



INTERNATIONAL JOURNAL OF RESEARCH IN SOCIAL SCIENCES & HUMANITIES

An International Open-Access Peer Reviewed Referred Journal

Impact Factor: 8.909

E-ISSN : 2249 – 4642

P-ISSN: 2454 - 4671

The Effect of Apprehension in English Speaking Performance on EFL

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DOI: <http://doi.org/10.37648/ijrssh.v11i03.036>

Paper Received:

24th July, 2021

Paper Accepted:

21st August, 2021

Paper Received After Correction:

16th September, 2021

Paper Published:

24th September, 2021



How to cite the article: Estabraq Rasheed Ibrahim, The Effect of Apprehension in English Speaking Performance on EFL, July-September 2021 Vol 11, Issue 3; 633-644 DOI: <http://doi.org/10.37648/ijrssh.v11i03.036>

ABSTRACT

English language provides the way to connect with diverse cultures and gives an open door to the world communication. So, being able to express ourselves via using a foreign language will support to make a real connotation with people and recognize more about their lifestyles. As such, the current research is related with the effect of apprehension in English speaking performance on EFL. In focus, the purposes of research is to introduce a literature review about the topic via detecting the level of speaking apprehension, viewing the speaking apprehension's kind and elucidating the fundamental aspects that lead to speaking apprehension among Iraqi EFL students. The research's sample consists of (25) students in 3rd year at University of Mustansiriyah \ Faculty of Basic education \ department of English in 2020-2021. The researcher forms a procedure as to accomplish the goals of the study, and for investigating the effect of apprehension on English speaking performance on Iraqi EFL students, he makes a questionnaire as a study instrument to collect data, then, employing the questionnaire on the sample and lastly scrutinizing the data, deliberating the outcomes and constructing some conclusions.

Keywords: *Speaking performance, EFL, and apprehension.*

The logo for the International Journal of Research in Social Sciences and Humanities (IJRSSH) is displayed in a stylized, bold, orange font. It features a large, light-colored circular graphic in the background, composed of several curved, overlapping bands in shades of green, yellow, and orange, resembling a stylized sun or a globe.

THE FIRST SECTION:**PREAMBLE****The Problem's Statement**

Students have various problems in speaking apprehension in foreign language cause nearly the whole learners of foreign language have the same practice. In English language, we may find learners frequently shows sense of tension, nerviness, or else apprehension, though sometimes appealing to own a conceptual mass in contradiction of English learning, while learning to speak it. Therefore, it is presumed that enormously common learners of foreign language were practiced apprehension in their procedure for learning the English language, particularly when they try to communicate in different activities. Thus, we may consider it the core problem for all learners of foreign language that is to say advanced and beginner learners and sometimes we can observe learners of higher level mostly lean towards practice the apprehension. As such, this work is an effort to response to the subsequent inquiries:

1. Display the standard of speaking apprehension amongst the students of Iraqi EFL?
2. State the kind of speaking apprehension amongst the students of Iraqi EFL?

3. Explore the fundamental aspects cause speaking apprehension amongst the students of Iraqi EFL?

The Study Aims

Actually, the purpose of the study can be found in:

1. Introducing a literature review about the topic in emphasis.
2. Classifying the standard of speaking apprehension amongst students of Iraqi EFL.
3. Viewing the kind of speaking apprehension amongst students of Iraqi EFL.
4. Explaining the fundamental aspects cause speaking apprehension amongst students of Iraqi EFL.

The Procedure of The Study

As to conduct this research, the following procedures will be assumed:

1. Launching a literature review about apprehension on English speaking.
2. Choosing a sample of the 3rd year college students.
3. Assembling a questionnaire for investigating the influence of apprehension on English speaking performance on Iraqi EFL students to collect data as a study

instrument and to attain the goals of the research.

4. Employing the questionnaire on the sample.

5. Examining the data and analyzing the results, then constructing some conclusions.

The Value of The Study

1- The Study importance stems from the importance of studying the effect of apprehension on English speaking performance on Iraqi EFL students, which leads them to focus on the educational process that develops their knowledge, increases their effectiveness and participation for learning the English language.

2-The study provides teachers and educators with ways to show how to analyze content, perform using English Language in practical classroom sessions, and evaluate the impact of its use. So, it is wished that this study would stand of importance and value to learners of English and teachers of English. It does so by amplifying the effect of apprehension on English speaking performance on Iraqi EFL students. The current research also tries to explain the fundamental aspects lead to speaking apprehension amongst students of Iraqi EFL.

Elementary Terms

a- Speaking Skill: it is a communicating practice of assembling meaning that encompass performing, receipting and handing out learning. It is grounded on the participants, and the purposes of speaking as to create its meaning and form are reliant on the situation in which it befalls, (Burns & Joyce, 1999: 94).

b- EFL students: People habitually use the word EFL, which means teaching English to people who do not speak English. Thus, EFL Students means “English as a foreign language” and EFL teaching occurs in cities of a non-English-speaker. In fact, EFL students are those who do not speak English very well and came to inhabit in cities of English-speaker. EFL Students require to develop reading, writing, listening and speaking skills, since their primary language or languages of the home, is other than English, so they would require supplementary English language support.

THE SECOND SECTION: LITERATURE REVIEW

Preamble

In fact, in the target language, emotions of anger are regarded to outlay a theoretically unfavorable and negative influence on communication. As to learn to speak the second/foreign language,

sensation of apprehension, anxiety and tension are generally conveyed by second/foreign language learners.

In the meantime, English language comes to be very important language to be learned, but linguists found that more than half of the learners of a foreign language have practiced some obstacles of apprehension.

Accordingly, linguists regarded main difficulties beyond the practice of learning language via students who learn foreign language, is the apprehension of language learning approach. Apprehension of Language exerts influence on performing, retaining, and acquisition of language; consequently, apprehension in speaking language of foreigners own an optimistic influence on the complete process of English learning.

Bestowing to some linguists, apprehension of language is considered as a construct of composite psychology and an affecting adjustable in the language learning. Hence, to succeed in learning English language, whither in negative or positive way, it can income that apprehension in language which develops the aspects implying in the attainment of language learning. Krashen's touching filter proposition likewise utters that moving adaptable such as self-assurance, motivation and anxiety show certain role

in the acquisition of the second language. Being more accurate, he assumed that students who have low anxiety may have less affecting filter as to prohibit the acquisition of their language.

Actually, empowering learners to communicate via using language is rendering to be one of the chief aims of learning English. As such, speaking the English Language is set up to be the supreme constituent in the communication of English. Consequently, English language as a foreign may widely employed in the system of education and thus one of the crucial features of learning a foreign or second language is speaking. Moreover, the success of learning the language is measured in terms of the ability to carry out a conversation in the target language.

Owing to speaking comes to be an essential feature of the process of English learning, the further possibility of apprehension derives from skillfulness of such activity. It is believed that communicating wherever inside or outside the classroom when owing the ability of speaking smoothly is regarded as self-motivated in learners of English language.

Truly, the most apprehension-provoking skill is speaking in which it can be rendered as the chief basis of apprehension in language classrooms and

speaking through using the foreign language is frequently inciting via learners such as their utmost apprehension-constructing knowledge. The ultimate skill that is demanding for learning the foreign or second language is speaking which is considered the highest among the four skills that are reading, writing, listening, and speaking. The researcher also sees that apprehension might be realized obviously at the period learners acting out the skill of speaking.

Communication Apprehension (CA)

Past works for instance the linguists as Daly (1997), Tsui (1996: 145-167) and Leary (2013: 161-194) used diverse expressions to denote communication apprehension (CA). So, CA supposed as reserve, nervousness or social anxiety, which happens when a learner need to create specific imprint on the listeners, though there is no self-sureness on their personal abilities. Accordingly, the student perhaps is missing the skills of grammar in pronunciation or lexicon of second/foreign (L2) learning.

Firstly, Daly (1991: 5) elucidates CA by words such as 'genetic nature' representing genetic inheritance that may substitute vital donor to some students' anxiety through submitting five clarifications in the growth of CA which

may propose a vision into the notion of sympathetic for what may cause anxiety of language for learners of ESL/EFL.

Advanced in 1997, McCroskey (2015: 4) identified the alike en route for CA that children appear to be innate with specific character predilections. Then, he clarifies CA in words of strengthening and penalty connected to the performance of communicating. Other children who received negative responses in their initial childhood rather than others in replying their effort in communicating, as he proclaims, will improve a common sense that remaining soft is more exceedingly compensated than speaking. Thus, it may be recommended, that responses of negative effect of students' mistakes via English teachers which strengthen their fright of assembling faults and forthcoming efforts of communicating can conferring to behaviorist learning procedure.

Appealing in the similar spoken activity is linked to the reason that unreliable and accidental design of incentives, penalties, and non-reactions can be seen. Moreover elucidation, Daly (1991: 5) gives more emphasis on the capability of people's early communication skills acquisition. So, he claims that children who have been given a role of initial practice of speaking may

have fewer anxious than those having fewer chances in communicating. Most recent viewpoint, he highlights that children represented for suitable social-communicating methods of collaborating are mostly not as much of fearful as those rendered to insufficient or fewer communicating exemplariness. Altogether, the five clarifications advocate that progress of CA in learners is produced within Mother Nature or adjacent surrounding.

Anxiety: Definitions

In point of fact, Anxiety was constrained to psychological sphere for lengthy & consequently well-defined in psychological context as “a specific state of un pleasure accompanied by motor discharge along definite pathways” (Bunker, 1936: 70). Psychologists adapted it furthermore by way of “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al, 1986: 113).

Number of studies was accompanied with the flexible approach of witnessing anxiety construct out of Psychological context (Young, 1991: 99) to test Anxiety as the utmost prompting affecting aspect in foreign language learning & has been the midpoint of curiosity for researchers in language

investigating. The fields of psychology, Education, anthropology & linguistics communicate the shared meaning of anxiety as the distress, apprehension, defeat, nervousness & risk, though researchers have demarcated Anxiety in different ways.

Apprehension in the Process of English Language Learning

One of the spectacles of the contemporary times is Techno- boom. Recently, humanity becomes easier than earlier via detonation for technology and joining the furthest portions of the world and spreading seeds for interactive globalization.

In this agreement of constructions and without any rough competition, English is considered the language that liberated as a mutual approach of communication. Once upon a time, English is claimed to be a borrowed language, but it has developed to be the language of choice for people who work in commerce and education. Some linguists state that languages of vernacular stimulate a space to activate English language in the education system. Therefore, Learning English endorses the people's life style through empowering learners gaining a work and shaping social-status as it has grown compulsory and day's fashion in their society.

English language learning as a second language observed to be a fearsome practice to a many people. Though, humanity has continually acknowledged experiments by means of eagerness and flexibility. Issues of promising for human beings have prepared skills and English knowledge spread the entrances of our country for the ordinary non-English speakers (Horwitz et al., 1986: 128).

Intrinsically, what has constantly been a wearing challenge for students is English Language. Laterally, English tabs go within students daily life though they don't want and through everything they employ, is realized in the computers, phones' cells, text books, internet, and tabs. By the way, English existence is universal and it is no lengthier achievable for any-one to escape from it. The predictability of attaining and performing English has formed a nervous outlook in the direction of language learning.

In fact, accomplishing reverberation in English via weightiness on students leads to nervousness which is particular for classroom second language learners. Anxiety of foreign Language means "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process"

(ibid). Linguists trust that a result for students' thoughts of their teacher and society is the second language learning anxiety.

It seems that anxiety of the mastery of English is assembled by Learners' self-perceptions. So, the anxiety materializes via the impress of learners for their peculiar capability to get and employ English. When learners are wide-open to the second language, they are nervous and confused. Depressed self-esteem relating to the acquisition of English are considered the biggest reasons for creating grammatical mistakes and spelling via their verbal activity. Feeling of fear creates mislaying for students' self-reliance and makes averseness when they need to employ English language via learning process. Actually, adopting English difficulty by students will result in constructing an odd type of scare and intricate dilemma where even the optimistic ones could not manage using the weight of challenging with the self-assured employers. These psychosomatic gaps were mainly accountable for hindering the sound stability of English in the soil of native speaker. (ibid)

In effect, the reason avoids the students from using English communication apprehension sensed towards teachers and peers. So, seeking

positive communications from all directions for each and every responsibility is the human propensity. At the outset, speakers of English language always seek to speak onward English deprived of mistakes and get clapping as a reward from others. Though, they might fear of having distrustful decisions approved via the listeners\reviewers. Students are afraid of being assessed by the group the peer along with teachers in the class room. The nervous learners will envision that they are feebler than their peers' in their skills in language and will be viewed down by them. As such, they are afraid to speak out aloud, during speaking or writing practice on the blackboard in the presence of their friends. However, learners desire to be on the harmless side without receiving negative disapproval and they don't need to raise their reputation. Courageously, some linguists claim that gathering in English speaking or writing is anxiety that could be created through the anticipation to get positive comments as they feel frighten when they are detected and observed. (ibid)

Kitano (2001: 550) disputes "...speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers". The most essential speaking ability, students always seek for, in English classes and they never try to look out other probabilities in

everyday life. Sometimes, students fail to communicate in English, when they are obliged to speak English. Students match their abilities with other English speakers confidently and as well with talented utterers who might be native speakers, results in anxiety evolving beyond discomfiture, pretended those who might speak accurately just like speakers of native language. Speaking as compared with reading and writing that permit observation and modification, requests attentiveness in diminutive time structure, should be measured as there is no opportunity for students to refine their errors. So, the pressure on learner becomes more, as there is merely one chance to practice the communication successfully.

SECTION THREE: PRACTICAL FRAMEWORK

Research Methods

The scale, kind, and fundamental aspects of students' speaking apprehension can be investigated through using the information that will be supplied for this study. The study is accompanied at the English Department – College of Basic Education- Mustansiriyah University. Furthermore, the researcher may employ the questionnaire as a tool of scale, kind of speaking apprehension and to collect the data of fundamental aspects of speaking

apprehension. At that point, the data will be scrutinized to reply the questions of this study.

Data Analysis

The researcher investigates the data through explaining the scale and kinds of students' speaking apprehension which is surveyed by frequency and distributions of percentage of participants. Subsequently, there are clarifications about the fundamental aspects of speaking apprehension that challenged by the

Table (1): The scale of speaking apprehension handled by the students of Iraqi EFL of Department of English at College of Basic Education- Mustansiriyah University.

No.	Scale of Students' Speaking Apprehension			Total	Percentage
	Scale	Gender			
		Male	Female		
1	Low	2	1	3	3%
2	Medium	6	9	15	65%
3	High	3	4	7	32%

FLAS means (Foreign Language Anxiety Scale), the table shows the scale of speaking apprehension into 3 scales as in low, middle, and high, as observed 3 students in low scale of apprehension, 15 students in the middle scale and 7 students in the high scale. Finally, the investigation may be summed up with a conclusion, that the leading scale of speaking apprehension confronted by the students of Iraqi EFL / Department of English at College of Basic

students of Iraqi EFL at English Department – College of Basic Education \ Mustansiriyah university.

a. The scale of speaking apprehension tackled by the students of Iraqi EFL of English Department at College of Basic Education- Mustansiriyah University.

1. The Foreign Language Apprehension Scale (FLAS)

Education- Mustansiriyah University. To sum up with, FLAS scores 65% percentage in medium level.

b. Kinds of Speaking Apprehension by the students of Iraqi EFL Department of English at College of Basic Education- Mustansiriyah University.

Samples of this research are the third stage of 2020-2021 English Department\ College of Basic Education- Mustansiriyah University, which was

including 25 students of English Department at College of Basic Education- Mustansiriyah University. Accordingly, It has been analyzed by the researcher three kinds of students' speaking anxiety as in CA, frighten of test and feedback speaking by lecturer and peer.

Concluded the data analysis for three kinds, the researcher found that the utmost leading kind confronted by the students of Iraqi EFL in Department of English at College of Basic Education- Mustansiriyah University is frighten of speaking test kind.

Table (2): Speaking Anxiety kind Percentage of students of Iraqi EFL in Department of English at College of Basic Education- Mustansiriyah University

Kinds of Percentage of Students' Speaking Anxiety	Students Number	Percentage
Apprehension of Communication	13	47%
Frighten of Speaking Test	7	32%
frighten of Feedback via Peers and lecturer	5	21%

The previous table consists of the highest anxiety of the students of Iraqi EFL in the Department of English at College of Basic Education- Mustansiriyah University confronted in the communication apprehension. Later on, students who feel anxiety in the second position about test speaking. Finally, the kind which students feel of anxiety is fear of negative estimation.

SECTION FOUR: CONCLUSION

In assumption, speaking as an essential skill that has to be learned via learners in foreign language targeted for prosperity for captivating this language.

Grounded on the result deliberated, it can be accomplish the third academic

year for students in English Department were in medium scale of anxiety speaking. Amongst kinds of speaking anxiety found in investigating students in a study of communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer, the dominant kind of speaking anxiety was fear of speaking test. Reasons of having anxiety were the students felt fearing about the consequence of failing in the speaking test. It happened due to their communications apprehension which requires more preparation for all things related to their performance so that they feel comfortable and confidence lacking care about peers' and lecturer's negative feedback during the performance.

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