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STRATEGIES USED BY INSTRUCTORS TO REDUCE STUDENTS' SPEAKING ANXIETY

Dr. Najat Muhammed Amin
University of Salahaddin
College of Law
najat.amin@su.edu.krd

Abstract

The issue of anxiety in second or foreign language learning has been widely studied because it has significant impact on the learners progress and performance. This study is a case study which aimed at measuring the speaking anxiety level of undergraduate students at college of Basic Education and to detect instructors' use of certain strategies to reduce their students' speaking anxiety. The study hypothesizes that the frequent use of certain interventions by college instructors is supposed to reduce students speaking anxiety. For this purpose, 40 fourth year students and 20 instructors at college of Basic Education were taken as the subjects. Two instruments are used to achieve the studies goal which are; Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. (1986) to assess the degree of the students' anxiety and a Questionnaire based on Tsiplakide's & Keramida (2009) research where many classroom interventions are used to reduce foreign language speaking anxiety. The aim is to detect instructors' frequent use of such strategies to reduce students' speaking anxiety level. The results of (FLCAS) showed high speaking anxiety level with the mean(3.49) of the 40 students , while the questionnaire also showed a frequent use of such strategies with the mean (3. 94) which indicates a positive correlation between the two (R= 0.1875) .A negative correlation was hypothesized to be found since the frequent use of strategies should lead to anxiety reduction.

1.0. Introduction

Anxiety is regarded as one of the psychological factors which has a strong influence on the learning of second language .Scovel (1991:16) states that anxiety belongs to what is called effective factors which are connected with how learners feel emotionally towards the language and language anxiety belongs such factors . In this regard, Oxford (1999) made a distinction between language anxiety and general anxiety, he highlighted that language anxiety has a direct connection with the performance in the target language, while the latter is connected with general performance anxiety .In defining anxiety Horwitz (2001:113 ,cited in Humphries , 2011) states that "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" and it has been found to interfere with many types of learning and it is only logical that this

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would also apply to second language learning . He adds that ,since the mid of 1960 , scholars started to study the relationships between anxiety and second language learning and the effect of anxiety on EFL or second language learners. There were conflicting set of findings ;some researches concluded that there is   no relationship between anxiety and second language achievement, but several studies found positive relationships   ,while others have identified negative relationships. Scovel (1978) argues that having such different finding concerning the relationships between anxiety and second language learning is because of the use of different anxiety measures such as facilitating-debilitating anxiety, test-anxiety, …. etc. This conflicting results lead Horwitz et al. (1986:129) to introduce a new test which is called (FLCAS = Foreign Language Classroom Anxiety Scale) consisting of a 33 - item, five - point Likert scale survey (this study uses FLCAS to measure the participants anxiety).

Ando (1999 ,cited in Al-Otaibi,2016) argues that the effects of anxiety can be positive which motivates people to have positive performance(facilitative) or negative(debilitative) which is associated with negative results and leads to poor performance. So, whether the anxiety has a positive or negative affect on individuals depends on the person's personality since there are certain strategies can be used to reduce or alleviate the negative effects of anxiety. To Ohata (2005) the level of anxiety among participants is affected by ; Differences in age ,personality,, language proficiency levels , attitudes toward language learning .

Anxiety arise from many kinds of sources and knowing the sources is important for finding strategies to help teachers and learners to reduce anxiety. According to MacIntyre et al. (1997:269) , the cause of anxiety or what is called mental disorder is Being afraid of failure which leads second language learners to pay more attention on their perceived inadequacies rather than on the on the task itself. Horwitz et al. (1986) identify Fear of negative evaluation as another source of anxiety where learners are afraid to be evaluated by others negatively . The abovementioned sources are connected with the mentality of people but other factors like environment may also cause anxiety. On the same line of vein, Young (1991:426) presented six sources of anxiety where some of them are connected with the teacher (such as the interaction between instructor and learner and instructor beliefs about language teaching) and some with instructional practice (classroom procedures and language testing). According to Young learners' belief about language learning goes side by side with the teachers' belief and classroom

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procedures. Acknowledging the sources and the symptoms of anxiety pave the way towards finding strategies to enhance learners' anxiety. In other words, part of the remedies lay in diagnosing the sources of anxiety.

Second Language learning is not an easy task and learners are required to master all the four skills of language (reading ,writing, listening and speaking) .To Young (1992, cited in Subaşı , 2010) speaking is regarded to be the most anxiety provoking skill of all the other language skills. Many second language learners give priority to speaking skill ,one reason is ,according to Hedge(2000: 261),speakers are judged on their speaking ability whenever first impressions are being formed on speakers level of language proficiency .Speaking proficiency does not only require grammatical knowledge but also sociolinguistic, discourse and strategic competence (Scarcella and Oxford ,1992:154) . One may conclude from the above mentioned information that being able to speak proficiently requires more than having linguistic knowledge which includes grammar , vocabulary and pronunciation but also sociolinguistics , discourse strategic competence as well. In an attempt to collect the various reasons of anxiety from different researches

Collecting from many researches (Wörde, 2003; Ohata, 2005; Woodrow, 2006; Awan et al., 2010.; Dalkılıç, 2013; Park & Lee, 2005) ,Atas (2015 :962-963) has summarized the main reasons behind speakers anxiety ,such as:

1.Fear of public speaking and communicating orally

2.Fear of making pronunciation mistakes

3.Lack of vocabulary and limited grammatical knowledge

4.Unpreparedness

5.Fear of being laughed at

6.Taking an oral test

7.Native speaker effect

8.Error correction style of the teacher

9-Levels of English proficiency

10-Worrying about being understood or not

11-Shyness, and low self -confidence.

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The remedy of speaking anxiety is found in understanding its causes. Being acknowledged about the main reasons of speaking anxiety leads to presenting effective strategies used by students or by college instructors to reduce speaking anxiety.

1.2. Strategies Used by Students and Instructors to Reduce Anxiety

Anxiety is connected with individuals feeling so students need to adopt certain strategies to be able to reduce their anxiety . Hambree (1988 , cited in Kondo and Ying-Ling (2004) suggests that the best strategies should include the three approaches of cognitive, affective, and behavioral . Kondo and Ying-Ling (2004:262-263) proposed 70 basic tactics which are labeled as ; Preparation ,resignation, Relaxation ,Positive Thinking ,Peer Seeking and. For instance ,the first two strategies which are preparation and resignation are associated with behavioral approach since their tactics are connected with how learners should behave to improve their poor academic skills which arouses their anxiety. On the other hand , Relaxation strategy belongs to effective approach .The tactics of relaxation helps students to alleviate bodily tension connected emotional arousal. Meanwhile ,Peer Seeking and Positive Thinking strategies are connected with cognitive approach where students are advised to handle their thinking disturbance by using certain tactics such as trying not to think of consequences, convincing yourself to study harder for next class and you are not the only students who feels anxious and other students must also be anxious…etc. The researcher hopes to conduct a research to detect the Kurdish students' awareness of the Kondo and Ying-Ling (2004) strategies to reduce their anxiety at college level.

The role of instructors in reducing students' speaking anxiety in the class has to be concerned. In an empirical work ,Tsiplakides & Keramida, (2009:41-42) collected many class interventions ,presented by many researchers, to be used by teachers in dealing with students' speaking anxiety. The strategies include :Using project work (where students are personally involved which causes increase in motivation) ,2) Establishing a supportive classroom atmosphere which involves ; firstly, Teacher-students relations where a set of norms ,with the help of students need to be set such as making fun of a wrong answers is not accepted, ratifying mistake tolerance. Secondly, Providing indirect correction since it may undermine students' confidence . Providing scaffolding so that the students had an opportunity to continue speaking despite making a mistake in order to encourage them to continue speaking .Thirdly, Accepting the need for self-worth protection, there are certain behavior which may threaten students' face and teachers should avoid

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them,for example, test scores need to be kept private and not to be announced to the whole class but their progress need to be evaluated by using portfolios.3)Teachers immediacy , teachers need to employ both Verbal immediacy such as the use of humor and calling students by their first names and Nonverbal immediacy behavior such as nodding your head ,eye contact and the use of positive gestures. What is interesting is teachers are advised to use nonverbal praise rather than verbal praise to anxious students ,when they accomplish a minor task since it is indicated by students to refer to teachers lack of confidence in their abilities(Thompson, 1997). This study adopts the above class intervention to detect the frequent use of such strategies by the instructors at college of Basic Education to reduce their students' speaking anxiety.

2.Methodology

2.1.Aim of the Study

Students feel anxious when speaking the target while learning a second language. The aim of this study is to measure the level of speaking anxiety of EFL undergraduate students at college of Basic Education and to explore the frequent use of certain strategies used by instructors to reduce their students' speaking anxiety and to explore the correlation between such strategies and the level of students anxiety.

2.2.Questions of the Study
Three research questions are formulated:
1.What are the levels of speaking-in-class anxiety among the undergraduate students ?
2.What are the strategies used by college instructors to reduce their students' speaking anxiety?
3.How often do the college instructors use such strategies?
4.What is the correlation between students' anxiety level and frequent use of strategies?
2.3.Subjects
The study was conducted at Salahaddin University, College of Basic Education , English Department in the academic year 2018-2019. 40 Fourth year students were chosen by the researchers to participate in this study because of the following reasons:
1.They have more experience in coping with anxiety than the students of other stages.
2.Their language is more sufficient in order to understand all the items of FLCAS since it was required to be completed on the same lecture hour.

20 college instructors at the college of education participated in completing a questionnaire in order to detect the frequent use of strategies to assist anxious students.

2.4. Instruments

Two instruments were used by the researchers:

2.4.1.Foreign Language Classroom Anxiety Scale (FLCAS)

The participants were asked to complete Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986) which originally consists of 33 items that presented communication apprehension, test-anxiety, and fear of negative evaluation. Kitano (2001) shortened and modified FLCAS into 21 items to assess the anxiety level of students during oral practice in class. Kitano eliminated the items asking about concern over grades, discomfort in speaking the language outside the classroom, and anxiety over tests. The present study adopts Kitano's scale to measure speaking anxiety since the aim of this study is just to examine speaking anxiety and the sources of speaking anxiety while discarding test anxiety items .Each of the 21 items of the FLCAS was scored on a five-point Likert Scale, ranging from 5 points (strongly agree) to 1 point (strongly disagree)ranging from strongly agree to strongly disagree(See Appendix I) . A high score obtained through the instrument indicates a high level of foreign language anxiety (FLA). The Cronbach Alpha was computed as .87 on the same sample. In order to interpret the analyzed data, the following criteria were established:

• A mean score of 4.21 – 5.00 (highest level of anxiety).

• A mean score of 3.41 – 4.20 (high-anxiety level).

• A mean score of 2.61 – 3.40 (medium-anxiety level).

• A mean score of 1.81 – 2.60 (low-anxiety level).

• A mean score of 1.00 – 1.80 (lowest level of anxiety).

2.4.2.Questionnaire on Strategies

A questionnaire was set in order to be filled on by 20 college instructors to take their ideas about the frequent use of strategies used to reduce the anxiety of students. It is based on Tsiplakide's & Keramida (2009) interventions to reduce foreign language speaking anxiety (See Appendix II).It consists on 10 statements with five scales of 5Always ,4 usually,3 sometimes ,2rarely and 1never .

At first the questionnaire consisted on 11 items and was given as a pretest to 6 instructors in order to check the reliability of the items .Then the questionnaire was modified by the researcher to 10 items and one item was eliminated depending on the 6 instructors answering.

Statistical package for the social sciences (SPSS)18.0 package program was conducted in the analysis of data. Data were analyzed using frequencies, percentages , and arithmetic mean.

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2.5.Data Collection and Analysis
2.5.1. The Level of Speaking Anxiety
The study took place in 2018-2019 academic years with .Related to the data collection technique, this FLCAS questionnaire was given to 40 respondents to determine their level of anxiety speaking in the second semester . It took the participants (10 to 15 minutes) to complete the questionnaire, then the mean scores were calculated using descriptive statistics. Below is the data result:
Table 5 . The Data Result of FLCAS

Items	SA	A	N	D	SD	mean
1. I never feel quite sure of myself when I am speaking in my foreign language class.	10	18	4	7	1	3.72
2. I don't worry about making mistakes in language class.	7	13	6	11	3	4.25
3. I tremble when I know that I'm going to be called on in language class.	3	19	7	8	3	3.27
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	14	11	5	8	2	3.67
7. I keep thinking that the other students are better at languages than I am.	10	14	6	7	3	3.52
9. I start to panic when I have to speak without preparation in language class.	5	20	6	6	3	3.45
12. In language class, I can get so nervous I forget things I know.	7	15	5	10	3	3.32
13. It embarrasses me to volunteer answers in my language class.	12	11	11	1	5	3.6
15. I get upset when I don't understand what the teacher is correcting.	7	16	8	5	4	3.42
16. Even if I am well prepared for language class, I feel anxious about it.	7	19	3	9	2	3.5
17. I often feel like not going to my language	9	17	6	7	1	3.65

	SA	A	N	D	SD	Mean
class.						
18. I feel confident when I speak in foreign language class.	9	19	1	7	4	3.77
19. I am afraid that my language teacher is ready to correct every mistake I make.	16	9	7	5	2	3.72
23. I always feel that the other students speak the foreign language better than I do.	8	11	6	14	1	3.27
24. I feel very self- conscious about speaking the foreign language in front of other students.	6	15	7	9	3	3.3
27. I get nervous and confused when I am speaking in my language class.	9	11	8	7	5	3.3
29. I get nervous when I don't understand every word the language teacher says. .	4	21	5	7	3	3.4
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3	11	16	9	1	3.15
31. I am afraid that the other students will laugh at me when I speak the foreign language.	7	11	6	9	7	3.5
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	4	14	9	9	4	3.12
Total Average			3.49			

Note: SA (strongly agree),A (agree) ,N (neutral) ,D (disagree) and SD(strongly disagree)

The overall statistical result shown in Table -1- reports that the 40 students experience (3.61) which indicates a high level of English-speaking anxiety within the range of 3.41 – 4.20 (high-anxiety level) . It can be concluded from the result above that generally the students in this study are highly anxious about oral communication in English. The level of their perceived anxiety is above moderate. The results reveals that the 40 fourth year students feel highly anxious and they are in need to use strategies by themselves and by their instructors to reduce their anxiousness. In the coming section we will discover the frequent use of certain strategies used by their instructors .

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2.5.2.Strategies Used by Instructors to Reduce Students' Speaking Anxiety
Based on the information about the strategies used by teachers to reduce students' speaking anxiety ,a questionnaire consisting on 10 statement was set by the researcher .The main aim of this questionnaire is to detect the frequent use of such strategies by 20 instructors at college of Basic Education. Below is the data result:

Table -2- Strategies used by Instructors

ITEMS	Always	usually	sometimes	rarely	never	Mean	Percentage
1.Project Works(short term projects) are used .	2(10%)	7(35%)	8(40%)	2(10%)	1(5%)	3.35	67%
2.Making fun of a wrong answer is not accepted.	11(55%)	9(45%)	0	0	0	4.4	88%
3.Mistake tolerance is ratified.	6(30%)	4(20%)	9(45%)	1(5%)	0	3.75	75%
4.Errors are considered a natural part of learning a foreign language	6(30%)	11(55%)	2(10%)	1(5%)	0	4.1	82%
5.Students are encouraged to ask for help without running the risk of embarrassment.	12(60%)	8(40%)	0	0	0	4.4	88%
6.Groups are formed from mixed ability students, students are given equally academically challenging tasks, and the same questioning strategies are used for all students	6(30%)	8(40%)	4(20%)	1(5%)	1(5%)	3.85	77%
7. Providing indirect correction since it can undermine students' confidence, and because it discourages learners who are anxious .	8 (40%)	4(20%)	7(35%)	1(5%)	0%	3.95	79%
8. Information about students' test scores is kept private and is not announced to the whole Classroom	7(35%)	7(35%)	3(15%)	1(5%)	2(10%)	3.8	76%
9. Both verbal (use of humor, use of students' first names) and nonverbal (eye contact, positive gestures) are employed**.**	7(35%)	10(50%)	3(15%)	0	0	4.1	90%
10. Non-verbal praise (e.g. a positive head movement) is most often used, instead of direct verbal praise.	4 (20%)	8(40%)	6(30%)	2(10%)	0	3.7	74%
Average	**3.94**						80%

The aim behind setting this questionnaire is to detect the frequent usage of strategies to reduce students anxiety, the data results were interpreted as follows;

a. Statement No.1: "Project Works(short term projects) are used."
The result showed that 10% of instructors choose always and 35% of them said they usually use project work in their classes. However 10% of the them reported that they sometimes use it . 10% rarely and 5% never use project works in their classes . It could be said that this statement got effective response from the instructors .Based on the data obtained from 20 respondents, the use of project or group work was in frequently used category (M= 3.35) which means 13 of the instructors declared the use of this strategy frequently in their classes while 7 instructors expressed sometimes or rarely use it. The reason behind not using project work frequently is having the large classes at public colleges which make it difficult to control the groups which obliges instructors not to have project works. However it is preferred to ask groups of students to present seminars and cooperate together.
b. Statement No. 2: "Making fun of a wrong answer is not accepted" The result showed that 55% of the instructors that always use this strategy , and 45% of them usually use it . It could be said that this statement got very strong response from the instructors. Based on the data obtained from 20 respondents, the statement was very frequently used (Mean =4.4) .One of the main causes of second language anxiety is the students' fear to be laughed at by h/her colleagues which increases their anxiety and prevents them even to participate in the class. This results shows complete awareness of the 20 instructors of making fun of wrong answers in the class rejected and not allowed.

c. Statement No. 3: "Mistake tolerance is ratified." The result showed that 30% of the participants always , and 20% usually use this strategy but 45% of them use it sometimes. It can be said that this statement got positive response from the instructors. Based on the data obtained from 20 respondents, the statement was   frequently used (3.75). This statement is about ratification of students' mistakes while they are speaking in order not to interrupt their speech and to let them continue in their communication which decreases their anxiety. This strategy was frequently used on by the college instructors while some of them disagreed and assumed mistake correction is necessary to improve students' proficiency in the second language. Correction of mistakes will lead to increase students speaking anxiety and is regarded as an important reason of negative evaluation by instructors and colleagues. It is better to provide scaffolding rather than interrupting students speaking.

d. Statement No. 4: "Errors are considered a natural part of learning a foreign language."   30% of the 20 participants have always used and 55% of them usually used this strategy. However 10% of them have neutral opinion

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and sometimes couldn't endure errors. This strategy or instructors' point of view about errors committed by students to be taken as a natural part of a foreign language learning was in very frequently used (mean=4.1). Errors are expected to be committed by foreign language learners at any level of their learning process. Instructors should not cause a kind of embarrassment or insulting their students for committing errors which may lead to increase their speaking anxiety. The use of scaffolding to watch students progress and focusing on the errors committed by students to be explained in the coming lectures without drawing students attention directly to such errors at the time of speaking or during the communication.

e. Statement No. 5:" Students are encouraged to ask for help without running the risk of embarrassment. "This statement was in a very frequent category with the mean of (4.4) which indicates that instructors are aware of the psychological aspect of students in the teaching process like not causing embarrassment when students ask questions via creating a positive and friendly atmosphere which decrease students speaking anxiety .Students need to be encouraged to ask for help and instructors play a crucial role in creating a friendly atmosphere in the class 60% of the instructors always and 40% usually used this strategy.

f. Statement No. 6: "groups are formed from mixed ability students, students are given equally academically challenging tasks, and the same questioning strategies are used for all students ." The result showed that 30% of instructors always , and 40% of them usually used it while 20% have sometimes used this strategy. It could be said that this statement got strong positive response (77%) from the instructors use this strategy frequently with the mean (3.85) . The strategy of grouping students ,especially in large classes ,is very effective. However, instructors in forming the groups should be aware not to increase the anxiety of students by putting the students with high level of proficiency in a group and giving them difficult tasks. Equally students should be treated in performing the tasks and in mixing the abilities anxious students will be motivated to speak and communicate more efficiently.

g. Statement No. 7: "Providing indirect correction since it can undermine students' confidence, and because it discourages learners who are anxious ." The result showed that 40% always and 20% of them usually used this strategy . However , 35% of them sometimes used this strategy. Based on the data obtained from 20 college instructors , the statement was in frequent category (79%) with the mean (3.95).The strategy of providing indirect correction is strongly agreed on since direct correction is regarded as a cause of increasing students' speaking anxiety. Students' self-confidence and their social image need to be protected and taken into consideration by instructors to decrease students anxiety in general.

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h. Statement No. 8: "Information about students' test scores is kept private and is not announced to the whole Classroom ." 35% always and 35% usually used this strategy by not providing test scores of students in front of the class .However, 15% of them sometimes used this strategy. The strategy is in a frequent category (76%)with the mean (3.8).Whatever causes embarrassment and demean students' self-confidence should be avoided by instructors. However, 10% of the instructors asserted on announcing cores in front of the class is used by them , which has aroused the curiosity of the researcher to ask for the reason behind their disagreement .One of the instructors said" Announcing Students scores will motivate and encourage them to gain higher scores in the next exam". The honest reply of this instructor is appreciated but his reply indicates that students' scores are not kept private by instructors and announced to the whole class which may have a negative impact on students psychology and increases students anxiety.

j. Statement No. 9: "Both verbal (use of humor, use of students' first names) and nonverbal (eye contact, positive gestures) immediacy are employed". The result showed that 35% of the instructors always and 50% usually ,while 15% have sometimes used such behaviors. This statement was in a very frequently used category 90% with the mean (4.5) ,which is a remark of instructors awareness of the importance of the use of humor and positive politeness by calling student's using their first or having eye contact and nodding the head to show consent .Positive reinforcement is presenting a reward after a desired behavior, whereas negative reinforcement is taking away an aversive stimulus after a desired behavior .Some instructors may assume that college students do not need to be praised or provided by positive expressions but the impact of instructors immediacy should not be neglected.

k. Statement No. 10: "Non-verbal praise (e.g. a positive head movement) is most often used, instead of direct verbal praise for a minor accomplishment since it had a negative effect." Thompson (1997) argues that using verbal praising for minor accomplishment may have negative effect on students since it is regarded as an indication that the teacher had little confidence in their abilities. The result showed that the statement was in frequent position in the category scale with the mean (3.7) . 20% of the participants have always and 40% usually do not praise students for minor accomplishment . Meanwhile 30% showed a neutral point of view and sometimes used this strategy. However,10% reported that they use this strategy and strongly disagreed with the negative effect of non-verbal praise for minor accomplishments. Students should be reinforced for any kind of accomplishment whether minor or major.

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The data analysis of the questionnaire shows that 80% with the mean (3. 94)of the instructors have frequently used the 10 strategies to reduce students' speaking anxiety.

The results of speaking anxiety level (FLCAS) of the 40 undergraduate students showed high anxiety level with the mean (3.49) within the range of (3.41 – 4.20) .Meanwhile , the results of the questionnaire showed frequent category with the mean (3. 94) indicating frequent use of such strategies by college instructors. The correlation value (R =0.1875) which refers to a weak positive correlation, which means there is a tendency for high X variable scores go with high Y variable scores (and vice versa).A negative correlation was hypothesized since it is logical to assume that the frequent use of the strategies should lead to students' speaking anxiety reduction.

Conclusion

College students at different stages of their learning process of English as a Foreign language experience language anxiety .Their anxiety level ranges from sever , high, moderate , low to lowest level such variety depends on their age, personality , experience , language proficiency and the practice of the target language. Speaking anxiety is the most provoking skill all of the other skills because in the speaking skill, students are personally involved and their language proficiency are mostly evaluated via their speech proficiency which are based on grammar, vocabulary , fluency , accuracy and pronunciation . Researchers have presented various sources for speaking anxiety such as not being able to express ideas, not having or knowing enough vocabulary but the major source is lack of speaking proficiency. Since the cause of speaking anxiety is personal so certain strategies should be used by learners to reduce their speaking anxiety. The most effective strategies are those which are presented by Kondo and Ying-Ling (2004) which are associated with cognitive (positive thinking) , behavioral (well preparation) and affective Psychological like relaxation) strategies. Other causes of speaking anxiety are connected with the class environment including the teacher. College instructors need to be aware about their students' speaking anxiety symptoms in order to be able to assist such students to at least alleviate their anxiety since it may have a strong influence on their , class interaction , performance and academic achievements .This study examined the frequent use of 10 strategies presented by Tsiplakides & Keramida (2009). The speaking anxiety level (FLCAS) of the 40 undergraduate students showed high anxiety level with the mean (3.49) within the range of (3.41 – 4.20) .Meanwhile , the results of the questionnaire with the mean (3. 94) indicating frequent use of such strategies by college instructors. There was negative correlation between the two results since it is logical to hypothesize instructors' frequent use of strategies should lead to the reduction of speaking anxiety. It can be concluded that instructors at the college of Basic Education need to pay more attention to their students' speaking anxiety and the implementation of

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certain strategies to help their students in reducing their speaking anxiety
. The study recommends students to use certain strategies to cope with their
level of anxiety since anxiety is a result of individuals' apprehension and
instructors' use of strategies in the class is not enough to reduce their anxiety.

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الاستراتيجيات التي يستعين بها المراجعون لتقليص قلق الطلاب

الكلمات المفتاحية: القلق باللغات الأجنبية ، القلق الناطق باللغة الإنجليزية في الصف ،

اختبار القلق

د. نجاة محمد أمين

جامعة صلاح الدين/كلية القانون

الملخص

تمت دراسة مسألة القلق في تعلم اللغة الثانية أو الأجنبية على نطاق واسع لأنها لها تأثير كبير على تقدم الطلاب وأداءهم. هذه الدراسة عبارة عن دراسة حالة تهدف إلى قياس مستوى القلق الناطق لدى طلاب المرحلة الجامعية في كلية التعليم الأساسي والكشف عن استخدام المعلمين لاستراتيجيات معينة للحد من القلق الناطق لدى الطلاب. تفترض الدراسة أن الاستخدام المتكرر لبعض التدخلات من قبل مدرسي الكلية من المفترض أن يقلل الطلاب الذين يتحدثون عن القلق. لهذا الغرض ، تم اختيار ٤٠ طالباً في السنة الرابعة و ٢٠ معلم في كلية التعليم الأساسي. يتم استخدام اثنين من الأدوات لتحقيق هدف الدراسات Horwitz et صممه (FLCAS) التي هي ؛ مقياس القلق للصف الدراسي للغات الأجنبية و Tsiplakide لتقييم درجة قلق الطلاب واستبيان يستند إلى أبحاث (1986) .al حيث يتم استخدام العديد من التدخلات في الفصول الدراسية للحد (2009) Keramida من القلق الناطق باللغة الأجنبية. والهدف من ذلك هو الكشف عن الاستخدام المتكرر للمدرسين لمثل هذه الاستراتيجيات لتقليل مستوى القلق لدى الطلاب. أظهرت نتائج مستوى قلق عالي في التحدث مع متوسط (٣.٤٩) من ٤٠ طالبًا ، في حين (FLCAS) أظهر الاستبيان أيضًا استخدامًا متكررًا لمثل هذه الاستراتيجيات مع المتوسط (٩٤.٣) الذي تم الافتراض أن هناك ارتباط .(R = 0.1875) يشير إلى وجود علاقة إيجابية بين الاثنين سلبي موجود حيث أن الاستخدام المتكرر للاستراتيجيات يجب أن يؤدي إلى تقليل القلق.

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APPENDIX I: FOREIGN LANGUAGE CLASS ANXIETY SCALE (FLCAS)

Items	SA	A	N	D	SD	mean	percentage
1. I never feel quite sure of myself when I am speaking in my foreign language class.							
2. I don't worry about making mistakes in language class.							
3. I tremble when I know that I'm going to be called on in language class.							
4. It frightens me when I don't understand what the teacher is saying in the foreign language.							
7. I keep thinking that the other students are better at languages than I am.							
9. I start to panic when I have to speak without preparation in language class.							
12. In language class, I can get so nervous I forget things I know.							

	SA	A	N	D	SD		
13. It embarrasses me to volunteer answers in my language class.							
15. I get upset when I don't understand what the teacher is correcting.							
16. Even if I am well prepared for language class, I feel anxious about it.							
17. I often feel like not going to my language class.							
18. I feel confident when I speak in foreign language class.							
19. I am afraid that my language teacher is ready to correct every mistake I make.							
23. I always feel that the other students speak the foreign language better than I do.							
24. I feel very self- conscious about speaking the foreign language in front of other students.							
27. I get nervous and confused when I am speaking in my language class.							
29. I get nervous when I don't understand every word the language teacher says. .							
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.							
31. I am afraid that the other students will laugh at me when I speak the foreign language.							
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.							

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APPENDIX II :STRATEGIES USED BY COLLEGE INSTRUCTORS TO REDUCE STUDENTS' SPEAKING ANXIETY

ITEMS	SA	A	N	D	SD	Mean	percentage

1.Project Works(short term projects) are used .						
2.Making fun of a wrong answer is not accepted.						
3.mistake tolerance is ratified.						
4.Errors are considered a natural part of learning a foreign language						
5.students are encouraged to ask for help without running the risk of embarrassment.						
6.groups are formed from mixed ability students, students are given equally academically challenging tasks, and the same questioning strategies are used for all students						
7. Providing indirect correction since it can undermine students' confidence, and because it discourages learners who are anxious .						
8. information about students' test scores is kept private and is not announced to the whole Classroom						
9. Both verbal (use of humor, use of students' first names) and nonverbal (eye contact, positive gestures) are employed.						
10. Non-verbal praise (e.g. a positive head movement) is most often used, instead of direct verbal praise.						