods to students from other cultural backgrounds, such as those from China.

Other strategies presented by Mahmud and Suryana (2015) and Rayani (2021) indicated that positive thinking is a kind of self- encouragement that help learners to get rid of emotional and negative ideas.Researchdone byChoi et al. (2015) and Cepon (2016) suggested that lessening students' apprehensions about speaking can be achieved by more rehearsal and preparedness.Participants in studies by Rayani et al. (2021) and Cepon (2016) also practised relaxation strategies to alleviate their fear of speaking.According to Ahlfeld et al. (2005), making a blueprint for a speech The use of a few essential words written down on a piece of paper may aid in the delivery of impromptu speeches. Students can concentrate on the speech at hand and retain more of its content if they write down an outline. According to Sellnow (2005), the speaker may improve their ability to talk extemporaneously by generating a speech outline utilising important words and writing them down on a piece of paper. Students may find it easier to concentrate on the speech if they write an outline beforehand, and they may recall more about the subject if they look for hints about it in the outline.

The previous studies have provided substantial ways to reduce or overcome speaking anxiety. These strategies are as follows: preparation, relaxation, positive thinking, peer seeking, and knowing our audience, clarification quest, metalinguistic feedback,

recast, repetition, using keywords and confirmation check. When it comes to the impacts of complicated speech, the following are rated in order of importance: met-linguistic feedback, confirmation check, recast, clarification and repetition.

2.7 The Conceptualization of Speaking Anxiety

According toMarzec-Strawiarska (2015), speaking also known as “the most anxiety-provoking skill” (Marzec-Strawiarska, 2015). Hanifa (2018) provides insights on the factors that cause speaking anxiety which are as follows; (1) cognitive factors covering topics, genre, interlocutors, and processing demands; (2) affective factors dealing with feelings towards the topic and control, planning and rehearsal time, time pressure and environmental /or the participants, and also self-consciousness; and (3) performance factors concerning mode, degree of collaboration, discourse conditions.

First, students' fear while speaking secondary language might be triggered by a variety of psychological causes. The first and most crucial thing that EFL students should do before speaking with people is to get acquainted with the subject matter they are discussing. In general, cognitive aspects are concerned with students' prior knowledge since it has an impact on their ability to communicate effectively. If EFL students are expected to speak about issues that are foreign to them, they are very likely to have difficulty in developing thoughts. It is found that high degrees of fear of public speaking were associated with a general lack of preparation on the subject matter., which resulted in students speaking very little, or not at all, because they could not come up with anything to say, and thus becoming unwilling to participate in speaking classes (Kasbi & Shirvan, 2017; Tuan & Mai, 2015). Furthermore, speaking themes should be appropriate for the cognitive level of the pupils; otherwise, the students' capacity to communicate effectively may be hindered. According to Mouhoubi-

Messadh (2017), students are very likely to experience anxiety when they are presented with information that exceeds their ability to react. This suggests that the worry of not understanding the topic might cause anxiety. Furthermore, according to Anandari (2015), the failure to understand the topic fully was the most common source of worry experienced by EFL learners throughout their studies. Correspondingly, students must be given the chance to pick their own themes since topics that are known to them will help them to comprehend them more easily and so reduce their fear (Al-Nouh et al., 2015).

Learning English as a secondary language requires students to have a comprehensive understanding of the many speaking genres since each one has its own features and degrees of difficulty. Anxiety is also impacted by the manner in which one speaks. Several studies have shown that speaking in public is a major source of anxiety for students learning a foreign language, such as making a presentation, and they do not have prior experience with that specific speaking genre (Anandari, 2015; Brooks & Wilson, 2015; Raja, 2017). It is because of this that students feel uneasy, bashful, and frightened while speaking in front of people, which affects their ability to manage their body gestures, facial emotions, and hand gestures when they are speaking in public.

Another cognitive element associated with speaking fear is interlocutors. Communication is “the exchange of information between two or more persons in order to get or deliver necessary information”. Therefore, it is essential that the topics covered be simply understood, since communication difficulties have been demonstrated to cause stress in the majority of EFL students (Anandari, 2015). Additionally, Students' presentations fared much worse when there were more people in the room, as found by Raja (2017). A student's anxiety and performance are both

greatly affected by the size of the audience, since the student may worry that it will be tough to keep everyone's attention if the crowd is exceptionally big. It is natural for the pupils to be anxious when they believe their presentation will be boring to the audience. After a while, they begin to believe that their presentation is not fascinating enough.

The difficulties and constrains of learning a foreign language are leastfactors of anxiety that may be attributed to cognitive issues. Learning to communicate in a foreign language requires much brain processing. Some linguists believe that a limited vocabulary, a lack of awareness of grammar and collocation, and a lack of proficiency in word organization, especially in the right sequence of words, are all linguistic variables that might undermine confidence and cause anxiety to develop (Kasbi & Shirvan, 2017; Mukminin et al., 2015; Rahman, 2017; Sadeghi et al., 2013). This occurs as a result of students being too concerned with their looks and fearing the repercussions of failing the subject (Alsowat, 2016).

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Second, affective factors are another cause of foreign language speaking anxiety. Affective variables, on the other hand, pertain to the students' sentiments and personalities and are distinct from cognitive aspects. It is also important to keep in mind that the subject matter must be studied in order to communicate fluently with a new language. According to Kasbi and Shirvan (2017), students' level of interest in a subject affected their deficiency of current knowledge, which led them to feel very nervous about giving presentations. They were discouraged from learning more about some things since they were uninterested in them. As a result, students were nervous about speaking up since they had no clue what to say.

One source of anxiety for students in the classroom was the anxiety of failing to speak English to their teachers because they feared the teacher's unsatisfactory response. Students may have an intense dislike of their teacher as a result of this. In addition to the teacher's actions, students' fear might be worsened by their peers' judgments of them. FLA is most common in students who fear that they may be seen adversely by others (Mouhoubi-Messadh, 2017; Mukminin et al., 2015; Rahman, 2017).

Students are afraid to speak out worrying to be mocked, criticized, or seen as showing off by others if they attempt to converse in English with others. If they are afraid to speak in front of others, they could not see the benefits of practicing in front of others as an opportunity to learn. When it comes to reducing students' nervousness and improving their communication skills, developing a solid relationship with their teacher and other students is essential (Kasbi & Shirvan, 2017).

Individuals' level of awareness has a significant impact on the arousal of anxiety associated with foreign language acquisition. When learners are aware that they will be assessed, especially for an oral presentation, they may experience acute sensations of dread, stress, and even terror. According to reports, a huge proportion of students are frightened of taking a language examination (Al-Nouh et al., 2015; Alsowat, 2016)

Third, performance considerations are among the remaining aspects that contribute to students being burdened with FLA especially in speaking. These considerations imply a number of unique conditions. Other researchers have discovered that speaking anxiety manifests itself most prominently when people are asked to speak in front of crowd (Anandari, 2015 and Rahman, 2017). As a result, many students felt awkward, bashful, irritated, powerless, and ashamed when they had to speak in front of others.

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The degree of participation is the second factor to consider. It is often more difficult to do a speaking assignment individually than to accomplish it with colleagues since student cannot rely on peer assistance in the former circumstance. When students perceive the work will be more difficult to complete, their anxiety level rises significantly. Therefore, having to perform alone causes pupils to become more worried since they may not get as much input or feedback that might assist them in improving their performance. According to the findings of a research conducted by Kasbi and Shirvan (2017), the errors committed by students might really help them improve their language development provided the students received adequate feedback from others

2.8 Theoretical Framework

2.8.1 Models/Theories of Language Anxiety

To explain speaking anxiety, models and theories of second language acquisition or other view provide insights into language anxiety phenomenon. The following theories or models of second language acquisition are presented: Krashen's Monitor Hypothesis (1981), Krashen's Affective Filter Hypothesis (1982), Trait-State Theory (1972), MacIntyre's Recursive Model between Anxiety, Cognition, and Behavior (1995) and McCroskey’s Oral Communication Apprehension.

2.8.1.1 Krashen's Hypothesis

American linguist, educator, researcher, and activist Stephen D. Krashen (born May 14, 1941) is a former professor at the University of Southern California's School of Education. Linguist Stephen Krashen is an expert on how languages are learned and

grown. His latest work has focused largely on the investigation of second and third language learning. He has written over a hundred books and articles since 1980. In addition, he has been asked to speak at more than 300 different college and university campuses in the US and Canada.

This is a brief explanation of Krashen's famous and generally acknowledged approach to learning a second language. His hypothesis has had far-reaching effects on the study and teaching of second languages.

Learning a second or foreign language seems to be an ongoing problem for many people, and there have been many theories proposed to explain this phenomenon. One such theory is the language acquisition theory or monitor model, which has had far-reaching effects on language education around the world.

In the 1970s, Stephen Krashen introduced his now-famous theory, which rests on five hypotheses: The Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the Affective Filter Hypothesis, and the Natural Order Hypothesis. The five basic hypotheses that make up Krashen's Theory of Second Language Acquisition are as follows:

1. The Acquisition-Learning hypothesis

2. The Natural Order hypothesis.

3. The Monitor hypothesis

4. The Input hypothesis

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5. The Affective Filter hypothesis

Krashen argues that studying language structure has broad educational benefits and values, suggesting that secondary and tertiary institutions could desire to incorporate it into their language curricula. However, the degree to which a student benefits from exposure to the target language is high. Analyzing the language, developing norms, and distinguishing irregularities should also be obvious. education advanced grammatical structures in the target language is not language education but rather "language appreciation" or linguistics, and it does not improve students' ability to communicate.

Only when the students are invested in the material and the target language is used as the medium of instruction will teaching grammar lead to language acquisition (and competency). When this happens, it's common for both teachers and students to come to believe that learning formal grammar is crucial for developing linguistic competence in a target language. The teacher is competent enough to explain concepts to the students in the target language. In other words, the class discussion is adequate intelligible input. Perhaps with the help of the students, the classroom can transform into a learning setting. In addition, students have a poor filter in terms of the language used to explain concepts because their attention is typically focused on the topic at hand rather than the medium.

This is a complicated issue. Teachers and students are, in effect, fooling themselves. They attribute the student's success to the grammatical curriculum they've implemented. The media, rather than the content, is what ultimately propels them forward. Any topic that piqued their curiosity would do.

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It's worth noting that this well-known theory rests on five hypotheses put forth by Stephen Krashen back in the 1970s. These are the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

1) The Acquisition-Learning Hypothesis

Krashen states that "in order to achieve proficiency in a foreign language, there are two primary methods: acquisition and learning. Like how children pick up their native tongue through unforced interaction and genuine exposure, the learning of foreign tongues appears to be an organic and genuine process." Learning, contrary, is the process through which people consciously attempt to acquire a second language by memorizing and internalizing its grammar and lexicon.

Following the same pattern as an infant's first few years of development, silence is the first of the five phases in the natural process of language acquisition, during which students absorb information by listening and observation. Smaller units of text, such as phrases and clauses, may be seen in the early stages of composition. The third stage, called speech emergence, sees this progress into a practicable ability to communicate via basic questions and answers. After another six to ten years of study, pupils' output may be very close to native level, marking the beginning of the next two levels of fluency: intermediate and advanced fluency.

2) The Natural Order Hypothesis

This hypothesis suggests a time frame within which infants and toddlers might learn their first language. Learners of English as a second language follow a consistent

pattern, according to Krashen. Teachers and students both need to be prepared for the next stage of learning, therefore it's important to keep this practical order in mind. It's generally agreed that you should learn the simple past tense before the perfect past tense, or the present tense before the perfect present tense.

3) The Monitor Hypothesis

In monitor hypothesis, once a person has mastered a language's norms and principles, he or she will inevitably begin to monitor or self-correct his or her own linguistic output. It seems to occur when a certain set of circumstances is satisfied. Students may learn to manage their production by focusing, slowing down, and studying the rules of the target language. Because of the potential for lengthy pauses and increased inclination for self-correction, this appears more applicable to writing than speaking.

4) The Input Hypothesis

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This theory, sometimes called the comprehension hypothesis, states that the target language should be more advanced than the students' current proficiency. Another way of saying this is that L+1 must be taken into account. It does not seem that offering a different input level helps students learn any more effectively. It might cause worry, lethargy, and disillusionment. When knowledge can be understood without any effort on the part of the learner, no learning takes place.

5) The Affective Filter Hypothesis

Affective Filterhypothesis highlights on significance in a learner's own confidence, drive, and optimistic view of themselves in learning a second language. The damaging effects of worry and stress on acquiring a new language are also reflected in this idea. Anxiety and a lack of drive combine to create a mental barrier or filter that unconsciously lowers the quality of one's speech and writing.

According to Lai & Wei's (2019) analysis of Krashen's monitor model, the latter serves as a "catalyst to the current SLA research" (De Bot, Lowie &Verspoor, 2005) and has had a significant influence on the field of second language learning. It is one of the earliest all-encompassing theories for explaining second language acquisition, and its widespread acceptance has sparked debates that have spurred more study in the field. There are valid arguments against the theory, despite its widespread acceptance and usefulness; these critiques, in turn, have contributed significantly to the growth of the study of L2 learning.

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Critiques of theories centre on the content of the theory, its methodology, and the question of whether or not the theory can be tested. Wilson (2000) and Zafar (2009), for example, contend that the paradigm is inconsistent and lacks good facts to back it up. They base their claims on this inconsistency and this lack of reliable data. According to Wilson (2000), some of Krashen's most important assumptions and a great number of his hypotheses have not been defined in an unambiguous manner, which is the root cause of the problem that they cannot be easily checked. In spite of this, Krashen makes an effort to construct a comprehensive but succinct explanation of how second language learning occurs. We are going to conduct an analysis of this model by taking into account a variety of factors, including the distinction between learning and acquisition, the role that the monitoring system plays in the learning

process, the natural sequence of SLA, SLA input, and SLA emotional components, and so on.

McLaughlin (1987) and other psychologists have harshly criticised Krashen's Input Hypothesis, arguing that Krashen does not present evidence in any meaningful sense and instead only argues that certain occurrences may be interpreted from the viewpoint of Krashen's hypothesis.

Some academics contend that Krashen does not provide sufficient definition of intelligible input. However, Krashen (1984) acknowledges that the current state of knowledge in interlanguage studies makes it difficult to test the Input Hypothesis, and Larsen-Freeman and Long (1991:247) agree, arguing that the hypothesis "contains vital constructs, i and i+1, which Krashen (1984) himself recognises are can't operate in our daily teaching." According to Gass (1988), the understood information is more crucial than the intelligible information.

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According to Mclaughlin (1987), there are other ways to learn than via understandable input. Children do benefit from engaging with well-formed native speakers when it comes to language development. According to Heath's (1983) research, children of colour in working-class neighbourhoods are not considered conversation partners unless they have anything of value to contribute and until they become information givers so she says, "Children learn to speak the language by taking in and imitating the sounds what they hear around them. Furthermore, the language what they heard is beyond their current level of competence. In many societies, parents and other caretakers do not use simpler language while talking to young children; simplification is viewed as an inappropriate speech behavior. These children seem to learn without

simplified input and without comprehensible input." (McLaughlin 1987: 44). White (1987) argues, "simplified input may in fact deprive the learner of information vital to acquisition, an argument anticipated by language teachers who advocate the use of authentic speech in the classroom to fill gaps in the normal edited classroom language".

White (1987) has suggested that a large portion of acquisition is 'input-free,' contradicting the idea that intelligible input is essential for acquisition. And she (1987:102) proposes, "The driving force for grammar change is that input is incomprehensible, rather than comprehensible". According to White, when students struggle to grasp the meaning of a phrase, they may start to focus more on its syntactical qualities in order to pick up on signals regarding its meaning. However, the author argues that the sole difference between Krashen's understandable input and White's incomprehensible input is that the former sees the material from a more holistic perspective. Regardless of one's vantage position, students always advance from one stage to the next, from i to i+1. As Ellis (1994: 279) sees it, these criticisms can be accommodated if the hypothesis is modified in this way, "Comprehensible input can facilitate acquisition but it (1) is not a necessary condition of acquisition, and (2) does not guarantee that acquisition will take place".

Krashen states, "Comprehension-based teaching methods have advantages over traditional audiolingual methods, according to method comparison research." Krashen's repudiation of grammar instruction is thoughtless, according to McLaughlin (1987), who argues that the function of language-based instruction still merits empirical investigation. However, the author does not believe that Krashen opposes grammatical instruction. As he mentions, "note that the theory does not predict that comprehensible-input methods will be superior to grammar-oriented methods on all

counts" (Krashen, 1985: 15). Krashen (1982) simply argues that any method that delivers large amounts of understandable information would outperform the others. He is thus not implying that other ways completely disregard information that may be understood.

Krashen has proposed that the speaker's output serves as an additional source of understandable data. According to Swain's (1985) understandable output theory, students can only become fully grammatically competent if they are given enough chance to employ their language resources in authentic contexts. While it is possible to understand a message with little syntactic analysis of input, producing such message requires students to pay close attention to the tools at their disposal. Researchers like Long (1985) highlight the significance of "negotiating meaning" to make sure the language is adapted to the speaker's ability level. Without actually using the language, students are not likely to acquire the type of feedback they need to analyze the linguistic structure.

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The flaw in Krashen's hypothesis is glaringly clear. His notion is not well-supported by the evidence available to date, hence it cannot be considered a valid theory. One may conclude Krashen's Input Hypothesis is useless after reading the critiques. However, it still has certain benefits when used as a framework for instructing a second language. Actually, there are just two main types of hypotheses. One is based on evidence and studies. Theorists discover the law when they examine and alter it numerous times in light of new evidence. The alternative is for the hypothesis to be presented first, after which theorists look for evidence and argument in studies and investigations. Then, the theory is either confirmed or revised until it meets the standards of scientific consensus. The school of thought that Krashen represents is the

second. He proposes his theory first, and then applies it to the phenomena of SLA in an attempt to explain them. As a result, his idea faces criticism for being unsupported by evidence. However, this fresh theory may inspire more research. Krashen's idea will be improved upon or replaced altogether as a result of all the talk and debate around it. And if a study causes debate, it will undoubtedly pave the way for further research and the development of the theory.

The Hypothesis of Input has received many criticisms, but it also attracts many people dealing with L2 learning, particularly teachers. Ellis (1994) talks of "the lucidity, simplicity, and explanatory power of Krashen's theory" and Lightbown (1984) praises its combination of a "linguistic theory, social psychological theory, psychological learning theory, discourse analysis and sociolinguistic theory". Cook (2000) sees that older methods ignore comprehensible input are incorrect and she states, "Comprehensible input has been the core of many teaching methods, in spirit if not in name". Therefore, the Input Hypothesis enjoys great popularity at its emergence and many researchers and language teachers accept it in no time. Brown (1994) sees that although Krashen's theories are oversimplified, "we owe a debt of gratitude to Krashen for his bold, if brash insights. They have spurred many a research to look very carefully at what we do know, what the research evidence is, and then in the process of refutation to propose plausible alternatives". Ellis (1994) holds the same opinion and sees that the Input Hypothesis has motivated a substantial amount of researches. Nunan (2004:76) states, "to this day they (Krashen's hypotheses) remain popular, widely cited and infuential, particularly in North America". In fact, Krashen's Input Hypothesis still has its strengths which are significant for the study of SLA and which have great implications for language teaching that can be explained by the following three aspects:

(1) Comprehensible input is of great significance to teaching. Krashen cites caretaker speech as evidence to support this idea and he (1985: 5) states, "...caretaker speech, while `simplified' in several ways, is intended for communication...The fact that caretaker speech tends to be limited to the `here and now' aids comprehension, supplying the extra-linguistic context that helps the child in decoding the message". Carers' language use tends to become more sophisticated with the child's own linguistic growth. The acquirer will benefit from the reduced language when it presents i+1 in an understandable setting. However, there are significant distinctions in the second-language learning experiences of children and adults. Children may eventually catch up to adults in terms of second language proficiency, but adults learn at a far quicker clip. Younger youngsters have a harder time learning than their older counterparts. According to Krashen (1985), the reason why older learners advance more quickly in the beginning is because they get more intelligible information, but the reason why younger learners succeed in the long term is because of their emotional filters. Due to their higher life experience, broader worldview, strategy of relying on native language syntactic principles, and refined conversational management abilities, elder acquirers are able to gain more intelligible information.

(2) Input is primary and output is secondary

Many studies have shown that given sufficient input, production ability may arise even in the absence of output practise. It's common that youngsters learning secondary language in unstructured, real-world setting may remain silent for a considerable amount of time after their first exposure to the target language. Through exposure to and imitation of native speakers, the infant develops linguistic competence in the target language. After acquiring a sufficient level of knowledge by hearing and

comprehending, the capacity to express oneself verbally naturally arises. Many Chinese people who study a foreign language on their own advance in their reading comprehension and writing skills without ever setting foot in a classroom.

However, there is no proof that production practise alone can enhance linguistic competence without additional input. Let's pretend a bunch of youngsters aged six are dropped off on a deserted, uninhabited island and given the freedom to communicate with one another for the next 10 years. It's hard to believe they'll be able to catch up to adults in terms of linguistic ability if they never interact with grownups. Language proficiency may be acquired from input even in the absence of production practise, but production practise cannot lead to acquisition of competence. Therefore, we might conclude that input is more important than output. Krashen's input hypothesis is an attempt to explain this. So, it's important to stress reading and listening in second language instruction. The emergence of output, which aids in the acquisition of language skills, is contingent upon the availability of sufficient understandable input.

(3) Teachers of a second language must take into account their students' varying levels of emotional filter while instructing. Those with a high or strong emotional filter will have a harder time learning a language since their brains would reject more of the information that might help them do so. Those that have a weaker emotional filter will be more receptive to the information being presented to them. Affective filtering may explain why students of roughly the same level and age in the same English lesson will acquire various degrees of language competency. It follows that a good language teacher is one who can successfully lead classes in which students are encouraged to decrease their emotional filter.

Despite these criticisms, Krashen's Monitor Hypothesis (1981) is a significant theory that explains the relationship between acquisition and learning. In addition, monitoring will “give awareness of what has been created, making it possible to check, either before or after articulation, for the frequent slips of the tongue, grammatical errors, social infelicities and other deviations from the intention that characterize normal speech” (Morrison & Low, 1983, p. 228).

Furthermore, monitor use is different among learners of a given language, according to Krashen (1981). Over-users, for example, are students who spend too much time in front of the display. People who are "under-users" of a foreign language are those who have learnt the language but do not put it to use. Finally, students who utilize the monitor in a way that doesn't interfere with their ability to communicate are referred to be ideal users of the device (Kurniawati, 2021).

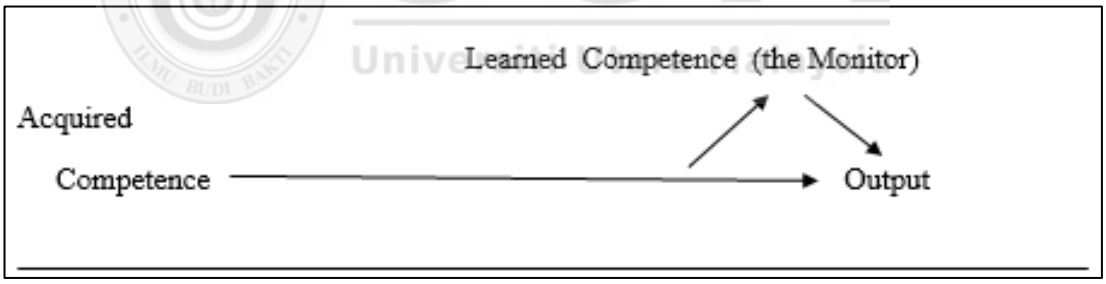

Figure 2.1. Acquisition and Learning in Second Language Production

According to the Monitor Hypothesis, the roles of the acquisition system and the learning system are distinct. According to Krashen only the "acquisition system" can directly promote the development of second language competence and be used as a production mechanism for language use, whereas the "learning system," is refer to “the result of conscious knowledge of the language structure, can only be used as a monitor role in language use and not as part of language competence”. There are three

requirements that must be met in order for the monitor roles to be activated, however they are not sufficient: 1) adequate time: language users must have enough time to properly pick and apply grammatical rules. 2) focus on form: language users must examine the appropriateness of the language while focusing on its form; 3) know the rules: language users must be familiar with the grammar ideas and language rules of the language they have acquired . The monitor system may be "overused or underused, while the users of optimal monitor adopt the monitor system when it is appropriate and when it does not interfere with communication" (Krashen, 1982, p. 20).

Affective Filter Hypothesis is a crucial theory in field of language learning and learning outcomes. This theory discussed the role of low-anxiety classroom environment to gain the input. As a result, the learner can acquire the second language, monitor, and produce the output easily. Anxiety is defined as an affective factor that can be related to appropriate environment to second language acquisition. He also defines affective factors as "a theoretical structure in second language acquisition that explains the relationship between emotional variables and the success and failure of a second language acquisition". Affective factors are considered "a psychological filter that can either debilitate or facilitate language production in second language". On the contrary, low filters are low anxiety that keep the learners "off defensive"(Krashen, 1982; Nath et al., 2017).

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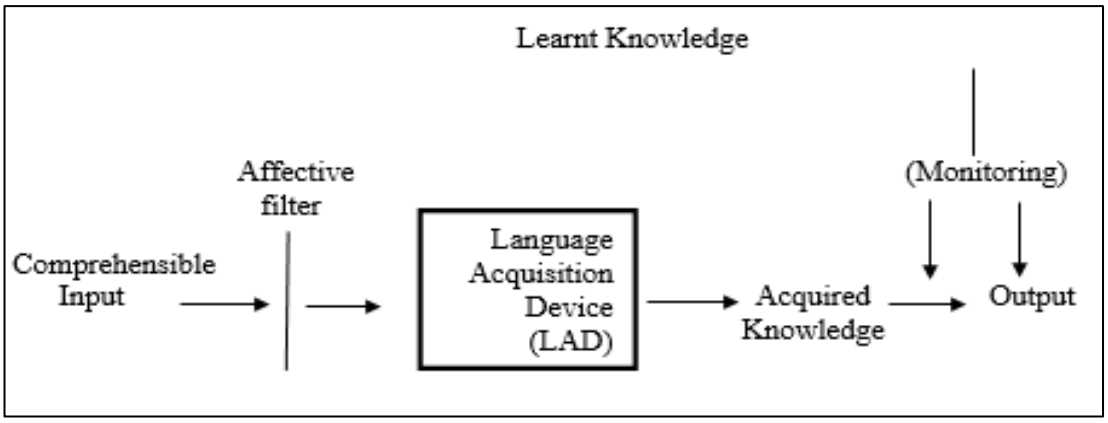

Figure 2.2. Operation of the "Affective Filter" (Krashen, 1982, p.16)

The Emotional Hypothesis states that having access to enough comprehensible material is not sufficient for learning a target language, and that various emotive aspects would affect the learning result all through the process of acquiring a second language. These affective factors function as filters, imposing "mental blocks" (Krashen, 1985, p. 100) on the amount of information that students take in. Emotional processing is necessary before any kind of spoken information can be taken in. Krashen (1985) lists the following emotional elements which might impact language acquisition: 1) motivation: whether or not students have clear objectives will have a direct impact on their learning results. 2) personality: the more self-assured and outgoing the learner, the faster they will advance; 3) emotion: this mostly pertains to the level of worry, etc. Anxiety will prevent you from receiving information and learning new words. In summary, the five theories presented above may be grouped into the following categories: "Learning is less essential than acquisition." Learning a second language requires intelligible information (i+1) and low emotional filters. (Barrett, 2017). However, affective factors of learners should also be studied via research concerning foreign language learning.

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2.8.1.2 Theory of Trait-State Anxiety

Theory of trait-state anxiety is also used to explain the anxiety phenomenon. This theory consists of concepts of anxiety that can still be adapted. This theory also explains how sources of anxiety come from motivations (stimuli) due to a person's cognitive appraisal of a situation. Internal and external inputs combine to form the cognitive appraisal. There are internal and external stimuli: thoughts, feelings and biological needs. According to the trait-state anxiety theory, language learning process can be affected by internal stimuli.

Furthermore, the trait-state anxiety helps to explain the causes of speaking anxiety that is related to the first research question of the present study. In addition, the internal stimuli may be affected the English language learning. This theory refers to a person's perception about the situations. When a person perceives a non-threatening situation, the response could lead to positive behavior. However, when the person perceived a threatening situation, the person will use specific coping responses or called "psychological defense mechanisms" in order to reduce the state anxiety which represents the behavior. The responses in this study is the impact of speaking anxiety on the students' performance that is relating with the second research question and the psychological defense mechanisms or specific responses that is related to third research question.

Trait anxiety is "a personality trait that predisposes a person to perceive a broad variety of objectively innocuous situations as dangerous and to react to these situations with a degree of state-anxiety that is disproportionately high in comparison to the risk" (Spielberger, 1966; Spielberger et al., 1983). State anxiety, in contrast to this, is a brief emotional state marked by subjectively felt emotions of tension, apprehension, and an

increase in autonomic nervous system activity (Spielberger, 1966; Spielberger et al., 1983).

2.8.1.3 MacIntyre's Recursive Relations among Anxiety, cognitive and Behavior

Understanding language learning is very crucial to study. Young (1999) discusses the relationship among behavior, cognition, and feelings in order to explain language learning. In addition, MacIntyre (1995) suggests a model known as “MacIntyre's Recursive Relations among Anxiety, Cognition and Behavior” to explain the effects of second language learning. This model helps to understand the influence of anxiety on language learning that is unique to a foreign or second language. MacIntyre (1995) maintains that there is a recursive or cyclical relationship among anxiety, cognition, and behavior. He also provides three components of anxiety: 1) affect-anxiety that is feeling of fear, 2) cognition that is expectations of failure, and 3) Behavioral increase the sympathetic system (Rafieyan, 2018).

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Individuals who are nervous, according to Eysenck (1979), increase their effort to compensate for the increased cognitive demand. Furthermore, the amount of anxiety that enhances or decreases performance is determined by the nervous person's level of effort. As a result, anxiety has an impact on both the quality of the performance and the amount of effort required. The degree of effort, on the other hand, is roughly constant, but the manner in which one performs is impacted by worry, which should be taken into account. Anxiety and performance are shown to be curvilinear in this model. Anxiety improves performance by increasing effort when a job is simple. Anxiety will diminish performance when a task's complexity rises, since the cognitive disturbance may not be compensated for by greater effort. The negative anxiety level rises as the work becomes more challenging (Rafieyan, 2018).

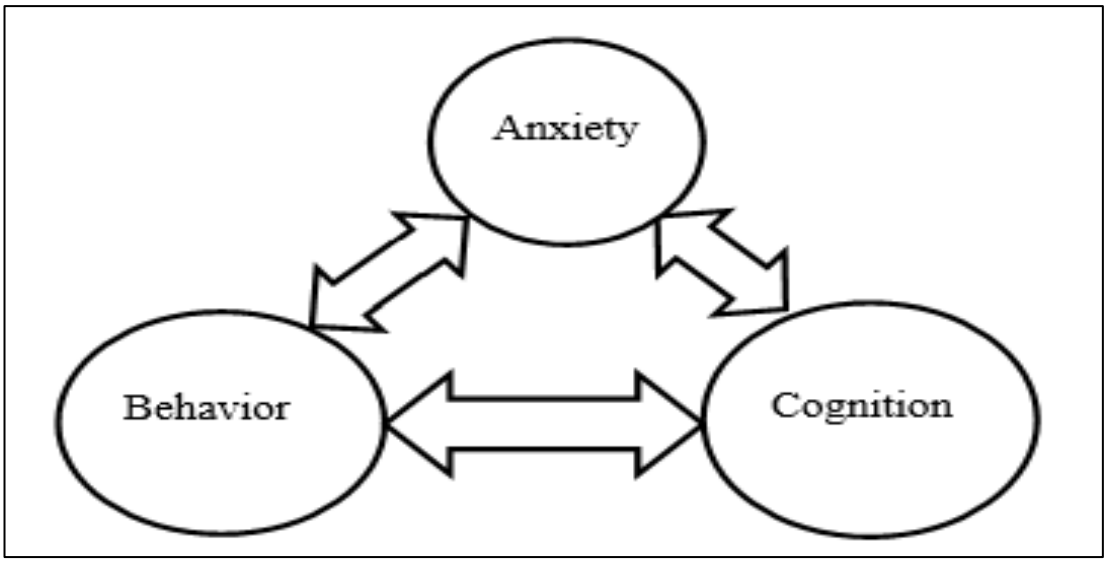

Figure 2.3 Recursive Relation among Anxiety, Cognition, and Behavior (MacIntyre, 1995, p.93).

2.8.1.4 McCroskey's Oral Communication Apprehension

The term 'oral communication apprehension' was coined by James McCroskey and is defined as an "individual's level of fear or anxiety associated which is either real or anticipated communication with another person or persons" (McCroskey, 1977, p. 78). In reality, fear may be seen in all forms of communication, including written communication. In the words of McCroskey (1982), "high OCA is considered as a possible inhibitor of both the development of communication competence and the development of communication skill, as well as a direct forerunner of negative communication affect." OCA levels below a certain threshold are considered to be a facilitator of the development of communication competence and communication skill, as well as a forerunner of positive communication affect.

This model has chosen because it explained speaking anxiety phenomena and it provides substantial factors of speaking anxiety. This model discussed the role of oral

communication and how it influences a speaker's encoding and decoding. Petry (2016) suggest that the fear of speaking or talking to other people in different contexts.

Daly and McCroskey, 1984 and Petry, 2016 reported that there are two types of Communication Apprehension (CA): trait and state. Moreover, speaking anxiety is described as speaking in specific situation. However, state communication apprehension is more specific than trait communication apprehension because State CA is described as an experience of a speaker at one time. Buss (1980) and Petry, (2016) suggested that there are seven factors that affects speaking anxiety: 1) Novelty. It is found that uncertainty about how speaker should behave or communicate in new situations was related to communication apprehension. 2) Formality which is related to the situations that are highly appointed behaviors that cause apprehension for speakers. 3) Subordinate status identified as interacting from poor or lower performance in communication between speaker and listener. 4) Conspicuousness has been regarded as the prominent feeling in a group that makes speakers apprehensive. 5) Unfamiliarity is another factor of communication apprehension that based on interacting with unique people, places, and context. 6) Dissimilarity is related to speakers that are different from others may increase communication apprehension. 7) Degree of attention is the main factor in which little or more attention affects speaker's communication apprehension.

2.9 Conceptual Framework

This research will use this conceptual framework to know the causes, effects, and strategies that the Iraqi EFL students use to reduce their speaking anxiety. The conceptual framework can be drawn as follows:

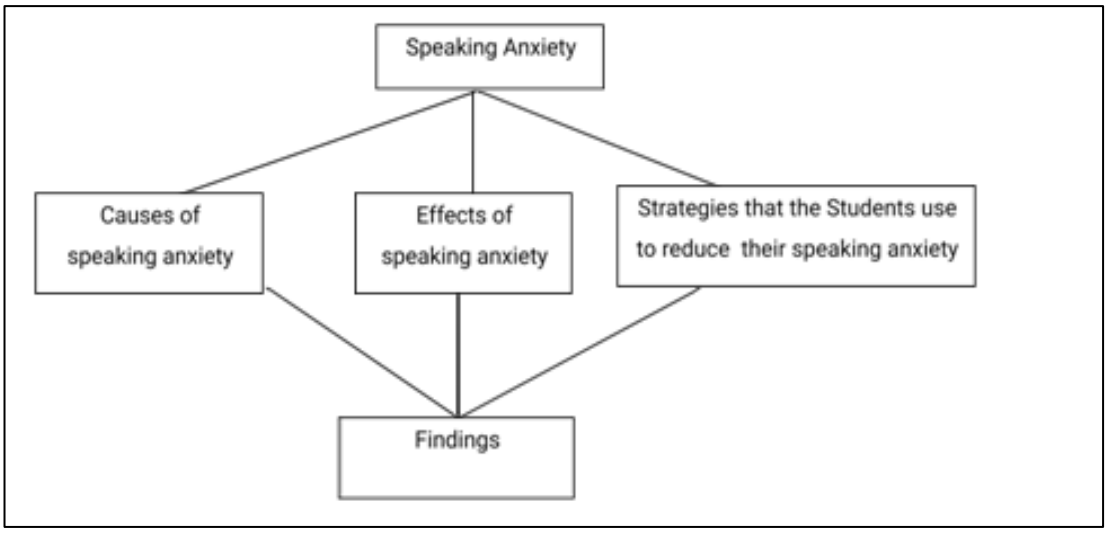

Figure 2.4. Conceptual Framework

From this conceptual framework, researcher explained that speaking anxiety is a negative feeling; it can make the students fail in their speech when they could not handle the anxiety probably. Speaking anxiety can cause serious problems for Iraqi EFL students and affect their performance when they are required to speak in front of the class. However, this study is conducted to explore the causes of speaking anxiety and its effects on Iraqi EFL students. In addition, this study also seeks to identify the strategies that the students use to reduce their speaking anxiety.

2.10 Summary

The present chapter starts with an explanation for speaking skill in general followed by the process of speaking. It also deals with speaking problems and the notion of anxiety. Then, it discussed the aspects of anxiety and language anxiety. Models/theories to explain language anxiety, foreign language anxiety, speaking anxiety, the conceptualization of speaking anxiety, the causes of speaking anxiety and

its effects of the performance of students have been discussed and the strategies that students utilize to reduce speaking anxiety are also discussed. Finally, the conceptual framework of the study has been presented.

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CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter is divided into the following subheadings: research design, participants of the study, profiles of participants, data collection, data analysis procedure, method of data analysis, trustworthiness of the study, ethical and legal consideration, and summary.

The following research questions guided the study:

1. What are the causes of EFL speaking anxiety from the Iraqi medical undergraduate students' perspectives?

2. How does speaking anxiety affect the Iraqi medical undergraduate students?

3. What are the strategies that the Iraqi medical undergraduate students used to reduce speaking anxiety?

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3.2 Research Design

A qualitative research design was chosen in this study to enable the researcher to explore the speaking anxiety phenomenon as experienced and described by the participants when speaking English language in their English classes. Since speaking anxiety is a complex phenomenon and has devastating effect on the oral performance of students (Hanifa, 2018), a qualitative research methodology is suitable to illustrate its complexity. A qualitative approach is defined as "a range of data collection and

analysis techniques that use purposive sampling and semi-structured, open-ended interviews" (Gopaldas, 2016). Furthermore, qualitative research design is also used to explore people's perceptions, feeling, the researcher aims to explore speaking anxiety phenomenon that the participants experienced in EFL classes. According to Abbasi et al., (2019), speaking anxiety is the feeling of uneasiness, frustration, self-doubt, and apprehension or worry. A qualitative research is defined as "inductive in nature, and the researcher generally explores meanings and insights in given situation" (Corbin & Strauss, 2015, Levitt et al., 2017).

In this study, a qualitative research methodology was compatible with the research questions because the researcher wanted to give a detailed understanding about speaking anxiety phenomenon specifically on the causes of speaking anxiety, how this issue impacted the participants' performance in class, and the strategies that the participants used to reduce their speaking anxiety. Furthermore, a qualitative study is suitable if the researcher wants to conduct a study on human participant, to explore a phenomenon about which little is known or to understand a central problem with specific details.

Qualitative research methodology was chosen to answer the research questions in this study for the following reasons. First, the various views of reality in the qualitative tradition were taken into consideration. The researcher gained different view from different students about speaking anxiety. In speaking anxiety, an individual's experiences include feelings and thoughts that other individuals may not have. For example, in research question one of current research, the researcher examine the speaking anxiety causes according to description made by the participants.

Second, qualitative research is especially useful in situations when direct input from individuals those directly affected is needed (Bradshaw et al., 2017). In addition, to have a better sense of the students' viewpoints, qualitative research also aimed to look at first-hand and meaningful data (Jadhav &Khanna, 2016). Therefore, research question two dealt with how anxiety affects the students in their speaking classes.

Third, the researcher is the key instrument for collecting data. In this qualitative research, the researcher was the instrument who tried to clarify and obtain more information from the participants to understand the speaking anxiety phenomenon.

Lastly, studying and interpreting natural occurrences in their context is the focus of a qualitative research (Denzin & Lincoln, 2005; Mohajan, 2018). In this study, the researcher described students' experiences while speaking in English in language activities in anxiety.

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Research on subjective experiences, views, and beliefs is often conducted using a qualitative method (Percy, Kostere & Kostere, 2015; Subandowo, 2017). More empirical studies explore on affective factors for instance anxiety would be done effectively with qualitative interviews than quantitative studies as many researchers have been done using quantitative research such as using foreign language speaking anxiety scale (FLLAS) to measure speaking anxiety among natives and non-natives English speakers (Bollinger, 2017).

In addition to that, Rahman (2017) provided five advantages for researcher of second language to use the qualitative research. To begin, qualitative research involves gathering and interpreting participants' thoughts, emotions, and behaviours via in-depth (specific) descriptions of their thoughts, feelings, and experiences. It is also

important to note that qualitative research is a more comprehensive approach to understanding sudents' lives. Aside from that, it's considered an ideographic study, which means it looks at specific situations and occurrences, and it's capable of comprehending the perspectives, meanings, and happenings of diverse individuals. Fourth, qualitative research allows researchers to get access to the inner experience of participants and to learn how meanings are created within the framework of data. Lastly, greater flexibility in the qualitative study design is possible.

The researcher of the present study selected the qualitative case study design to answer the research questions. Karlssan (2016) defines a case study as “a research strategy that helps us understand phenomena in real-life situations and the strategy is common in a wide range of fields such as psychology, sociology, political science, social work and business”. In this study, an intensive, holistic description of speaking anxiety phenomenon from Iraqi medical undergraduate students’ perspectives was conducted to assist Iraqi medical undergraduate students to cope with speaking anxiety. Elman et al. (2016) defines case study as equally research method. When it comes to qualitative research, a case study may be defined as one that investigates a smaller sample of anything. Therefore, using the qualitative case study design is suitable for this study.

Furthermore, an in-depth look into the thoughts and feelings of FLA participants is provided by case study (Lababidi, 2016).Instance studies, according to Elman et al. (2016), "concentrate intently on a specific case." (p. 375). Although they acknowledge that certain case studies are conducted merely for descriptive reasons, they believe that the case in focus should be typical of a wider group of instances.

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In addition, Harrison (2017) identified that the qualitative case studies have three characteristics: 1) particularistic, 2) descriptive, and 3) heuristic. The three types were suitable for this study. First, particularism in this case study is targeting on a specific occurrence. In this study, the case was Iraqi medical undergraduate students attending Institute of Medical Technology, Middle Technical University who experienced speaking anxiety. Second, being descriptive means that a case study offers a complete and rich description. In this study, speaking anxiety was described in specific details according to data collected from the participants. Third, being heuristic means that the exact words used by researchers' interpretations and individuals' own experiences of them helped the readers to understand the causes of speaking anxiety, the strategies that they used to reduce speaking anxiety, and the effects of speaking anxiety on the students' performance in the classroom. In qualitative research, the speaking anxiety context or the situation at Institute of Medical Technology was described to shed the light on the speaking anxiety experienced by the participants.

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3.3 Sampling

Sampling is "a method, procedure, or technique of choosing an appropriate sample, or representative portion of a population, for the goal of ascertaining population parameters or characteristics". Sampling is the process of selecting population units for instance individuals, cases, and bits of data (Mujere, 2016). This purpose was achieved by means of purposive sampling. Purposive sampling meaning "the purposeful selection of a participant based on the individual's characteristics". This method doesn't rely on chance, and it doesn't need any certain number of people to take part in the study. (Taherdoost, 2016). To put it simple, using instructors' opinions and students' final grades, the researcher determines what data is necessary and then

seeks out people who can and are willing to offer it.In this study, 15 Iraqi medical undergraduate students and 5 teachers at Technical Institute of Medicine Al Mansour were interviewed to understand their experiences in relation to speaking anxiety. Moreover, purposive sampling enhances data range and helps the researcher to detect trends from them (Gopaldas, 2016).

Qualitative case studies need two types of sampling, as described by Merriam (1998) and Harrison et al. (2017). The first is sampling, when the researcher selects the unit of analysis or case to be examined. The participants in this research were Iraqi medical students at the undergraduate level at Technical Institute of Medicine- Al-Mansour, Iraq. The second level of sampling suggests that the researcher needs to purposefully select whom to interview. In this study, the researcher conducted interviews with students who experienced anxiety when speaking in English language in their classrooms. Interviews were also conducted with 5 teachers from the same institution i.e. Technical Institute of Medicine- Al-Mansour, Iraq. The responses from teachers were used to triangulate the data from the participants' perspectives.

The degree of case-based analysis characteristic of qualitative research necessitates relatively small samples. In addition, qualitative samples are intentional in that they are selected for their ability to provide in-depth knowledge about the issue being studied. As a consequence, rather of using probability sampling as is done in quantitative research, purposive sampling picks 'information-rich' situations. Indeed, new research reveals that purposive sampling is more efficient than random sample in qualitative investigations, corroborating long-held statements of qualitative methodologists. In qualitative information systems studies, reporting sample size and recommending acceptable ranges for grounded theory (twenty to thirty interviews) and

single case (fifteen to thirty interviews) projects are goals (Creswell, 1998; Vasileiou, 2018).

Students of both genders were included in the study, which necessitated the use of a homogenous sampling strategy (i.e., a sampling method in which the researcher selects participants on the basis of their membership in a subgroup that shares defining characteristics with the study's participants). In this study, researcher who is a female, must interview the participants face to face. The second criterion was that the participants of this study involved only Iraqi medical undergraduate students enrolled in Technical Institute of Medicine- Al Mansour, Middle Technical College. The third criterion was selecting 15 Iraqi medical undergraduate students as the participants. These students were taking English language course that are focused on speaking skill. In this class students were taught varieties of speaking activities for instance; speeches, role play, question and answer, group discussion etc. Their exposure to speaking place them in situations which induce anxiety. The fourth criterion was that the participants were all Iraqi natives because no international students were attending the institute.

To select the participants, the researcher asked 5 English language teachers to choose students who are taking their English speaking skill and who seem to experience speaking anxiety for the interviews based on their marks in the final course. Therefore, English teachers would be able to provide suitable student to participate in the present study. In addition, the participants were selected purposively according to their marks that shows that they are weak. The researcher placed time schedule for the students to sign up according to their convenience to be interviewed.

For this study, The Iraqi medical undergraduate students provide rich information for the study. In addition, getting acceptance by participants in a research project is very important because "it offers the best opportunity for researchers to present their credentials as serious investigators and establish their own ethical position with respect to their proposed research" (Almalki, 2016). Prior to that, the researcher contacted the Dean of the Technical Institute of Medicine Al Mansour, Mr. Farhan Abboud to get permission to interview students about their perspective on speaking anxiety.

3.4 Profiles of Participants

The researcher interviewed 15 Iraqi medical undergraduate students who had enrolled in English language lesson at Al-Mansoor Technical Institute of Medicine. The English language lesson in which the students attended is a compulsory course to enrich their language. The course covered all the four skills; reading, listening, speaking, and writing. However, one of the difficult skills to master is speaking. During the lesson, the students were required to do many activities to develop their English language as a part of learning English language. However, a large number of the students attending the class created a problem in the process of speaking and as well as for the other skills. The researcher herself interviewed the students to look for causes, effects and strategies the Iraqi medical undergraduate students used it to reduce their speaking anxiety.

The English course taken by the students is at a beginner stage which uses *New Headway – Beginner* as a required text. Then they will proceed to a pre-intermediate stage. At this stage New Headway pre-intermediate is used as a textbook. In addition to the textbook, there are parts titled "Everyday" and "spoken grammar," which allow

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students to practice their speaking abilities in a real-world setting. In addition, there is a writing section at the end of the book for each subject, which gives examples for students to critique and emulate.

As shown in Table 3.1, the age of the student ranged from 19-21 years old. The participants of this study were from three medical departments in Technical Institute of Medicine-AlMansour: four from Pharmacy, six from Medical Analysis and five from Electronic Technology. The researcher used pseudonyms to refer to the participants.

Table 3.1

Profile of Participants

College	Major	Age	Participant
SA	19	Pharmacy	Institute of Medical Technology
SB	19	Medical Analysis	Institute of Medical Technology
SC	19	Electronic	Institute of Medical Technology
SD	20	Pharmacy	Institute of Medical Technology
SE	19	Medical Analysis	Institute of Medical Technology
SF	21	Medical Analysis	Institute of Medical Technology
SG	21	Medical Analysis	Institute of Medical Technology
SH	21	Electronic	Institute of Medical Technology
SI	21	Pharmacy	Institute of Medical Technology
SJ	20	Electronic	Institute of Medical Technology
SK	20	Medical Analysis	Institute of Medical Technology
SL	21	Electronic	Institute of Medical Technology
SM	19	Medical Analysis	Institute of Medical Technology
SN	20	Electronic	Institute of Medical Technology
SO	19	Pharmacy	Institute of Medical Technology

For their background of their study, the Iraqi medical undergraduate students' levels of proficiency in English language was weak due to the method of teaching employed which did not give students opportunity to practice speaking in the classroom and

which focused on grammar only. As a result, despite graduating from high school and joining medical programme at the college, the students' English language skills were still lacking since their fundamental English was lacking, making it harder to acquire English afterwards.

Besides interviewing the students, the researcher interviewed 5 teachers who were working in AlMansour Technical Institute of Medicine to triangulate the data from the students. Table 3.2 displays the profiles of the teachers. The researcher used pseudonyms to refer to the teachers.

Table 3.2

Profile of Teachers

Teachers	Years of Teaching Qualification
TA	10
TB	7
TC	5
TD	6
TE	7

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As shown in Table 3.2, the 5 teachers at Technical Institute of Medicine- AlMansour have several years of teaching the English language course. Hence, teachers would have access to comprehensive data on their pupils' proficiency in all subject areas. as well as the causes, effects, and some strategies that the students used to cope and reduce speaking anxiety in particular.

3.5 Data Collection Instruments

This section describes the interview as the instrument. It also examines the interviews employed for students and lecturers. In this study interview were used to describe and

determine the perspectives of the participants. DeMarrais (2004) defines interview as a conversation that focuses on questions related to a research question between a researcher and a participant. Merriam (1998) and Oltmann (2016) state that interviews aim to obtain a special kind of information. Patten, (2002) maintains that the main purpose of an interview is to uncover those things that researchers cannot observe directly such as feelings, thoughts, and intensions. Marriam (1998) states that in research involving just a small number of people, interviewing is the best strategy for gathering data. In this study, the researcher wanted to obtain information about speaking anxiety from the perspectives of the Iraqi EFL learners at Technical Institute of Medicine-AlMansour.

A semi-structured interview is suitable for this study because it develops a much deeper understanding of the research questions and conducted in current study. Fontana and Frey (2000) describe it as "one of the most powerful ways in which we try to understand our fellow human beings".

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3.5.1 Students' Interview

To prepare the interview questions for, the researcher selected a group of questions related to the present study from study done by Balemer (2009). Similarly, Balemer explored the causes of fear of public speaking in a foreign language, as well as the link between fluency and the intensity of such fear.

The interview questions comprised four areas that are relevant to speaking anxiety. The areas are: 1) Introduction which is to gain students profile and as a breaking session, 2) students' perspectives of the causes of speaking anxiety, 3) effects of speaking anxiety on the students, and 4) strategies that the student use to reduce

speaking anxiety. Before the actual study, a pilot interview with two participants was conducted. Based on the comments from experts and feedback from the pilot study, a final draft of the interview for the actual study was modified and developed.

The list of questions asked in students' interview is as in Appendix C. First, four demographic questions were asked to characterize participant's profiles in the initial section of this interview. The interview guide's second section comprises 2 questions enquiring on interviewees' experiences with fear of speaking in general. The third section of the interview guide includes one question regarding the sources of speaking anxiety while the fourth section consists of two questions concerning the impact of speaking anxiety. Finally, in the fifth section of the interview guide, one question was asked concerning how participants coped with fear and anxiety while speak in English speaking.

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3.5.2 Teachers' Interview

The researcher interviewed 5 teachers who were working in the Technical Institute of Medicine-AlMansour. The purpose of interviewing teachers was to triangulate the interview data with the interview data of the students. Recordings of the interviews were transcribed and analyzed to identify the themes.

The researcher divided the teachers' interviews into two parts: firstly, personal information and secondly, interview relating the research questions of the study (see appendix D).

3.6 Data Collection Procedure

After getting permission from the Dean of Institute of Medical Technology, the interview sessions with the students started in September of 2019 during the first semester. The date and times were chosen to ensure that the students would be available. The length of each interview could vary from twenty minutes to one hour and twenty minutes. The researcher was given a room by the dean to conduct the interviews. The room was in quiet place to ensure that the atmosphere was suitable for recording. The researcher herself did the interviews one time for one participant. The researcher used the following procedures to collect the data. At the beginning of the interview, the researcher explained the purpose of the study and how his\her answers might contribute to improving English language learning process for EFL students. Then, the interviewee filled in a consent form to indicate their willingness to participate in the interview. After that, the researcher thanked the interviewee for agreeing to be interviewed. Next, the researcher sought permission to have the interview tape-recorded. The researcher checked the recorder to ensure that it was working. All semi-structured interviews were asked in the Arabic. At the end of the session, the researcher thanked the participants for their cooperation.

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3.7 Method of Data Analysis

Following the completion of the data collection stage, the researcher conducted an analysis of the data collected via interviews. The steps are discussed in next section.

3.7.1 Transcribe

The first step that needed to be taken by the researcher before moving on to the analysis of the data was to transcribe the tape into textual form. According to Creswell (2012), it is the process of transforming an audio recording into text data. It made data analysis simpler for the researcher who conducted the study. The researcher also translates The Arabic Transcript into English.

3.7.2 Code the Data

What this entails is that the process of coding is the act of slicing up a section of text into individual bits of text or distinct categories. According to Cohe et al. (2000), coding is a method of analysing and organising the data in an attempt to comprehend the meanings included in the text. This method also assists the researcher in identifying categories and trends. According to Cohen et al. (2000), the researcher performed content analysis by coding, using several coding methods such as open coding, analytical coding, axial coding, and selective coding. The initial approach was known as open coding. Open coding is a method in which the researcher assigns categories to the data based on the transcript. It meant that the researcher had to draw their own conclusions about what the participants intended by their response. The second method was the analytic coding method. During the analytical coding process, the researcher translates or interprets the statement made by the participants. Following that, the researcher presented the central idea or concept that was to be understood by analytical coding. The axial coding method was the third. Through the use of axial coding, the researcher was able to categorise the topics into groups that have the same significance across all of the participants. The selective coding method was the fourth. There was a lot of overlap between an axial coding and a selective coding. Through the use of

selective coding, the researcher was able to determine the primary categories of text data, which were the students' issues and their solutions.

3.7.3 Reporting Findings

After all of the data had been coded, and the core had been chosen, the findings were given, and every aspect of the discovery was thoroughly addressed. Creswell (2012) defines data reporting as the process of creating the report in a form that is suitable to the audience. In this study, researcher has published the findings in a written format that was designed to be accessible to a variety of readers.

3.7.4 Summarizing the Findings

After the researcher had transcribed the results, coded them, and reported them, the researcher who was going to summarize the findings needed to start with a basic overview of the important findings. The researcher gives the reader a concise summary of the study when he or she has finished reporting the findings.

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3.8 Pilot study

A pilot interview is another essential element for interview preparation. In qualitative research, piloting interviews are a necessary step to emphasise the importance of improvisation in addition to the main study (Majid, 2017).To improve interview processes, Castillo-Montoya (2016) suggested piloting the interviews.

Creswell (2008) states that the main objectives of the pilot interview are: 1) in order to establish the appropriateness of the settings by obtaining answers from the

participants, 2) to make the researcher familiar with interviewing techniques, and 3) to ensureparticipants are given crystal-clear questions.

Pilot interviews with two Iraqi students(one male and one female) from Universiti Utara Malaysia were done by the researcher in order to attain the aforementioned goals. The pilot interview was done in Malaysia on May 10th, 2018since the researcher was there for study intentions.The data were tape-recorded to analyse the transcript of the interviews. The answers aidedthe researcher generate or categorise the data that could surface during the real inquiry.

The researcher used pseudonyms to refer to the participants. The intention to use pseudonyms was to preserve the credibility of the study which guaranteed confidentiality. The interview questions were conducted using both Arabic and English because the two students had problem expressing their view when the questions were asked in English. Hence, the students could use either English language or Arabic language in their answers.

Except for two questions, both participants Omar and Sahara understood everything the researcher asked them throughout the two pilot interviews. This resulted in some slight adjustments to these two questions by the researcher. The first question was: “where do you feel most comfortable speaking in English? Why?” With respect to the first question, both participants were definitely confused about where they found themselves most comfortable. So, the researcher decided to add some probes, which

was "where do you feel most comfortable? Why?" To "Where do you feel the most comfortable place to speak in English? Probes: class, street, or home and Why?"

The second question is "what kind of English speaking anxiety makes you anxious?" With respect to second question too, the two participants could not understand it as it is related to the next question which is "What kind of situations in English make you anxious?" So, the researcher decided to change the second question, which was "what kind of English speaking anxiety makes you anxious?" to "What kind of situations in English make you anxious?"

Furthermore, the researcher decided to conduct the interviews in Arabic as she felt that the participants could not express their feelings fully in English. The researcher herself is confident and could translate from Arabic to English because she already finished courses in Translation in the Bachelor of Arts degree program. However, the researcher would also have asked other specialists in translation to examine the transcripts in order to ensure that the translation convey the actual message as mentioned by the students in the interviews.

The first pilot interview was conducted with the participant, Omar, who was a student taking an intensive English course at Universiti Utara Malaysia. Omar stated that he had a hard time speaking English well. Speed, dialect, class climate, and subject of conversation were all factors that contributed to these challenges. Speaking anxiety was also a problem for him when it came to English assignments.

He gave the following reasons for feeling anxious when speaking in English language. First, he was afraid of getting low marks. Second, he was always thinking about his peers and felt embarrassed if he did poorly. Third, he did not have enough vocabulary to understand the speeches. Fourth, in some activities, he did not feel comfortable when speaking in the classroom. He said "I prefer to speak in my room because I feel more comfortable". Lastly, due to his fear of speaking in front of large groups more than two, he avoided doing so. Moreover, he mentioned that his mind was wandering during examination on the speaking tasks. He described some of the methods he took to overcome his fear of public speaking, such as taking time to reflect before speaking, exhaling deeply, and conversing with a buddy. Physical anxiety symptoms such as perspiration, redness, an elevated heart rate, and vibrating feet also occurred when he spoke English. His performance was affected by worry, although not to a great extent.

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Sahara, the second participant, of the pilot study was a student which has taken an intensive English course at Universiti Utara Malaysia. Sahara admitted experiencing difficulties when speaking in the English language. During her first time in attempting to communicate in English, she faced difficulties when her unable to produce speech due to limited vocabularies. She also preferred to rehearse the speech on specific topic before actually having the conversation or speech. Moreover, she mentioned that the fear of failure, feeling worried and feeling shy were also factors causing speaking anxiety in English. She regarded her fear of public speaking to be a medium. She also stated other reasons for feeling of anxiety in speaking such as the topic of speaking, especially topics, mapping questions, teacher's attitudes, environment in class, and

lengthy conversations. To reduce her anxiety when speaking English, she used strategies such as increasing the amount of time spent on speaking activities, creating common words that might be used in any spoken activity, and applying self-motivation are all good ideas.

The pilot study also provided feedback that helped the researcher to refine the interview guidelines and to improve her interviewing skills. Moreover, transcribing the excerpts from the interviews helped in gaining insights into how to manage the data and interpret them. Finally, the pilot study made the researcher more familiar with the strategies of inquiry to be used in the actual study.

3.9Trustworthiness of the study

When doing qualitative research, it is essential to check that the conclusions of the study adhere to strict standards. Lincoln and Guba (1985) suggested that the conclusions of the study have to have enough amount of authenticity. In order to do this, it is necessary to consider concepts such as validity and reliability in order to determine the extent to which the results correspond to reality. Many authors claim that the assumptions upon which qualitative research matches reality are fundamentally distinct from those around which quantitative research is founded (Denzin & Lincoln, 2000; Lincoln & Guba, 1985). According to Marriam (2009) states that qualitative research is “holistic, multidimensional, and ever-changing; it is not a single, fixed, objective phenomenon waiting to be discovered, observed, and measured as in quantitative research”.

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Other terms like trustworthiness, conformability, credibility, transferability, and dependability have replaced validity and reliability in qualitative research (Lincoln & Guba, 1985; Patton, 2002). Conformability is the extent of neutrality to findings from the biases of a research, while the notion of credibility means that the findings are credible. Transferability is the ability to generalize the findings to other context. Dependability is the consistency of the findings in a recurring manner (Lincoln & Guba, 1985).

The reliability of this study was improved by the use of a variety of methodologies that were utilised by the researcher. The researcher began by putting up a suitable design, which consisted of a qualitative case study, in order to address the aims and concerns of the research. Second, the researcher made an effort to develop good relationships with the participants so that they would feel more at ease. The kids were favourably impacted as a result of these processes. This action encouraged people to discuss openly about the experience they had with public speaking.

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3.10 Ethical and Legal Considerations

Ethical and Legal considerations must be considered when conducting a study with human participants (Wiersma, 2000; Antoniadou, & Dooly, 2017) First, gaining access to a site through what is called "gatekeeper". The researcher requested the dean of Technical Institute of Medicine AlMansour who can provide some information about the university itself, the education system, the lessons that the students should take, and how to obtain a permission to get the final marks as well as to conduct the interviews. Nevertheless, the researcher herself obtain permission from the Dean of Technical Institute of Medicine AlMansour to conduct and collect the data. The

researcher also requested to conduct the interviews inside the university at calm places such as the library or classroom or laboratory.

During the meeting that took place with the participants, the researcher had established an agreement with the participants on their right to maintain confidentiality. Before beginning the interview, she had the participants fill out a letter of agreement, which both explained to the participants the goal of the research and guaranteed that their answers would remain anonymous. Third, the researcher shielded the identities of the people who took part in the study by using pseudonyms rather than their real names wherever possible to protect them from any potential harm.

3.11 Summary

In this chapter, the researcher explains the research design of this study. The researcher provides the reasons for using a qualitative research design. Then, the researcher describes the sampling and the setting of this study. The participants are Technical Institute of Medicine- AlMansour. Additionally, the researcher illustrates the criteria for the selection of the participants. Next, the researcher provides the benefits of conducting a pilot study before the actual interviews. Then, data analysis and the strategy for conducting that analysis are discussed. Finally, the researcher explains the ethical and legal issues of the study.

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CHAPTER FOUR
FINDING AND DISCUSSION

4.1 Introduction

Research results and debates are included in this chapter. In the results, the researcher describes the data's outcome including the causes of EFL speaking anxiety from Iraqi medical undergraduate students' perspectives, the effects of speaking anxiety on the Iraqi medical undergraduate students, and the strategies that the Iraqi medical undergraduate students used to reduce speaking anxiety.The discussion of the research is also strengthened by theories and literature Review.

4.2 Research Findings

4.2.1 Causes of Speaking Anxiety

Specifically, the term "causes of speaking anxiety" refers to reasons or variables that cause anxiety in participants when they are unable to talk or express their opinions in front of a group of people during a speaking class. Seven themes emerged from the interview responses of the participants to research question one: "what are the causes of EFL speaking anxiety from the Iraqi medical undergraduate students' perspectives?". The findings showed that the students associated their anxiety with: 1. Fear of negative evaluation, 2. Fear of making mistakes, 3. Lack of vocabulary knowledge, 4. Unfamiliar topics, 5. lack of Time management, 6. Lack of confidence, and 7. classroom environment.The themes were derived from the participants' explanation of their experience and were guided by the literature review.

4.2.1.1 Fear of Negative Evaluation

The first difficulty found in this research is fear of negative evaluation. The statement below showed that three participantsfacedfear of negative evaluation (see appendix G):

> **SC:** "I hate speaking that include evaluation by using marks. When I speak, I directly think that I will not be able to reply the whole speech. I lose the focus in the middle or after one or two minutes from the start. Because I always think that may my answer is not correct and that makes me anxious during the speaking class."
>
> **SD:**"Another factor is because there are teachers in the class, so the teacher's assessment makes me nervous."
>
> **SF:**"I'm afraid what the teacher might say. She might think that I'm dumb because I make a lots of grammatical mistakes. For me, I have an idea but I am afraid of saying it. I know myself that I can't tell my ideas in English so I prefer to keep silent."

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In addition to that, from the teachers' responses, one teacher out of five stated that fear of negative evaluation is one of the causes that leads to speaking anxiety. The statement stated below;

> **TC:**"fear of marks and evaluation, they saw speaking English language is difficult for them and they will get low marks."

In the present study, the Iraqi medical undergraduate students mentioned fear of negative evaluation to be a major cause of their speaking anxiety. Their responses

show that the students were afraid of their teachers' impression of them and thus this fear distracted their concentration on performing their speaking task. Viana et al. (2019) stated that this difficulty results in students' reluctance to participate in speaking activities in the classroom because they believe they will be judged and assessed poorly and because they have not mastered the speaking skill.

Likewise, Horwitz et al. (1986) explain that this anxiety arises from the fact that people who are afraid of being judged negatively may become too sensitive to other people's opinions about them. This situation can also be seen from the perspective of MacIntyre's recursive relations between cognitive,behaviour and anxiety. Batiha et al. (2016) and Mukminin et al. (2015) also suggested that worry of receiving a poor assessment is one of the most common factors of speaking anxiety among their respondents.

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4.2.1.2 Fear of Making Mistakes

Fear of making a mistake is another cause of speaking anxiety. This was identified by the Iraqi medical undergraduate students when asked "What do you think the causes of speaking anxiety or factory that can lead to speaking anxiety? Why?" Two of fifteen student said that the fear of making mistake was difficult challenge related to speaking (see appendix G):

> **SB:** "Also, making mistakes makes me stressed. I have difficulty in recognizing the words because they are difficult to follow the speakers at the same time. Of course, I will miss one of them. I'm so scared ofmaking mistakes. I always feel lost. I lose everything when I face this situation."

SO:"I am afraid to making mistakes (such as grammar,pronunciation, vocabulary)"

In addition, one teacher out of five stated that one of the causes of speaking anxiety is fear of making mistakes. The statement stated below;

TE:"limited vocabulary and making mistakes."

The Iraqi medical undergraduate students' responses highlighted that the kind of mistakes made by them which are as follows: incorrect pronunciation of words, the use of wrong words due to limited vocabulary, uncertainty whether their speeches are within the topics given. Akkakosan's study (2016) on anxiety among Thai EFL university students in English conversation classroom revealed similar finding i.e. worry of making mistakes and limited vocabulary as main sources of speaking anxiety. Likewise, research done by Mukminin (2015) also found that fear of making mistakes is one of the major factors which caused speaking anxiety among students.

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4.2.1.3 Lack of Vocabulary Knowledge

Lack of vocabulary knowledge is one of the problems that the Iraqi medical undergraduate students were facing. Six of fifteen of the participants said that they had problems with the lack of vocabulary knowledge during speaking tasks. Students' responses are as follows (see appendix G);

SD:"Sometimes it's because Idon't have enough vocabulary for speaking, so I have to think about it first, if Iwant to respond it takes a bit longer."

SE:"I do not know what to say, I can't explain the speech for one time I lose many words or primary ideas in the first time of speaking. On the other hand,

many times I couldn't complete answering all the questions that we need to speak about them because I don't have much words."

SG:"I do not know how to say the words. I do not know many words that is difficult so difficult."

SK:"I don't know some vocabularies and expressions touse. I'm usually afraid to speak up"

SL:"I have limited vocabularies in English language because my level in English is not good."

SN:"yes, I'm scared because I do not have enough words in English language I can use it to speak."

In addition, the finding showed that three teachers out of five stated that one of the causes that leads the Iraqi medical undergraduate students to suffer from speaking anxiety is limited vocabularies they have that prevents them from speak and cause speaking anxiety. The statement stated below;

TA:"I saw that students have difficulty when they want to answer they have limited vocabularies that makes them can't express their ideas clearly."

TB:"Most of the students have a problem in pronunciation, limited vocabularies, fear of making mistakes either in grammar or meaning."

TD: "And limited vocabulary also restricted them to express their ideas clearly."

TE:"Limited vocabularies and making mistakes."

This finding highlighted that the lack of vocabulary knowledge hinders the participants' understanding of the speech task as well as causing them to stutter and

pause in their speeches. As a result, the students are not able to express their ideas. Subandowo's study (2017) also found that limited vocabulary and not knowing meaning of words as a major barrier to his participants' ability to converse in English. This is also in line with the findings of Indrianty (2016) and Khan (2018) who also found that the lack of vocabulary can contributed to students' anxiety in speaking tasks.

4.2.1.4 Unfamiliar topics

Another source of anxiety that emerged from the study is unfamiliar topic. This means that the students had to deal with topics which they are exposed to or lack of knowledge for their speaking tasks. Two of fifteen participants claimed that they had a problem with unfamiliar topic. Students' response are as follows (see appendix G);

> **SH:**"For me, some topics are difficult to express my opinions about it."
>
> **SJ:**"I feel worried when speaking about topics about odd situations. Sometimes I have asked to speak about weird sports, for example, Yoga."

In addition to that, one teacher also stated that unfamiliar topics is one of the causes that leads to speaking anxiety. The statement stated below;

> **TD:**"According to the topic, some students are very weak, they cannot answer or express their ideas because they don't have much information about some topics."

The responses from students indicate clearly that unfamiliar topics have put the students in great difficulty. These findings are similar to studies by Cepon (2016), He

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explains that EFL learners should be knowledgeable with the issue before communicating in English. When EFL students are assigned to give a speech or to conduct a discussion on a topic they are unfamiliar with, they are likely to struggle to come up with ideas because they lack background information.

4.2.1.5 Lack of Time Management

The study came to the conclusion that managing one's time effectively is the fourth challenge of public speaking. Two of the participants admitted that they struggle when it comes to keeping track of the time while they are giving public presentations. It is clear from the statement that is provided below (see appendix G):

> **SA:**"And then, umm, when I speak I have problem with time. Sometimes I cannot finish the speech on time. Sometimes It overtime and sometimes I finish the speech before the time up."
>
> **SD:**"Then at the time ofthe test, because of being chased by time it became blank**."**

As a direct consequence of this, in light of the answers provided by the participants, it is possible to draw the conclusion that managing their time effectively has become a challenge for the students while speaking. Moore (2011), who noted that most presenters strive to say too much yet end up running out of time, provided support for the claims made by those participants. Many people who want to talk are afraid to do so because they believe they will not have enough to say. They are concerned that they will finish too fast, at which point everyone in the audience will be watching them in complete silence. So often, presenters have a really significant point to say, but they are unable to conclude their speech because they do not have enough time.

4.2.1.6 Lack of Confidence

The lack of exposure and opportunity to use English has also impacted the students psychologically. It leads them to have lack of confidence. One participant stated that he had lackof confidence as their difficulty in speaking English language. It was proven by the statement below (see appendix G);

> **SA:**"It happened for many factors such as I met new classmate at the class and I did not know yet about speaking concept. I also have lack of confident."

When giving a speech, having confidence is essential because it gives the speaker the ability to exercise total command over their presentation and, ultimately, their audience. According to Rozakis (1999), the primary reason why many public presenters lack self-assurance is because they focus too much on themselves.

4.2.1.7 Classroom Environment

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The seventh theme that emerged from this study was the classroom environment. One participant declared that they experienced anxiety due to the classroom environment. The statement showed below (see appendix G);

> **SM:**"Fear of speaking in front of all students and teacher makes me lose words and cannot answer."

The atmosphere of speaking classes is considered as a cause for speaking anxiety in which the Iraqi medical undergraduate students had to endure. This finding is similar to studies conducted by Rafada and Madini (2017), Akkakoson (2016), and Huda (2018).

4.2.2 Effects of Speaking Anxiety

The second research question: How does speaking anxiety affect the Iraqi EFL learners? In this study, the effects of speaking anxiety refer to the influence of anxiety on speaking from the perspectives of the Iraqi EFL students. Based on the students' responses, the effects of speaking anxiety could be classified into three types: 1) personal effects, 2) social effects, 3) academic effects.

4.2.2.1 Personal Effects

The participants of this study mentioned that anxiety in speaking as having negative effects on them personally. Three sub-themes derived from the personal effect are including: avoiding speaking skills, feeling depressed, and losing concentration (see appendix G).

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4.2.2.1.1 Avoiding Speaking Skill

The first sub-theme emerged from the personal effects was avoiding speaking activities. One participants claimed that they had problems related to speaking skill activities that was somehow difficult for most of the students because their level in speaking English language was just beginner. These problems led to misunderstanding that caused a feeling of anxiety among the students. The statement stated below (see appendix G);

> **SO:**"Because I am afraid to making vocabulary, grammar, accent and pronunciation). mistakes in pronouncing a word or applying grammar in a sentence, so students with me don't understand the meaning."

The participant's response revealed the psychological effects had to endure i.e. were just not prepared to speak the language spontaneously due to low level of English proficiency and limited vocabulary. These add to fear of having to speak in English. This finding is parallel to the study by Rafida and Madini (2017) who described their participants from King Abdul Aziz University who faced the same predicament. The sub-theme of avoiding speaking activities is also similar to the finding of a study by Abdullah & Abdu Al Rahaman (2016) on students' anxiety level towards speaking English as a second language. Their participants resorted to skipping classes to avoid the threatening nature of English speaking class. But in this study, the researcher found from the participant response that the student cannot skip the class because it is obligatory and still restricted with anxiety.

4.2.2.1.2 Feeling Depressed

The second sub-theme that emerged from the main theme is feeling depressed. The participants admitted that speaking anxiety affected them personally. Four confessed that they were depressed because they thought that they would never do well in speaking classes. The students became pessimistic because they were afraid of the speaking classes and the possibility of failing. Even though the students were provided with facilities inside and outside the Institute, they seemed to suffer from depression in their speaking classes. Their statement stated below (see appendix G);

> **SC: "**I feel depressed when I get anxious. My day turns upside down. I cannot keep my studying or continue my day"
>
> **SD:** "Definitely nervous, I'm nervous not because I'm afraid I can't do it, but becausepeople stare at me. Then, when I was suddenly appointed (to speak) I

became blank, I had to think again about what I should say, and that's what made me nervous."

SG: "It is not easy. I feel embarrassed, sad, nervous. Sometimes I want to cry. I do not like to speak about that. I know myself I can't speak English**."**

SL: "shocked"

In brief, having to speak in English has profound psychological effect on some of the students leading them to depression. A study by Mahmud (2017) on effects and problems of speaking anxiety also showed that students of Benggali medium classroom experienced severe-fear, helplessness and embarrassment.

4.2.2.1.3 Losing Concentration

The third sub-theme that emerged from the main theme is losing concentration. The participants admitted that speaking anxiety affected them personally. Eight admitted that they were losing concentration because they thought that they weak in English language. Their statement stated below (see appendix G);

SA:"To be honest, I was sweating cold, nervous, and It kept going blank because I was so nervous that all my vocabularies disappeared, so what I wanted to talk about was scattered."

SB:"It affects me especially I get hesitated by what I want to say."

SD:"Definitely nervous, I'm nervous not because I'm afraid I can't do it, but becausepeople stare at me. Then, when I was suddenly appointed (to speak) I became blank, I had to think again about what I should say, and that's what made me nervous."

SE: "I can't understand or speak in English language because of using the English language most of the time inside the classroom. This problem causes

anxiety for me. It also leads to hesitation. I think that is due to using vocabularies, which are new for me."

SF:"I can't focus. I think that is due to using vocabularies, which are new for me."

SJ: Hesitated

SM:"Fear of speaking in front of all studentsand teacher makes me lose words and cannot answer."

SN: "In English language class, I can get so nervous I forget things know."

The participants' responses showed how they lose the concentration in the classroom and while they are trying to speak English language. From the facts shown above, it is possible to draw the conclusion that a lack of attention may have contributed to speaking anxiety. Inadequacies in one's language and apprehension about making errors might also be contributing factors (Han, 2016).

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4.2.2.1.4 Over thinking

The third sub-theme is over thinking, which means that the students think a lot when they feel anxious in speaking classes. One participant mentioned that anxiety affected him negatively, that he had few vocabularies, and that they might avoid engaging in speaking activities because he is weak in English language. The statement stated below (see appendix G);

SF:"For me, it is tired, I think a lot because I have few vocabularies. I am weak in English."

The findings showed that overthinking is one of the effective factor that leads to speaking anxiety. A study by Huda (2018) on speaking anxiety also revealed over thinking as one of the effects endured by Wolisonggo EFL University students.

4.2.2.2 Social Effects

The second type of effect that emerged from this study was social effects. This means that speaking anxiety influenced student's social life negatively. The findings showed that there is one sub-theme that is one of the social effects that is isolating oneself from others (see appendix G).

4.2.2.2.1 Isolating Oneself from Others

The sub-theme of the main theme social effects is isolating oneself from others. Three of 15 participants mentioned that speaking anxiety had a negative effect on them in which they preferred to be alone and avoided contact with others, including their close friends and families. The participants may have resorted to this behavior to avoid disagreement with other people or to save face. The statement stated below (see appendix G);

> **SB:**"The first is not confident, the second is very nervous, especially in speaking English, afraid that what I say cannot be understood by others, and it will be misinterpreted."
>
> **SC: "**I face problem inside and outside the classroom. Inside, I feel afraid of speaking and outside, I like to be alone even at home. The speaking classes affected on me that's why I do not like to speak to anyone."
>
> **SJ:**"I'm afraid what the teacher might say. She might think that I'm dumb because I make a lots of grammatical mistakes. For me, I have an idea but I am

afraid of saying it. I know myself that I can't tell my ideas in English so I prefer to keep silent."

In addition, five teachers admitted that students are isolating themselves and prefer not to speak English language. the statements stated below

TA: "The students who keep silent and refuse to participate"

TB:"hesitated students. All the time say "aaaaahhh" when the miss or forget one word and they can't reward it."

TC:"the students who have lack of confidence that prevents them even to answer the questions or do the tasks, they have lack of experience standing in front of all students and speak in English language."

TD: "students who refuse to answer and say " I don't know""

TE:"Hesitated and some refuse to participate."

In summary, some students strove to be as inconspicuous as possible in class as well outside the classroomin reducing the likelihood of being called upon and having to convey in English. In this sense, some isolated themselves from their teachers and in extreme cases even from their friends and family owing to the fear of speaking in English. A Study by Mahmud (2017) on effect and problem of speaking anxiety in Benggali medium classrooms of Bangladesh revealed similar finding i.e. the students could not communicate in English in class, they were scared of participating in speaking activities and small talk initiated by their teachers.

4.2.2.3 Academic Effects

The third theme that emerged from this study was academic effects. This theme was associated with the low achievement and performance of the Iraqi medical undergraduate students (see appendix G).

4.2.2.3.1 Low Achievement and Performance

In this theme, the students were experiencing speaking anxiety, which made them nervous and thus contributed to poor performance, which in turn created more anxiety and even worse performance. The feeling of nervousness is closely connected to the feeling of worry. Speaking anxiety harms the students' achievement by reducing their participation in the speaking classes. Three of fifteen participants mentioned that anxiety had a negative effect on them. The statement stated below (see appendix G);

> **SE:**"On the other hand, many times I couldn't complete answering all the questionsthat we need to speak about them because I don't have much words."
>
> **SG:**"From the four skills, I always get the lowest mark in speaking because I feel so apprehensive about speaking."
>
> **SK:**"Maybe I'm nervous when speaking related to grades, such as during the midor final exam, I'm excited, nervous, and think about whether I can do it or not. Butif it's just practicing in class, volunteering, that's fine to me."

The results revealed the existence of other sorts of impacts, including academic effects. The Iraqi medical undergraduate students who struggle from anxiety related to public speaking highlighted the difficulty with poor accomplishment and performance as a consequence of their condition. This finding is similar to the findings of Kalra and

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Siribud (2020);Saeed (2015) who found that students' achievement and performance are negatively impacted when they have speaking anxiety.

4.2.3 Strategies to Reduce Speaking Anxiety

The third research question in this study was: what are the strategies that the Iraqi medical undergraduate students used to reduce speaking anxiety? Students should be aware that they play a vital part in the process of communication. Thus, students employing certain speaking strategies themselves that contribute to lowering their speaking anxiety is crucial. The responses were then classified into categories as guided by findings of previous studies.

Seven categories of strategies were used by the participants to overcome speaking anxiety. The researcher divided the seven strategy categories into four themes. The first main theme is cognitive strategy comprising positive thinking, repetition, translation. The second main theme is metacognitive strategy consisting of preparation and participation. The third main theme is affective strategy which has one strategy i.e. relaxation. The fourth strategy is memory strategy which includes using keywords (see appendix G).

4.2.3.1 Cognitive Strategy

The cognitive strategy is by far the most often employed strategy by the participants of the study to conquer their fear of speaking. A cognitive strategy is a mental pattern or technique that is used to attain a cognitive objective (Dole, 2009; Suyitnomm, 2017). Three sub-themes stemming from this main theme cognitive strategies included: positive thinking, repetition and translation (see appendix G)

A) Positive Thinking

Positive thinking was used as a strategy to reduce speaking anxiety. Positive thinking means that the participants use their minds to be confident and comfortable in doing speaking tasks. Two participants mentioned that they used this strategy to cope with their anxiety. The statements stated below (see appendix G);

> **SB:**"Try for positive thinking, everyone can make mistakes, That's normal, but sometimes it works and sometimes it does not."
>
> **SF:** "I couldn't find a strategy to reduce my anxiety. But lately, I've been trying tolove myself and think positively, because I know that what I'm afraid of is whatother people think, so from self-love, I wish I could be more confident andcourageous."

Positive thinking as a strategy used to deal with speaking anxiety was also found by Mahmud and Suryana (2015) and Rayani (2016) indicated that positive thinking is a kind of self- encouragement that help learners to get rid of emotional and negative ideas.

B) Repetition

Repetition was another cognitive coping strategy used by the students.Repetition as a coping strategy is an attempt to repeat words several times in order to understand the speech correctly. One participants used this strategy to overcome their anxiety in speaking. The statement stated below (see appendix G);

> **SC: "**When I want to speak I forget some of my ideas, I ask to repeat what is next or repeat again the question, this way actually helps me a lot to keep telling my ideas and what I want to say easily."

In addition, three teachers out of five stated that students used to repeat the words and phrases to avoid speaking anxiety. The statement stated below;

> **TB: "**repeating the information, making plan for what they want to speak means writes some words on paper to remind them of what they want to say."
>
> **TC: "**students often ask to repeat the question."
>
> **TE: "**asking to repeat the question to take time to think and answer."

Repetition as a strategy used by the EFL Iraqi students to overcome the speaking anxiety was also employed by participants in a study in El-Sakka's study (2015).

C) Translation

Translation was also used as a strategy to reduce speaking anxiety. Translation means that the participants requested their teacher or their classmate to translate some words from English into Arabic that is their first language to help them understand the speaking task. Three out of fifteen participants employed this strategy as one of the ways to reduce their speaking anxiety and help them to continue with their speech. The statements stated below (see appendix G);

> **SD: "**I have few vocabularies in English so it is difficult for me to understand all what is said in order to speak about it. However, I ask to translate what is said from English to Arabic briefly sometimes to get the ideas. It is a very helpful way to speak confidently."
>
> **SG:**"I ask to translate what is said from English to Arabic briefly sometimes to get the ideas. It is a very helpful way to speak confidently."
>
> **SL: "**For me, I ask to translate the question or some words I do not know from English to Arabic."

In addition, one teacher stated that students ask to translate to avoid speaking anxiety. The statement stated below;

> **TA:"**Preparing and asking for translate some words in order to understand the question clearly."

Translation as one of the cognitive strategies that Iraqi medical undergraduate students used to overcome their speaking anxiety was also employed by participants in Boustani's study (2019).

4.2.3.2 Metacognitive Strategy - Preparation

Metacognitive strategy was the second category of strategy identified as a result of this research. In learning strategies, metacognitive techniques are those that help students manage and control the learning process via the use of planning, monitoring, and evaluating learning activities. Preparation was a metacognitive technique that emerged from the replies of the participants in this research (see appendix G).

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In this study, preparation was also used as a strategy to reduce speaking anxiety. Preparation in this context refers to the efforts exerted by the participants before the speaking task so that they are able to reduce their anxiety and to conduct their speech. Two of fifteen participants mentioned that preparation was one of the strategies they used to reduce speaking anxiety. Preparation has taken by the participants included looking for various topics to speak about, practicing the speech by using more vocabularies, and attending more courses in speaking skill. The statement stated below (see appendix G);

SA: "I often practice, I talk to myself in the mirrorthat way makes me more confident and prepared to talk in front of my class."

SI:"preparing for topics, makes me more confident."

SJ: "To cope with my nervous I do a better preparation and a lot of practice at home. Sometimes I ask my friend to listen my speech."

SM: "I will overcome it by preparing and reading vocabulary as much as I can that related to the topic. It will make me feel more confident."

In addition, one teacher stated that students prepare for the tasks. The statement stated below;

TA: "Preparing and asking for translate some words in order to understand the question clearly."

In brief preparation such as researching and practicing speaking on the topics, speaking English frequently, taking courses and watching you tube on speaking have proven to be useful strategies for these particular EFL Iraqi participants to speak on topic assigned. Since these strategies provided the participants with greater vocabulary and background knowledge to speak about the topics, they gained confidence and felt less nervous about doing so. Similar strategies were also employed by participants in studies conducted by Choi (2016) and Cepon (2016) who found that lessening students' apprehensions about speaking can be achieved by more rehearsal and preparedness.

4.2.3.3 Effective Strategy - Relaxation

The fourth theme that emerged from the participants' responses was "affective strategy." The relaxation sub-theme was the only one that emerged as a result of this method. Relaxation is described as the actions performed by students to become

calmer in order to overcome their feelings of nervousness. This method was used by two participants to deal with their fear of speaking in front of others. The statements stated below (see appendix G);

> **SE: "**when I want to focus on what I want to say, I took a deep breathes and start speaking."
>
> **SO:** "I take a deep breath. It is the most thing I have done and I think everything will be okay if we are well prepare something like that."

The responses indicate the participants try to navigate of their anxiousness having to speak in response to question or having to speak on a topic by telling themselves to relax, or by taking a deep breath or by engaging in sport, by ignoring negative comments they had previously or by indulging in favorite food to reduce the built up tension in order to proceed with the task given. Affective factor hypothesis (1982) by Krashen highlights the role of affective elements. These are the emotional components of the human system involved in language learning, which can be debilitating or non-debilitating. In the case of Iraqi medical undergraduate students, they used relaxation techniques to control their emotions and motivate themselves to complete the speaking task. Participants in studies by Rayani et al. (2016) and Cepon (2016) also practised relaxation strategies to alleviate their fear of speaking.

4.2.3.4 Memory Strategy – Using Keywords

Memory approach was one of the most essential strategies that the participants emphasized throughout the discussion. The students used a memory method to help them recall or retrieve new knowledge from their class materials. For example, employing keywords and images to enhance your writing. using keywords is sub-themes that may be deduced from memory method (see appendix G).

A sub-theme that arose from the main theme memory approach was the use of keywords. Two participants in this study resorted to this method to reduce their speaking anxiety. The statement stated below (see appendix G);

> **SH: "**using key words to remind myself for the important words to speak continuously."

> **SK: "**I also have to keep learning, looking for words, phrases, exercises. Later, when the vocabulary is added, the grammar is good, the practice is often done, the preparation is good, then the speaking ability will also develop, and there will be no more anxiety if we want to speak."

In addition, two teachers out of five stated that students used to write words in paper to remember them and at the same time avoid speaking anxiety. The statement stated below;

> **TB: "**Making plan for what they want to speak means writes some words on paper to remind them of what they want to say."

> **TD: "**writing words on paper to remind them of what they want to say."

According to Sellnow (2005), the speaker may improve their ability to talk extemporaneously by generating a speech outline utilising important words and writing them down on a piece of paper. Students may find it easier to concentrate on the speech if they write an outline beforehand, and they may recall more about the subject if they look for hints about it in the outline.

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4.3 Research Discussion

4.3.1 Causes of Speaking Anxiety

The findings showed that the majority of students rated speaking as the most challenging of the four language skills to master, while only a handful rated it as somewhat difficult. As a difficult language skill to acquire, the students experienced speaking anxiety in the process of acquiring the skill. The students' interview responses revealed seven causes of the speaking anxiety. Seven themes emerged from the interview responses of the participants to research question one: "what are the causes of EFL speaking anxiety from the Iraqi medical undergraduate students' perspectives?". The findings showed that the students associated their anxiety with: 1. Fear of negative evaluation, 2. Fear of making mistakes, 3.Lack of vocabulary knowledge, 4.Unfamilar topics, 5. lack of time management, 6. Lack of confidence, and 7. classroom environment. The first cause is they were terrified of their teacher's negative perceptions or evaluations of them, such as being labelled as unintelligent, incapable, or being disliked by their teacher because of their blunders, pauses, or uncertainty in speaking on the given topic. The second cause, fear of making mistakes highlighted students' fear of pronouncing and choosing words incorrectly as well as misunderstanding of the speaking task assigned. The third cause, lack of vocabulary knowledge, suggested that students' low vocabulary made it difficult for them to understand assignments, use suitable words, and convey their thoughts. As a result, the teacher had to clarify the words and translate them into Arabic. Furthermore, students' lack of acquaintance with speaking topics is a fourth source of anxiety. This predicament put the students under a lot of stress because they had to speak on a topic about which they had no prior knowledge. As a result, they could only say a few words

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or none at all. In addition, responses from participants suggested that students' lack of public-speaking preparation was a growing concern. Moore (2011) agreed with the participants, saying that most presenters strive to say too much and end up running out of time. Many people are afraid to give speeches because they worry they won't have anything interesting to say. They worry that the audience will be watching them and may get uncomfortable if they finish too soon. Moreover, the lack of exposure and opportunity to use English has also impacted the students psychologically. It leads them to have lack of confidence. The ability to command an audience and your own presentation is essential for every successful speech. Many public speakers, according to Rozakis (1999), suffer from an overabundance of self-consciousness. Lastly, the atmosphere of speaking classes is considered as a cause for speaking anxiety in which the Iraqi medical undergraduate students had to endure. This finding is similar to studies conducted byRafada and Madini (2017), Akkakoson (2016). Huda (2018), and Shuying (1999).

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4.3.2 Effects of Speaking Anxiety

The findings revealed that speaking anxiety had detrimental effects on Iraqi medical undergraduate students in terms of their personal, social, and academic aspects. Personal repercussions include depression, losing concentration, and over thinking, all of which are related to their anxiety of having to talk in English. In terms of social effects, some Iraqi medical undergraduate students isolated themselves from their teachers and in extreme cases even from their friends and family owing to the fear of speaking in English. A Study by Mahmud (2017) on effect and problem of speaking anxiety in Benggali medium classrooms of Bangladesh revealed similar finding i.e. the students could not communicate in English in class, they were scared of

participating in speaking activities and small talk initiated by their teachers. Academically, students' fear of speaking activities impacted their speaking performance and grades in the classroom. Because their minds were absorbed by dread, they were delayed in replying to questions or hesitant in conducting the speaking activity.

4.3.3 Strategies to reduce Speaking Anxiety

The following research question discussed the techniques utilized by student to overcome the feeling of anxiety in speaking classes. The findings of this question show that the Iraqi medical undergraduate students used four main strategies to reduce their speaking anxiety and help them if not completely, it can be said partially ways to overcome their speaking anxiety, which were: 1) cognitive strategy, 2) metacognitive strategy, 3) affective strategy, and 3) memory strategy. The components of these four strategies can be divided into: 1) cognitive strategy comprising positive thinking, repetition, and translation, 2) metacognitive strategy comprising preparation, 3) affective strategy comprising relaxation, and 4) memory strategy comprising using keywords are effective strategies as it helps to look differently and deal with tasks or questions in ways that simples and comprehend better.

Some studies have had findings like this current study such as Zed and Kassida (2018) who found that EFL learners used five main strategies, namely, 1) resignation, 2) preparation, 3) peer seeking, and 5) relaxation. Other studies discussing speaking anxiety strategies have found different strategies to reduce speaking anxiety (Pratama, 2018; Mahmud and Suryan, 2015). This is to say, that no global strategies exist that are suitable for all students in all over the world.

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4.4 Summary

In this chapter, the outcomes of this study are presented according to the three research questions via an analysis of the data obtained from the interviews with the students. Interviews with the instructors provided further confirmation for the primary findings. This chapter also explores the results on the causes of speaking anxiety, the impacts of speaking anxiety, and the tactics used to lessen the feeling of anxiety in speaking courses by linking them to the prior research and theories of second/foreign language acquisition and anxiety. These findings are discussed by comparing the findings to the previous studies and theories of second/foreign language learning and anxiety.

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CHAPTER FIVE
CONCLUSION AND RECOMMANDATIONS

5.1 Introduction

This chapter presents conclusions and recommendations. It starts with conclusions for the three research questions and findings which are the causes of speaking anxiety, the effects of speaking anxiety and strategies students used to reduce their speaking anxiety. The chapter also covers implications and limitation of the study. It ends with recommendations for future studies.

5.2 Conclusion

Among the causes, fear of negative evaluation, fear of making mistakes, lack of vocabulary knowledge, unfamiliar topics, lack of time management, lack of confidence, and an unfavourable class atmosphere are prominent causes of speaking anxiety, as highlighted throughout the main and sub themes. These factors instill fear and anxiety in students to the point that some feel they will never be able to master the talent of speaking. This circumstance necessitates advances in Iraqi English teaching and learning in order to lessen the anxiety that students experience which their learning of English is weak and to help them cope with the stress that they are likely to encounter in a foreign language learning environment.

The second research question discussed the effects of speaking anxiety. Three main effects that emerged from the responses of students were personal effects, which comprised three sub-themes: feeling depressed, losing concentration and over-thinking. Social effects comprised two sub-themes: isolating oneself from others.

Academic effects had one sub-theme: getting low achievement and performance. Hence, speaking anxiety has had a significant impact on Iraqi medical undergraduate students. Psychologically, the students were terrified of the speaking classes and exercises, and as a result, they were dejected and dwelled too much on the problems they encountered. They became antisocial, separating themselves from others. Academically, overwhelming anxiety hindered their performance abilities and resulted in low achievement for speaking.

The third research question focused on the strategies that the Iraqi medical undergraduate students use to reduce their anxiety in speaking classes. The findings of this research question revealed that Iraqi medical undergraduate students used four strategies to overcome speaking anxiety: the first one was cognitive strategy, which included positive thinking, repetition, and translation. The second one was metacognitive strategy, which included preparation. The third one was affective strategy, which included relaxation. The fourth one was memory strategy, which comprised the use of keywords. However, the employment of strategies that the Iraqi medical students used to reduce speaking indicate that they are aware of their condition and have taken the initiative to reduce their anxiety by employment of four strategies.

5.3 Implications of the Study

This research has provided the researcher with a better understanding of speaking anxiety from the Iraqi medical undergraduate students' perspectives. There are four main implications of this study from the findings and knowledge that the researcher acquired from the study, namely: implications for teacher, implications for students,

implications for course developers and implications for the Ministry of High education in Iraq.

5.3.1 Implications for Teachers

This study provides some implications for teachers at Technical Institute of Medicine-AlMansour. First of all, the findings of the present study have revealed the causes and effects of speaking anxiety that their Iraqi medical undergraduate students experienced. This information should be made known to the teachers. Revealing the findings will make the teachers aware of the roots of the problems of the students' anxiety and the detrimental effects it has on their students. With this knowledge the teachers could discuss and plan ways of improving their teaching, ways of providing appropriate support, ways of motivating their students in acquiring speaking skills and ways of establishing conducive environment that facilitate and support their students learning. For example, some students mentioned that they have difficulties such as, time and some topics. The teachers should realize that these problems could be solved by practicing speaking tasks, allowing students to ask about the meaning of the vocabularies that they did not know it during the examination and more exposure on different accents. In addition, providing more opportunities to practice speaking, exposing them to variety of topics and preparing them for the topics will also help in enhancing their knowledge and vocabulary. Similarly, the findings of this study found that no background knowledge about English culture leads the students to be anxious in speaking classes. This means that teachers should explain more about English culture for the students during speaking classes because language and culture are inseparable. Furthermore, the teachers should be aware of the importance of establishing supportive and conducive environment to reduce anxiety in speaking. It

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is hoped that by addressing the issues related to the causes of speaking anxiety the teachers will be able to reduce their students' anxiety and facilitate their students' process of acquiring the speaking skills.

5.3.2 Implications for Students

Students should understand that speaking anxiety can influence their performance and achievement negatively. Therefore, students should use certain strategies to overcome their speaking anxiety. The findings of this study provide some effective strategies such as relaxation, preparation that could help students in lowering their anxiety during speaking classes.

5.3.3 Implications for Course Developers

This study provides useful information for course developers particularly at Technical Institute of Medicine- AlMansour. Insights into the causes and effects of speaking anxiety as well as strategies to cope with speaking anxiety may help course developers understand speaking anxiety phenomenon. By understanding these, course developers could develop courses, processes, and materials to increase the ability of students by giving more attention to speaking among the four language skills. They should also employ psychological aspects during teaching procedure because students' feeling able to hinder or facilitate the process of acquiring their speaking ability. Moreover, course developers should apply effective speaking strategies, which might help students to reduce their anxiety. The study suggested some strategies that might help them when designing the speaking courses.

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5.3.4 Implications for Iraqi Ministry of Higher Education

The findings of this study show that different exposure to the teaching of speaking skills between the school and institute or university in Iraq is one of the major problems that Iraqi students face when speaking English language. Students mentioned that their school level learning of English did not prepare them to acquire speaking skill. The deemphasized of speaking skill, the traditional teaching method with the teachers having the major role whereas students remain passive and merely absorb the knowledge transferred by the teachers. The students themselves admitted that they did not take speaking seriously at school and were startled to find that at the tertiary level speaking and listening skills are given due importance and the teaching method has shifted to communicative approach. Consequently, the students experience high anxiety that impact their ability to learn and acquire the speaking skill. Therefore, this issue should be taken into account by the Ministry of Education of Iraq to improve the teaching and learning of English in Iraq and to prepare the teachers to adopt suitable teaching method and to play more active role as teachers.

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5.4 Limitations of the Study

As do all studies, this research has limitation. First, only Iraqi medical undergraduate students were included in this study because Technical Institute of Medicine-AlMansour does not include students from other Arab countries. Second, only three major departments focused on this study from five departments such as Medical Anlaysis, pharmacy, and Electronic. One last limitation was that the researcher had difficulty in data collection. Some teachers were unwilling to be interviewed because they were busy in their work. Only 5 teachers who taught English language course chose to participate and only15 students were selected as participants.

5.5 Recommendations for Future Research

This study has revealed that speaking anxiety is a common phenomenon for the Iraqi medical undergraduate students in Technical Institute of Medicine-AlMansour. Based on the findings of this study, several recommendations are made for future research. First, more research should examine the link of speaking anxiety with the resistance in acknowledging other people's culture. Furthermore, future research on speaking anxiety can also be complemented with other qualitative techniques such as think-aloud protocol and diary studies. This may provide a more in-depth understanding of speaking anxiety.

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Appendix A

Consent Agreement For Interview Sessions

Research Topic

Exploring the causes of speaking anxiety, the effects of speaking anxiety, and strategies to reduce speaking anxiety on EFL Iraqi learners.

Benefits

There are no direct benefits to you in participating in this research. You will be given some token of appreciation. The study may help the researcher gains insight into speaking anxiety phenomenon in learning English language at Technical Institute of Medicine.

Confidentiality

The information that you given in the study will be kept confidential. Your name will not be revealed in the study.

Your participation in this study is completely voluntary

Who to contact (the researcher)

Noor Sabah

Technical Institute of Medicine-Al Mansour

Middle Technical University

Baghdad

Iraq

Universiti Utara Malaysia

Agreement:

I agree to participate in the study.

Further Contact:

You will be contacted again for member checks i.e. taking the data and tentative interpretations back to you and checking if you agree with the results of the study.

Name: ……

Signature: …….

E-mail……

Appendix B

Consent Agreement For Interview Sessions (In Arabic)

استكشاف جوانب القلق من التحدث بالغة الإنجليزية كلغة أجنبية من وجهة نظر طالب البكالوريوس في الطب العراقيين

الفوائد

قد تساعد الدراسة الباحث في اكتساب نظرة ثاقبة لظاهرة القلق عند التحدث في تعلم اللغة الإنجليزية في المعهد التقني للطب سوف تحصل على بعض رمز التقدير.

الخصوصية

ستبقى المعلومات التي قدمتها في الدراسة سرية لن يتم الكشف عن اسمك في الدراسة.

مشاركتك في هذه الدراسة هو طوعي تماما

بمن تتصل (الباحث)
نور صباح
المعهد التقني الطبي المنصور
الجامعة التقنية الوسطى بغداد العراق

اتفاق :
أوافق على المشاركة في الدراسة

مزيد من الاتصال:

سيتم الاتصال بك مرة أخرى لفحص الأعضاء ، أي إعادة البيانات والتفسيرات المؤقتة إليك والتحقق مما إذا كنت توافق على نتائج الدراسة.

اسم .....

التوقيع .....

البريد الإلكتروني.....

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Appendix C

Students' Inteview

Students' Interview

A. Introduction

You have been chosen to help understand your experiences when speaking English language tasks in your classroom at Technical Institute of Medicine-AlMansour. This interview focuses on speaking classes and English language speaking examination that you have taken at Technical Institute of Medicine- AlMansour. If you do not understand a question you can ask me to clarify it for you. Your co-operation is highly appreciated. Confidentiality is assured. First of all, I would like to explain the meaning of speaking anxiety for you. Speaking anxiety is described as the feeling of fear, stress or nervousness that could hamper students' learning of the language and may negatively affect their performance.

المقدمة

تركز هذه المقابلة قبل اتخاذ المشاركة في دعم الفصل الدراسي عن الحديث باللغة الإنجليزية في مهام صفك في المعهد التقني للطب المنصور إذا لم يكن أنت طالب. على فصول المحادثة وامتحان التحدث باللغة الإنجليزية الذي خضت في المعهد التقني للطب - المنصور في البدء، أود أن أشرح لك مرعى القلق من التحدث بأنه. السريرة ضمن مقدرتك وتعاونك. وضوحي حلك. ما أعلى أدائك بالسرية وتوثيق المعلومات التي تعتبر أو التوتر أو الخوف بالشعور.

In the first part, the five questions were demographic questions to describe the profiles of the participant there questions are:

1 .How old are you?

2. Where do you live in Iraq?

3. Have you ever studied in an English speaking country?

4. What is your major at Technical Institute of Medicne- AlMansour?

الجزء الأول, الأسئلة الخمسة الأولى هي موغرافية لوصف المشارك والأسئلة هي:

1.كم عمرك؟

2.أين تعيش في العراق؟

3 . هل سبق لك أن درست في بلدي تحدث الإنجليزية؟

4. ما هو تخصصك في المعهد التقني للطب – المنصور؟

The second part of interview guide included questions related to speaking anxiety in general. These questions are:

5. Which language skill (listening, reading, writing and speaking) do you consider as the most difficult? Why?

6. How would you describe your experience in speaking process in English? (bad, medium, interesting)

والسؤال هو الجزء الثاني من الدليل المقابلة أسئلة تتعلق بقلق التحدث بشكل عام

1. ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها أكثر صعوبة؟ لماذا؟

2. كيف تصف تجربتك في عملية التحدث باللغة الإنجليزية؟ (سيء ، متوسط ، ممتع)

The third part of interview guide include question about the causes of speaking anxiety. These question is:

7. In your opinion, why do some student experience anxiety in doing speaking task in English language? Number the causes?

والسؤال هو الجزء الثالث من الدليل المقابلة يتضمن سؤال عن أسباب قلق التحدث

7. برأيك، لماذا يشعر بعض الطلاب بالقلق عند القيام بمهمة التحدث في اللغة الإنجليزية؟ عدد الأسباب؟

The Fourth part of interview guide included questions about the effects of speaking anxiety. These question is:

8. How do you feel when speaking English language tasks?

9. How does speaking anxiety affect you personally? Explain?

والسؤال هو الجزء الرابع من الدليل المقابلة أسئلة حول تأثيرات قلق التحدث

8. ما هو شعورك عند التحدث بمهام في اللغة الإنجليزية ؟

9. كيف يؤثر القلق من التحدث على شخصيا؟ اشرح؟

The Fifth part of interview guide included questions about the strategies that the students used to reduce speaking anxiety?

10. What are the strategies that you used to reduce speaking anxiety in English language?

الجزء الخامس من الدليل المقابلة أسئلة حول الاستراتيجيات التي يستخدمها الطلاب لتقليل القلق من التحدث

10. ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث في اللغة الإنجليزية

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Appendix D

Teachers' Interview

You have been chosen to help understand your experiences when teaching speaking English language tasks in your classroom at Technical Institute of Medicine-AlMansour. This interview focuses on speaking classes and English language speaking examination that you have taught at Technical Institute of Medicine- AlMansour. If you do not understand a question you can ask me to clarify it for you. Your co-operation is highly appreciated. Confidentiality is assured. The questions are:

تركز هذه المقابلة على الأسئلة التي تتعلق بالتحدث باللغة الإنجليزية في صفوف المعهد الفني للطب - المنصور
إذا لم تفهم سؤالاً فيرجى الوضوح لكل مقابلة من الأسئلة التي تتعلق بالتحدث باللغة الإنجليزية في صفوف المعهد الفني للطب - المنصور
أسئلة هي السؤال:

1. How long have you been teaching in Technical Institute of Medicine-Al Mansour?

2. In your opinion, what makes the students anxious while speaking English?

3. Describe the most anxious students in speaking classes?

4.From your experience, what are the strategies that the students use to reduce their speaking anxiety in English language?

1. منذ متى وأنت تدرس في المعهد الفني للطب - المنصور؟

2. برأيك ، ما الذي يجعل الطالب قلقين أثناء تحدثهم باللغة الإنجليزية؟

3. صف أكثر الطالب قلقاً في فصول المحادثة؟

4. من وقائع تجربتك ، ما هي الاستراتيجيات التي يستخدمها الطالب لتقليل قلقهم من التحدث في اللغة الإنجليزية؟

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Appendix E

Students' Responses

SA (English Transcript)

Researcher: How old are you?

SA: 19

Researcher: Where do you live in Iraq?

SA: Baghdad

Researcher: Have you ever studied in English speaking country?

SA: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SA: Pharmacy

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SA: Speaking, Because I need words and I do not have enough words to describe my answer in English.

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Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SA: Bad

Researcher: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SA: It happened when I have to give a speech in front of the class. It happened for many factors such as I met new classmate at the class and I did not know yet about speaking concept. I also have lack of confident. And then, umm, when I speak I have problem with time. Sometimes I cannot finish the speech on time. Sometimes It overtime and sometimes I finish the speech before the time up.

Researcher: How do you feel when speaking English language tasks?

SA: To be honest, I was sweating cold, nervous, and It kept going blank because I was so nervous that all my vocabularies disappeared, so what I wanted to talk about was scattered.

Researcher: How does speaking anxiety affect you personally? Explain?

SA: It affects me a lot. Every time I talk in English with my classmates, I gat really anxious and I always feel like I am really low compared to my classmates, so I keep quiet.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SA:I often practice, I talk to myself in the mirrorthat way makes me more confident and prepared to talk in front of my class.

SA (Arabic Transcript)

الباحثة: كم عمرك؟

SA: 19

الباحثة: أين تعيش في العراق؟

SA: بغداد

الباحثة: هل سبق لك أن درست في بيئة تتحدث اللغة الإنجليزية؟

SA: لا.

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الأصعب بالنسبة لك؟ لماذا؟

SA: التحدث ، لأنني بحاجة إلى الكثير من الوقت لأفكر في الكلمات المناسبة لوصف الأشياء باللغة الإنجليزية.

الباحث: برأيك، لماذا يشعر الطلاب بالقلق عند التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SA: التحدث عندما تضطر أن تكلم أمام الصف . هناك عدة أشياء تتعلق بالشخص نفسه مثل الخجل ، أو الخوف من ارتكاب الأخطاء . أيضًا الخوف من التحدث أمام الكثير من الناس في الصف ، أو التحدث مع الأساتذة . أجد صعوبة في التحدث باللغة الإنجليزية بطلاقة . وأجد صعوبة في الوقت المحدد . وأجد أن الوقت المتاح لي قليل جدًا وأحتاج إلى وقت أطول للتحدث .

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية ؟

SA: أكون صريحًا ، أشعر بالقلق دائمًا ، وعصبيًا ، ولا أستطيع التركيز لأنني أكون متوترة جدًا لدرجة أن كل المعلومات التي تعلمتها ، لذا ما أريد التحدث عنه يختفي ؟

الباحثة: كيف يؤثر القلق من التحدث على شخصيتك؟ شرح؟

SA: لا يؤثر على شخصيتي كثيرًا في كل مرة أتحدث فيها باللغة الإنجليزية مع زملائي في الصف ، أشعر بالقلق الشديد وأشعر دائمًا أنني ضعيف جدًا أمام زملائي في الصف لذلك ألتزم الصمت.

الباحثة: ما هي الاستراتيجيات التي استخدمتها للتقليل من القلق أثناء التحدث باللغة الإنجليزية؟

SA: غالبًا ما أتدرب، أتحدث إلى نفسي في المرآة بهذه الطريقة تجعلني أكثر ثقة وأستعدادًا للتحدث أمام صفي.

SB (English Transcript)

Researcher: How old are you?

SB: 19

Researcher: Where do you live in Iraq?

SB: Baghdad

Researcher: Have you ever studied in English speaking country?

SB: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SB: Medical Analysis

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SB: Listening and speaking. Listening because speaking fast makes me do not understand and I cannot answer.

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SB: Bad

Researcher: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SB: Thinking a lot makes me anxious and cannot speak. Also, Making mistakes makes me stressed. I have difficulty in recognizing the words because they are difficult to follow the speakers at the same time. Of course, I will miss one of them. I'm so scared ofmaking mistakes. I always feel lost. I lose everything when I face this situation.

Researcher: How do you feel when speaking English language tasks?

SB: The first is not confident , The second is very nervous , especially in speaking English, afraid that what I say cannot be understood by others, and it will be misinterpreted.

Researcher: How does speaking anxiety affect you personally? Explain?

SB: It affects me especially I get hesitated by what I want to say.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

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SB: Try for positive thinking, everyone can make mistakes, That's normal, but sometimes it works and sometimes it does not.

SB (Arabic Transcript)

الباحثة: كم عمرك؟

SB: 19

الباحثة: أين تعيش في العراق؟

SB: بغداد

الباحثة: هل سبق لك أن درست في مدرسة تحدث اللغة الإنجليزية؟

SB: لا

الباحثة: ما هو تخصصك العام في الطب - الأسنان؟

SB: الطب العام

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الأصعب؟ ولماذا؟

SB: الاستماع والتحدث. الاستماع لأن الكلام السريع جدًا من الصعب متابعته والتحدث لأنه يحتاج إلى طلاقة .

الباحثة: كيف تصف مستواك في اللغة الإنجليزية (سيء ، متوسط ، جيد)

SB: سيء

الباحثة: برأيك ، ما الذي يعيق الطالب العربي من تحدث اللغة الإنجليزية؟ عدد الأسباب؟

SB: الخوف من الكلام والخجل من الخطأ أمام الزملاء والخوف من السخرية من الأصدقاء. أجد صعوبة في التعبير عن الكلمات الجديدة التي أتعلمها بسرعة ولا أستطيع تذكرها بسرعة. أحيانًا أعرف الإجابة ولكن لا أستطيع التعبير عنها بسبب الخوف من الخطأ أمام الزملاء والخوف من السخرية من الأصدقاء.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية أمام الآخرين؟

SB: أشعر بالخجل ، والارتباك ، والخوف جدًا ، خاصة في التحدث باللغة الإنجليزية ، خوفًا من أن ما أقوله قد لا يفهمه الآخرون ، وسوف يسخرون مني .

الباحثة: كيف يؤثر القلق من التحدث على شخصيتك؟ برأيك؟

SB: لا يؤثر على شخصيتي لأنني أردد ما أريد قوله .

الباحثة: ما هي الاستراتيجيات التي تستخدمها للتقليل من القلق من التحدث باللغة الإنجليزية؟

SB: أحاول التغلب على القلق بطريقة تلقائية. أعلم أنني سأخطئ ، هذا طبيعي ، أعرف بعض الأشخاص الذين يخجلون جدًا من التحدث.

SC (English Transcript)

Researcher: How old are you?

SC: 19

Researcher: Where do you live in Iraq?

SC: Baghdad- AlRassafa

Researcher: Have you ever studied in English speaking country?

SC: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SC: Electronic

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SC: Speaking. I have problem in pronouncing and choosing the right words.

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SC: Bad

Researcher: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SC: I hate speaking that include evaluation by using marks. When I speak, I directly think that I will not be able to reply the whole speech. I lose the focus in the middle or after one or two minutes from the start. Because I always think that may my answer is not correct and that makes me anxious during the speaking class.

Researcher: How do you feel when speaking English language tasks?

SC: I feel depressed when I get anxious. My day turns upside down. I cannot keep my studying or continue my day

Researcher: How does speaking anxiety affect you personally? Explain?

SC: I face problem inside and outside the classroom. Inside, I feel afraid of speaking and outside, I like to be alone even at home. The speaking classes affected on me that's why I do not like to speak to anyone.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SC: When I want to speak I forget some of my ideas, I ask to repeat what is next or repeat again the question, this way actually helps me a lot to keep telling my ideas and what I want to say easily.

SC (Arabic Transcript)

الباحثة: كم عمرك؟

SC: 19

الباحثة: أين تعيش في العراق؟

SC: بغداد – الرصافة

الباحثة: هل سبق لك أن درست في تخصص التحدث باللغة الإنجليزية؟

SC: لا .

الباحثة: ما هو تخصصك العام في الطب - الأمراض؟

SC: الباثولوجي

الباحثة: ما هي المهارة اللغوية (الاستماع، القراءة، الكتابة، التحدث) التي تعتبرها الأصعب؟ لماذا؟

SC: التحدث لدي صعوبة في النطق واختيار الكلمات الصحيحة .

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيئة، متوسطة، جيدة)؟

SC: سيئة

الباحثة: برأيك، لماذا يعاني الطلاب عامة من صعوبات في التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SC: أكره الحديث الذي يتضمن التوقيت الزمني مثل الدقائق والساعات والأيام . عندما أتحدث ، أعتقد بشكل دائم أن رأيي لن يتم الموافقة عليه أو الرد عليه من الطرف الآخر بسبب أخطائي النحوية أو الكلمات الخاطئة التي أستخدمها أحيانًا و هذا يجعلني أشعر بالقلق أثناء الفصل الدراسي .

الباحثة: ما هو شعورك عندما تتحدث باللغة الإنجليزية أمام الآخرين؟

SC: أشعر بالقلق والتوتر عندما يطلب مني المعلم الإجابة على سؤال أو التحدث أمام الفصل الدراسي أو الفصل

الباحثة: كيف تتعامل مع القلق من التحدث عندما تشعر بذلك؟ هل تتحدث مع شخص ما؟

SC: أواجه مشكلة داخل الفصل وخارجه في الداخل ، أشعر بالخوف من التحدث في الخارج ، أحب أن أكون وحيدة في المنزل فقط لأن لدي الكثير من الأفكار ولا أحب التحدث إلى أي شخص

الباحثة: ما هي الاستراتيجيات التي استخدمتها للتغلب على القلق من التحدث باللغة الإنجليزية؟

SC: عندما أريد التحدث أشعر بالتوتر ، أطلب أن أكرر ما قاله الآخرون أو أكرر السؤال مرة أخرى في هذه الطريقة أشعر أنني أكسب المزيد من الوقت لأفكر في إجابة وما أريد أن أقوله بعد ذلك

SD (English Transcript)

Researcher: How old are you?

SD: 20

Researcher: Where do you live in Iraq?

SD: Dyalaa

Researcher: Have you ever studied in English speaking country?

SD: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SD: Pharmacy

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SD:speaking and then listening. Because I need to think how to answer in English. I know it in Arabic but I do not know how to say it English.

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SD: medium

Researcher: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SD: Sometimes it's because Idon't have enough vocabulary for speaking, so I have to think about it first, if Iwant to respond it takes a bit longer. Another factor is because there are lecturersin the class, so the lecturer's assessment makes me nervous. Then at the time ofthe test, because of being chased by time it became blank**.**

Researcher: How do you feel when speaking English language tasks?

SD: Definitely nervous, I'm nervous not because I'm afraid I can't do it, but because people stare at me. Then, when I was suddenly appointed (to speak) I becameblank, I had to think again about what I should say, and that's what made menervous.

Researcher: How does speaking anxiety affect you personally? Explain?

Actually, I am suffering from speaking anxiety . I feel hopeless and confused I am also not able to sleep. Feeling anxious makes me have a physical pain too.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SD: I have few vocabularies in English so it is difficult for me to understand all what is said in order to speak about it. However, I ask to translate what is said from English to Arabic briefly sometimes to get the ideas. It is a very helpful way to speak confidently.

SD (Arabic Transcript)

الباحثة: كم عمرك؟

SD: 20

الباحثة: أين تعيش في العراق؟

BD: في الموصل

الباحثة: هل سبق لك أن درست في معهد تأهيلي لتعليم اللغة الإنجليزية؟

BD: لا

الباحثة: ما هو تخصصك العلمي في الثانوية - الفرع العلمي أو الأدبي؟

BD: العلمي

الباحثة: ما هي المهارة اللغوية (الاستماع، والقراءة، والمحادثة، والتحدث) التي تعتبرها الأصعب بالنسبة لك؟

SD: التحدث ثم الاستماع لأنني بحاجة إلى التفكير في اللغة الإنجليزية.

الباحثة: في أي صف درست اللغة الإنجليزية (ابتدائي، متوسط، إعدادي)؟

SD: متوسط

الباحثة: برأيك، لماذا يشعر بعض الطلاب بالقلق عند التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SD: أعتقد أن السبب الوحيد لعدم استطاعتي التحدث، لأنني أفكر في أن أقول الصواب، إذا أردت الرد، فسوف أغرق أكثر وقتًا أطول قليلاً. عامل آخر هو وجود مصطلحات في الصف، لذا فإن تقييم المعلم يزعجني، لأنني أشعر بالتوتر في وقت الاختبار بسبب مطاردة الوقت، أصبح فارغًا.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية أمام الناس؟

SD: التحدث عن نفسي، أنا بخير لأنني أعرف ما أتحدث عنه، ولكن بسبب ذلك يحدق الناس في وجهي، عندما أتحدث أمام الفصل، أصبح فارغًا، كان علي أن أقول مرة أخرى ما يجب أن أقوله، وهذا ما يجعلني أشعر بالتوتر.

الباحثة: في أي موقف من التحدث يجعلك تشعر بالخجل؟ لماذا؟

SD: بالنسبة لي، أشعر بالقلق من التحدث بشكل سيء والرتبة أيضًا، لا أستطيع النوم ليلة واحدة، أشعر بالقلق أيضًا.

الباحثة: ما هي الاستراتيجيات التي تستخدمها للتقليل من القلق من التحدث باللغة الإنجليزية؟

SD: لدي عدد قليل من المفردات في اللغة الإنجليزية، لذا يصعب علي فهم كل ما يقال من أجل التحدث عنه. ومع ذلك، أحاول الترجمة من الإنجليزية إلى العربية، ثم أحاول أن أجد طريقة موجزة للتعبير عما أريد قوله، ثم أحاول التحدث ببطء.

SE (English Transcript)

Researcher: How old are you?

SE: 19

Researcher: Where do you live in Iraq?

SE: Baghdad

Researcher: Have you ever studied in English speaking country?

SE: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SE: Medical Analysis

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SE: writing and speaking because both need vocabularies and good grammar and I am weak in them.

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SE: medium

Researcher: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SE: I do not know what to say, I can't explain the speech for one time I lose many words or primary ideas in the first time of speaking. On the other hand, many times I couldn't complete answering all the questions that we need to speak about them because I don't have much words.

Researcher: How do you feel when speaking English language tasks?

SE:I can't understand or speak in English language because of using the English language most of the time inside the classroom. This problem causes anxiety for me. It also leads to hesitation. I think that is due to using vocabularies, which are new for me.

Researcher: How does speaking anxiety affect you personally? Explain?

SE: When I experience apprehension, I become a low achieving student because I cannot answer is correct way to the topic that is given. I always face this problem. It reduces my marks as well as my performance in speaking classes.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SE:when I want to focus on what I want to say, I took a deep breathes and start speaking.

SE (Arabic Transcript)

لباحثة:كم عمرك؟

Universiti Utara Malaysia

SE : 19

الباحثة: أين تعيش في العراق؟

BE: بغداد

الباحثة: هل سبق لك أن درست في بلد يتحدث الإنجليزية؟

BE : ال

الباحثة: ما هو تخصصك العام في التقني الطب - الفيزياء؟

BE: التمريض الطبي

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الأصعب بالنسبة لك؟

SE: الكتابة والتحدث ألن كان هناك مفردات وقواعد جديدة وأضيف فيها.

الباحثة: كيف تصف مستوى كفاءتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، متقدم)

SE: متوسط

الباحثة: برأيك ، لماذا يشعر بعض الطلاب القلق عند التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SE : لا أعرف ماذا أقول ، لا أستطيع شرح الكلمة مرة واحدة تخلق الكثير من الكلمات أو الأفكار الأسئلة في المرة الأولى التي تبدأ التحدث فيها. من ناحية أخرى ، لم تكن هناك الكثير من الأحيان من الممكن الإجابة على جميع الأسئلة التي تحتاج إلى التحدث عنها الذي لا أملك الكثير من الكلمات.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية أمام؟

SE: لا أستطيع أن أفهم أو تتحدث اللغة الإنجليزية بسبب استخدام اللغة الإنجليزية مع مظهر الوقت داخل الفصل. هذه الكلمة تسبب القلق لأنها تؤدي إلى التردد. أعتقد أن هذا يرجع إلى استخدام المفردات ، وهي جديدة بالنسبة لي.

الباحثة: كيف يؤثر القلق من التحدث بك شكل شخصي؟ شرح؟

SE: عندما أشعر بالقلق ، أصبح طالبًا منخفض التحصيل الذي لا أستطيع الإجابة على الطريقة الصحيحة للموضوع المعطى. أنا تائه أواجه هذه الكلمة. قليل من العالم لذلك أطيع في فصول المحادثة.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

SE: عندما أريد التركيز على ما أريد قوله ، أخذت نفسا عميقا وبدأت في التحدث.

SF (English Transcript)

Researcher: How old are you?

SF: 21

Researcher: Where do you live in Iraq?

SF: Baghdad

Researcher: Have you ever studied in English speaking country?

SF: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SF: Medical Analysis

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SF: Writing and speaking. Some topics I do not know how to speak about it.'

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SF: bad

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SF:I'm afraid what the teacher might say. She might think that I'm dumb because I make a lots of grammatical mistakes. For me, I have an idea but I am afraid of saying it. I know myself that I can't tell my ideas in English so I prefer to keep silent.

Researcher: How do you feel when speaking English language tasks?

SF: I can't focus. I think that is due to using vocabularies, which are new for me.

Researcher: How does speaking anxiety affect you personally? Explain?

SF: For me, it is tired, I think a lot because I have few vocabularies . I am weak in English.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SF:I couldn't find a strategy to reduce my anxiety. But lately, I've been trying to love myself and think positively, because I know that what I'm afraid of is whatother people think, so from self-love, I wish I could be more confident andcourageous.

SF (Arabic Transcript)

الباحثة: كم عمرك؟

SF: 21

الباحثة: أين تعيش في العراق؟

SF: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إلى الجيزية؟

SF: ل

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

BF: لا تحبي الطبخ

الباحثة: ما هي مهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الأصعب بالنسبة لك؟ ولماذا؟

SF: الكتابة والتحدث بشكل عام ولكن لا أعرف أي منهما أصعب.

الباحثة: في أي منهما تجد صعوبة في الكتابة باللغة الإنجليزية (سيء ، متوسط ، جيد)

SF: سيء

الباحثة: برأيك لماذا يشعر بعض الطلاب بالقلق عند التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SF : أعتقد ما قد يقوله الآخرون عني يجعلني أرتكب الكثير من الأخطاء النحوية قبل أن أنطق بها ، لدي فكرة ولكني أعتقد أنها لا تعبر عما أريد قوله. أعلم بأنني لا أتحدث اللغة الإنجليزية كما ينبغي لذلك فأنا لا أحب التزام الصمت.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية قبل القيام بها؟

SF: لا أعتقد أن هذا يرجع إلى استخدام المفردات ، وهي جيدة بالنسبة لي.

الباحثة: في أي شكل من أشكال التحدث تجد نفسك شخصياً؟ لماذا؟

SF: بالنسبة لي . لا أهتم بالقواعد لكنني أحب استخدام المفردات الطويلة وأضعها في اللغة الإنجليزية

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

SF: لم أجد أي استراتيجية لأنني في كل مرة أحاول ذلك أحب نفسي وأكرر بشكل جيد ، لأنني أعلم أن ما أخاف منه هو ما يعتقده الآخرون ، لذا من خلال حبي أن أكون أكثر ثقة وشجاعة.

SG (English Transcript)

Researcher: How old are you?

SG: 21

Researcher: Where do you live in Iraq?

SG: Baghdad

Researcher: Have you ever studied in English speaking country?

SG: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SG: Medical Analysis

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SG: Speaking. I have difficulty in pronouncing the words.'

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SG: bad

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SG:I do not know how to say the words. I do not know many words that is difficult so difficult.

Researcher: How do you feel when speaking English language tasks?

SG: I t is not easy. I feel embarrassed, sad, nervous. Sometimes I want to cry. I do not like to speak about that. I know myself I can't speak English**.**

Researcher: How does speaking anxiety affect you personally? Explain?

SG: From the four skills, I always get the lowest mark in speaking because I feel so apprehensive about speaking.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SG: I ask to translate what is said from English to Arabic briefly sometimes to get the ideas. It is a very helpful way to speak confidently.

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SG (Arabic Transcript)

الباحثة: كم عمرك؟

SG: 21

الباحثة: أين تعيش في العراق؟

SG: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إنجليزية؟

SG: ال

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SG: التحليل الطبي

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا؟

SG: التحدث. أجد صعوبة في نطق الكلمات.

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SG: سيء

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SG: لا أعرف كيف أقول الكلمات. لا أعرف الكثير من الكلمات الصعبة للغاية.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SG: ليس من السهل. أشعر بالحرج والحزن والتوتر. أحيانا أريد البكاء. لا أحب أن أتحدث عن ذلك. أعرف نفسي لا أستطيع التحدث باللغة الإنجليزية.

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SG: من بين المهارات الأربع، أحصل دائمًا على أدنى علامة في التحدث. أنني أشعر بالقلق الشديد بشأن التحدث.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

SG: أطلب ترجمة ما يقال من الإنجليزية إلى العربية بإيجاز أحيانًا للحصول على الأفكار. إنها طريقة مفيدة للغاية للتحدث بثقة.

SH (English Transcript)

Researcher: How old are you?

SH: 21

Researcher: Where do you live in Iraq?

SH: Baghdad

Researcher: Have you ever studied in English speaking country?

SH: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SH: Medical Analysis

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SH:writing

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SH:medium because I sometimes practice at home.

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Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SH: For me, some topics are difficult to express my opinions about it.

Researcher: How do you feel when speaking English language tasks?

SH: good, as much as I can speak and express my opinion

Researcher: How does speaking anxiety affect you personally? Explain?

SH: It has a positive effect to learn English language

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SH:using key words to remind myself for the important words to speak continuously.

SH (Arabic Transcript)

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الباحثة: كم عمرك؟

SH: 21

الباحثة: أين تعيش في العراق؟

SH: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إنجليزية؟

SH: ال

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SH: التحليلات الطبي

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا؟

SH: الكتابة.

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SH: متوسط أنني أحيانًا أمارس اللغة في المنزل.

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SH: بالنسبة لي ، من الصعب التعبير عن آرائي في بعض المواضيع.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SH: حسنًا بقدر ما أستطيع التحدث والتعبير عن رأيي

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SH: تعلم اللغة الإنجليزية له تأثير إيجابي.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الانجليزية؟

SH: استخدام الكلمات الرئيسية لتذكير نفسي بالكلمات المهمة للتحدث باستمرار.

SI (English Transcript)

Researcher: How old are you?

SI: 21

Researcher: Where do you live in Iraq?

SI: Baghdad

Researcher: Have you ever studied in English speaking country?

SI: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SI: pharmacy

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SI: Reading

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SI: medium, I know some words and sentences and I use it a lot.

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SI: I can say I have some points such as grammar. Knowing tenses makes me good in expressing my opinion.

Researcher: How do you feel when speaking English language tasks?

SI: Not bad

Researcher: How does speaking anxiety affect you personally? Explain?

SI: Personally, good but sometimes when I speak my hands shaking and affect on my speech.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SI:preparing for topics, makes me more confident.

SI (Arabic Transcript)

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الباحثة: كم عمرك؟

SI: 21

الباحثة: أين تعيش في العراق؟

SI: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إنجليزية؟

SI: ال

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SI: الصيدلة

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا؟

SI: القراءة.

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SI: متوسط ، أعرف بعض الكلمات والجمل وأستخدمها كثيرًا.

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SI: أستطيع أن أقول إن لدي بعض النقاط مثل القواعد. معرفة الأزمنة تجعلني أجيد التعبير عن رأيي.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SI: ليس سيئًا

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SI: شخصيًا ، جيد ولكن أحيانًا عندما أتحدث يديتر تعش وتؤثر على كالمي.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

SI: أتحضر للمواضيع جعلني أكثر ثقة.

SJ (EnglishTranscript)

SJ: 20

Researcher: Where do you live in Iraq?

SJ: Baghdad

Researcher: Have you ever studied in English speaking country?

SJ: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SJ: Elecronic

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SJ: speaking

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SJ: bad

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SJ:I feel worried when speaking about topics about odd situations. Sometimes I have asked to speak about weird sports, for example, Yoga.

Researcher: How do you feel when speaking English language tasks?

SJ: Hesitated

Researcher: How does speaking anxiety affect you personally? Explain?

SJ:I'm afraid what the teacher might say. She might think that I'm dumb because I make a lots of grammatical mistakes. For me, I have an idea but I am afraid of saying it. I know myself that I can't tell my ideas in English so I prefer to keep silent.

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Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SJ: To cope with my nervous I do a better preparation and a lot ofpractice at home. Sometimes I ask my friend to listen my speech.

SJ (Arabic Transcript)

الباحثة: كم عمرك؟

SJ: 20

الباحثة: أين تعيش في العراق؟

SJ: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إلى الجيزية؟

SJ: ال

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SJ: الكتروني

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا؟

SJ: التحدث.

الباحثة: كيف تصف تجربتك في التحدث باللغة الانجليزية (سيء ، متوسط ، ممتع)

SJ: سيء

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الانجليزية؟ عدد الأسباب؟

SJ: التحدث

الباحثة: ما هو شعورك عند التحدث باللغة الانجليزية بمهام؟

SJ: متردد

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SJ: أخشى ما قد يقوله العلم قد تعقد أن يغيبه ألذي أرتكب الكثير من الأخطاء النحوية بالنسبة لي ، لدي فكرة ولكني أخشى قوله. أعلم بنفسي أن لا أستطيع قول فأكاري باللغة الانجليزية لذلك فأفضل التزام الصمت.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الانجليزية؟

SJ: التغلب على توتري ، أقوم بإعداد فأفضل وممارسة كثيرة في المنزل. أحيانًا أطلب من صديقي الاستماع إلى كالمي.

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SK (English Transcript)

Researcher: How old are you?

SK: 20

Researcher: Where do you live in Iraq?

SJ: Baghdad

Researcher: Have you ever studied in English speaking country?

SK: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SK: Medical Analysis

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SK: writing and listening

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SK: medium

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SK:I don't know some vocab and expression touse. I'm usually afraid to speak up .

Researcher: How do you feel when speaking English language tasks?

SK: Good

Researcher: How does speaking anxiety affect you personally? Explain?

SK: Maybe I'm nervous when speaking related to grades, such as during the mid or final exam, I'm excited, nervous, and think about whether I can do it or not. But if it's just practicing in class, volunteering, that's fine to me.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SK:I also have to keep learning, looking for words, phrases,exercises. Later, when the vocabulary is added, the grammar is good, the practiceis often done, the preparation is good, then the speaking ability will also develop,and there will be no more anxiety if we want to speak.

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SK (Arabic Transcript)

الباحثة: كم عمرك؟

SK: 20

الباحثة: أين تعيش في العراق؟

SK: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إنجليزية؟

SK: ال

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SK: التحليلات الطبية

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا؟

SK: الكتابة والاستماع.

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SK: متوسط

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد أسباب؟

SK: لا أعرف بعض المفردات والتعبيرات التي يجب استخدامها. عادة ما أخشى التحدث.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SK: جيد

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SK: ربما أشعر بالتوتر عند ما أتحدث عن الدرجات ، مثل أثناء ما يتصف الليالي والامتحان النهائي فأنا متحمس ومتوتر وأفكر فيما إذا كان بإمكاني القيام بذلك أم لا لكن إذا كان مجرد ممارسة في الفصل ، التطوع فهذا جيد بالنسبة لي.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

SK: يجب أن أستمر في التعلم والبحث عن الكلمات والعبارات والتمارين في وقت الحق ، عند إضافة المفردات تكون القواعد جيدة ، وغالبًا ما تتم الممارسة ، والإعداد جيد ، ثم تتطور أيضًا القدرة على التحدث ، ولن يكون هناك المزيد من القلق إذا أردنا التحدث.

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SL (English Transcript)

Researcher: How old are you?

SL: 21

Researcher: Where do you live in Iraq?

SL: Baghdad

Researcher: Have you ever studied in English speaking country?

SL: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SL: Electronic

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SL: speaking

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SL: bad

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SL:. I feel limited vocabularies in English language because my level in English is not good.

Researcher: How do you feel when speaking English language tasks?

SL: shocked

Researcher: How does speaking anxiety affect you personally? Explain?

SL:because of my limited vocabularies, I feel that there is something breaks down and I can't develop myself in English language.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SL: For me,I ask to translate the question or some words I do not know from English to Arabic.

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SL (Arabic Transcript)

الباحثة: كم عمرك؟

SL: 21

الباحثة: أين تعيش في العراق؟

SL: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث اللغة الإنجليزية؟

SL: ال

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SL: الكتروني

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا؟

SL: التحدث.

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SL: سيء

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SL: أشعر بمفردات محدودة في اللغة الإنجليزية لأن مستواي في اللغة الإنجليزية ليس جيدًا.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SL: مصدوم

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SL: بسبب محدودية فهم رسالتي ، أشعر أن فاك شيئًا ما ينهار والي لم تكن تطور نفسي في اللغة الإنجليزية.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

SL: بالنسبة لي ، أطلب ترجمة السؤال أو بعض الكلمات التي لا أعرفها من الإنجليزية إلى العربية.

SM (English Transcript)

Researcher: How old are you?

SM: 19

Researcher: Where do you live in Iraq?

SM: Baghdad

Researcher: Have you ever studied in English speaking country?

SM: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SM: Medical Analysis

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SM: speaking

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SM: bad

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SM: Fear of speaking in front of all studentsand teacher makes me lose words and cannot answer.

Researcher: How do you feel when speaking English language tasks?

SM: feeling nervous and confused

Researcher: How does speaking anxiety affect you personally? Explain?

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SM: actually, affects me a lot and the most important thing, I think I am weak and cannot develop myself easily.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SM: I will overcome it by preparing and reading vocabulary as much as I can that related to the topic. It will make me feel more confident.

SM (Arabic Transcript)

الباحثة: كم عمرك؟

SM : 19

الباحثة: أين تعيش في العراق؟

SM: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إنجليزية؟

SM : لا

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SM: التحليلات الطبية

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا؟

SM : التحدث

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SM: سيء

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SM: الخوف من التحدث أمام جميع الطالب والمدرسين يجعلني فاقد الكلمات والا أستطيع الإجابة.

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SM: الشعور بالتوتر والارتباك

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SM: في الواقع ، يؤثر عليّ كثيرًا وأهم من ذلك ، أعتقد أنني ضعيف والي لم أكن يتطور فنسي بسهولة.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

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SM: سأغلب عليه من خلال إعداد وقراءة المفردات بقدر ما أستطيع التي تتعلق بالموضوع بسرعة لأنني أشعر بمزيد من الثقة.

SN (English Transcript)

Researcher: How old are you?

SN: 20

Researcher: Where do you live in Iraq?

SN: Baghdad

Researcher: Have you ever studied in English speaking country?

SN: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SN: Electronic

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SN: speaking

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SN: bad

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SN:yes, I'm scared because I do not have enough words in English language I can use it to speak.

Researcher: How do you feel when speaking English language tasks?

SN: In English language class, I can get so nervous I forget things know.

Researcher: How does speaking anxiety affect you personally? Explain?

SN:I get upset when I don't understand what the teacher is correcting.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SN:I think practice with friends in group consists of 3 people is very useful.

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SN (Arabic Transcript)

الباحثة: كم عمرك؟

SN : 20

الباحثة: أين تعيش في العراق؟

SN: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إنجليزية؟

SN : لا

الباحثة: ما هو تخصصك بالمعهد التقني للطب - المنصور؟

SN: الكترونيك

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الأصعب؟ لماذا؟

SN : التحدث

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SN: سيء

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SN : نعم ، أنا خائف أن ننسى الملك الكلمات الكفاية في اللغة الإنجليزية ستطيع استخدامها للكلم

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SN: في فصل اللغة الإنجليزية ، يمكنني أن أشعر بالتوتر الشديد لدرجة أن أنسى الأشياء التي أعرفها.

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SN: أشعر بالضيق عند ما ألفهم ما الذي يصححه المعلم.

الباحثة: ما هي الاستراتيجيات التي ستخدمها لتقليل القلق من التحدث باللغة الإنجليزية؟

SN : أعتقد أن التدريب مع الأصدقاء في مجموعة تتكون من 3 أشخاص أمر فعلي للغاية

SO (English Transcript)

Researcher: How old are you?

SO: 19

Researcher: Where do you live in Iraq?

SO: Baghdad

Researcher: Have you ever studied in English speaking country?

SO: No.

Researcher: What is your major at Technical Institute of Medicne- AlMansour?

SO: Pharmacy

Researcher: Which language skill (listening, reading, writing, and speaking) do you consider as the most difficult? Why?

SO: speaking

Researcher: How would you describe your experience in speaking process in English (bad, medium, interesting).

SO: bad

Researcher:: In your opinion, why do some students experience anxiety in doing speaking task in English language? Number the causes?

SO:I am afraid to making mistakes (such as grammar,pronunciation, vocabulary)

Researcher: How do you feel when speaking English language tasks?

SO: I feel more tense and nervous in my language class than in my other classes.

Researcher: How does speaking anxiety affect you personally? Explain?

SO: Because I am afraid to makingvocabulary, grammar,accent and pronunciation). mistakes in pronouncing a word orapplying grammar in a sentence, so students with me don't understand themeaning.

Researcher: What are the strategies that you used to reduce speaking anxiety in English language?

SO: I take a deep breath. It is the most thing I have done and I think everything will be okay if we are well prepare something like that.

SO (Arabic Transcript)

الباحثة: كم عمرك؟

SN : 19

الباحثة: أين تعيش في العراق؟

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SN: بغداد

الباحثة: هل سبق لك أن درست في بلدي تحدث إنجليزية؟

SN : لا

الباحثة: ما هو تخصص كبالمعهد التقني للطب - المنصور؟

SN: الصيدلة

الباحثة: ما هي المهارة اللغوية (الاستماع ، والقراءة ، والكتابة ، والتحدث) التي تعتبرها الصعب؟ لماذا ا؟

SN : التحدث

الباحثة: كيف تصف تجربتك في التحدث باللغة الإنجليزية (سيء ، متوسط ، ممتع)

SN: سيء جدا

الباحثة: برأيك ، لماذا يشعر بعض الطالب بالقلق عند القيام بمهمة التحدث باللغة الإنجليزية؟ عدد الأسباب؟

SM : أخشى ارتكاب الأخطاء (مثل القواعد والنطق والمفردات)

الباحثة: ما هو شعورك عند التحدث باللغة الإنجليزية بمهام؟

SM: أشعر بالتوتر والعصبية في فصل اللغة أكثر مما كنت أشعر به في الفصول الأخرى.

الباحثة: كيف يؤثر القلق من التحدث عليك بشكل شخصي؟ شرح؟

SM: أنني خائف من تكوين المفردات والقواعد والكنة والنطق .(أخطاء في نطق كلمة أو تطبيق القواعد في جملة لذلك الفهم الطالب معي المرعى.

الباحثة: ما هي الاستراتيجيات التي استخدمتها لتقليل القلق من التحدث باللغة الإنجليزية؟

SM : آخذ نفسا عميقا. إنه أكثر شيء فعلته وأعتقد أنه كل شيء سيكون على ما يرام إذا كنا نستعد جيدًا لشيء من هذا القبيل.

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Appendix F

Teachers' Responses

TA (English Transcript)

Researcher: How long have you been teaching in Technical Institute of Medicine-Al Mansour?

TA: Ten years

Researcher: In your opinion, what makes the students anxious while speaking English?

TA:I saw that students have difficulty when they want to answer they have limited vocabularies that makes them can't express their ideas clearly.

Researcher: Describe the most anxious students in speaking classes?

TA: The students who keep silent and refuse to participate

Researchers: From your experience, what are the strategies that the students use to reduce their speaking anxiety in English language?

TA: Preparing and asking for translate some words in order to understand the question clearly.

TA (Arabic Transcript)

الباحثة: منذ متى وانت تدرس في المعهد التقني للطب المنصور؟

TA: عشر سنوات

الباحثة: برأيك ما الذي يجعل الطالب قلقين أثناء تحدثهم باللغة الإنجليزية؟

TA: لقد رأيت أن الطالب يجدون صعوبة عندما يريدون إجابة أن لديهم مفردات محدودة تجعلهم لا يستطيعون التعبير عن أفكارهم بوضوح .

الباحثة: صف أكثر الطالب قلقاً في فصول المحادثة؟

TA: الطالب الذين يلتزمون الصمت ويرفضون المشاركة

الباحثة: من واقع خبرتك ، ما هي الاستراتيجيات التي يستخدمها الطالب لتقليل قلقهم من التحدث باللغة الإنجليزية؟ عامر: التحضير والمطالبة بترجمة بعض الكلمات من أجل فهم السؤال بوضوح.

TB (English Transcript)

Researcher: How long have you been teaching in Technical Institute of Medicine-Al Mansour?

TB: Seven years

Researcher: In your opinion, what makes the students anxious while speaking English?

TB:most of the students have a problem in pronunciation, limited vocabularies, fear of making mistakes either in grammar or meaning.

Researcher: Describe the most anxious students in speaking classes?

TB:hesitated students. All the time say "aaaaahhh" when the miss or forget one word and they can't reward it.

Researchers: From your experience, what are the strategies that the students use to reduce their speaking anxiety in English language?

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TB:repeating the information, making plan for what they want to speak means writes some words on paper to remind them of what they want to say.

TB (Arabic Transcript)

الباحثة: منذ متى وانت تدرس في المعهد التقني للطب المنصور؟

TB: سبع سنوات

الباحثة: برأيك ما الذي يجعل الطالب قلقين أثناء تحدثهم بلغة إنجليزية؟

AB: يعاني معظم الطالب من مشكلة في النطق ومحدودية المفردات والخوف من ارتكاب الأخطاء سواء في القواعد أو المعنى.

الباحثة: صف أكثر الطالب قلقاً في فصول المحادثة؟

AB: طالب يترددون في كل مرة يقولون "آآآآآه" إذ فتنتهم أو نسي تكلمة واحدة والي يقدرون استبدالها.

الباحثة: من وقاع خبرتك، ما هي إستراتيجيات التي يستخدمها الطالب لتقليل قلقهم من التحدث بلغة إنجليزية؟

TB: إن تكرار المعلومات ووضع خطة لما يريدون التحدث يعني كتابة بعض الكلمات على الورق لتذكيرهم بما يريدون قوله.

TC (English Transcripts)

Researcher: How long have you been teaching in Technical Institute of Medicine-Al Mansour?

TC: Five years

Researcher: In your opinion, what makes the students anxious while speaking English?

TC:fear of marks and evaluation, they saw speaking English language is difficult for them and they will get low marks.

Researcher: Describe the most anxious students in speaking classes?

TC:the students who have lack of confidence that prevents them even to answer the questions or do the tasks, they have lack of experience standing in front of all students and speak in English language.

Researchers: From your experience, what are the strategies that the students use to reduce their speaking anxiety in English language?

TC:students often ask to repeat the question.

TC (Arabic Transcripts)

الباحثة: منذ متى وأنت تدرس في المعهد التقني للطب المنصور؟

TC: خمس سنوات

الباحثة: برأيك ما الذي يجعل الطالب قلقين أثناء تحدثهم باللغة الإنجليزية؟

TC:الخوف من الدرجات والتقييم ، رأوا أن التحدث باللغة الإنجليزية أمر صعب بالنسبة لهم وسيحصلون على درجات منخفضة.

الباحثة: صف أكثر الطالب قلقًا في فصول المحادثة؟

TC:الطالب الذين يفتقرون إلى الثقة التي تمنعهم حتى من الإجابة على أسئلة أو القيام بالمهام ، لديهم نقص في الخبرة في الوقوف أمام جميع الطالب والتحدث باللغة الإنجليزية.

الباحثة: من واقع خبرتك ، ما هي الاستراتيجيات التي يستخدمها الطالب لتقليل قلقهم من التحدث باللغة الإنجليزية؟

TC: إن كثيرًا ما يطلب الطالب تكرار السؤال.

TD (English Transcript)

Researcher: How long have you been teaching in Technical Institute of Medicine-Al Mansour?

TD: Six years

Researcher: In your opinion, what makes the students anxious while speaking English?

TD: According to the topic, some students are very weak, they cannot answer or express their ideas because they don't have much information about some topics. And limited vocabulary also restricted them to express their ideas clearly.

Researcher: Describe the most anxious students in speaking classes?

TD:students who refuse to answer and say " I don't know"

Researchers: From your experience, what are the strategies that the students use to reduce their speaking anxiety in English language?

TD:writing words on paper to remind them of what they want to say.

TD (Arabic Transcript)

الباحثة: منذ متى وانت تدرس في المعهد التقني للطب المنصور؟

TD: ست سنوات

الباحثة: برأيك ما الذي يجعل الطالب قلقين أثناء تحدثهم بلغة إنجليزية؟

TD: وفقاً للموضوع، يكون بعض الطالب ضعيفين للغاية، والى لم يكن هم إجابة أو التعبير عن أفكارهم أن ليس لديهم الكثير من المعلومات حول بعض الموضوعات. ومحدودية المفردات أيضاً اقتصرت عليهم في التعبير عن أفكارهم بوضوح.

الباحثة: صف أكثر الطالب قلقاً في فصول المحادثة؟

TD: الطالب الذي يرفضون الإجابة يقولون "ال أعرف"

الباحثة: من واقع خبرتك ، ما هي الاستراتيجيات التي يستخدمها الطالب لتقليل قلقهم من التحدث بلغة الإنجليزية؟

TD: كتابة كلمات على الورق لتذكيرهم بما يريدون قوله.

TE (English Transcript)

Researcher: How long have you been teaching in Technical Institute of Medicine-Al Mansour?

TE: Seven years

Researcher: In your opinion, what makes the students anxious while speaking English?

TE: limited vocabulary and making mistakes.

Researcher: Describe the most anxious students in speaking classes?

TE:hesitated and some refuse to participate.

Researchers: From your experience, what are the strategies that the students use to reduce their speaking anxiety in English language?

TE:asking to repeat the question to take time to think and answer.

TE (English Transcript)

الباحثة: منذ متى وانت تدرس في المعهد التقني للطب المنصور؟

TE: سبع سنوات

الباحثة: برأيك ما الذي يجعل الطالب قلقاً أثناء حديثه باللغة الإنجليزية؟

TE: بمفردات محدودة وارتكاب أخطاء.

الباحثة: صف أكثر للطالب قلقاً في فصول المحادثة؟

TE: تردد والعرض في فصل المشاركة.

الباحثة: من وقائع خبرتك ، ما هي الإستراتيجيات التي يستخدمها الطالب القلق من التحدث باللغة الإنجليزية؟

TE: الطالب بتكرار السؤال أو أخذ وقت للتفكير والإجابة.

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Appendix G

Open, Analytical, Axiel, Selective Coding

Cause of Speaking Anxiety

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi Medical Undergraduate Students feel fear from evaluation in side classroom	**SC:**I hate speaking that include evaluation by using marks. When I speak, I directly think that I will not be able to reply the whole speech. **SD:** Another factor is because there are lecturersin the class, so the teacher's assessment makes me nervous. **SF:** I'm afraid what the teacher might say. She might think that I'm dumb because I make a lots of grammatical mistakes. **TC:** fear of marks and evaluation, they saw speaking English language is difficult for them and they will get low marks.	**SC:** The Student hate speaking based on evaluation. **SD:**The Student feels nervous because of teachers assessment. **SF:** The student feels afraid from what teacher say. **TC:** The teacher found that student feel fear getting low marks.	Fear of Negative Evaluation
The Iraqi Medical Undergraduate students feel afraid from making mistakes	**SB:**Also, Making mistakes makes me stressed. I have difficulty in recognizing the words because they are difficult to follow the speakers at the same time. **SO:**I am afraid to making mistakes (such as	**SB:** The students feels stressed from making mistakes. **SO:** The student feels afraid from making mistakes. **TE:**The teacher found that students have a problem of making mistakes.	Fear of Making Mistakes

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	grammar,pronunciation, vocabulary) **TE:**limited vocabulary and making mistakes.		
The Iraqi medical undergraduate students have limited vocabulary	**SD:**Sometimes it's because Idon't have enough vocabulary for speaking, so I have to think about it first, if Iwant to respond it takes a bit longer. **SE:** I do not know what to say, I can't explain the speech for one time I lose many words or primary ideas in the first time of speaking. On the other hand, many times I couldn't complete answering all the questions that we need to speak about them because I don't have much words. **SG:**I do not know how to say the words.I do not know many words that is difficult so difficult. **SK:**I don't know some vocabularies and expressions touse. I'm usually afraid to speak up . **SL:** I have limited vocabularies in English language because my level in English is not good. **SN:**yes, I'm scared because I do not have	**SD:**The student does not have enough vocabulary. **SE:**The student lose words and ideas when he wants to speak. **SG:**The student does not know many words in English. **SK:**The student does not have vocabularies to use. **SL:**The student have limited vocabularies. **SN:**The student feels scared. **TA:**The teacher found that students have limited vocabularies. **TB:** The teacher explained that students have difficulty in pronunciation and limited vocabularies **TD:** The teacher said that students have limited vocabularies. **TE:** The teacher explained that	Lack of Vocabulary Knowledge

	enough words in English language I can use it to speak. **TA:**I saw that students have difficulty when they want to answer they have limited vocabularies that makes them can't express their ideas clearly. **TB:**Most of the students have a problem in pronunciation, limited vocabularies, fear of making mistakes either in grammar or meaning. **TD:** And limited vocabulary also restricted them to express theirideas clearly. **TE:**limited vocabulary and making mistakes.	students have limited vocabularies.	
The Iraqi Medical Undergraduate students have difficulties with unfamiliar topics	**SH:** For me, some topics are difficult to express my opinions about it. **SJ:** I feel worried when speaking about topics and about odd situations. Sometimes I have asked to speak about weird sports, for example, Yoga. **TD:**According to the topic, some students are very weak, they cannot answer or express their ideas because they don't have much information about some topics.	**SH:** The student has difficulties with some topics **SJ:** The student feels worried from speaking about odd topics. **TD:** The teacher said that students are weak because they know some topics to talk about.	Unfamiliar Topics

The Iraqi Medical Undergraduate students cannot manage their time during speaking	**SA:**And then, umm, when I speak I have problem with time. Sometimes I cannot finish the speech on time. Sometimes It overtime and sometimes I finish the speech before the time up. **SD:**Then at the time ofthe test, because of being chased by time it became blank**.**	**SA:**The student has a problem with time. **SD:** The student feels that he is chased by time.	Lack of Time Management
The Iraqi Medical Undergraduate student has lack of confidence	**SA:** It happened for many factors such as I met new classmate at the class and I did not know yet about speaking concept. I also have lack of confident	**SA:**The student is not confident	Lack of Confidence
The Iraqi medical Undergraduate student has a problem with students and teacher.	**SM:**Fear of speaking in front of all studentsand teacher makes me lose words and cannot answer.	**SM:**The student feels afraid from students and teacher.	Classroom Environment

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The Effects of Speaking Anxiety

Personal Effects

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi Medical Undergraduate students avoid speaking skill	**SO:**Because I am afraid to making vocabulary, grammar, accent and pronunciation). mistakes in pronouncing a word orapplying grammar in a sentence, so students with me don't understand themeaning.	**SO:** The student afraid from speaking.	Avoiding Speaking Skill

The Iraqi Medical Undergraduate Students fell depressed	**SC:** I feel depressed when I get anxious. My day turns upside down. I cannot keep my studying or continue my day **SD:**Definitely nervous, I'm nervous not because I'm afraid I can't do it, but because people stare at me. Then, when I was suddenly appointed (to speak) I becameblank, I had to think again about what I should say, and that's what made menervous. **SG:** I t is not easy. I feel embarrassed, sad, nervous. Sometimes I want to cry. I do not like to speak about that. I know myself I can't speak English**.** **SL**: shocked	**SC:** The student feels depressed **SD:** The student feels nervous **SG:** The student feels embarrassed, sad and nervous **SL:** The student feels shocked.	Feeling Depressed
The Iraqi medical Undergraduate students lose concentration while speaking	**SA:** To be honest, I was sweating cold, nervous, and It kept going blank because I was so nervous that all my vocabularies disappeared, so what I wanted to talk about was scattered. **SB:**It affects me especially I get hesitated by what I want to say. **SD:**Definitely nervous, I'm nervous not because I'm afraid I can't do it, but because people stare at me. Then,	**SA:** The student losing vocabularies while speaking. **SB:** The student feels hesitated. **SD:** The student feels nervous and afraid while speaking**.** **SE:** The student feels hesitated. **SF:** The student cannot focus.	Losing Concentration

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	when I was suddenly appointed (to speak) I becameblank, I had to think again about what I should say, and that's what made menervous. **SE:** I can't understand or speak in English language because of using the English language most of the time inside the classroom. This problem causes anxiety for me. It also leads to hesitation. I think that is due to using vocabularies, which are new for me. **SF:**I can't focus. I think that is due to using vocabularies, which are new for me. **SJ:** Hesitated **SM:**Fear of speaking in front of all studentsand teacher makes me lose words and cannot answer. **SN**: In English language class, I can get so nervous I forget things know.	**SJ:** The student is hesitated. **SM:** The students feels afraid of losing words. **SN:** The student feels nervous and forget words he knows.	
The Iraqi Medical undergraduate student thinks a lot while speaking	**SF:**For me, it is tired, I think a lot because I have few vocabularies . I am weak in English.	**SF:** The student is tired and thinks a lot while speaking .	Over thinking

Social Effects

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi Medical undergraduate students isolate themselves from others	**SB:**The first is not confident , The second is very nervous , especially in speaking English, afraid that what I say cannot be understood by others, and it will be misinterpreted. **SC:** I face problem inside and outside the classroom. Inside, I feel afraid of speaking and outside, I like to be alone even at home. The speaking classes affected on me that's why I do not like to speak to anyone. **SJ:** I'm afraid what the teacher might say. She might think that I'm dumb because I make a lots of grammatical mistakes. For me, I have an idea but I am afraid of saying it. I know myself that I can't tell my ideas in English so I prefer to keep silent. **TA:**The students who keep silent and refuse to participate **TB:**Hesitated students. All the time say "aaaaahhh" when the	**SB:** The student feels afraid that may be misunderstood from other students. **SC:** The students feels afraid inside and outside the classroom. **SJ:** The students feels afraid from the teacher. **TA:** The teacher said that students keep silence and refuse to participate. **TB:** The teacher said that students are hesitated and forget words. **TC:** The teacher said that students are not confident. **TD:** The teacher explained that students refuse to answer. **TE:** The teacher said that students are hesitated.	Isolating oneself from others

	miss or forget one word and they can't reward it. **TC:**The students who have lack of confidence that prevents them even to answer the questions or do the tasks, they have lack of experience standing in front of all students and speak in English language. **TD:**students who refuse to answer and say " I don't know" **TE:**hesitated and some refuse to participate.		

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Academic Effects

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi medical Undergraduate students have a low performance in their classroom	**SE:**On the other hand, many times I couldn't complete answering all the questionsthat we need to speak about them because I don't have much words. **SG:**From the four skills, I always get the lowest mark in speaking because	**SE:** The student does not have much words to explain. **SG:** The student feels apprehensive**.** **SK:** The student feels nervous.	Low achievement performance

	I feel so apprehensive about speaking. **SK:**Maybe I'm nervous when speaking related to grades, such as during the midor final exam, I'm excited, nervous, and think about whether I can do it or not. Butif it's just practicing in class, volunteering, that's fine to me.		

Strategies to Reduce Speaking Anxiety

Cognitive Strategy

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi medical undergraduate need to think positively	**SB:**Try for positive thinking, everyone can make mistakes, That's normal, but sometimes it works and sometimes it does not. **SF:**I couldn't find a strategy to reduce my anxiety. But lately, I've been trying tolove myself and think positively, because I know that what I'm afraid of is whatother people think, so from self-love, I wish I could be more confident andcourageous.	**SB:** The student advised to think in positive way **SF:** The student advised to love yourself.	Positive Thinking

The Iraqi Medical Undergraduate students are required to repeat what they have learnt	**SC:** When I want to speak I forget some of my ideas, I ask to repeat what is next or repeat again the question, this way actually helps me a lot to keep telling my ideas and what I want to say easily. **TB:**repeating the information, making plan for what they want to speak means writes some words on paper to remind them of what they want to say. **TC:**students often ask to repeat the question. **TE:**asking to repeat the question to take time to think and answer.	**SC:** The student asks to repeat the question again. **TB:** The teacher said that the students often ask to repeat the information. **TC:** The teacher said that students ask to repeat the question. **TE:** The teacher said that students ask to repeat the question	Repetition
The Iraqi Medical Undergraduate students ask to translate	**SD:** I have few vocabularies in English so it is difficult for me to understand all what is said in order to speak about it. However, I ask to translate what is said from English to Arabic briefly sometimes to get the ideas. It is a very helpful way to speak confidently. **SG:** I ask to translate what is said from English to Arabic briefly sometimes to get the ideas. It is a very helpful way to speak confidently.	**SD:** The student asks to translate words from English to Arabic. **SG:** The student asks to translate what is said fro English to Arabic. **SL:** The student asks to translate the question. **TA:** The teacher said that students ask to translate some words.	Translating

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	SL: For me, I ask to translate the question or some words I do not know from English to Arabic. **TA:**Preparing and asking for translate some words in order to understand the question clearly.		

Metacognitive Strategy

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi Medical Undergraduate students prepare to speak	**SA:** I often practice, I talk to myself in the mirrorthat way makes me more confident and prepared to talk in front of my class. **SI:** preparing for topics, makes me more confident. **SJ:**To cope with my nervous I do a better preparation and a lot of practice at home. Sometimes I ask my friend to listen my speech. **SM: I** will overcome it by preparing and reading vocabulary as much as I can that related to the topic. It will make me feel more confident	**SA:** The student practice with himself to prepare to speak. **SI:** The student prepare for topics. **SJ:** The student prepare and practice at home. **SM:** The student prepare and read more vocabularies. **TA:** The teacher said that students prepare and ask to translate.	Preparation

	TA: Preparing and asking for translate some words in order to understand the question clearly.		

Effective Strategy

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi Medical Undergraduate students are required to be relaxed	**SE:**when I want to focus on what I want to say, I took a deep breathes and start speaking. **SO: I t**ake a deep breath. It is the most thing I have done and I think everythingwill be okay if we are well prepare something like that.	**SE:** The student took a deep breathes and start speaking. **SO:** The student take a deep breath.	Relaxation

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Memory Strategy

General Point	Transcribed Statements	Theme	Main-Theme
The Iraqi Medical Undergraduate Students used key words	**SH:**using key words to remind myself for the important words to speak continuously.	**SH:** The student used key words. **SK:** The student looks for words,	

	SK:I also have to keep learning, looking for words, phrases, and exercises. Later, when the vocabulary is added, the grammar is good, the practiceis often done, the preparation is good, then the speaking ability will also develop,and there will be no more anxiety if we want to speak. **TB:** Making plan for what they want to speak means writes some words on paper to remind them of what they want to say. **TD:**writing words on paper to remind them of what they want to say.	phrases , and exercises. **TB:**The teacher said that students are making plan means write words in paper. **TD:** The teacher said that students write words on paper to remind them while speaking.	

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