

Exploring the Causes of Speaking Anxiety among Libyan EFL University Students

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Abstract

This study investigates the sources of provoking English speaking anxiety among Libyan university students. The data was collected through a close-ended questionnaire completed by 300 students randomly selected from English departments in three colleges. The findings reveal that 'fear of making mistakes' , 'lack of practice', 'fear of negative evaluation' and 'lack of/limited vocabulary' represent the main provokers of nervousness and uneasiness among the participants when they speak English in classrooms. Some anxiety alleviating strategies have been discussed and recommended.

1.Introduction

Developing good speaking skills represents a major challenge for language learners. Although it is always claimed that foreign language (FL) learning courses and programmes are often designed to achieve this aim, most EFL learners find it difficult to develop this skill to the level of using it for communication effectively. This could be

attributed to the feelings of nervousness and uneasiness associated with speaking a FL language. This psychological state referred to as FL anxiety and has received much attention either in linguistic and psychology research (Horwitz et al , 1986; Gardner et al, 1992; Al--Abed Al-haq, 2012; Al-Sarari, 2014). Horwitz et al. (1986:127) divided FL anxiety within academic and social contexts into three categories "Communication apprehension, Test anxiety and Fear of negative evaluation". The frequent feelings of anxiety associated with speaking a FL stand as a fundamental reason for students' inability to speak English in public. It has been also identified as a significant factor for lowering FL learner's motivation (Gardner, et al.,1992; Jain & Sidhu, 2013) and on learners' attitude towards English language learning (Jain & Sidhu, 2013: 120) . The negative impact of this social and psychological variable on learner's language performance and achievement has been reported by many researchers (Horwitz et al., 1986; Liu,2006; Woodrow, 2006; Zheng,2008; Tsiplakides & Keramida ,2009; Subaş, 2010; Awan et al, 2010; Tseng, 2012; Al-Abed Al-Haq, 2012). However, it is important to understand that a small amount of anxiety is sometimes needed to push students to work harder to achieve the learning objectives –'facilitative' anxiety-(Ellis, 1999).

Therefore, reducing the level of speaking anxiety among FL learners to that positive effect is a challenging task for their teachers. Lui (2006:15) described this issue as a “serious problem in FL/SL classrooms” and Hashemi and Abbasi (2013:640) believe that language anxiety can “be a result as well as a cause of insufficient command of the target language”.

The theory of Horwitz, Horwitz, and Cope (1986) about FL anxiety is often cited in research on this issue as it provides researchers with a useful survey questionnaire known as ‘*The Foreign Language Classroom Anxiety Scale*’ (FLCAS). Recently, Al-Saraj (2014) introduced a modified version of this scale called the ‘*Arabic Foreign Language Anxiety Questionnaire*’ (AFLAQ). Accordingly, the literature offers sufficient theoretical articles on general language anxiety. However, there is neither sufficient empirical studies specifically addressing the sources of FL speaking anxiety nor practical recommendations and strategies for dealing with them (Tsiplakides & Keramida ,2009). This empirical study, therefore, focuses on indentifying the main causes of FL speaking anxiety among Libyan university students. It specifically aims at answering this research question:

- What are the main causes of speaking anxiety among Libyan EFL university students?

2. Defining FL Speaking Anxiety

The complexity and the multi dimension nature of FL anxiety makes it difficult to be defined precisely. Cultural, emotional, psychological and social factors have their influence on this phenomenon. Shabani (2012:2378) attributed this difficulty to the wide scope of the concept which ranges “from an amalgam of overt behavioral characteristics that can be studied scientifically to introspecting feelings that are inaccessible”. It can be also attributed to its different components as explained by Horwitz (1986: 128) “self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. Language anxiety has been defined in Oxford dictionary as “a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome”... and as “abnormal fear of speaking in public or trying to speak”. According to Horwitz, et al (1986:125), it is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. Gardner and MacIntyre (1993:5) defined it as “ the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient”. Awan et al

(2010: 33-34) pointed out the three different types of anxiety: trait anxiety, state anxiety and situational anxiety. The first is a personality trait, the second refers to the anxiety felt at a certain moment in time and the last to the feeling of nervousness felt at a well-defined situation. Lewis-Holmes (1997) described state anxiety as lined with irregular heartbeat, dry mouth, sweaty palms, and feelings of exhaustion. Ellis (1999) divided anxiety in terms of its effect on language learning into 'facilitative' and 'debilitative'. The former refers to the kind of anxiety which motivates learners to exert more effort in language learning whereas the latter has a negative impact and may cause learners to avoid learning.

The term FL speaking anxiety will be used in this study to refer to the feelings of apprehension, nervousness, uneasiness and uncertainty associated with speaking English in classroom.

3. Sources of Language Anxiety

Speaking a FL represents a source of anxiety for most learners. Research reveals different sources that cause language anxiety. Horwitz et al. (1986) referred to three primary language performance anxieties: 'communication apprehension', 'social evaluation', and 'test anxiety'. Six sources have been identified by Young (1991) including

anxieties of personal and interpersonal, teacher-student interaction, teachers' beliefs about language learning, students' beliefs about language learning, procedures of classroom and testing. Lui (2006:23-25) investigated the causes of anxiety among 98 Chinese EFL learners during their English oral classes. He reported these causes: lack of practice, lack of/limited vocabulary, low proficiency level, personality, fear of making mistakes , lack of preparation, incomprehensible input, inadequate knowledge of grammar, fear of being laughed at, lack of confidence, difficulty of the task, poor/bad pronunciation, lack of familiarity with partners /classmates, lack of familiarity with the topic, fear of being negatively evaluated, fear of being the focus of attention, fear of speaking Arabic English, inability to find proper words to express ideas, inability to express oneself, eagerness/desire to speak fluently, poor memory, lack of familiarity with the type of activity, family communication pattern, lack of familiarity with the environment, and English is not the students' mother tongue. This seems to be a comprehensive list and therefore it was used in designing the statements of the questionnaire of this study (see appendix). Most of the factors mentioned above were reported by 79 Saudi Arabian EFL female students who participated in Al-

Duwail's study (2014). Yahya (2013) explored the causes of speaking anxiety among 104 students at the Arab American University in Palestine. He used the well known scale (FLCAS) for investigating the three domains that usually affect students' communication performance (test anxiety factors, communication anxiety factors, and fear of negative feedback). The statistical analysis of the results revealed that the fear of negative feedback received the highest mean , followed by communication anxiety while the test anxiety received the lowest mean. The findings of Subasi (2010) who investigated the views of 55 Turkish EFL learners about FL speaking anxiety also confirmed the role of negative evaluation and self-perception of speaking ability in provoking anxiety. For the 149 undergraduates from University of Sargodha who participated in Awan et al (2010:33) study, 'speaking in front of others' was rated as the main cause followed by 'worries about grammatical mistakes', 'pronunciation' and 'being unable to talk spontaneously'. The study of Gaibani and Elmnafi (2014:114) addressed the role of gender in influencing the occurrence of public speaking anxiety among 108 EFL postgraduate students attending at the University Utara Malaysia. Most of the respondents reported that they experience speaking anxiety and that makes them more

fearful and confused. They attributed this to factors of poor speaking ability and lack of confidence. The 74 Iranian EFL learners who participated in Mahmoodzadeh's study (2012) attributed their anxiety to their interlanguage meaning system. The findings of this study revealed that female learners were more prone to anxiety than male learners and that gaining more FL knowledge does not lead to a substantial reduction in speaking anxiety. Ihmuda (2014) conducted a study to investigate the factors which inhibit Libyan EFL learners from speaking. He identified anxiety, fear of making mistakes and negative evaluation, shyness, and lack of confidence as influential factors preventing students from speaking properly and confidently. Genard (2015) reported most of the reasons mentioned above and added 'poor breathing habits' and speakers' comparison of themselves to others. Hashemi and Abbasi (2013:641) suggested another two factors: 'adopting or achieving native (L1)-like pronunciation' and 'formal language classroom setting'. Lewis-Holmes (1997) found that race and maternal encouragement as major influences on trait anxiety. Pathan et al (2014:98) depended on their observation and personal experience as being EFL learners and teachers in reporting the major difficulties encountered by Libyan EFL learners in speaking English and the reasons

behind these difficulties. They related these difficulties to pronunciation, use of adjectives, erroneous use of grammatical and syntactic rules, prepositions and idioms, negative transfer and semantic errors. They attributed these difficulties to faulty teaching strategies, lack of language labs and practice, insufficient vocabulary and grammar knowledge, absence of target language environment, lack of interest and confidence, lack of unified syllabus and teaching approach, overuse of mother tongue, embarrassment and fear and lack of training and skill up gradation on the part of teachers. Although this study does not provide empirical evidence for supporting these claims, useful insights have been learnt from the detailed analysis of the researchers' views about the issue under investigation in this study.

The different factors that lead to provoking feelings of speaking anxiety among FL learners are interrelated which makes the process of alleviating them complex and demanding. Insights from theories of psychology and sociology can provide FL teachers with useful strategies for dealing with students' speaking anxiety.

4. Strategies for Alleviating Speaking Anxiety

The identification of the reasons that cause FL speaking anxiety is the first step towards finding effective strategies for coping with them. Much of students' feelings of

speaking anxiety and embarrassment often result from teachers' reactions to their attempts to speak the target language (Horwitz et al.; Young, 1990; Young, 1991). Hashemi and Abbasi (2013) pointed out the influence of the "teachers' attitude towards and beliefs about language learning and teaching, their reaction to the learners' errors, and the way they create stressful environment in the class" on FL anxiety. Tsiplakides and Keramida (2009; 41-42) suggested the strategies through which they had successfully managed to reduce their students' language anxiety level: using project work, establishing a learning community and a supportive classroom atmosphere, providing indirect rather than direct correction, accepting the need for self worth protection, teacher immediacy and provision of praise. Hashemi and Abbasi (2013:644) suggested 10 strategies that can help teachers reduce the level of speaking anxiety among FL/SL students. They are summarized below:

- 1) Enhancing teachers' awareness about the existence of speaking anxiety among FL learners and helping them to cope with it.
- 2) More speaking practice and exposure to the language should be given to learners through adopting a learner-centred communicative approach.

- 3) establishing good friendly relationships with students through creating a leaning-supportive environment that encourages cooperation and intimacy.
- 4) providing positive and gentle correction for students who fear making mistakes in order to encourage them to develop good communication skills.
- 5) using formative assessment techniques (assessment for learning) and positive feedback rather than summative assessment (assessment of learning) as this can reduce students' fear from making mistakes.
- 6) initiating discussion about the feelings of anxiety and reducing the sense of competition among students.
- 7) starting with easy communication activities as this will give students a feeling of success and satisfaction. Failing to perform difficult tasks will lead to frustration and disappointment.
- 8) changing students' erroneous and irrational beliefs about their ability to speak through cultivating a sense of commitments for successful language learning. Teachers also need to divert students' attention away from their self-centred worries when they speak a FL/SL.
- 9) understanding and decoding speaking anxiety related behaviours among learners through identifying their culture, ethnic and language learning background.

10) learning insights from general psychology about strategies of dealing with feelings of stress and anxiety through in-service training courses.

.Alarabi (2012:11) carried out an empirical study through observing 12 Saudi Arabian EFL teachers to identify the role of seven anxiety reducing strategies adopted by these teachers. These strategies included demonstrating proper teaching behavior to students, reducing learner communication apprehension, reducing students' fear of negative evaluation, reducing fear of oral tests, addressing learner anxiety provoking beliefs and misconceptions, helping students establish realistic goals for learning English and increasing students' self-confidence . The findings of this study emphasized the existence of a positive causal relationship between anxiety-reducing strategies and student's FL anxiety and therefore reinforces the fundamental role of teachers in reducing the learners' anxiety. Al-Duwail (2014) conducted another experimental study for investigating the effectiveness of other four teaching strategies (fluency-building, turn-taking, group work and error correction) on reducing FL speaking anxiety. His findings revealed that the group which was taught by these strategies showed less anxiety and improved English communication more than the control group which was not

exposed to these strategies. Awan et al (2010:39) suggested teachers' giving of comprehensible input, reducing their speed when speaking in class and sometimes using the native language to ease students' understanding. MacIntyre, et al. (1997) pointed out the audience interest, responsiveness and evaluation as having a positive psychological effect on alleviating speaking anxiety. The findings of Atas's (2014) study emphasized the effectiveness of drama techniques in lowering the speaking anxiety of FL learners. He suggested informing students that committing oral mistakes is common while speaking a FL and ensuring them that they are not alone as the teacher is waiting to help and encourage them not to correct their mistakes as other strategies for reducing anxiety. Pathan et al (2014:103) recommended some strategies for overcoming the problems of speaking encountered by Libyan EFL learners. These strategies include: training the teachers by native speakers, giving students enough opportunities for listening and practicing spoken English, focusing on building students' English vocabulary and using unified syllabus to bring uniformity. Reducing FL speaking anxiety requires accounting for psychological, cultural and contextual factors. All those who are involved in the learning process should understand their role in creating that supportive environment and

encouragement for eliminating the sources of speaking anxiety among FL learners. Failing in creating such conditions may result in learners' hesitation or avoidance of

Statement	%	rank
Fear of making mistakes	76%	1
Lack of practice	69%	2
Fear of negative evaluation	65%	3
Lack of/limited Vocabulary	58%	4
Fear of being the focus of attention	53%	5
Inability to find proper words to express ideas	48%	6
Poor/bad pronunciation	41%	7
Low English proficiency	37%	8
Lack of confidence	35%	9
Eagerness! desire to speak English fluently	31%	10
Inadequate grammatical knowledge	28%	11
Fear of being laughed at	27%	12
Personality	22%	13
Incomprehensible input	19%	14
Lack of preparation	16%	15
Difficulty of task	14%	16
Lack of familiarity with the topic	12%	17
Poor memory	11%	18
Family communication pattern	8%	9
Inability to express oneself	6%	20
Lack of familiarity with the type of activity	5%	21
Lack of familiarity with partners/class	4%	22
Lack of familiarity with the environment	3%	23

speaking the target language.

5. Research Methodology

The identification of the causes of FL speaking anxiety requires collecting the views of a good number of participants about their feelings when they speak the FL. 300 Libyan EFL university students have been involved in this study through completing a close-ended questionnaire designed for this purpose. The 23 statements of the questionnaire which have been developed from previous research on this issue (see Lui (2006:23-25) include most of the possible causes of speaking anxiety. The participants were asked to tick the option that matches their views from a range of choices including : strongly disagree, disagree, Neither Agree/nor Disagree, agree and strongly agree (see appendix). The frequency of the participants' responses to the statements was used in ranking the main causes of FL speaking anxiety as shown on the following table.

6. Results

The following table presents the participant's responses to the statements of the questionnaire. They are ranked according to the number of the participants who agreed on the statements.

Table: Rank of major causes of FL speaking anxiety

The results shown on the table above indicate that 'fear of making mistakes' was rated as the main cause of speaking anxiety by 76% of the participants followed by 'lack of practice' as reported by (69%) of them. 'Fear of negative feedback' was rated third by 65% of the participants whereas 58% of them feel anxious when they speak English because of their 'limited vocabulary' and 53% feel so due to their 'fear of being the focus of attention'. ' inability to find proper words to express ideas' represents a source of anxiety for 48% of the participants and 41% of them consider their 'bad pronunciation' as responsible for their anxiety. 'low English proficiency' of 37% of the participants make them feel anxious when they speak English. 'lack of confidence', 'eagerness; desire to speak English fluently', 'inadequate grammatical knowledge' , 'fear of being laughed at' and 'personality' were rated 9th, 10th , 11th , 12th , and 13th by 35%, 31% , 28%, 27% and 22% respectively. Other factors seemed to have less influence on provoking speaking anxiety among the participants.

'incomprehensible input' represents a source of anxiety for only 19% of the participants and 'lack of preparation' for 16% of them. 'Difficulty of the task', 'lack of familiarity with the topic' and 'poor memory' were seen as causes of anxiety for 14%, 12% and 11% of the participants

respectively. 'Family communication pattern', 'inability to express oneself', 'lack of familiarity with the type of activity', 'lack of familiarity with partners/class' and 'lack of familiarity with the environment' did not have significant effect on provoking the speaking anxiety among the participants as shown on the table above.

7. Discussion of the Results

Different factors lead to provoking FL speaking anxiety. The influence of these factors often results in learners' hesitation or avoidance of speaking the target language and therefore it is important for the teachers to learn how to reduce such undesirable feelings and uncertainties. The identification of the sources of speaking anxiety is the first step towards finding the appropriate strategies for alleviating it. The findings of this study provide a rank of these sources in terms of their influence on provoking anxiety among EFL learners.

Fearing of making mistakes has been rated as the most influential factor for provoking speaking anxiety among the participants. Such fear is linked with students' fear of negative evaluation of their teachers which has been ranked as the third influential source and with their classmates' negative reaction to these mistakes. Fear of negative evaluation received the highest mean in the

results of Yahya (2013). OK and Ustaci (2013) reported that his 213 Turkish EFL participant students do not prefer their teachers' direct correction of their oral mistakes. They suggested correcting these mistakes as if they are common ones instead of doing that individually. By contrast, the participants of Salima (2014) believed that providing immediate oral feedback would lead to significant improvement on students' oral proficiency. Interrupting students to correct their mistakes while speaking provokes unpleasant feelings of anxiety and can lead to their hesitation or avoidance of participating in oral activities. This concern was shared by ten Spanish EFL teachers participated in Roothoof's study (2014). Lack of practice is another factor provoking speaking anxiety among the majority of the participants. This implies that these students neither get sufficient time for practicing English in class nor they have chances for speaking it outside classroom. The first issue could be attributed to the dominance of the teacher-centred approach of instruction in the Libyan context (Orafi & Borg, 2009; Shihiba, 2011). Students in teacher-centred classrooms play a minor role in the learning process as the major role played by the teacher who talks much more than the student. Most of the time in these classrooms is

often spent in teacher's instructing, explaining and giving feedback leaving only little time for student's talk. Gan (2012) believed that the Insufficient opportunities for ESL/EFL to speak English in lectures and tutorials is a main reason for their weakness in speaking. Lack of chances for practicing English outside classrooms can be explained by highlighting the fact that English in the Libyan context is a foreign language with only a few people speak it fluently and limited use of it for communication (Rajendran, 2010). Gan (2012) included the "input-poor environment for spoken communication in English outside class" among the major influential reasons for EFL/ESL students' undeveloped speaking skill. The latest advances in technology and the availability of internet services offer FL learners the opportunity for social networking through which they can be linked with people who can speak English well. The positive attitude of EFL learners towards using the internet for language learning was confirmed by the findings of Sa'd (2014).

Good communication requires having sufficient vocabulary in order to be able to express one's thoughts and feelings. Lack or limited vocabulary often results in communication problems and therefore, it was rated 4th for promoting anxiety among the participants. Failing to find appropriate

words for expressing ideas during communication can lead to embarrassment or withdrawal from the conversation. This factor was rated 6th on the rank by the participants. It is important for the teachers to use appropriate strategies for developing language learners' vocabulary. Hunt and Beglar (2005) offered a useful framework for developing EFL reading vocabulary composed of two approaches: promoting explicit lexical instruction and learning strategies and encouraging the use of implicit lexical instruction and learning strategies. The former involves the acquisition of decontextualized lexis, using dictionaries and inferring from the text and the latter involves using integrated task sets and narrow reading.

Al-Dersi (2013:84) recommended using short-stories in classrooms for developing vocabulary of Libyan EFL learners as it is "naturalistic, enjoyable, low-cost and highly effective method". Another related anxiety provoking factor is the low English proficiency as seen by 37% of the participants. Overcoming all these interrelated factors can be achieved through developing students' speaking skills which requires teachers' implementation of effective strategies. Pathan et al. (2014) attributed the difficulties encountered by Libyan students in speaking English to mother tongue interference and teachers'

tendency to focus on grammatical structures. The findings of Boonkit (2010) emphasized the positive relationship between 'confidence', 'creativity in topics' and 'speaking competence' and improvement in speaking to the audience. Oradee (2012) suggested using three communication activities ; discussion, problem-solving and role-playing for developing FL learners' speaking skill. Increasing language learners' vocabulary and developing their communication skills will lead to enhance their self-confidence in their ability for speaking the target language. The positive effect of self-confidence and self-esteem on developing EFL learners' speaking skill was confirmed by the findings of Kalanzadeh et al. (2013).

EFL learners often like to develop their fluency to a native-speaker like level and their failure to realize this goal may promote their anxiety as seen by 31% of the participants. This could be the reason for considering 'poor/bad pronunciation' as a source of anxiety among 41% of the participants. Pathan et al (2014:103) pointed out the difficulty faced by Libyan EFL learners in improving their pronunciation of English and they attributed that to the lack of native teachers or highly trained and qualified local teachers for teaching this subject. Lin (2014:19) highlighted the importance of understanding ESL/EFL students'

pronunciation variations and advices teachers to focus on the differences of sound patterns between standardized English and other languages for helping students enhance English pronunciation. He also advised schools to provide teachers with professional training workshops for distinguishing between different pronunciation patterns and strategies for improving students' pronunciation of the target English sounds. Providing EFL learners with good pronunciation teaching and helping them in setting realistic achievable goals regarding their fluency in English may help them in overcoming this issue.

28% of the participants were concerned with their inadequate grammar for composing correct structures to express their ideas. Inadequacy of grammar knowledge often leads to committing mistakes in sentence structure and this may result in learners' hesitation or avoidance to express their ideas. Although grammar has received much attention from Libyan EFL teachers, it is still seen as a problematic language learning area for many Libyan students (Orafi & Borg; Shihiba, 2011). This could be attributed to the traditional methods used by the teachers for teaching grammar which do not match the communicative curriculum being offered for all stages of education in Libya. Grammar still represents a fundamental

aspect of language in the communicative approach but new strategies should be used for presenting the grammatical rules and structures for EFL learners. Praise and Meenakshi (2014) considered grammar as the foundation for communication because it helps in understanding the meaning. Terrell (1991) highlighted the importance of grammar instruction in language acquisition as it helps the learners in making sense of input. The findings of Wong and Barrea-Marlys (2012) indicated the need for including explicit grammar instruction in a CLT classroom. Using a variety of techniques for teaching grammar may help not only in EFL learner's understanding of the language structures but also in developing their communication skills.

8. Conclusion

Speaking anxiety represents a serious issue for FL learners and has a significant effect on their development of speaking skill. It is often associated with feelings of nervousness and uneasiness which lead to learners' hesitation or avoidance of practicing the target language. This consequently results in learners' failure to achieve their main goal of developing their speaking skill.

Different sources can provoke speaking anxiety among FL learners. Fear of making mistakes and teachers' negative

reactions to these mistakes discourage learners from speaking the language in classroom. Moreover, FL contexts do not provide language learners with sufficient opportunities for practicing the language outside classrooms. Teachers have to give attention to alleviate the feelings of anxiety among their students through using effective strategies in order to encourage them to participate in communication activities and to comfortably speak up in public. Teachers need to be trained in using learner-centred strategies such as establishing good relationships with students, applying more communication activities (role-play, problem-solving, group discussion) , using formative assessment techniques and following gentle correction ways. This implies that students experience less anxiety in learner-centred classrooms than in teacher-centred ones. Despite the complexity of the phenomenon of FL speaking anxiety, teachers' success in reducing it among their students is often a possibility.

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No .	Factor	Strongly Disagree	Disagree	Neither Agree/nor Disagree	Agree	Strongly Agree
1-	Lack of practice قلة التدريب					
2-	Lack of/limited Vocabulary محدودية الكلمات و					
3-	Low English proficiency الكفاءة في اللغة الانجليزية					
4-	Personality الشخصيه					
5-	Fear of making mistakes الخوف من الوقوع في الاخطاء					
6-	Lack of preparation التحضير					
7-	Incomprehensible input عدم فهم محتوى الحديث					
8-	Inadequate grammatical knowledge قلة فهم قواعد اللغة					
9-	Fear of being laughed at من سخريه زملاء الفصل					
10-	Lack of confidence الثقه					

مسببات القلق والتوتر عند طلبة الجامعات الليبية ...

11-	Difficulty of task صعوبة المطلوب					
12-	Poor/bad pronunciation ضعف النطق					
13-	Lack of familiarity with partners/class التالف مع طلبة الفصل					
14-	Lack of familiarity with the topic المعرفة بالموضوع					
15-	Fear of being the focus of attention من ان اكون محط الانظار					
16-	Inability to find proper words to express ideas القدره على ايجاد الكلمات المناسبة للتعبير عن الافكار					
17-	Inability to express oneself على التعبير عن النفس					
18-	Eagerness! desire to speak English fluently الرغبة في الحديث بطلاقه					
19-	Poor memory ضعف الذاكره					
20-	Lack of					

	familiarity with the type of activity نوع النشاط الدراسي مع عدم					
21-	Family communication pattern بطريقة الحوار العائلي					
22-	Lack of familiarity with the environment عدم التالف مع بيئة الفصل					
23-	Fear of negative evaluation من التقييم السلبي					

Appendix: Major Sources of FL speaking Anxiety

Dear Student:

You are kindly invited to complete this questionnaire. *Thank you*