

Language Speaking Anxiety in EFL classes at English Department, Kandahar University

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Abstract: This research aims to achieve two main objectives. First, to investigate the factors which cause learners' language speaking anxiety. Second, to discover what are the appropriate strategies that teachers and learners can follow to reduce their language anxiety. The research depends on one main data gathering tool which is a questionnaire that was addressed to 106 (88 male and 18 female) learners of freshman, sophomore, junior and seniors classes of English language department at Kandahar University. The data was collected through simple random sampling and population size was 145 students. To gather information from large group of participants quantitative design was chose for the study. Moreover, data was analyzed by using SPSS (22) version. The study reveals that most foreign language learners have a great amount of anxiety, especially in the speaking skill. Moreover, there are many factors that increase the learners' speaking anxiety such as: communication apprehension, fear of negative evaluation, lack of motivation, negative self-perceptions and speaking activities, which affects their learning and leads to a weak performance in the classroom. The results also illustrate different strategies in which the students and teachers can rely on to minimize or alleviate foreign language speaking anxiety and help students' develop and promote their oral performance.

Index Terms- Anxiety, student's anxiety, speaking anxiety, EFL.

I. INTRODUCTION

The importance of the English language cannot be denied in this modern society since it is the language most commonly taught as a second or foreign language in many countries in the world. As a consequence, it brings students a wide range of opportunities that would benefit their personal and professional growth.

Language is a tool that makes correspondence and communication conceivable among people. Also, it is a phenomenon that incorporates cultural qualities. As during the time spent gaining the mother language, the procurement of a foreign language relies upon the social and cultural atmosphere just as the instructing and learning activities. Language is a key constituent of the society which is a very huge instrument to

move the cultural legacy starting with one age then onto the next. Nations and people get familiar with the abilities to convey and find out about their cultural with the commitment of languages (Yapici, 2016).

Harmer (as cited by Aydin , 2008), reported that some of the reasons to study English language as a foreign language are faculty curricula, need of advancement in professional life, living in a target neighborhood permanently or temporarily, activity in exclusive cultures, and some different particular purposes. Typically, learners are required to become qualified at the end of the learning process in several target language areas such as pronunciation, grammar, vocabulary, conversation, and language skills. On the contrary, Gardner (as cited by Aydin, 2008) stated that it is obvious that the learning of English language as a foreign language is intently and directly associated to the cognizance about certain person differences, such as the beliefs, attitudes, aptitudes, motivations and affective states of learners. Moreover, language anxiety as an individual distinction is an affective state significantly impeding success in a foreign language. Hence, one of the purposes of the current find out is to observe the sources and levels of language anxiety amongst EFL learners (Aydin, 2008).

Most of the learners who speak English as their second language are seen as being concerned with suffering from anxiety. Learners of foreign languages often show anxiety about language learning (Lileikiene & Danilevicene, 2016). Anxiety has been shown to be a cause of poor language learning, as shown by Horwitz (2001), people who are learning a foreign language and are anxious about it often show higher learning difficulties and struggles with their grades. Literature establishes that there is a negative correlation between anxiety and accomplishment in the second and foreign languages Aida, 1994; MacIntyre and Gardner, 1991 as cited in (Horwitz, 2001). Empirical researches indicate that anxious foreign language students are much less inclined to participate in learning activities, and have decreased overall performance than non-anxious learners (Aida, 1994, MacIntyre and Gender 1991).

Referring to the study of Abderrezagui and Afaf (2015), There are some associated emotions that are negative most of the time during any oral speaking event, such as; concern, fear, anticipation, uncertainty and dread. All of the mentioned above are linked in a particular way to speaking in front of an audience that has a powerful 15-fold connection with anxiety. The researcher added that Speech and anxiety are something inseparable, like the two faces of a coin, the connection between these two concepts. When it comes to learning English, the graduating students are much more exposed to greater anxiety than most graduates.

Tanveer (2008) proclaimed that Sentiments of anxiety, worry and anxiety are normally communicated by second/Foreign language students in figuring out how to speak a second/foreign language and considered to apply a conceivably negative and inconvenient impact on correspondence in the objective language. Furthermore, Tanveer proposed that the modern communication of present day open language teaching approaches in the language classrooms and the wide spread use of English language has expanded the interest to learn great communication abilities yet presence of such emotions in the students may keep them from accomplishing the desired goal. Moreover, author maintained that Thought of students' anxiety responses in figuring out how to communicate in another language by a language instructor is regarded profoundly significant so as to help them to accomplish the planned performance goals in the target language.

Zed and Kassida (2018), stated in their study that many college learners are interested in growing their potential in speaking as their essential purpose for learning a foreign language. Thus; this phase leaves some learners in a difficult situation because of the complicated feeling they face when speaking and most of them experience a certain level of anxiety when they have a speech in front of them; In addition, public speaking is the biggest fear for several learners. Further, Zed and Kassida proposed that, if learners encounter a severe anxiety it can affect them negatively in several ways; they may be terrified to take courses in foreign languages. Psychologists researched the effects of second language anxiety, where so many conclude that anxiety would adversely affect the performance of learners. Researchers like Horwitz, MacIntyre, Kitono ... etc (as cited by Zed and Kassida, 2018) believed that anxiety can have various impacts on learners (social impacts, personal impacts and academic impact).

The findings of earlier studies on foreign language anxiety suggest that personal and impersonal anxiety, beliefs of learners about learning a foreign language, perceptions of teachers about teaching a foreign language, processes in the classroom and evaluation are some of the major sources of

anxiety (Young, 1991). Furthermore, overview of the associated literature displays that the level of language course, language skills, motivation, proficiency, teachers, tests, and way of life (Bailey, 1983; Ellis and Rathbone, 1987; Young, 1990; Price, 1991; Sparks and Ganschow, 1991; Oxford, 1992) are different elements arousing anxiety. It could be noted, however, that prior research concentrated on detecting anxiety about the foreign language. For example, Horwitz (1986) established the Foreign Language Anxiety Scale (FLAS) to assess anxiety in conversation, test anxiety, and fear of negative evaluation. Anxiety response could be classified as representing worry or emotionality (Leibbert and Morris 1967). Emotionality refers to psychological responses, such as blushing or pounding pulse, and physical responses, such as stammering and fidgeting. Worry leads to cognitive reactions, such as self-deprecating thoughts or meaningless thoughts on activities (Zeidner 1998; Naveh-benjamin 1991).

Statement of the problem:

In the contemporary world, however, while awareness of English is a secret to performance, foreign language anxiety is a frequent existence while speaking English as a foreign language at Kandahar University. I as a senior student of the university noticed most of the EFL students feeling anxious while speaking and they often forgot vocabulary, grammar and so on. According to Mantilla and Guevara (2018) anxiety causes many problems in oral production; if learners are stressed when using the foreign language, they tend to forget the vocabulary or basic grammar rules they already know. They may also be afraid that they cannot communicate clearly what they want to say, or that they may feel uncomfortable when using the foreign language.

Anxiety in learning is considered to have a negative impact on the trust, self-esteem and engagement level of the students. In most cases, learners do not feel confident when speaking English as a foreign language because they experience anxiety at different levels that results in several negative outcomes such as mental blockage or word miss pronouncement. In addition, many unpleasant emotions may be tension, shame and concern of having errors as students perform an oral performance in class. (Hashempour & Mehrad, 2014).

Significance of the study:

Anxiety is one of the barriers in speaking English. Once the study is completed with, it will benefit both by EFL students and teachers. Students will come to know all the factors that cause anxiety while they speak. So, they will use different strategies to reduce their anxiety while speaking. Secondly, the result will also specify the strategies for decreasing the level of speaking anxiety in EFL students speaking; this study will facilitate opportunities for EFL students to apply all the strategies

and will let them know how to overcome the anxiety at the time of their speaking.

Purpose of the study:

To investigate the factors that cause anxiety in EFL students and strategies that help students reduce foreign language anxiety.

Objectives of the study:

1. To find the factors that causes anxiety in EFL students speaking.
2. To identify strategies that could help EFL students in reducing the level of anxiety.

Questions of the study:

1. What are the factors that cause anxiety in EFL students?
2. What strategies help students reduce foreign language anxiety?

Anxiety:

According to Charles & Speilberger (1972), Anxiety is the word used to define an abnormal mental situation or disorder marked by a subjective sense of tension, apprehension, and worry, and by the stimulation or rousing of the automatic nervous system. In addition, according to Melouah (2013), "broadly speaking, anxiety is a state of unease, a kind of trouble feeling in the mind marked by excessive uneasiness".

Speaking:

Speaking is considered as one of the most significant abilities in light of the fact that it is really the main capable gadget that goes past creation the early impressions about the individual through his/her method of speaking. Rezakis (as cited by Afaf (2015) affirmed that "your success depends greatly on your ability to speak well." Therefore, speaking is a critical ability in every field of achievement, whether students speak well in front of their classmates. This will empower them to clarify their thoughts and convince others to their suppositions especially with regards to foreign language learning. Moreover, speaking directly affects the accomplishment of second language students. (Afaf, 2015).

Factors that cause anxiety in EFL students' speaking

According to Mantilla and Guevara (2018), many problems are caused in oral production. For example, if learners are stressed when using the foreign language, they tend to forget the vocabulary or basic grammar rules they already know. Then, the writers added that they may also be afraid that they cannot communicate clearly what they want to say, or that they may feel uncomfortable when using the foreign language. Moreover according to Saidi (2015), most foreign language students have huge amount of anxiety, particularly in the speaking skills. Besides, there are numerous causes that cause the students' speaking anxiety, for example, communication apprehension, test anxiety, fear of negative evaluation, lack of inspiration, negative self-observations, speaking activities, and competitiveness, which influences their learning and prompts a feeble presentation in the classroom.

In most cases, learners do not feel confident when speaking English as a foreign language because they experienced

anxiety at different levels. These results in several negative outcomes such as mental blockage or word miss pronouncement. Many unpleasant emotions may be tension, shame and concern of having errors as students perform an oral performance in class. (Hashempour & Mehrad, 2014).

Awan, Azhar, Anwar & Naz (2010), found that "To adapt to the high-appraised anxiety factors, instructors need to advance more positive talking encounters as opposed to the anxiety provoking ones, which may cause students to feel relaxed, inspired and sure." Piniel (2006) (as cited by Awan, Azhar, Anwar & Naz, 2010), particularly features the teacher's job as a conceivably key factor in instigating students' FLA. He likewise explains the focuses straightforwardly identified with solid occasions in the foreign language classroom1) "the teacher does not clarify why the student is being corrected, 2) the feeling of fear of being corrected by the teacher every time a mistake is made, 3) the teacher posing questions that students have not prepared for, and 4) the fast pace of the lessons".

The purposes behind this outcome could be that students feel anxious while speaking in front of others and are stressed over committing errors. The presence of anxiety in the English classrooms can be attributed to classroom atmosphere (Wang, 2003) as cited by (Awan, Azhar, Anwar & Naz , 2010). In Pakistan, ordinarily instructors are dominated in the classrooms and students generally feel persecuted within the sight of the instructor. The controlled and commanded condition of the English classroom debilitates students from taking an interest in classroom exercises which further influences their learning procedure and execution (Awan, Azhar, Anwar & Naz , 2010). Inception of the reaction turns into even more troublesome in such a circumstance. Students with more elevated levels of inspiration will in general start their reactions all the more rapidly and to be correct more regularly (Gardner, Day, and MacIntyre, 1992) as cited by (Awan, Azhar, Anwar & Naz , 2010).

Alrabai (2014), revealed that anxious students experience the unpleasant effects of the fear of speaking, committing errors and forgetting vocabulary and sentence structure while speaking. Koch and Terrell, (1991), Findings corresponding to the previous studies that speaking before different students is a situational source of anxiety in foreign language classrooms. Gregersen (2003) declared that "on anxious students submit more errors through fear of committing errors." Moreover, the findings of Gregersen revealed that tension keeps students from utilizing right jargon and sentence structure while speaking. However, Gardner, Moorcroft, and MacIntyre (1987) mentioned that there isn't a relationship between language anxiety and free speech skills.

According to Alrabai (2014), numerous past studies (Alrabai, 2014; Linh, 2011; Na, 2007; Zhang, 2010) have tentatively distinguished negative mentalities toward English class as a source of FLA. There are assortments of reasons for negative perspectives toward foreign language classes. Khodadady and Khajavy (2013) found that students who needed inspiration to get familiar with the foreign language had negative mentalities toward English class just as English correspondence fear, fear of negative assessment, and inconvenience in class.

Without direct contact with native speakers of English in Saudi Arabia, Saudi learners do not commonly use English for

communicative functions however as an alternative study it as a requirement for tutorial or career purposes. Notwithstanding, this decreases the benefit of learning English in Saudi students' perspectives, and it produces their negative mentalities toward learning this language. What's more, most Saudi EFL students don't have the fundamental capability essential for even basic discussions, which overstates their negative mentalities toward English language classes. In addition, the disagreeable past English learning experiences that the majority of learners in the Saudi context have had, the unrealistic expectations, false beliefs, and misconceptions that these learners approach their language classes with negatively have an effect on their attitudes toward learning English (Alrabai, 2014).

Marwan (2007), found out that most students encountered a specific level of fear in their Foreign Language learning. First, the writers stated the factors like lack of confidence, lack of training and fear of failing, the classification had been the major reasons of their anxiety. Furthermore, the writer indicated that findings shockingly uncovers that no participants mentioned experiencing difficulties in grasping teachers' instructions and none revealed fear of committing errors in their learning. Marwan further found that concerning the students' English levels, apparently both lower intermediate and upper intermediate students found that lack of preparation was the significant reason for their anxiety. The findings also reported that lack of preparation was the issue seen by all students, regardless of their level capability, that made them feels anxious in their FL learning. In this manner, the writer stated notwithstanding this factor, lower intermediate students likewise had an issue with their self-confidence. Merwan reported that he figured out that they effectively get on edge because of this factor, and this was not detailed by the upper intermediate students. Last but not the least, it was found that they were, truth be told, more positive about their FL learning than their lower intermediate partners. Finally it was stated that the issue of self-confidence (lack of confidence) experienced by the lower intermediate students has likely been brought by their impediment in foreign language mastery.

The outcomes demonstrate that foreign language students experienced language anxiety and fear of negative evaluation. The fear of negative evaluation is a solid source of language anxiety, and the specific subject factors had huge connections with the degrees of language anxiety and fear of negative evaluation. The findings indicated that, most importantly, the source of language anxiety included fear of communication with instructors, peers and native speakers, not being ready for the course, test anxiety, and negative perspectives towards English courses, while the sources of fear of negative evaluation were negative perceptions and conceptions of others, leaving troublesome impacts on others, fear of committing verbal or spelling errors, dissatisfaction by different students, weaknesses and issues found by others. (Aydin, 2008)

According to a study of Wörde (2003), students depicted physical appearances of anxiety just as more disguised responses, and referred to various and different sources. For example, speaking activities, failure to understand, negative classroom experiences, fear of negative evaluation, native speakers, approach, pedagogical practices, and the instructors themselves. As referenced, source of tension were as often as possible closely

interlaced, making trouble in coaxing out a discrete factor or source. The most anxiety provoking factors had all the tendency of being identified with speaking and listening activities.

The findings of a study by Gregersen and Horwitz (2009), pointed out that language anxiety and perfectionism can have similar manifestations in anxious language learners, a discovery that suggests that techniques that have been used to help people overcome perfectionism may additionally also be useful in helping anxious foreign or 2nd language learners. Further, Gregersen and Horwitz pointed out that this also indicates that the anxiety and the actual language proficiency levels exhibited by the students during the tests were not so strongly linked to these learners, all of the participants have been at the same route level, all had been profitable high faculty language learners, and all felt that they had the viable to grow to be English teachers. Horwitz, Horwitz & Cop (2012), mentioned that Scholars are only starting to apprehend the function of anxiousness in foreign language learning; we do not but understand how pervasive foreign language anxiety is nor do we know its unique repercussions in the classroom, we do comprehend that individual reactions can vary widely. Moreover, Horwitz, Horwitz & Cop asserted that some students might also experience an anxious reaction of such depth that they put off required foreign language guides until the final feasible moment or change their main to avoid foreign language study. At last, Horwitz, Horwitz & Cop concluded that Students who ride moderate nervousness might also surely procrastinate in doing homework, keep away from speaking in class, or crouch in the final row, other college students seldom, if ever, experience anxiety or tension in a foreign language class

Strategies that could help EFL students decrease the level of anxiety.

Self-confidence

There are several scholars that defined the self-confidence. According to Lenney (1981) Self-confidence is described as the success of individual's expectations and their self-assessment of capability and completed results. Regarding to the study of Ahmed Abdallah & Alseed Ahmed (2015), there are numerous strategies that authors founded out from the result of their research for teachers to develop students' self-confidence. First, author proposed that teachers of English language are proposed to improve their students' self-confidence so as to build up their academic performance and oral interaction accomplishment. Second the author stated utilizing the reasonable showing techniques with their satisfactory materials that suits the requirements of the various students, explicitly those of low self-confidence, for instance, community language learning absolute physical reaction and suggestopedia. Next researchers added that Teachers of English language are prescribed to enable their students to find the genuine purposes for their lack of self-confidence and how to find their own cures, so as to raise their degrees of self-confidence, and making a strong and empowering classroom condition that urges students to talk and to show interest in oral correspondence activities without fear or restraint. At last, Ahmad Abdullah & Alseed Ahmed concluded that during oral communication activities, instructors should keep up an agreeable and cordial climate and configuration fascinating exercises that empower students of low self-confidence to take

part openly and to be secure. Further, Ahmad Abdullah & Aseed Ahmed pointed out that Planning exercises that empowers students all things considered and characters to feel sure, as an illustration, small questions and answers, role play, games, Small gathering conversations and points that are introduced to students can improve the degree of remedy.

Motivation

The findings of a study by Huang, Eslami & Hu (2010), Showed that language students feel academically supported by their instructors, they were more averse to fear negative assessments and non-performance in class. Moreover, Huang, Eslami & Hu described that Academic help enables these students to be more comfortable in their English learning. In addition, results showed that instructor's individual help connected with two kinds of anxiety, student comfort with English-language learning and fear of failing the class, and was decidedly corresponded with student comfort with English-language learning and contrarily connected with students' fear of failing the class among the various sorts of supports, teacher support appeared to be the most extensive according to language-learning anxiety. These outcomes were as per those found by Goodenow (1993) and Wentzel (1994) (as cited in Huang, S., Eslami, Z., & Hu, R. J. S., 2010), if learners recognized that students see that they are sentimentally supported

II. METHODOLOGY

The research design:

A quantitative method was used to gather relevant information regarding to the investigation of the factors and strategies that learners believe contribute to their foreign language anxiety in learning an English language. Methods comprise the procedures used for generating, collecting and evaluating data. The researcher gathered data for the study through distributing online questionnaires as primary data. Questionnaire was prepared and distributed to students of English Department at Kandahar University; data was required for conducting research work collected from recent academic articles, and previous studies related to the students' language anxiety's factors and strategies in learning a foreign language. The data were quantitatively analyzed (using SPSS) version 22 by calculating the means of participants' responses.

Instrument and procedure

The present study employed the FLCAS (The Foreign Language Classroom Anxiety Scale), which was developed by Horwitz et al. (1986) to assess the levels and sources of foreign language anxiety (FLA). The researcher adapted the questionnaire from Howitz Et al. (1986) to suit the current study needs. The FLCAS comprises of 28 items, each of which utilizes a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree) to assess respondents' speaking anxiety in foreign language classrooms. The FLACAS's reliability was confirmed by (Horwitz et al., 1986).

Participant

by their instructors, they will in general put more exertion into their learning. Accordingly, they are less inclined to stress over the negative assessments or class failure.

Previous Studies

Zed and kassida (2018) conducted a research on Investigating Teachers' and Students' Strategies to Reduce Anxiety in EFL Speaking Classes at M'SILA University in Algeria. This study found different strategies such as (Positive Thinking, Positive evaluation, Relaxation, Preparation, Group work, and Motivation). In addition, Marwan, (2007) conducted a study in foreign language anxiety in Indonesia. The findings revealed that the majority of students, despite their gender and level differences, experienced some kinds of FL anxiety and many of them also applied particular strategies to overcome their FL anxiety. In contrast, Hayatdavoudi & Kassaian (2012), declared in their study under the title of The Relationship between Language Anxiety and Psycho-physiological Responses to Oral Performance: A Study on Iranian EFL Students. The results showed a significant positive correlation between language anxiety and psycho-physiological responses to oral performance in either group, Students with higher levels of language anxiety.

The participants of the present study were 106 students of the English Department, at Kandahar University. 88 participants were male and 18 participants were female in current study. The participants were selected from freshman, sophomore, junior and senior classes. Students were from group of age 16-30 years old. The female students were limited in every single class because of the culture background of the society in Kandahar city.

Sampling

The study was conducted at Kandahar University. The population size was 145 students, according to Morgan (1776) 106 simple size was selected for this study. The participated were selected through simple random sampling. From among the subjects, (88) were males and (18) were females.

Reliability and Validity

The instrument reliability was analyzed by (SPSS) version 22. The result shows that the Cronbach's Alpha was 0.859 for the purposes measuring anxiety the factors and strategies. And the validity was checked by the supervisor. Show in table 1.

Table 1: Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.859	28

Demographic Data

Table 2 Demographic Data

This part of the study identifies the demographic data (Gender, Class, and Age) of the present research. First, Gender (88 male, 83.0%, 18 female, 17.0%), second, Class (freshmen were 31(29.2%), sophomores were 27(25.5%), junior were 28(26.4%), and senior were 18(17.0%) third, Age (15-20) were 27 (25.5%), (21-25) were 65 (61.3%) (26-30) were 13

Characteristics		No. of Responds	Percentage
Gender	Male	88	83.0
	Female	18	17.0
Year	Freshman	31	29.2
	Sophomore	27	25.5
	Junior	28	26.4
	Senior	18	17.0
Age	18-20	27	25.5
	21-26	65	61.3
	27-30	13	12.3
	31-35	1	.9

(12.3%).the tables 2 shows the descriptions:

Result

The first objective of the study was to investigate the factors that cause the speaking anxiety, the descriptions below shows the findings in table 3rd.

Table 3 Factors that cause speaking anxiety

Table 3 Factors that cause speaking anxiety

Factors that cause speaking anxiety	Mean	Std. Deviation
1.In foreign language class I can get so nervous when I forget	3.02	1.00
2.IfeelembarrassedwhenIdonâtsayEnglishwordscorrectly	2.96	.931
3.IamafraidthatmyEnglishteacherisreadytocorrectever	2.95	.925
4.WorriedifmyEnglishisunderstoodornot	2.94	.856
5.Ifeelnervouswhenteachergivesusalotofspeakingwork	2.93	.993
6.Ifeeltotallylostatthetimeofspeakinginforeignlangua	2.90	.900
7.IfeelanxiousandforgetthingswhilespeakingEnglish	2.90	.980
8.Ikeepthinkingotherstudentsarebetterthanmeinforeign	2.89	.935
9.IfeelanxiouswhenIamnotpreparedforspeakingclass	2.88	.959
10.IfeelanxiouswhenIspeakinfrontofmyteachersandclass	2.83	.956
11.MyheartbeatsveryfastjustasIstartspeakingEnglish	2.80	1.00
12.EvenifIamwellpreparedformyEnglishclassIfeelanxio	2.79	.898
13.IneverfeelquitesureofmyselfwhenIamspeakinginmyfo	2.79	.939
14.I feel afraid that other students will laugh at me when I spe	2.68	1.08
15.I shake when the teacher of English language calls my name	2.60	1.05

Table 3 shows the means score for Language speaking anxiety of EFL learners. All of the items had the mean scores between the ranges of two to three. It was deduced that the average level of anxiety Language speaking anxiety in EFL learners was in the range of 'disagree, and 'agree'. Items which gained higher mean scores in this dimension were identified as, "In foreign language class I can get so nervous when I forget things I know." (M=3.02, SD=1.000). Meanwhile, the three items with comparative lower mean scores were "I shake when the teacher of English language calls my name in the class" (M=2.60, SD=1.054), "I feel afraid that other students will laugh at me when I speak the English Language." (M=2.68, SD=1.087), and 'I never feel quite sure of myself when I am speaking in my foreign language class. (M=2.79, SD=.939).

Table 4 Strategies to coop speaking anxiety

Strategies to coop speaking anxiety	Mean	Std. Deviation
1.Trying to feel relaxed helps me overcome my anxiety	3.26	.876
2.When I am well prepared I do not feel anxious	3.25	.903
3. I feel more relaxed when teacher does not interrupt me while speaking	3.21	.913
4.Havinggroupworkinclasshelpsreduceemyanxietywhenspeak	3.20	.899
5.Practicingshelpsreduceemyanxiety	3.17	.920
6.Iavoidgettinginvolvedinasituationwhichcanmakemef	3.16	.896
7.Itrynottothinkofpeoplearoundme	3.08	.967
8.ItellmyselfitsfinewhenIfeelanxiousinmyEnglishcla	3.08	.967
9.Participatinginasupportinggrouphelpsreduceemyanxiety	3.08	.836
10.Selftalkhelpsinreducinganxiety	3.08	.963
11.Itellmyselfthatothersmustalsobeanxioushelpsmetof	3.04	.925
12.Talkingaboutthefearsofspeakingaforeignlanguagewithm	2.99	1.000
13.Sharingworrieshelpsreduceemyanxiety	2.93	1.035

Table 4 shows the means score for strategies of Language speaking anxiety of EFL learners. All of the items had the mean scores between the ranges of two to three. It was deduced that the average level of anxiety Language speaking anxiety in EFL learners was in the range of ‘disagree, and ‘agree’. Items which gained higher mean scores in this dimension were identified as, ‘Trying to feel relaxed helps me overcome my anxiety’. (M=3.26, SD=.876), ‘When I am well prepared I do not feel anxious’. (M=3.25, SD=.903), ‘I feel more relaxed when teacher does not interrupt me while speaking’ (M=3.21, SD=.913) and Meanwhile, the three items with comparative lower mean scores were ‘I shake when the teacher of English language calls my name in the class’ (M=2.60, SD=1.054), ‘Talking about the fears of speaking a foreign language with my classmates helps reduce my anxiety.’ (M=2.99, SD=1.000), and ‘Share worries helps reduce my anxiety’ (M=2.93, SD=1.035).

Discussion The findings of the current study indicate that the respondents to the study were extremely anxious. There are a variety of explanations for the predominant feelings of speaking anxiety. These factors concern the learner, the teacher, and the teaching, learning processes and the environment. Language speaking anxiety is related to the stress that learners feel as they try to communicate in a foreign language in classroom. Based on the findings of current research, this form of foreign language anxiety is characterized by variables like speech anxiety (items 6, 7, 9, 10, 13 and 15 of the survey), fear of negative appraisal by teachers and peers (items 1, 2, 4 and 14), Also the findings revealed that most of the students feel anxious when they speak in front of their teachers and classmates.

In addition, from the result it can be inferred in general different factor caused anxiety. First, factor that cause student’s anxiety while speaking is that students may have less vocabulary

knowledge and low confident to speak properly in front of teacher and classmates. The study findings are in line with Matsuda and Gobel (2004) whose findings revealed that most of the students were mainly concerned with grammar and vocabulary while they were having speaking task. Second, factors that as students start speaking their heart beats rapidly, it is because many students don’t feel free in class environment to express their views properly and they also may think that if they speak their classmate will not comprehend what she/he is taking about. The findings are in accordance with Zed and Kassida (2018), they concluded that they accept that their hearts beat really quickly, when they start speaking English, because it’s a foreign language, and they’re afraid of making mistakes.

Next factor is that they may feel anxious when they went to classroom without getting prepared enough and when he/she was asked a by teacher about lesson they feel nervous. These findings are in agreement with Zed and Kassida (2018); they stated that we maintain that preparation is the key to overcoming any psychological factor that may interrupt the learning process. Another, factor that students feel nervous is that students are interrupted by teacher while they are speaking to class and teachers’ and peers’ negative evaluation toward their errors it may lead students to become disappointment, so that’s why they feel nervous in class. These findings are in agreement with Zed and kassida (2018) Authors mentioned that the finding above reports that nearly all the students assume that they feel more relaxed when the teacher does not interrupt them while speaking, because when teacher interrupt them while speaking they may forget words and ideas. Last, factor is that students feel anxious, when they feel jealous about their peers whom perform better than them in class, or may be their level of language is lower than their peers. . The finding is in line with Zed and Kassida (2018), they indicated that don’t mind that other students can laugh at them when they talk, because they know that making mistakes is part of learning, and they don’t care about other people’s opinions.

The current study findings indicated those strategies that used by the participants to reduce the level of anxiety. There are a variety of explanations for the strategies to cope speaking anxiety. These strategies would help learners, the teachers, and the teaching and learning processes and the environment. According, to the present study findings suggests the strategies for reducing language speaking anxiety: students were trying to feel relaxed helps them to overcome their anxiety Was the most used strategy among the students at Kandahar university English department.

Moreover, we can infer that most of the students use this strategy because this strategy is one of the most natural one, and every student can use it. In situations like this most of humans use the same strategy to overcome anxiety. It is human nature that when we are anxious and no one is around we talk to our own self and this helps us to overcome the problem. These findings are in conformity with Zed and Kassida (2018), declared that from the results obtained, we note that the largest number of students believes that self-talk helps to minimize their anxiety. Thus, words like "I can do it, I can have it" inspire students to conquer fear and produce better outcomes.

The second most used strategy was preparation we can infer that most of the students were preparing before the class because preparation is the key to overcome anxiety when students feel that they are well prepared they have solid confidence. This is in agreement with Zed and Kassida (2018) indicated that Preparation is one of the most important approaches that can help learners deal with their anxiety in oral performance as it increases self-confidence in speech that can reduce the level of anxiety. Also in line with Matsuda and Gobel (2004), Self-confidence plays a significant role, providing kids a sense of accomplishment should become a primary focus in the classroom, beginning with peer work and giving them enough experience and motivation to make students feel positive in what they are doing. Teachers should then progressively shift to a more demanding pattern (group work and class work).

Thirdly, This study proved that students felt more relaxed when the teacher does not interrupt them while speaking because when teachers interrupt students they actually interrupt the flow of students speech and students may forget what they were about to say about respected topic. If teachers consider this factor it is one of the best strategies from teachers' side to help students in overcoming their anxiety. This is in agreement with Zed and kassida (2018), revealed that from these results, interrupting students during conversation has a negative effect on their success and can obstruct their generation of ideas and may also lead them to remain silent.

In addition, another strategy of the participant was teachers therefore have a crucial role to play in growing their students' anxiety in speaking., the majority of the students prefer to work in group with their classmates to overcome their anxiety, in group they feel relaxed and more confident to speak and share their ideas freely in front of their classmates. This finding is with agreement with Zed and Kassida (2018), they indicated that it is evident that students encourage each other and feel more comfortable when they take part in the support group, and in cooperative situations students rely on each other and share mutual interests, which, in turn, build a sense of togetherness.

Additionally, more than half of the participants were disagreed that they don't feel restricted like they feel in front of their teacher, when they share their views and observe others views then they feel more confident. Once they feel confident they can overcome anxiety with ease. Many of the participants did not prefer to speak about their fear of speaking to classmates. This is in agreement with Zed and Kassida (2018), they concluded that more than half of the students said that finding out what scares them helps to reduce their anxiety. Therefore, putting a fear in words makes students more manageable. Students must be assured that it's normal to talk about what scares them and that it's "healthy" to open up. In countries like Afghanistan most of the young students cannot talk about their fears to others because they might feel judged or they are afraid of other students bullying.

Recommendation and Implication

This study recommend while designing the curriculum the administration should take into consideration factors that Cause anxiety and strategies to reduce the level of anxiety, therefore, it may increase the chances of decreasing the level of students anxiety. Moreover, Teachers in English are encouraged to help their students discover the real reasons behind their lack of self-confidence and how to find their own solutions in order to improve their level of speaking. Also, Teachers are recommended to create a supportive and friendly classroom environment that promotes students to speak and engage in oral communication activities without frustration or inhibition. In addition, when teacher make plan for classroom he/she should include those strategies that may improve students speaking skills and make them more confident while they speak in front of the classroom. Furthermore, students should be aware of their personalities which drive them through resistance, particularly their own, to turn their dreams into reality. Finally, do their best to enhance their self-confidence so as to develop their oral communication proficiency and academic performance.

Limitation of the study

As researchers, we could face many challenges along the way. Time limit is the biggest obstacle we can face; even though we were able to finish our work by the decided deadline, more time could have been really helpful for even better outcomes. In terms of resources some Articles were very difficult to obtain. During the distributing of questionnaire the covid-19 struck Afghanistan. Then, the government of Afghanistan announced quarantine all over the Afghanistan. Therefore, the questionnaire was distributed online. There was also the difficulty of collecting the questionnaires from the students; some students did not reply to our Questionnaire. Also, some students took very long time to reply our questionnaire. Therefore, the research would have more reliability if the data was collected from more participants.

III. CONCLUSION

Speaking anxiety can adversely affect student performance and activities as nervous students are self-concerned, much of their energy that can be used in their learning process and help to build up their academic succession is wasted and contributes to undesirable consequences. On the other hand, anxiety that restricts control of concentration and awareness can have a negative effect on working memory span, and emotional intelligence can therefore influence inability and poor performance in the learning process. Teachers ought to be part of the healing process, and they should be educated about the speech anxiety and its effect on the learning process of students. It is absolutely essential that teachers are well prepared to support academic students who are anxious to cope more effectively with their social and academic problems and to help them to improve their social and academic skills.

IV. Appendix

Students' Questionnaire

Dear participants,

This questionnaire is prepared to gain information about the current title "Language Speaking Anxiety in EFL Classes at English Department, Kandahar University". Respectfully, keep in mind that any information seen here is just for research purpose, and will be treated confidentially. We will be thankful from your kind co-operation.

Part one: Demographic information

1-Gender: Male Female
2-Age: 15 - 20 21 - 25 26 - 30
3- Year: freshman sophomore junior Senior

Part two: Instruction: please read each of the following statement carefully and put a (Tick mark) in the given options of the below box.

Liker: 1-Agree 2- Strongly agree 3- Disagree 4- Strongly disagree

No Statements related to the factors that Cause anxiety in speaking 1 2 3 4

1 I feel anxious when I speak in front of my teachers and classmates

2 I feel nervous when teacher gives us more speaking assignments to do in so little time.

3 I shake when the teacher of English language calls my name in the class

4 I feel afraid that other students will laugh at me when I speak the English Language.

5 My heart beats very fast just as I start speaking English

6 I feel anxious and forget things while speaking English.

7 I feel totally lost at the time of speaking in foreign language.

8 I never feel quite sure of myself when I am speaking in my foreign language class.

9 In foreign language class I can get so nervous when I forget things I know.

10 I feel anxious when I am not prepared for foreign language class.

11 I keep thinking other students are better than me in foreign language.

12 I feel embarrassed when I don't say English words correctly.

13 Even if I am well prepared for my English class, I feel anxious about it.

14 I am afraid that my English teacher is ready to correct every mistake I make.

15 Worried if my English is understood or not.

Part three: Instruction: please read each of the following statement carefully and put a (Tick mark) in the given options of the below box.

Liker: 1-Agree 2- Strongly agree 3- Disagree 4- Strongly disagree

No Statements related to reduce speaking anxiety 1

2 3 4

1 When I am well prepared I do not feel anxious.

2 I think practicing helps reduce my anxiety.

3 I think self-talk helps in reducing anxiety.

4 Share worries helps reduce my anxiety

5 I think having group work in class helps reduce my anxiety when speaking.

6 I feel more relaxed when teacher does not interrupt me while speaking.

7 Talking about the fears of speaking a foreign language with my classmates helps reduce my anxiety.

8 Participating in a supporting group helps reduce my anxiety

9 I tell myself its fine when I feel anxious in my English class

10 I tell myself that others must also be anxious helps me to feel less anxious.

11 I avoid getting involved in a situation which can make me feel anxious.

12 Trying not to think of people around me.

13 Trying to feel relaxed helps me overcome my anxiety.

Signature: _____.

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