

The Role of Using English Phrases in Reducing EFL Sudanese Speaking Anxiety

Dr .Muntasir Mohammed Elhadi Elnor Mohamed

Assistant professor – University of Gezira – Faculty of Arts and Human Sciences

Abstract

This study aimed at using the role of English phrases that reduce Sudanese learners' anxiety in communicating of English language in Sudanese Universities .To achieve the aims, the researcher used the descriptive analytical method , sample consisting of (20) teachers form Gezira University. Data were collected through a teacher's questionnaire. University teachers respond to the statements of the questionnaire which preparation by the researcher through reliability and validity. Data is treated by descriptive statistics and includes frequencies and percentages. The study revealed that pair work reduces impeding the thoughts of EFL learners in communication skill ,using Phrases help EFL learners to overcome the problem of communication anxiety, and topic for debates enhance the participation of learners in communication skills .The researcher recommended avoiding mother tongue in teaching reduces learners anxiety and varying of teachers techniques in side lecture room reducing EFL learners anxiety .

Key words: Reducing anxiety, communication skills, educational research, Sudan.

المستخلص

نهدف الدراسة إلى استخدام دور العبارات الإنجليزية في الحد من فلق تحدث دراسي اللغة الإنجليزية السودانيين في مهارات الاتصال بالجامعات السودانية .لتحقيق هدف الدراسة استخدم الباحث المنهج الوصفي التحليلي تكونت عينة الدراسة (20) بجامعة الجزيرة و تم جمع البيانات عبر استبانة من إعداد الباحث من بعد تحكمه من حيث الصدق والثبات . عولجت البيانات عبر إحصاء وصفي وتضمنت التكرارات والنسب المئوية . أظهرت نتائج الدراسة أن العمل الزوجي يحد من إعاقة أفكار متعلمي اللغة الإنجليزية كلغة أجنبية في مهارة التواصل ،استخدم أشباء الجمل يساعد في تغلب دارسي اللغة الإنجليزية كلغة أجنبية مشكلة الفلق في مهارة الاتصال ومواضيع النقاش تعزز مشاركة الدارسين

في مهارة الاتصال. أوصى الباحثين على ضوء النتائج تجنب استخدام اللغة الام في التدريس يحد من قلق الدارسين وتنوع تقنيات الأستاذة داخل قاعة الدراسة يحد من قلق الدارسين للغة الانجليزية كلغة أجنبية .

الكلمات المفتاحية الحد من القلق ، مهارة الاتصال ، البحوث التربوية ، السودان

I Introduction

Most of Sudanese EFL learners especially those who studied English as a major subject are suffering from anxiety in their speaking skill until had already become obstacles for teachers to achieve their objectives. Therefore the researcher tries to reveal ways to solve this problem which impedes them to practice speaking skills.

Statement of the Study

The researcher an attempts to investigate of which cause the problem of anxiety and how to find out solutions through using phrases as means to help and enhance learners to speak the English language spontaneously .

Objectives of the Study

1-To what extent are phrases help learners to overcome the problem of anxiety or not.

Hypotheses of the Study

There is a relationship between phrases and reducing of learners' anxiety in speaking skills.

Question of the Study

Is there any relationship between phrases and reducing learners' anxiety in speaking skills?

143 Dr .Muntasir Mohammed Elhadi Elnor Mohamed , The Role of Using English Phrases in Reducing EFL Sudanese Speaking Anxiety,

مجلة البطانة للعلوم التربوية العدد الحادي عشر (خاص)، 2023، ص (162-142)

II Literature Review

2-1 Definition of Anxiety

Anxiety is measured to be one of the most common and wide spreading mental illness, with approximately (40)a million adults, worldwide, age 18 and older, suffering from cases of excessive or overbearing levels (Anxiety Disorders Association of America, 2010; Park, 2011; Rachman, 2004). As outlined in the *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association, 2000), anxiety is a natural reaction and a necessary warning response in humans.

Larson et al. (2010) described that anxiety as a predictable belief of a psychological suffering which is a result of a perception of a confusing and potentially risky event. Between 8 and 27% of children and adolescents met the diagnostic criteria for an anxiety disorder sometime during their youth (Albano, Chorpita, & Barlow, 2003).

Tramonte & Willms, (2010) Anxiety in school-aged children affects both their quality of life and their ability to benefit fully from their school experiences. Many studies are being conducted to explore the relationship between anxiety and student achievement in various subjects and in test-taking. Real or perceived, anxiety was found to negatively impact both achievement and test-taking experiences.

2.2. Speaking Anxiety in EFL Classes

Chiu et al, (2010). Foreign language anxiety is a major element that impacts in performances and acquisition of FL learners. FLA occurs more in output language abilities such as writing and speaking than in input abilities .In the study of Chiu et al.(2010), a high percentage of students reported that it was easy for them to become anxious when they spoke in English (p.109).

144 Dr .Muntasir Mohammed Elhadi Elnor Mohamed , The Role of Using English Phrases in Reducing EFL Sudanese Speaking Anxiety,

Therefore, learners' who tested high on anxiety in the study of Horwitz et al. (1986) stated that they are afraid of speaking in the EFL .Though the results of the study of MacIntyre and Gardner (1991) presented that speaking is the most anxiety-provoking activity in second language acquisition, partially some of their learners reflected the use of speaking skills as confidence-building experience. Consequently, it can be obscure from this study that, when there is no anxiety provoking situation, speaking FL can increase students' self-confidence.

The rank of self-confidence is one of the most significant aspects of frustrating about anxiety problems because, when learners experience high self-confidence, they are not afraid of making mistakes or having other students laugh at them. In addition, it was discovered in the study of Park and Lee (2005) that low self-confidence or high anxiety levels impact on learners' verbal performances negatively.

Zheng (2008) stated that when students are supposed to complete an oral activity, their anxiety level can increase . Giving spoken presentations and presenting in front of their peers were reported to be one of the most anxiety frustrating situations, as well (Ohata, 2005; Woodrow, 2006). Ohata (2005) and Ay (2010) also mentioned the effect of “unpreparedness” on students' speaking anxiety. In this situation, a student reported that s/he feels peculiar, and prefers to keep his/her silence during whole class, and wishes not to be asked any questions (Ohata, 2005). People are often anxious about their less ability in a English foreign language, especially in listening/speaking situations, which lead to a type of anxiety called “communication apprehension” (Macintyre & Gardner, 1991).

This type of anxiety plays such a vital role in FL speaking anxiety that even talkative learners become silent in FL class when they have communication apprehension (Horwitz et al., 1986; Aydin, 2008; Ay, 2010).

In briefly , there are many reasons for why EFL learners experience during speaking anxiety, for instance: fearing of community speaking ,communicating verbally immature expressions fearing or worrying of making pronunciation mistakes limited grammatical knowledge unqualified fearing of peers being laughed at taking an oral test native speaker effect error correction style of the teacher levels of English proficiency.

Nicolson and Adams (2010) recognized that facilitative and inhibiting factors (e.g., anxiety) that can make the classroom either a place of comfort or an impeding course. They established that learners who had difficulty in decreasing their emotions and fears in the classroom found the familiarity of classroom in speaking skills a predictable and uncomfortable obstacle. Depending on the classroom observations they conducted for over a decade, Adams and Margaret (2012, 1) concluded that ‘anxiety [in the classroom] occurs because of what students were inquired to make , how they were asked to do it, or whom they had to do it with.’

Nicolson and Adams (2008) observed the interaction between learner identity and methods used in the executive of speaking tasks in the English language classroom. They revealed that communicative activities that rely on significant conventions to confine a person’s identity (e.g., personal questions about age, marital status, job, etc.) were perceived as forward and giving rise to anxiety by many learners. Nicolson and Adams added that communicative-, group-, and student-centered methods may also confront learners’ view of the

teacher as an ability figure and make them reassess their own identity as a learner. According to them, in such tasks, students may participate less, feel uncomfortable, with out of control, or bothered that peers are leading rather than the teacher. These behaviors and feelings can easily include learners' anxiety in the classroom.

Stroud and Wee (2006) highlighted the importance of the conception of learner's identity relying on anxiety in the language classroom. They maintained that beyond the general postulation that learners' anxiety in the language classroom is mostly competence-based (i.e., students become anxious, because they feel lacking confidence about their language abilities, which includes their anxiety in the classroom), there is also identity-depend on anxiety, in which an individual may be more concerned with keeping his or her rapport with particular groups (e.g., the desire for recognition, affiliation, and security and safety) than with his or her language abilities.

Young (1991, 1994) recognized that six interrelated potential sources of language anxiety that arise from three features the learner (personal and interpersonal anxiety as well as learner beliefs about the language), the teacher (instructor's beliefs about language teaching and instructor-learner interactions), and the instructional practice (classroom procedures and language testing). Palacios (1998) described the level of perceived teacher support – 'the help and friendship the teacher shows toward students; how much the teacher talks openly with students, trusts them, and is interested in their ideas' – as a factor typically associated with higher (and lower) levels of learner anxiety.

MacIntyre and Gardner (1991) described the anxiety of EFL learners as 'an individual who perceives the L2 as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make

mistakes and who is less willing to try uncertain or novel linguistic forms.⁷ Another experimental study (e.g., Aida 1994) described the anxiety of FL learners as those who become visible less as willing to participate in class activities and have lower performance than non-anxious students.

III Methodology

3.1. Participants

This study was conducted at University of Gezira, Faculty of Arts and Human Sciences in the second term of academic year (2021-2022). The participants of the study were (20) teachers who were chosen through purposive sampling. They were staff members at higher education. Teachers at this level were preferred because they were studying their learners at the department of English language and literature. As there were lecturing many classes of students in English department. Moreover, despite of their anxiety feelings about English, most of the teachers were interested in communication through using phrases and they complained about the time given to English speaking exercises during regular English classes. For these reasons, these participants were chosen, and all the teachers willingly agreed to participate in the study.

3.2. Material

To investigate how drama affects the speaking anxiety of EFL learners, the data was collected through teachers questionnaire. During their , the researcher gave them better insights into the effects of using phrases as technique in order to reduce the student's anxiety in communication skills. The teacher video-recorded of the using of sessions and took notes on their suggestions. Right after the course agreed time of lecture; students took post-questionnaires and answered the semi-structured, post-interview questions.

3.3 Procedure

Before beginning the data collection, the questionnaire statements were valid by a jury of associate professors .The researcher was distributed a questionnaire to all the study samples. First, the questionnaire was submitted to the teachers who are working in higher education as a staff member .The questionnaire was consisted of (10) statements in three-points scale. All the statements written as tools of study for teachers .The scripts were prepared according to teachers' experiences, age, and language level.

V Results and Discussion

Table (1) Most of Sudanese EFL learners are suffering from anxiety in their communication skill.

Valid	Frequencies	Percent
Agree	18	90.0%
Not sure	2	10.0%
Disagree	-	
Total		100.0%

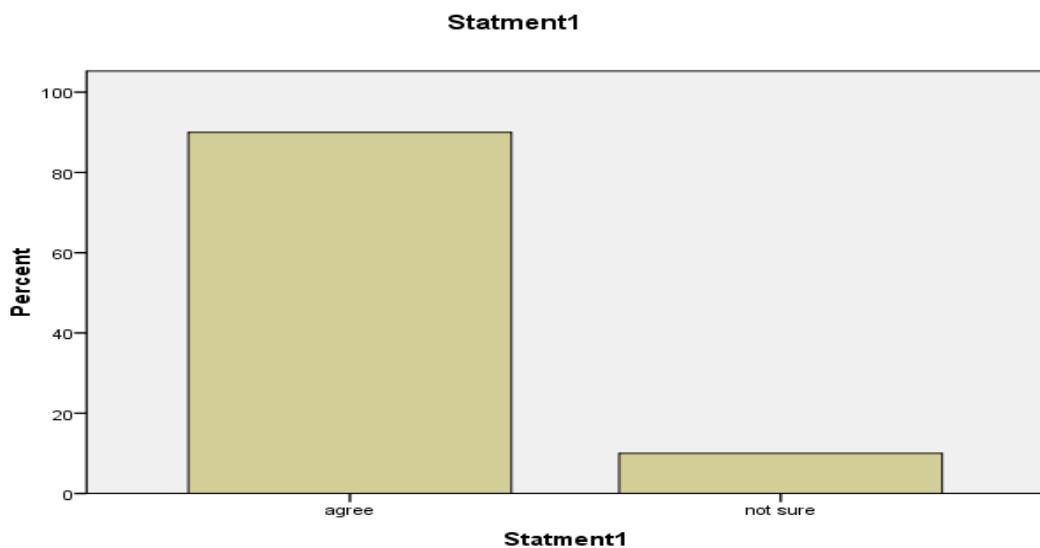


Figure (1)

The above table and figure show that (90.%) respondents signed agree, whereas (10.%) signed not sure. This result confirm that most of Sudanese EFL learners are suffering from anxiety in their speaking skills.

Table (2) Pair work reduce impeding the thoughts of EFL learners in speaking skill.

Valid	Frequencies	Percent
Agree	16	80.0%
Not sure	4	20.0%
Disagree	-	-
Total		100.0%

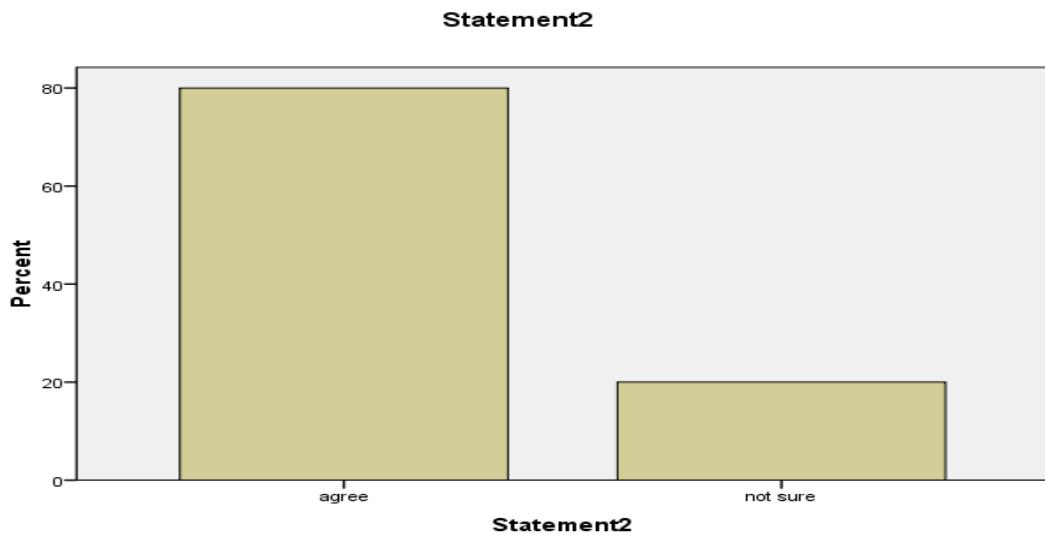


Figure (2)

The above table and figure explain (80.%) respondents signed agree, and (20.%) signed not sure. This result assured that Pair work reduce impeding the thoughts of EFL learners in speaking skills.

Table (3) Using Phrases help EFL learners to overcome the problem of speaking anxiety.

Valid	Frequencies	Percent
Agree	19	95.0%
Not sure	1	5.0%

Disagree	-	-
Total	20	100.0%

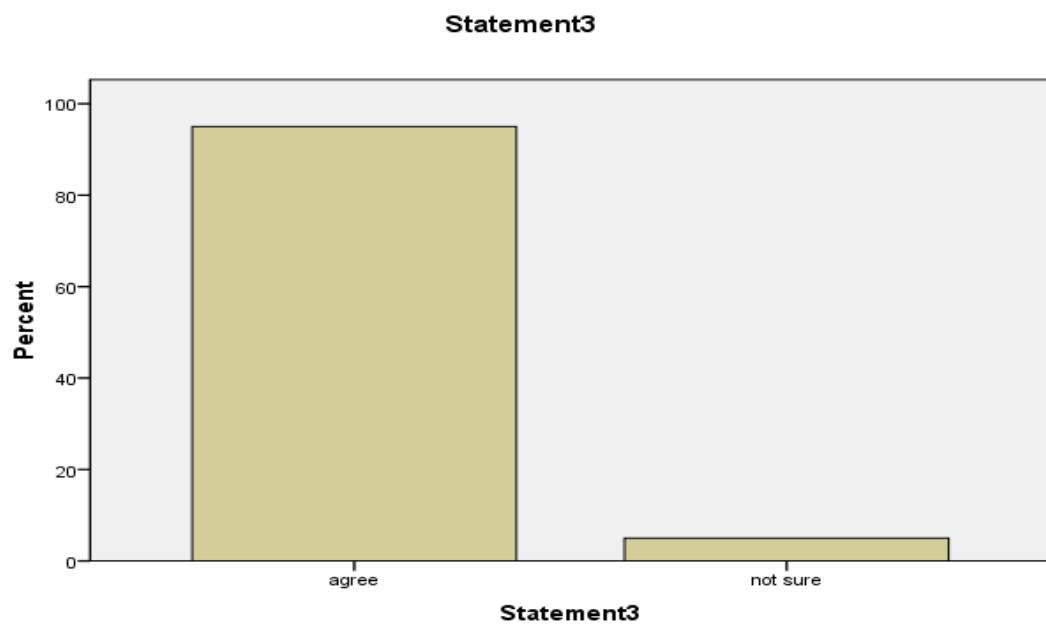


Figure (3)

The above table and figure show that (95.0%) of respondents signed agree, and (5.0%) signed not sure. This result confirm that using Phrases helps EFL learners to overcome the problem of speaking anxiety.

Table (4) Topic for debates enhance participation of learners in speaking skills.

Valid	Frequencies	Percent
Agree	17	85.0 %
Not sure	3	15.0%
Disagree	-	-
Total	20	100.0%

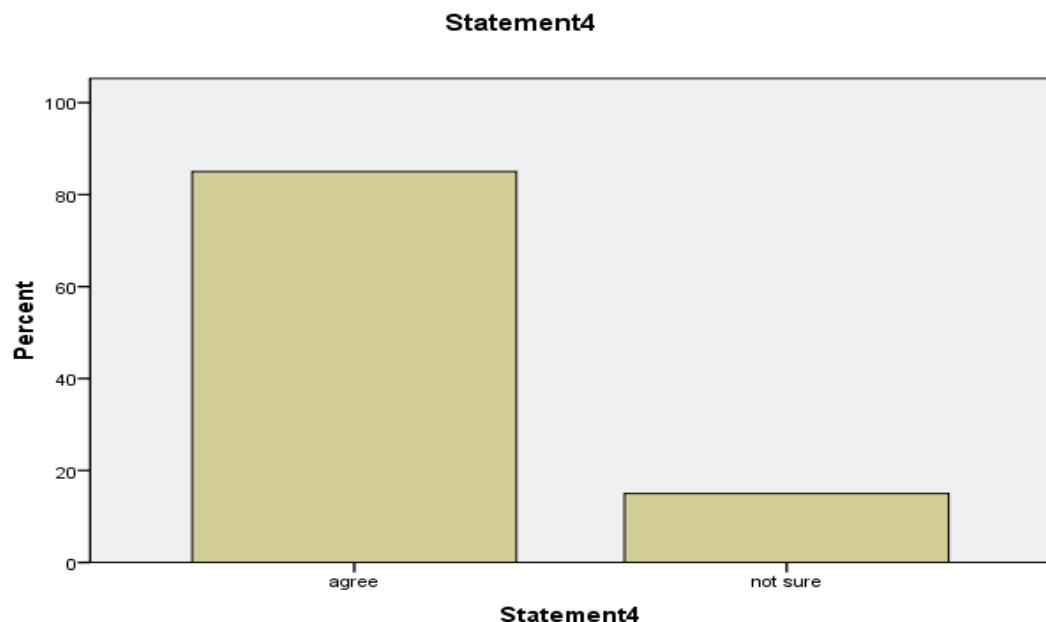


Figure (4)

Table and figure No(4) illustrate (85.0%) of respondents signed agree, and (15%) signed not sure. This result guarantee that topic for debates enhance participating of learners in speaking skills .

Table (5) Teachers motivation reduces EFL learners anxiety.

Valid	Frequencies	Percent
Agree	15	75.0%
Not sure	4	20.0%
Disagree	1	5.0
Total	20	100.0%

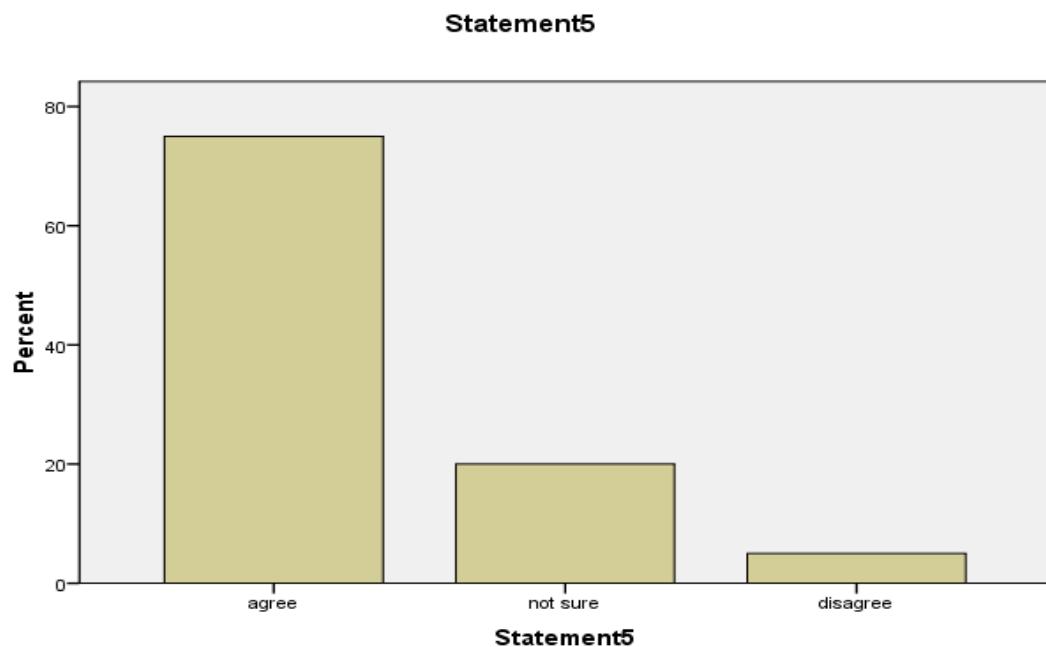


Figure (5)

According to table and figure No(5) demonstrate (75.0%) of respondents signed agree, whereas (20.0%) signed not sure ,and (5.0%) disagree. This result confirm that teachers motivation reduce EFL learners anxiety.

Table (6) Authentic materials solving reduce anxiety of EFL learners .

Valid	Frequencies	Percent
Agree	14	70.0%
Not sure	4	20.0%
Disagree	2	10.0%
Total	20	100.0%

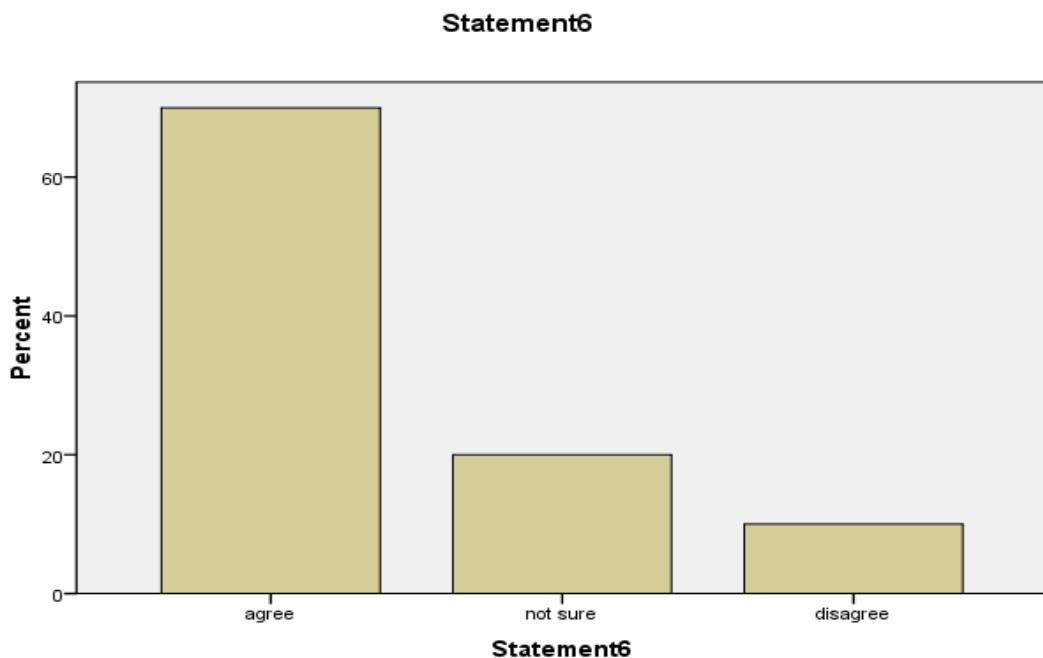


Figure (6)

In table and figure (6) observed that (70.0%) of respondents signed agree, while (20.0%) signed not sure and (10.0%) signed disagree. This result indicated that authentic materials solving reduce anxiety of EFL learners .

Table (7) Making rapport between teachers and learners reducing speaking skill anxiety .

Valid	Frequencies	Percent
Agree	16	80.0%
Not sure	4	20.0%
Disagree	-	-
Total	20	100.0%

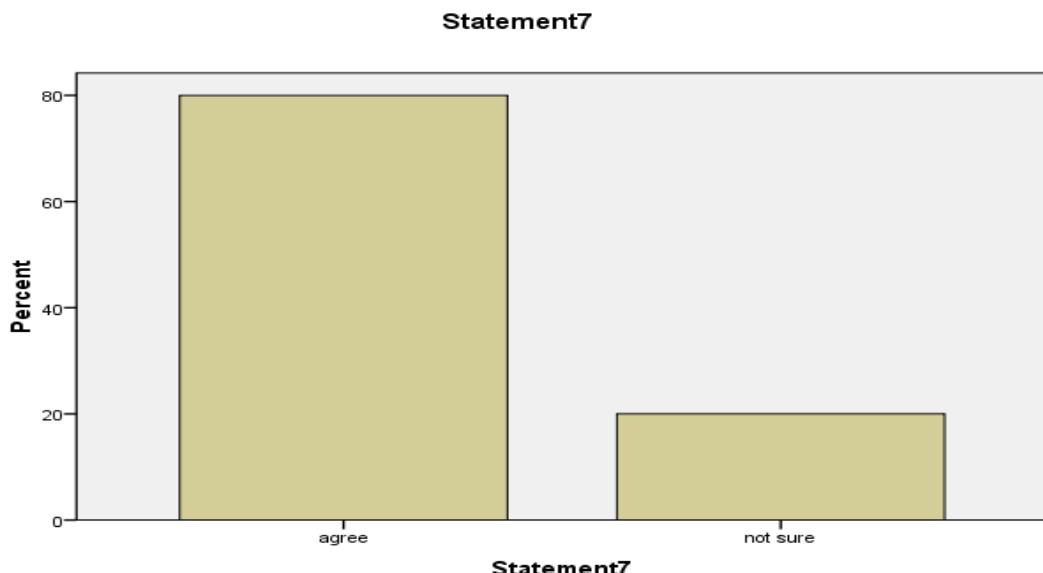


Figure (7)

As seen in above table and figure (80.0%) of respondents' signed agree, whereas (20.0%) signed not sure .This result confirm that making rapport between teachers and learners reducing speaking skill anxiety .

Table (8) Avoiding mother tongue in teaching reduces learners anxiety.

Valid	Frequencies	Percent
Agree	11	55.0%
Not sure	6	30.0%
Disagree	3	15.0%
Total	20	100.0%

Statement8

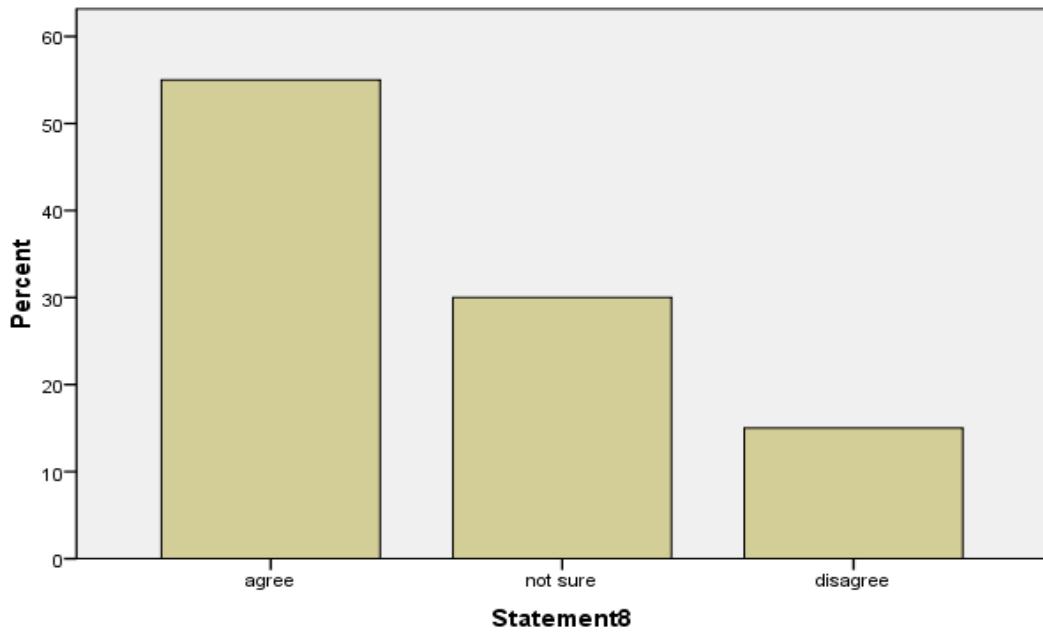


Figure (8)

Table and figure No(8) illustrate that (55.0%) of respondents signed agree, whereas (30%) signed not sure on the other hand (15%)disagree. This result guarantee avoiding mother tongue in teaching reduces learners anxiety.

Table (9) Varying of teachers techniques in side lecture room reducing anxiety .

Valid	Frequencies	Percent
Agree	19	95.0%
Not sure	1	5.%
Disagree	-	-
Total	20	100.0%

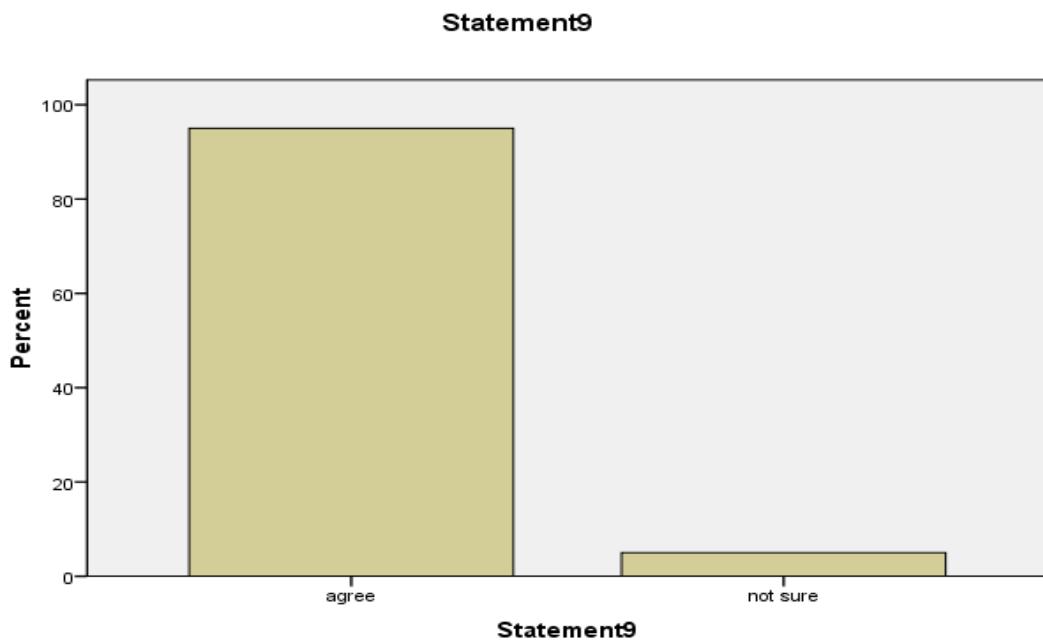


Figure (9)

In the table and figure (9) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (19) they constitute (95.%). This result indicated that varying of teachers techniques in side lecture room reducing anxiety .

Table (10) Supporting of learners ideas allow them to participate with classmates.

Valid	Frequencies	Percent
Agree	17	85.0%
Not sure	3	15.0%
Disagree	-	-
Total	20	100.0%

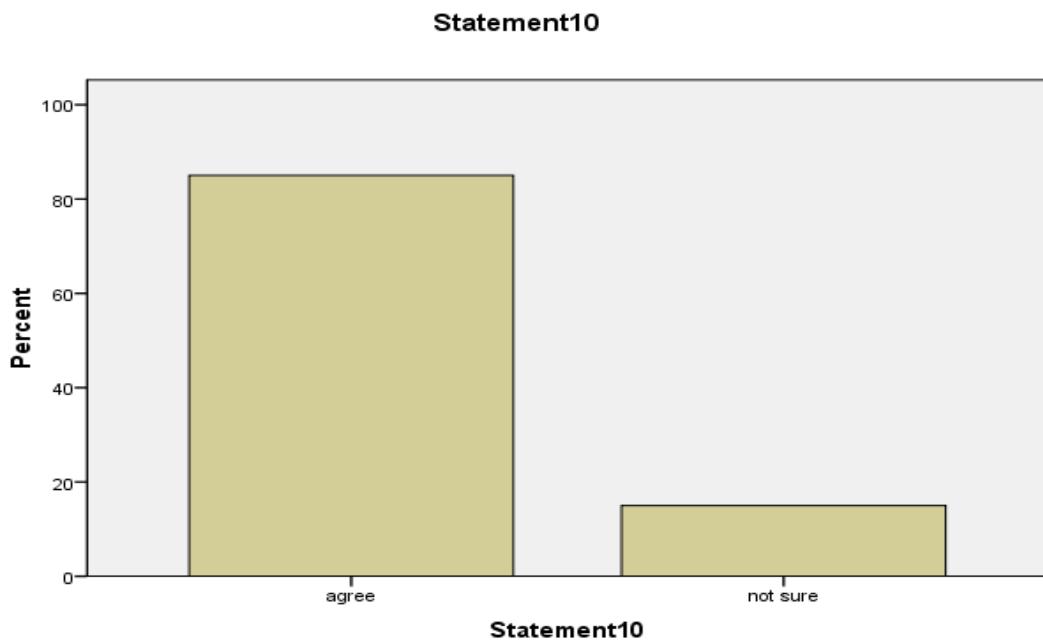


Figure (10)

As seen from the above data presented in the table and figure (10) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (17) they constitute (85.%). This result indicated that supporting of learners ideas allow them to participate with classmates.

VI Findings

1-Most of Sudanese EFL learners are suffering from anxiety in their communication skill.

2-Pair work reduces impeding the thoughts of EFL learners in speaking skill.

3-Using Phrases help EFL learners to overcome the problem of communication anxiety.

4-Topic for debates enhance participating of learners in speaking skills.

5-Teachers motivation reduce EFL learners anxiety.

6-Authentic materials solving reduce the anxiety of EFL learners.

7-Making rapport between teachers and learners reduces speaking skill anxiety.

VII Recommendations

- 1-Avoiding the mother tongue in teaching reduces learners anxiety.
- 2-Varying of teachers techniques in side lecture room reducing anxiety .
- 3-Supporting learners' ideas allow them to participate with classmates.

IV Conclusion

This study shows that using phrases helped to reduce communication anxiety in Sudanese FL classes. Therefore, the purpose of this study try to find the answer to this question: Is there any relationship between phrases and learners reducing anxiety in communication skills

? The study was conducted at University of Gezira , Faculty of Arts and Human Sciences in the second term of the academic year 2021-2022. The data was analyzed via SPSS program. In the present study, it is explored that using of phrases significantly contributed to make a rapport and reducing anxiety of learners in classroom. Students felt better and became eager to speak more and more .

In addition, some strategies above reduced the communication anxiety of the Sudanese EFL learners. The learners started speaking without the fear of making mistakes. They willingly started to take part in English speaking situations as topic for debates, pair and group works. Absentee of teacher role in teaching students to speak in sides class is reducing learners anxiety in spite of a major responsibility belong to teacher. In order to students accomplish this duty, it is necessary to inform them it is common to get anxious while speaking during classes, and they are not alone. Moreover the students need to recognize that the teacher is waiting there to help and courage them; not to correct their

mistakes or insult them but they use a positive reinforce instead of negative. When students start to feel self confidence in the FL classroom, they naturally start to speak.

In addition to, most Sudanese English language teachers need to be facilitator, motivator of students; encouraging them to practice their duties as learners of the English language . In common, it is impossible to learn English as a foreign or second language without committing mistakes. According to this study, using of phrases, initiate rapport in foreign language teaching and promote a positive feelings toward the learning process even as it increases the probability of students will keep on speaking each other .

References

Adams, E. (2004). Beyond quality: Parental and residential stability and children adjustment. *Current Directions in Psychological Science*, 13(5), 210-213.

Albano, A. M., Chorpita, B. F., & Barlow, D. H. (2003). Childhood anxiety disorders. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (2nd ed., pp. 279-329). New York: Guilford Press.

Allen, J. S., & Klein, R., J. (1996). *Ready...Set...R.E.L.A.X.: A research-based program of relaxation, learning and self-esteem for children*. Watertown, WI: Inner Coaching.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington DC: Author.

Ay, S. (2010). Young adolescent students' foreign language anxiety in relation to language skills at different levels. *Journal of International*

Aydin, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal*.

Brown, D. H. (1994). *Principles of language learning and teaching*. USA: Prentice Hall.

Chiu, C. Y., Chang, K. C., Chen, K. Y., Cheng, W. Y., Li, P. S., & Lo, Y. C. (2010). College students' English-speaking anxiety at the foreign Doi: 10.1177/0033688206071311

Doi: 10.1177/0033688206071311.

Hölzl, D. (2009). *Drama and the language classroom* (Doctoral dissertation, uniwien).

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. *Journal*, 75(3), 296-304.

Journal, 75(3), 296-304.

language corner. *Journal of National Formosa University*, 29(1), 105-116.

Larson, H. A., El Ramahi, M. K., Conn, S. R., Estes, L. A., & Ghibellini, A. B. (2010). Reducing test anxiety among third grade students through the implementation of relaxation techniques. *Journal of School Counseling*, 8(19), 1-19.

MacIntyre, P. D., & Gardner, R. C. (1991). Investigating language class anxiety using the focused essay technique. *The Modern Language*.

MacIntyre, P. D., & Gardner, R. C. (1991). Investigating language class anxiety using the focused essay technique. *The Modern Language*

Nicolson, M., and H. Adams. 2010. "The Languages Classroom: Place of Comfort or ObstacleCourse?" *Language Learning Journal* 38 (1): 37-49. doi:10.1080/09571730903545202.

Palacios, L. M. 1998. "Foreign Language Anxiety and Classroom Environment: A Study of Spanish University Students." Unpublished doctoral diss., The University of Texas, Austin, TX.

Ohata, K. (2005). Potential sources of anxiety for Japanese learners of English: Preliminary case interviews with five Japanese college students inthe US. *TESL-EJ*, 9(3), 1-21.

Park, A. (2011, December). The two faces of anxiety. *Time*, pp. 55-65.\

Park, H., & Lee, A. R. (Eds.). (2005). L2 learners' anxiety, self-confidence and oral performance. *10th Conference of Pan-Pacific Association of Applied Linguistics, Edinburgh University, conference proceedings* (197-208). *Social Research*, 3(11).

Stroud, C. & Wee, L. (2006). Anxiety and identity in the language classroom. *SAGE Publications*, 37(3), 299-307.

Stroud, C. & Wee, L. (2006). Anxiety and identity in the language classroom. *SAGE Publications*, 37(3), 299-307.

Tramonte, L., & Willms, D. (2010, November/December). The prevalence of anxiety among middle school and secondary school students in Canada.

Canadian Journal of Public Health, 101, S19-S23A.

Young, D. 1991. "Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?" *The Modern Language Journal* 75 (4): 426–437. doi:10.1111/j.1540-4781.1991.tb05378.x.

Young, D. J. 1994. "New Directions in Language Anxiety Research." In *Faces in a Crowd: The Individual Learner in Multisection Courses*, edited by C. A. Klee, 3–46. Boston, MA: Heinle & Heinle.

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *CJNSE/RCJCÉ*, 1(1), 1-12.