

Anxiety levels affecting EFL oral skills: a case study of Saudi university EFL students

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Abstract

This study will look into the levels of speaking anxiety among students. The researchers investigated the reasons for the increase in EFL students' fear of public speaking. The Foreign Language Classroom Speaking Anxiety Scale (FLCAS) was utilized, and the results show that EFL speaking anxiety ranges from moderate to high. Low self-confidence, fear of unfavourable evaluation, and interpersonal ambiguity are among the main causes of fear of public speaking in EFL, according to the data. The English learners' performance as a foreign language is influenced not only by academic factors but also by factors. Anxiety can explain why EFL students are not happy to speak in the classroom. Anxiety is the result of various factors, which have been studied in this statement. The results of the study analysis revealed that many factors increased participants' fears. These aspects are described by unsafe student behaviour situations resulting from low self-esteem, a negative classroom environment, and peer pressure. The study results can provide information on developing an English student's verbal expression skills in a foreign language, especially in the emotional field

Keywords: Public speaking, anxiety, EFL, Oral skills

Introduction

Learning a new language requires mental and emotional effort on the part of the learner (Parupalli et al., 2017). For people who are anxious, apprehensive, or nervous about the process, learning a foreign language (FL) can be a stressful experience. This study looks at speaking anxiety and fluency in English as a foreign language (EFL) to learn more about the reasons for speaking anxiety in EFL students.

Because the importance of being able to communicate fluently in English is growing, as the demand for native English speakers in a variety of areas, it is critical to identify any barriers to language learning and subsequent improvement of one's speaking ability. Two of these factors are language learning anxiety and the level of speaking ability among university students. Anxiety is defined as a feeling of dissatisfaction with one's own ability to achieve one's goals. It's worthwhile to consider potential and perceived threats in various speaking situations (Fauzia, 2019).

Scholars agree that stress and performance anxiety are linked (Ghaffari, 2017). It has a negative impact on student achievement and learning (Ghaffari, 2017). When it comes to learning a foreign language, students are frequently concerned with acquiring the speaking ability. The purpose of this study is to investigate the origins and effects of speaking anxiety in EFL students, as well as how these factors relate to their speaking abilities. The outcomes of this study could help EFL students overcome their fear of public speaking and teachers better comprehend the challenges students confront when learning to express themselves vocally.

Getting difficulty recalling words or responding to other people and feeling anxiety when the teacher asks to speak in English are two examples of common problems faced by the students in English speaking activities. Anxiety is a feeling of getting into a threatening or difficult situation. Based on (Waters, 2003), anxiety is a concern and fear about something that happened. So, it can be concluded that anxiety in speaking can be explained as a fear of expressing oneself orally, which cannot make students focus on the speaking process.

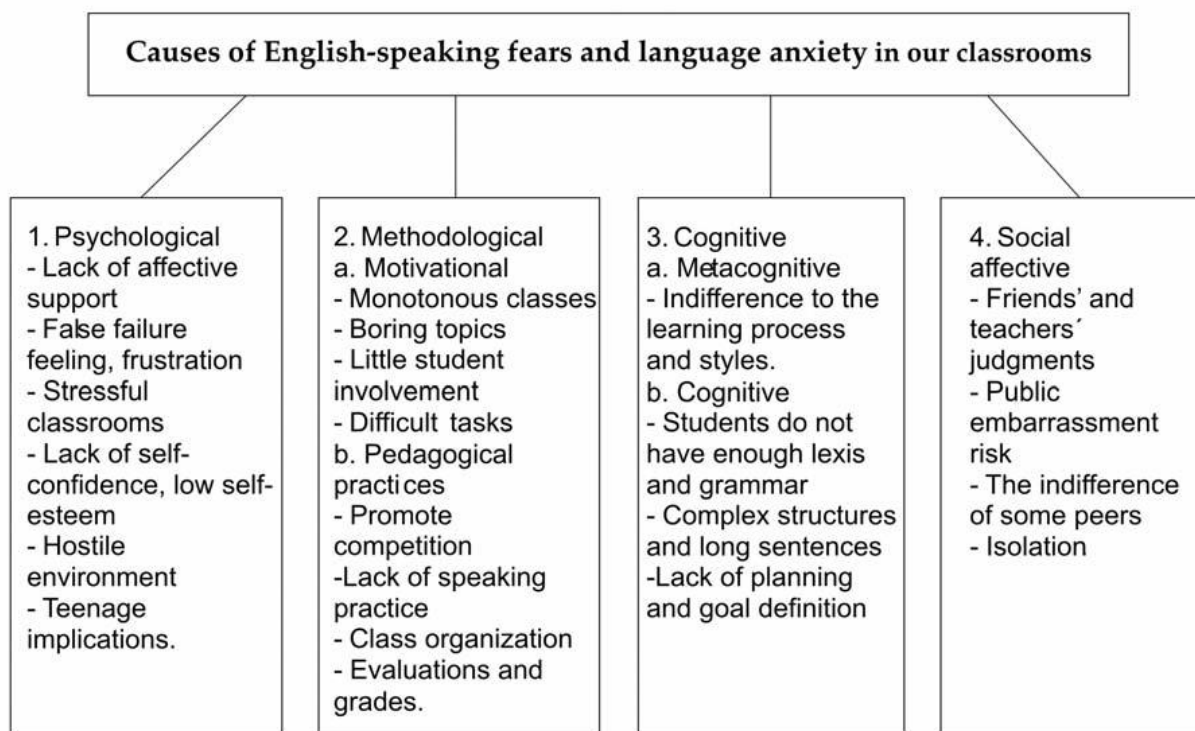
Some situations can cause anxiety. Scovel (1978) in Ito (2008) stated that anxiety can be detrimental if the task is too complex and the students experience failure. However, the difficult task is relative to the students' ability. The study is easy for students with higher abilities than students with lower abilities, so that anxiety will be a more positive experience for higher intelligence students. Furthermore, (Coopman, 2009) said that a significant cause of speech anxiety begins at an early age due to learning from negative feedback at home.

Language learning must be a rewarding experience, not hemmed with nerve-racking experiences for the learner. Research has persistently shown that language anxiety (LA) is a universal problem experienced by many students in the English language as a foreign language (EFL) and also English as a second language (ESL or L2) classroom. (Horwitz, 2001), affirm that students find the most anxiety-provoking activities to be giving a presentation, oral skills, and speaking in large groups. Fear can be viewed as anxiety concerning the outcome of something. Fear is part of the various feelings of language anxiety in which the speaker experiences a sad sense of worry that you get when you think you are in danger. It leads to stress, panic, and shyness. For educators, the challenges are manifested in promoting a stress-free learning environment that engenders interest in learning a second language. Teachers and students enter classrooms with loaded baggage of expectations, beliefs, and prospects about a learning environment. As (Horwitz E. H., 1986) notes, "Any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear or even panic". This fear inhibits EFL learners, causing them to end their secondary education with much apprehension concerning the language.

Literature Review

Introduction

Many EFL students around the world want to improve their English communication skills. Aside from reading, writing, and listening, the primary goal of EFL students is to speak English fluently. According to (Dhiman, 2017), speaking is widely recognized as a participatory process of meaning construction that results in making, receiving, and processing information (2017). As a result, speaking English fluently requires understanding the language and applying it to specific goals in a variety of situations. Speaking fluently is useful for language students since speaking is the most important of the four macro-skills required for effective communication. Many students find learning a foreign language to be a difficult task. Aside from the many factors that make learning a foreign language difficult, the anxiety associated with foreign language learning (FLL) appears to be one of the most important (Baş, 2014). Many students, it is well known, endure anxiety in some form or another when learning a language.



Lack of Practice

Students may be worried about speaking in front of people due to a lack of practice in the foreign language. Due to a lack of class time, large class size, and other issues, Chinese English learners have little opportunity to develop their language abilities outside of the classroom, according to Köroglu (2019). As a result, they were worried about speaking in English in class. Upon further analysis, Having better English communication skills is helpful to most EFL learners since such skills will help secure better jobs (Chuo, 2005). However (MacIntyre, 1989) mentioned that many students have a negative self-evaluation and express fear during foreign language classes, influencing their public speaking ability. (Myers, 1999) also noted that public speaking could cause anxiety. Yet, in a positive way of thinking, when one experiences stress in public speaking, they could perform better in front of the audience (Kenneth, 2008)

Lack of Education

Students with poor English skills may be hesitant to speak in front of others. According to the survey results conducted by Özge Gül (2013), low English competence generates anxiety among Chinese English learners. According to research by (Çetin Körolu, 2019), Chinese English learners are afraid to speak up since they are less skilled English speakers. He claims that learners with a limited command of the English language are unable to respond to the instructor's questions because they are unable to understand what the teacher is saying in the classroom. Because they are afraid that their friends will believe their English abilities are weak, they avoid asking the instructor to repeat what they have just said. Many students avoid speaking in class as a result of their "face keeping." many students avoid speaking in class as a result of their "face keeping." They are unable to use the language in class due to their sense of making eye contact. A language is a necessary tool for communication. It's difficult to imagine a culture that doesn't use language. It sharpens people's minds and directs and governs all of their actions. It transports civilization and culture (Bolinger, 1968) Because of the suitable setting and substantial exposure to the language, the youngster learns it quickly in the mother tongue. However, learning a second language necessitates conscious attempts to comprehend it, and in most situations, exposure to the second language is restricted (Bose, 2007). For second language acquisition, the majority of pupils prefer classroom teaching (James, 1996). Attitude, self-confidence, motivation, duration of exposure to the language, classroom settings, surroundings, family background, and the availability of competent teachers are all elements that influence the process of learning a second

language (Vergheze, 2009). The authors conducted research into the many causes of issues encountered by second language learners. The causes that have been recognized by the teacher's competency, the setting, and the teacher's attitude. The learning process is greatly influenced by the environment and family background.

The struggle of learning English

A few respondents mentioned that English is a language or a subject that is quite hard to learn. They considered the English language to take quite a time to acquire. The English language is divided into a few skills: reading, writing, listening and speaking. It is proven by an abundance of researchers worldwide that speaking skills are the most challenging skill for learners to acquire. This is also agreed by how it takes experiments of language learning strategies for learners to be fully aware of their preferences in learning a language. Other than that, some of the respondents also mentioned that the lack of knowledge in the English language, especially in vocabulary and grammar, is also one of the causes of a lack of proficiency in the English language. Due to all this, they tend to be not motivated to learn the English language, let alone improve themselves in being proficient in the English language. Surprisingly, one of the respondents mentioned learning the English language due to money constraints. The respondent stated that the majority of the parents could not afford to send their children to private English classes, which makes them be left behind in English language learning compared to other privileged learners who got the chance to attend English classes and tutors to improve themselves in learning the language.

Autonomous Learners

FL students frequently struggle to communicate oneself in the language they are studying. This issue is a primary cause of anxiety for most foreign language learners. According to Liu (2021), many Chinese English learners have speech anxiety as a result of their difficulty to express themselves clearly in English. For students learning a new language, the inability to express oneself in one's native language may also be a problem. Learner autonomy is viewed as an important attribute that any English language student should possess because it can help them study more effectively. The concept of student autonomy has gotten greater attention recently, and several research on teacher views and behaviors related learner autonomy have been done during the previous decade. Nonetheless, there is a paucity of research on how EFL students perceive and practice independent learning, particularly in light of the shift toward student-centered education. This study will report on an investigation into EFL students' beliefs and practices of autonomous learning in order to help bridge this gap. Their reported ability to act independently, on the other hand, was slightly above normal. This was the same finding as on their frequency scale of reported autonomous activity practices both inside and outside the classroom. As a result, it is advised that it be integrated into English language instruction by making it an intrinsic element of EFL curricula to improve student autonomy in teaching and learning English around the world (Tuan, 2021).

Methodology

Study Design

We investigate how EFL students' fear of public speaking affects their speaking ability as part of this project. It also looks into the relationship between speaking anxiety and the fluency, language use, and pronunciation of EFL students. In a debate and discussion session, the FLCAS questionnaire assessed students' anxiety levels and feelings about public speaking. The questionnaire was provided to all participants in order to determine the relationship between speaking anxiety in EFL students and their levels of English competence.

Instruments

When Hussein et al. (2020) studied the anxiety of foreign language learners, they discovered that it was a group of emotions influenced by both intrinsic and external factors. Horwitz et al. (1986) were the first to propose a specific anxiety concept for language learning. According to these researchers, students' negative emotional reactions to language acquisition were produced by a concept they called "foreign language anxiety" (Horwitz et al., 1986). Horwitz and her colleagues created the Foreign Language Classroom Scale (FLCAS) in response to a shortage of tools to evaluate classroom anxiety, which they utilized to establish a theoretical scale that a slew of academics would go on to use. "Performance evaluation," according to Horwitz and her colleagues, is linked to three major performance anxieties: speech dread, test anxiety, and the fear of receiving a negative review. "Oral communication anxiety," as the phrase implies, is worry about communicating with people, whether as a receiver ("shyness") or a speaker ("receiver anxiety") (Horwitz et al., 1986). Anxiety is a second aspect as a result of the "fear of failure" test (p.127). Students with this form of anxiety frequently have unrealistic expectations and believe that a poor exam score signifies failure. Oral exams, according to Horwitz and her colleagues, can cause anxiety in both types of pupils. Horwitz et al. define dread of negative evaluation as "worrying about how others will judge you," "avoiding situations where you might be evaluated," and "expecting others to give you a low rating."

Participants

This study included 84 University level 2 EFL university students. They had all finished a seven-year English-language program before enrolling in college. All of the students were English language and literature majors.

Results

Introduction

The results and data analyses presented are intended to address the study's main question: EFL university students' fear of speaking in front of people and the relationship between that fear and their anxiety levels.

Descriptive Statistics

Confidence in speaking a foreign language

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	34	40.5	40.5	40.5
agree	21	25.0	25.0	65.5
neither agree nor disagree	12	14.3	14.3	79.8
disagree	8	9.5	9.5	89.3
strongly disagree	9	10.7	10.7	100.0
Total	84	100.0	100.0	

Participants who felt very confident in their ability to speak in a foreign language class represented for 25% of the total, while those who strongly agreed accounted for 40.5 percent. The agreement was approved by 65.5 percent of those who voted. On the other hand, 14.3 percent of people said they were neither agreeing nor disagreeing. Those who disagreed with this

assumption made up 9.5 percent of the total, while those who strongly disagreed made up 10.7%. There were a total of 20.2% of those who disagreed.

Learning Fear and anxiety

It frightens me when I don't understand what the teacher is saying

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	20	23.8	23.8	23.8
agree	17	20.2	20.2	44.0
neither agree nor disagree	11	13.1	13.1	57.1
disagree	13	15.5	15.5	72.6
strongly disagree	23	27.4	27.4	100.0
Total	84	100.0	100.0	

20.2 percent of participants said it makes them feel scared when they don't comprehend what the teacher is saying, while 23.8 percent strongly agreed. In sum, 44% of those who signed the deal did so. On the other hand, 13.1 percent said they were neither agreeing nor disagreeing. Those who disagreed with this assumption made up 15.5 percent of the total, while those who strongly disagreed made up 27.4 percent. 42.9 percent of those polled disagreed with the results.

Making a mistake in Language Classes

I don't worry about mistakes in language classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	14	16.7	16.7	16.7
agree	16	19.0	19.0	35.7
neither agree nor disagree	10	11.9	11.9	47.6
disagree	19	22.6	22.6	70.2
strongly disagree	25	29.8	29.8	100.0
Total	84	100.0	100.0	

Participants who believed they had no fear of making mistakes in language class accounted for 19 percent of the total, while those who strongly agreed accounted for 16.7%. The deal was signed by 37.7% of the people. On the other hand, 11.9 percent said they were neither agreeing nor disagreeing. Those who disagreed with this assumption made up 22.6 percent of the total, while those who strongly disagreed made up 29.8 percent. A total of 52.4 percent of those polled said they disagreed.

Speaking English Anxiety

I always feel the pressure that other students speak the foreign language better than I do

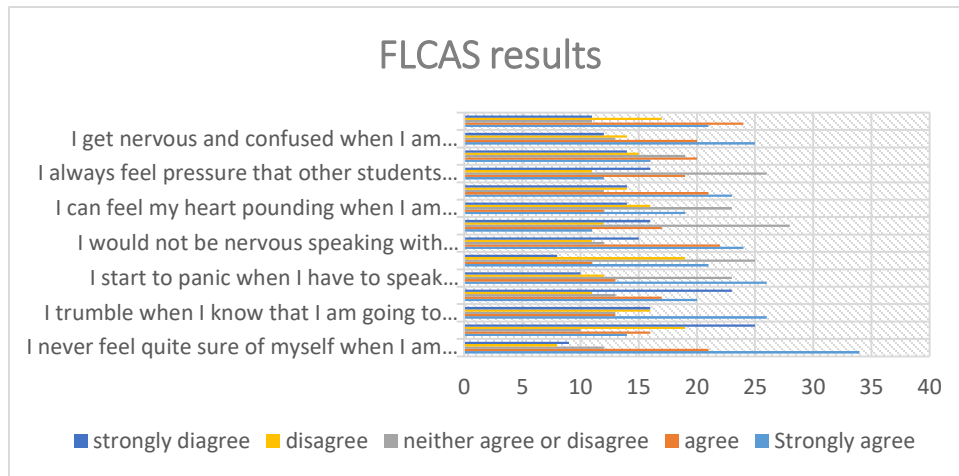
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	14.3	14.3	14.3
agree	19	22.6	22.6	36.9
neither agree nor disagree	26	31.0	31.0	67.9
disagree	11	13.1	13.1	81.0
strongly disagree	16	19.0	19.0	100.0
Total	84	100.0	100.0	

22.6 percent of participants felt pressured to speak the foreign language better than they do, while 14.3% strongly agreed. The deal was signed by 36.9% of the population. Those who did not agree or disagree, on the other hand, made up 31% of the total. On the other hand, 11% of people disagreed with this assumption, while 16% strongly disagreed. A total of 27% disagreed.

The Foreign Language Classroom Anxiety Scale (FLCAS) Results

The FLCAS questionnaire is divided into three sections: state anxiety, anxiety test, and dread of a negative evaluation. To answer the first question about what causes speech anxiety, we made

students afraid of receiving a poor



grade.

We discovered that anxiety can be caused by a variety of factors, including the fear of receiving negative feedback. Students are generally terrified of getting punished by either their instructor or their classmates if they talk in front of others. As a result, learners are unable to communicate effectively due to a lack of vocabulary and a fear of making grammatical mistakes due to a lack of expertise. Additionally, oral educators may choose an activity that makes them nervous in the classroom. It's easy to see why presentations are among the most popular activities.

Discussion

Introduction

The purpose of this study was to look at the causes of speaking anxiety and the relationship between speaking competence and anxiety. Horwitz et al. (1986) used the (FLCAS) questionnaire to collect data for this study, and most EFL students aim for fluency by learning linguistic competence, reading, speaking, and writing. However, even if learners are aware on the qualities of the target language they are attempting to learn, a number of factors prohibit them from speaking properly. As a result, many academics have attempted to identify the qualities that have the biggest impact on EFL students' speaking competency and limit their capacity to progress. The students perceived that autonomy was of importance in learning the target language. This result is consistent with previous research (Truong, 2019), which concluded that EFL students recognized learner autonomy as "important" to their English

learning. Nevertheless, the dimensions of the notion had different levels of importance based on the qualitative results. It could be inferred that the student's perceptions of autonomous learning were driven mainly by the technical dimension, which focuses on activities taking place outside the classroom. To be specific, most of the interviewees believed that, besides studying in class, learner autonomy would help them study better by doing out-of-class activities and having suitable learning methods. Concerning the social and psychological dimensions, more than half of the interviewees believed that they would have opportunities to work together and develop their capacity to cooperate by doing autonomous activities. Learner autonomy would help them boost their ability to take responsibility for their learning, including monitoring and evaluating their progress. Regarding the political dimension, only half of the interviewees stated that autonomous learning would promote their capacity to take control over the content and process of their learning.

Lack of Confidence

This is a great source of anxiety and fear. Students must have a good sense of self-esteem and believe in their abilities as learners. "Self-esteem and self-confidence are like building foundations: if they aren't strong enough, even the most advanced technology won't be able to build solid walls over them." Students will not be able to 'bloom' as learners if they have basic concerns about themselves, regardless of how brilliant the teacher's motivational ideas are" (Dörnyei, 2002). Furthermore, those with poor self-efficacy see hard activities as threats rather than challenges. In this situation, they are more focused on their flaws and roadblocks than on how to complete the job properly. As a result, this person is likely to abandon whatever task they are engaged in since they have lost faith in their talents and a shadow lurks behind them, stopping them from overcoming their uneasiness and anxiety. To better understand the students' perceptions about their autonomous abilities, interview responses from the six participants were analyzed. A general observation of the interview results indicated that the interviewees' perceived abilities to learn autonomously were not at the same level. Specifically, three out of the six participants claimed that they could do this well if they had an opportunity to take control of their learning. They explained that learner autonomy was something they were trying to do to study English better without much dependence on their teachers. This contrasts with results from

the remaining three participants who showed low confidence in learning autonomously. It is believed in the ability to learn autonomously, so It is hoped that teachers will give students more opportunities to do this and let them take more control of their learning. At the moment, students are trying their best to practice doing as many autonomous activities as they can because they know that this is good for learning.”

Lack of motivation to speak in English

According to the researcher, conceptual frameworks, articulation, and pronunciation are all part of the speaking process (Alrasheedi 2020). The first task requires students to pick the appropriate words to express their thoughts. Students must correctly express themselves in the target language to succeed in the second phase, formulation. In the final step, articulation, students must use their articulatory organs to speak the target language precisely and efficiently. EFL students, on the other hand, will make mistakes if they attempt to learn all three at the same time. As a result, according to Ariyanti (2016), students' speech is afflicted by delays, false starts, grammatical errors, and a limited vocabulary. As a result, they find it difficult to concentrate on multiple tasks at the same time. Too much emphasis on correctness can lead to a lack of fluency, whereas too much emphasis on fluency can lead to a lack of accuracy, according to Cheng (2015). It's challenging to get someone to speak freely without hesitation. People aspire to speak English well, fluently, and flawlessly. As a result, students enroll in an English course or study in the English Department to expand their knowledge and improve their speaking skills. However, students face challenges and obstacles in perfecting their speaking abilities. The majority of them are unable to communicate in English. Their desire to communicate in English is still minimal. Oral activities such as daily quizzes, speaking class exercises, and oral examinations demonstrate this. Students are uninterested in learning how to talk. Teachers have attempted to engage them in several activities to encourage them to communicate, but they remain unmotivated to do.

Fear of being embarrassed

Grammar, vocabulary, and pronunciation are only a few of the topographies of language that play a part. Understanding the grammatical structure of the language is critical for EFL students. Accurate grammar usage, on the other hand, is a function of contextual awareness. According to Aouate (2015), correct grammar may be a struggle for EFL students. Vocabulary is a crucial component for EFL students. They must be able to absorb and retain vocabulary throughout time in order to communicate effectively. Learners are unable to put their receptive vocabulary knowledge to use if their receptive vocabulary is constrained, according to (Zadeh & Temizel, 2010).

Fluency in speaking may also be a factor in the ability to retain words (Nabukeera et al., 2020). Another important consideration is the method in which the words are spoken. To prevent being misunderstood by others, EFL students must pay close attention to their pronunciation. Toubot et al. (2018) claim that language form is essential for oral proficiency.

High Anxiety levels

According to Said and Weda (2018), the emotional state of the learner is one of the most important elements in the success or failure of language acquisition. According to Wongsawat, anxiety, self-confidence, and drive are three of the most common emotional elements related with second language acquisition success (2017). Worry, according to Pamungkas (2018), is the most pervasive effect on learning. Students that are nervous may find it difficult to communicate or explain themselves clearly (Said & Weda, 2018). Furthermore, students should be encouraged to develop greater self-confidence in order to improve their communication skills. Pamungkas (2018) claims that motivation is the most important component for educators to focus on in order to increase learning.

The subjective experience of fear, tension, nervousness, and worry linked with an activation of the autonomic nervous system," as defined by (Spielberger, 1983). Anxiety is "a state of the conceptual or central nervous system marked by behavioral inhibition system activity," according to (Chorpita, 1998). Everyone experiences anxiety, especially when speaking in front of a group. Even the most prepared person is nervous while giving a public speech. It is noted that an individual might have trembling knees, a shaking voice, speaking fast or slowly, or even

a flat voice when a nervous symptom arises. A somebody with years of public speaking experience can also suffer from Anxiety. Most people have a PSA (Paalhar, 2001).

Regarding anxiety in EFL/ESL classrooms, (Brown, 2002) states that even though this personality factor is associated with uneasiness, frustration, self-doubt, apprehension, or worry feelings, it plays an essential influential role in second language acquisition because anxiety is intricately intertwined with self-esteem, inhibition, and risk-taking. According to Brown, anxiety can be experienced at various levels and managed positively or negatively depending on the person who experiences it. This is why it is necessary to learn how to handle and redirect it in English classrooms. Instead of feeling overwhelmed by nerves, let us profit from them speaking faster, showing a more dynamic attitude, and becoming risk-takers.

Foreign Language Anxiety

Language is used to express and communicate emotions. Students who are learning a foreign language must demonstrate their comprehension of the material by speaking in that language. The ability to speak refers to the ability to generate oral utterances and expressions while communicating with others using one's language and cultural background knowledge. Most language learners are concerned about their ability to communicate in a foreign language, particularly when doing so in public. As a result, a condition called speech anxiety develops. For the majority of students, speaking classes are a nerve-racking experience. Because performing in front of an audience is not the same as performing alone. As a result, they may not be able to perform at their best. For individuals who are worried about learning a second language, it can be a stressful experience. The fear of public speaking has been called by a variety of names. Toubot et al. (2018) describe speech anxiety as the stress of having to speak in front of a large crowd. associate the fear or anxiety that comes with anticipating giving an important statement to speech anxiety (2020). anxiety can be classified into three categories. They are trait anxiety, state anxiety, and situation-specific anxiety. The stable one is trait anxiety. Trait anxiety can make people feel nervous in a wide range of situations. People with trait anxiety are predictably and generally anxious about many things. State anxiety is understood as a temporary one; it is not constant, especially in the school context. Foreign language anxiety can also be understood concerning state anxiety. Lastly, situation-specific anxiety reflects a trait that recurs in specific

situations. Situation-specific anxiety is similar to a feature except for a single context or situation.

Language anxiety is linked to fears, anxiousness, insecurity, and a lack of self-confidence. According to (Oxford, 1990), anxiety has a deleterious impact on language learning. (Jones, 2004) characterizes this phenomenon in the context of language learning as a fear evoked when a learner is requested to speak in a second or foreign language in public, with the possibility of social disgrace. Fears of Speaking English and Their Causes Although some authors acknowledge that anxiety can occur during test-taking, writing, and reading, others do not.

Conclusion

The most common causes of students' speaking fear, according to the research, are linguistic and psychological difficulties. It also shows the link between speech fluency and anxiety, as well as the negative impact anxiety, has on students' speech fluency. As a result, in order to establish high self-esteem, students should attempt to reduce their feelings of learning anxiety. As a result, learning the new language will be easier for them. If EFL students are aware of the origins and effects of their challenges in oral communication, they can overcome them. Furthermore, it provides EFL teachers with a clear image of their students' difficulties, making it easier for them to cope with them and determine the best way to assist them. It can be concluded that learning a foreign language can become a significant challenge that deserves the entire lecturers' attention, preparation, and patience. They should ideally see the topic and the audience. This oral practice can become highly rewarding for students due to the challenge this action can enclose in itself. Furthermore, this practice can have implications for their ego about important psychological aspects such as affectivity, feelings, self-esteem, self-confidence, risk-taking, solving problem skills, social relationships, self-reflection, attitude, and personal, professional, and integral growth. The first step the foreign language learner must follow to succeed in public speaking is to become aware that anxiety is a natural and even beneficial psychological factor; therefore, they need to overcome fears and keep negative emotions under control at the moment of speaking in front of a public or when giving an oral report in their English classroom. Secondly, knowledge is another relevant aspect; knowledge not only refers to knowing about a topic; but also means that the speaker should know, and understand themselves with all their talents and

limitations, accept themselves, be self-confident, and become a risk-taker. Furthermore, the speaker must be aware of the seriousness and commitment that speaking another language requires. So, the learners must practice the speech in advance, organize, plan, visit the setting, and prepare the necessary aids and equipment. They should check the use of the foreign language, grammar, tone of voice, fluency, pronunciation, and intonation.

Learner autonomy is widely considered to play a critical role in English language learning, as it is viewed as a necessary characteristic of a successful learner. As a result, every student, particularly in higher education, should aim for a high level of learner autonomy. Nonetheless, the findings of this study revealed that EFL students' implementation of autonomous learning was inadequate. They were aware, however, of the importance of fostering learner autonomy in order to improve their language learning. Many Vietnamese EFL students are more teacher-centered, as they are heavily reliant on their teachers during the learning process, resulting in a lack of ability to learn independently, according to the findings of this study. This isn't to say that students can't learn to be self-sufficient. Based on the findings, it is possible to conclude that students can be more autonomous provided they are exposed to a learning environment that requires them to do so while receiving sufficient support or intervention. As a result, it is advised that autonomous learning be integrated into EFL courses in Vietnam, and that students be given as many opportunities to engage in individual learning as feasible. The autonomous learning procedure employed in an EFL classroom was found to significantly increase students' learner autonomy. Furthermore, students should understand the importance of engaging in autonomous activities both inside and outside the classroom in order to become more autonomous not just in their perceptions but also in their actual behaviors.

Future consideration

In the future, it will be necessary to investigate if anxiety has a negative impact on EFL students' speaking ability. This is because students will become more aware of the problem as a result, making them feel more secure, at ease, and confident in their abilities. As a result, people are more likely to overcome their anxiety of speaking in front of a group. The usage of online channels for delivering speeches can also help alleviate public speaking anxiety while keeping a sound and accurate language representation approach.

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