

Techniques of overcoming the fear: how to speak effectively

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Abstract

India is noted for its enormous number of English learners; however the majority of them have experienced foreign language speaking anxiety (FLSA) when speaking the language orally. FLSA has received little attention in Indian educational contexts, particularly in terms of practical techniques for lowering students' FLSA. To collect data and examine FLSA attitudes, questionnaire surveys and targeted interviews were used. Techniques for lowering learners' FLSA were discovered using these two cross-validated study methods. The effectiveness of these tactics was confirmed after the participants used them for four months.

Keywords: Speaking, Foreign, techniques, Classroom etc

1. Introduction

English has been promoted in India as an international language for more than four decades, and it has been a necessary subject from Primary 3 (8-9 years old) through post-graduate level for more than a decade. Against this backdrop, the number of English speakers in India has risen rapidly over time. Although the actual number of such speakers is unknown, the sheer number of English students in India may provide some insight. Given the significance of English, learning the language can be a stressful affair. In actuality, Indian students' general learning effectiveness in English courses is subpar, particularly when it comes to spoken English. There are a variety of causes for the disparity between the amount of training provided and the outcomes achieved, including foreign language speaking fear. FLSA) is thought to be one of the main reasons. As a result, the FLSA inquiry is important for increasing Indian students' EFL learning effectiveness, particularly in the classroom .non-English majors, who typically do not have enough opportunity to speak the target language in class and in their daily routines This study focuses on Indian non-English-major students in order to develop and validate effective ways for reducing their FLSA and thereby improving their learning more fun and relaxing

2. Anxiety and language learning research

Anxiety in language learning has been a topic of discussion for more than fifty years. The "subjective experience of tension, trepidation, nervousness, and worry accompanied with an

activation of the autonomic nervous system" is what anxiety is defined as. When a learner is expected to perform in a second or foreign language, they experience foreign language anxiety (FLA). FLA is usually observed in listening and speaking activities, testing scenarios, over studying, and specific beliefs (for example, that everything stated in a foreign language should be right), according to the researchers. The effects of FLA on foreign language learning have been assessed in a number of recent researches.

Other factors, such as current language use and the total number of languages known, influence how multilingual feel about their languages and how they use them to express both positive and negative feelings. In a survey of non-English majors in India it was discovered that: 1) most of them were willing to have interpersonal conversations in English but not in class; 2) more than a third of them demonstrated FLA in their English class; 3) their unwillingness to communicate (UTC) and their FLA were significantly positively correlated; and 4) their UTC and FLA were both negatively correlated with their self-perceived English proficiency.

At the start of the century, a new trend in FLA research was that foreign language. Because different language skills cause varied amounts of anxiety in learners, studies on subsets of FLA have been conducted: 1) Anxiety about hearing Young (1990) suggested that the best way to study FLA is to look at it through the lens of other languages. As FLA appears to be a type of anxiety that is not only exclusive to foreign language learning, but also to learning in general also specific to the linguistic abilities that must be learned. Multiple research methodologies, including quantitative (e.g., questionnaires) and qualitative (e.g., interviews) are used in FLA studies. In the extant literature, both quantitative (e.g. questionnaire surveys, assessing bodily signs) and qualitative (e.g. interaction observations, interviews) methodologies have been used. Self-reported data is one of these ways. The use of a questionnaire to assess anxiety in students is widely acknowledged

3. Research on FLSA strategies

Nonetheless, research on coping techniques for FLA, particularly FLSA, is lacking. This section will focus on the few notable ones. Coping techniques in this study refer to the strategies used by both students and teachers to lessen the FLSA of students. In Japan, Lucas (1984) recommended two measures for managing students' FLSA. To begin, she used the following methods to create a warm and welcoming classroom environment: provide students with relaxation exercises (e.g. rhythmic breathing); assist students in becoming acquainted with one another at the start of a course; introduce students to social formulae and dialogues; teach students how to use social formulae and dialogues, to get out of difficulty or embarrassment; and to educate pupils how to employ gambits (e.g. Uh-huh) in a suitable manner. Her next step was to enlist the help of pupils. How can you properly deal with your fear of speaking a foreign language? A variety of classroom activities that give pupils more opportunities to practice the targeted language. However, similar to in contrast to the majority of other studies on FLSA coping mechanisms, hers did not state whether these methods were effective or tactics were tested to see if they were

effective. Another study, based on actual data from few Spanish students in the United States, discovered that teaching attributes like "a non-harsh attitude toward error correction" and "a cheerful, upbeat attitude" are important. Students' FLSA (Young, Pleasant, and Easygoing Attitude towards Students) can be alleviated by having a "friendly and relaxed general attitude toward students." Young (1992) found in interviews with four language experts. FLSA tactics include having students work in pairs or small groups, avoiding forcing them to work together, and so on. Students should not be forced to speak before they are ready, and no one should be put on the spot. Based on their research, Kondo and Yang (2004) discovered various strategies for dealing with language anxiety.

Students studying English as a foreign language (EFL) can be divided into five groups: preparation, relaxation, positive thinking, peer thinking, and resignation (i.e. students doing nothing to reduce their FLA, e.g. giving up, sleeping in class). Nonetheless, it should be considered. It should not be forgotten that resignation is not an active coping method, and hence has no educational value. Liu (2007, p. 132) offered ten reasons for the FLSA of non-English majors. China, although not all of the participant's. When asked about their FLSA coping mechanisms, they "seemed to be at a loss." There are only a few one of them stated that students should practice more and gain self-confidence, and that teachers should strive to create a "friendly, helpful, and non-threatening classroom-learning atmosphere."

Hashemi and Abbasi (2013) analyzed and summarized existing research and compiled a list of important coping strategies. Instructors acknowledging the existence of anxiety among learners, instructors using formative assessment more to decrease learners' worry about classroom performance and grades, learners using positive self-talk, and learners using positive self-talk are just a few of the strategies for EFL instructors and learners. Encouraging themselves to take risks when learning English as a second language the implementation of strategy. Alrabai (2015) took the only study that assessed the efficiency of tactics in EFL lessons among those that focused on them. He proposed and evaluated seven tactics for teachers to use, including modeling acceptable teaching behavior for students, reducing students' communication anxiety, and lessening students' fear of negative evaluation, among other things. Each method includes particular practices and techniques that make it easier for teachers to execute it. However, given the Saudi Arabian setting, the participants in his study have varying degrees of EFL proficiency, raising questions about whether the same tactics may be used to learners from different cultural contexts or societies, such as India's.

4. The research's objectives

According to the research cited above, there are fewer empirical studies concentrating on FLSA coping techniques than those focusing on the causes of FLSA, and few of the current ones (e.g.

Alrabai, 2015) examined whether the strategies he described were helpful or not. Furthermore, some of these tactics may not be acceptable for EFL students. The scarcity of empirical research on FLSA among university students makes such an approach all the more important.

This study intends to:

- assess the effectiveness of tactics for dealing with university students' FLSA; and
- explore the strategies for dealing with university students' FLSA.

5. Issues of Communication

There are certain issues that teachers may encounter while assisting learners in speaking in the classroom.

Inhibition, a lack of relevant expertise, low involvement, and the usage of the mother tongue are among them (Tuan & Mai, 2015). The first issue that learners face in class is inhibition. They can be restrained in the classroom when they want to say something. They are concerned about making mistakes and are afraid of being judged. They are embarrassed by the others' focus on themselves. According to Littlewood (2007), learners can develop inhibitions and apprehension in a language course. The second issue is that students claim that they can't recall what they want to say and that they aren't motivated to do so.

This is backed by Rivers (1968), who believes that students often have nothing to say since their teachers choose a topic that is either inappropriate for them or that they do not know enough about. Baker and Westrup (2003) agree, stating that it is difficult for students to respond when their teachers ask them to tell stories in a foreign language because they have very few ideas about what to say, which vocabulary to use, or how to use grammar correctly. The third issue in the speaking class is that attendance is quite low. Because only one student speaks at a time in a class with a big number of pupils, each student will have very little time to speak. Some students dominate the entire speaking class, while others speak very sporadically or never at all. The final issue with speaking ability is that when some students share the same mother tongue, they try to mimic each other. Use it in the speaking class because it is simple for them to understand (Tuan & Mai, 2015) there are several reasons why students employ mother tongue in their speaking sessions, according to Harmer (1991). The first reason is because when professors ask students to speak about a topic about which they are unfamiliar, they will try to use their own terminology. The second reason is that it is quite natural for learners to use their mother tongue. If professors do not encourage students to communicate in English, they will utilize their own native language to explain things to their classmates. The fourth argument is that if professors utilize their students' mother tongue on a regular basis, students will feel comfortable doing so in their speaking class.

Hyland (1997) examined students from eight different fields at five different Hong Kong institutions. His research revealed that English proficiency was a significant influence in academic success in an English-speaking environment. The data also revealed that the learners' language issues were linked to their writing and editing skills and speaking. Evans and Green (2007) investigated the linguistic problems that students at a Hong Kong university faced. The findings of this study revealed that the students' challenges were primarily related to academic speaking, such as Grammar, fluency, and pronunciation, as well as style, grammar, and cohesiveness in academic writing. It's Common in all non speakers countries of English like India.

6. Factors Affecting Speaking Ability

If teachers wish to assist students in improving their speaking skills, they must first identify several characteristics. That has an impact on their ability to speak. Factors such as performance have an impact on learners' speaking abilities. During speaking exercises, circumstances, affective aspects, listening competence, and feedback were all taken into consideration (Tuan & Mai, 2015).

The first factor is related to the performance environment. Learners engage in a speaking activity in a variety of situations. Time pressure, as well as other factors, has an effect on speaking performance. Planning, performance quality, and the level of assistance (Nation & Newton, 2009) are the various variables. The second aspect has to do with emotions. The emotional side of students, according to Oxford (1990), is one of the most essential components in learning a language.

Many affective variables have been studied, according to Krashen (1982). The three primary categories that were linked to second language acquisition and motivation were self-confidence, anxiety, and many researchers have looked into it. The third component is your ability to listen. According to Doff (1998), learners cannot enhance their speaking skill unless they also improve their listening capacity. In order to have an effective discourse, learners must understand what is said to them. When students speak, Researcher claims that the other students respond through the listening process. Speakers perform both the roles of listeners and speakers. It can be stated that learners are unable to respond if they do not understand what is being said to them. That is to say, speaking and listening are inextricably linked.

The fourth aspect is current knowledge. It was defined by Bachman and Palmer (1996) as the knowledge structures in long-term memory. That is, topical knowledge refers to the speakers' understanding of connected topics. Learners to use language in relation to the world they live in. Topical knowledge, according to Bachman and Palmer (1996), has a significant impact on learners' speaking performance. The feedback received during speaking activities is the sixth factor. Many students want their teachers to provide them with the essential feedback on their speaking abilities. According to Harmer (1991), teachers' attitudes toward their students'

performance are influenced by the stages of the lesson, the assignments, and the types of errors they make. Harmer (1991) went on to say that if instructors correct their students' mistakes directly, the flow of the discussion and the goal of the speaking exercise will be ruined. Baker and Westrup (2003) agreed with the preceding remark, stating that if students are constantly corrected, they would become demotivated and fearful of speaking. Instructors should constantly correct their students' faults favorably and provide them with greater encouragement and persuasion while speaking, according to one suggestion.

EFL learners' speaking ability is influenced by linguistic components such as phonology, syntax, vocabulary, and semantics, as well as psychological elements such as motivation and personality, According to Mahripah (2014). For EFL students, phonology is a tough part of language learning. English is not a phonetic language, as we all know. That is, English words are not pronounced the same way they are spelled. Because of their surrounding circumstances, such as tenses and phonemes, words with similar spellings are occasionally pronounced differently. This can generate a lot of problems for non-native English speakers, who may become confused when forming English words.

Words and sentences should be familiar to EFL students. They should know how words are broken down into different sounds and how sentences are stressed in different ways. Grammatical competence can aid speakers in correctly applying and perceiving the structure of the English language, resulting in fluency (Latha, 2012). Because they are comfortable with the language, native speakers are able to express whatever they want. If they are having difficulty communicating some concepts, they will try to communicate in other ways. They may make some syntactical errors, but these errors have no effect on the meaning of the phrases they want to use. They may make syntactical errors, but these errors do not alter the meaning of the sentences they intend to express, and this does not cause severe difficulties for listeners to understand them. Non-native speakers, on the other hand, make mistakes that distort the meaning of the words they wish to say and might cause problems with comprehension (Mahripah, 2014).

The components of language learning can impact and be influenced by motivation. Merisuo-Storm claims that (2007) states that learners become more sensitive as a result of an integrative and friendly attitude toward the people whose language is being mastered. To the audio-lingual components of language, increasing their sensitivity to language pronunciation and accent if students have a negative attitude about the language, they will not be able to communicate effectively. If students develop a negative attitude about the language, they will not make significant progress in learning it. The various aspects of language The preceding phrases support the idea that communicative competence alone isn't enough for students to develop their speaking ability If you don't have a favorable attitude concerning your speaking performance, you won't be able to Learners will not be able to achieve their goal of speaking. Some personality traits, such as anxiety, inhibition, and risk-taking, are linked to a fear of speaking English. Anxiety might arise when learning a new language. Extreme anxiety can sometimes lead to despondency and a sense of failure in students (Bashir, Azeem, & Dogar 2011). Anxiety,

according to Woodrow (2006), has a deleterious impact. On the performance of English speakers in public adults are extremely cautious about making mistakes. In their opinion, Errors, in my opinion, demonstrate a level of unawareness that can make it difficult for individuals to speak English in public. Speaking Anxiety may arise as a result of a classroom situation with language learners of varying ability. The students are separated into two groups. Into two categories: strong and weak. Strong learners frequently outnumber slow and inept students. The students that have difficulty learning do not normally like to speak in front of the powerful, resulting in their silence throughout the class activity

Inhibition is a worry-based feeling that prevents people from saying or doing what they desire (Cambridge A. L.) Thesaurus, 2008). To safeguard the ego, every human being develops a set of barriers. Because making mistakes is an unavoidable part of learning a language, it poses a serious danger to one's self-esteem. These dangers students are discouraged from speaking English and prefer to remain silent rather than be chastised in front of a large group of people. Individually (Brown, 2000) risk-taking is linked to self-respect and inhibition. EFL students with a low sense of self-worth tend to avoid accepting the danger of making mistakes in their speaking tasks, leading in the suppression of the ability to communicate and their Improvement in their ability to communicate (Mahripah, 2014). Previous Research on Factors Affecting Speaking Ability .Some studies on the elements that influence speaking ability are addressed in this section. Park and Lee (2005) looked at the relationship between anxiety, self-confidence, and speaking performance in second language learners.

One hundred and thirty-two Korean students took part in the study. The findings of this study revealed that students' anxiety levels were negatively related to their oral performance. Boonkit (2010) investigated the aspects that contribute to the development of learners' speaking abilities. The findings showed that using suitable speaking skill activities can be a helpful method for reducing speakers' nervousness. The results also suggested that the participants' freedom of topic selection encouraged them to feel at ease and encouraged them to speak up.

7. Personal characteristics

Clarity

To be a competent speaker, you must first and foremost be able to clearly explain your thoughts. Your wording should be straightforward, and you should avoid using jargon. Content organized in such a way that it may be followed easily you should stay away from it. Attempting to impress through the use of long, difficult language Of course, you have the option. In some cases, you'll need to utilize specialized words or jargon, but you'll be O.k. there are any terminology that are unknown to you, you should clarify them.audience.Speaking clearly entails not just clear thought but also uttering the words. Words in a way that makes them immediately recognizable

Accuracy

You should also make certain that the words you use say exactly what you want them to say. I get what you're saying. As a result, you'll need a relatively large vocabulary to be able to select terms with exact meanings that are appropriate for your needs.

Because the data you use should be correct, you should conduct thorough research on your subject and double-check that any authorities you use are trustworthy. You should also avoid making comments that are not based on facts and could be contested. Statements that begin with 'Everyone thinks...' or 'nobody in their right mind would accept...' are always risky and susceptible to question, especially when they are likely to elicit a hostile response.

Empathy Always make an effort to be polite and kind. Try to keep your emotions under control and remain calm, no matter how upset you are.

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