

SPEAKING ANXIETY IN EXTEMPORANEOUS SPEECH AMONG UNDERGRADUATE ENGLISH LANGUAGE MAJOR STUDENTS IN PALESTINE

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ABSTRACT

Anxiety is an actual impediment to speaking in extemporaneous speech (ES). Still, there is insufficient empirical proof to support the main reasons for speaking anxiety in extemporaneous speech. The current study is trying to plug this gap by examining the factors that cause speaking anxiety when undergraduate EFL students at Al-Quds Open University involve in extemporaneous speech. In this descriptive case study, the researcher used the qualitative path and interview technique to collect and obtain the needed data. Accordingly, five students of a class of English language major students were chosen purposively to be interviewed to get an in-depth understanding of their perspectives of the main elements that participate in speaking anxiety in extemporaneous speech. The qualitative tool was analyzed by utilizing the technique of thematic analysis. The study findings indicated that lack of vocabulary, shyness, improper grammar and fear of committing mistakes are the main elements that participate in students speaking anxiety in extemporaneous speech among undergraduate students of Al-Quds Open University (QOU).

KEYWORDS: speaking anxiety, extemporaneous speech, Al-Quds Open University

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INTRODUCTION

Anxiety is a natural phenomenon in EFL learning, and even speech delivery is no exception. Students' ability to speak and communicate is considered the ultimate goal of the English language department in higher education institutions. Students of Al-Quds Open University encounter many problems when they engage in extemporaneous speech in particular. Variant reasons contribute to students' inability to communicate and contact in a foreign language. These reasons drive students to feel anxiety while they involve in an extemporaneous speech.

In the literature, variant research studies uncovered that anxiety is the main reason and obstacle in speaking among EFL students. Several scholars and researchers have been defined anxiety by different definitions. Kuai, Liang, He, and Wu (2020) state that public speaking anxiety points out to the feelings of nervousness when expecting or delivering a speech. "Docan-Morgan and Schmidt (2012) have indicated that foreign language anxiety has been acknowledged as the primary element affecting undergraduate students' performance. In the same context, Zhiping (2013) declares that a few studies have examined the crucial role of anxiety in learning and speaking in a foreign

language. Huerta and Chlup (2017) define anxiety as “a feeling described by a sense of tenseness, anxious ideas, and physical changes.”

Similarly, other researchers, like Horwitz (2017), consider speaking anxiety as a problematic feature of self-conception, thoughts, and behavior associated with the entire process of foreign language learning. Undergraduate English Language major students who encounter this feature often face nervousness, worry, inability to remember, and staying silent while engaging in FL communicative situations. Besides, Suleimenova (2013) has stated regarding learners' speaking anxiety, “it has an exhausting effect, which obstructs students from speaking and makes them stay silent and calm.” She added, then, students immediately began to be scared, which drive them to forget words and say nothing in communicative situations.

Accordingly, the present study is designed to understand the students' perspectives and experiences in the elements that contribute to speaking anxiety in ES among undergraduates of Al-Quds Open University in Palestine.

Problem Statement

According to Burns (2012), undergraduate students generally face a problem while engage in speaking in public speaking types; since they should embrace different intellectual operations to uphold their speaking development. Nevertheless, this does not work well to assist them in generating and producing speech smoothly and correctly. The process of speaking has features or elements that should be considered. Rodriques (2000) stated some speaking elements involving pronunciation, grammar, vocabulary, and verbal capacity. Furthermore, different types of public speaking activities may stimulate students to speak and be used at the university level. An extemporaneous speech is an example. As a type of public

speaking, extemporaneous speech is defined by Solovyova and Tyulyubayeva (2017) as a kind of prepared and planned speech without a written word for word. An extemporaneous speech is spoken in a conversational style without looking or referring to a manuscript, but a short and concise outline written carefully and precisely.

Undergraduate English language major students at Al-Quds Open University face considerable communicative difficulty when engaging in extemporaneous speech. They seemed unable and unwilling to express what they want to say even though they learned English for 12 years of study. It might be attributed to speaking anxiety based on the researcher's observation during his job as a part-time lecturer at QOU for several years and according to several eminent scholars and researchers. Other Palestinian researchers like Al Nakhalah (2016) found that speaking anxiety is a significant obstacle in students' speaking while engaging in oral communicative activities. Although there has been much research on English speaking anxiety in recent years such as (Azizifar, Faryadian, & Gowhary, 2014; Mesri, 2012; Tercan & Dikilitaş, 2015), very few and scarce research has investigated the elements that contribute to speaking anxiety in ES from perspectives of undergraduate English language major students of QOU in Palestine. As a university lecturer, the researcher observed students' speaking anxiety while participating in ES and other public speaking types. Since speaking competently in the English Language is critical and essential for undergraduate English language major students, the study examines the factors contributing to speaking anxiety in ES. The current study is guided by the following research question to obtain a deep understanding of students' beliefs, experiences, and views in the elements participating in speaking anxiety in ES:

Research Question

The present study is attempting to answer the following research question:

1. What are the elements that contribute to speaking anxiety in ES among undergraduate students of QOU?

Significance of the study

Several studies have been discussed and tackle the causes of speaking anxiety; however, scarce research discussed the elements that participate in speaking anxiety in an extemporaneous speech in the Palestinian context. The significance of conducting this research emerges from the fact that it highlights the factors that contribute to speaking anxiety from undergraduate students' of Al-Quds Open University perspectives and views.

Literature Review

Various research studies have confirmed that undergraduate English language students have experienced increased speaking anxiety when involved in public speaking types such as extemporaneous speech or other oral communicative situations. (Cheng, 2008; Liu, 2006) have found that speaking anxiety negatively influenced undergraduate students in their spoken performance and even their tests. Anxiety is also considered the main reason students abstain from speaking when asked to participate or deliver a speech inside the class. Some undergraduate English language major students of QOU encountered speaking anxiety mainly when they engaged in the language communicative classes. According to Hwa and Jaya (2014), some research into language anxiety has found that speaking anxiety could have a crucial effect on undergraduate foreign-language students' performance. In this context, a study conducted by Liu and Jackson (2008) revealed that undergraduate students who suffer from anxiety in speaking a foreign language are considered a

notable indicator for disinclination to contact and communicate in foreign language classes.

Similarly, Abdullah and Abdul Rahman (2010) conducted a study at University Technology Malaysia to find out students' perceptions of speaking anxiety when they engage in speaking ESL. The study results indicated that students suffer and face difficulty in using the English language successfully. They also showed poor speaking performance, although they have learned English for 11 years in school.

Moreover, some undergraduate English language major students at QOU try to avert speaking where they have to talk in front of the audience or the class. Unless they could avoid this case, they will be overwhelmed with anxiety. Therefore, speaking anxiety in extemporaneous speech, a public speaking type, is a severe issue encountering undergraduate students. In general, addressing the audience is considered a big problem for most people. Chamnan (2017) believes that many people who speak freely in everyday communication come to be afraid of the idea of speaking before people to deliver a speech. Therefore, variant studies have been conducted in distinct contexts of the world regarding language anxiety. Likewise, Djigunović (2006) has examined the impact of language anxiety on language performance among undergraduate English language students in Croatia. The results of the study uncovered that students with a high degree of anxiety were unable to produce a constant amount of speech while they are engaging in a discussion. These findings accord with Uğraş (2014) findings, which revealed that even people who usually talk easily on certain occasions and situations seem hesitant and frighten to address the audiences. In the case of EFL students, they have to improve their speaking abilities to overcome speaking anxiety, especially in ES.

As mentioned previously, there is a considerable amount of research in the preceding literature implemented to uncover the speaking anxiety experienced by undergraduate English language students in various contexts. However, very few of these studies supply an understanding of the factors contributing to speaking anxiety in ES in the Palestinian context. A clear realization of this phenomenon is missing in the literature. For that reason, the current study intends to present a thorough understanding of the elements that contribute to speaking anxiety in the ES from perceptions and experiences of undergraduate students of QOU in Palestine.

Research Methodology

Research Design

According to Leedy (1997), the research design is described as a study plan, supplying the inclusive framework for gathering data. In the same context, MacMillan (2001) characterizes research design to choose subjects, research setting, and steps and procedures of gathering data to respond to the research questions. Moreover, Hanson and Creswell (2005) have stated that research design is described as a group of techniques and steps utilized to gather and analyze different research types. This study used a qualitative path by implementing a case study design to gain in-depth data concerning the phenomenon of undergraduate students speaking anxiety in extemporaneous speech and finding out students' perceptions and beliefs in the elements that participate in speaking anxiety while they involve in extemporaneous speech. This descriptive qualitative case study utilized an unstructured interview to gather the required data. The qualitative technique involves observation, documents, and interviews. In this current study, the researcher adopted an open-

ended interview as a tool for collecting data. This technique helps the researcher understand the meanings individuals designate to social cases in their natural setting. According to (Worthen, Sanders, & Fitzpatrick, 1997), the research design is an approach that is conducted in a natural environment utilizing the researcher as the primary tool in data collection and data analysis. The importance of qualitative inquiry lies in its affirmation of intensive description, gaining genuine, deep and rich data that highlights the actions and meaning from the perspective of the studied individuals.

Setting, participants, and sampling

The present study was performed and undertaken in the English Language and Literature Department at Al-Quds Open University in Palestine. The university has established in 1991 and obtained membership in Arab and International educational institutions. It is considered the largest university in Palestine, where it involves 57000-62000 students in both BA and MA programs according to the census of 2020.

The study's population consists of the whole number of undergraduate English language major students at the English Language and Literature Dept. at QO in the academic year 2019/2020. The number of the entire population, male and female, is (279). The study's participants were five Undergraduate English language major students who enrolled in 'Language Use' at the English Language Department at Al-Quds Open University in 2019-2020. The total number of language Use' class was 40. The study population consists of the whole number of undergraduate English language major students in the academic year 2019/2020. The number of the entire population, male and female, is (279). The study's participants were five Undergraduate English language major students who

enrolled in 'Language Use' at the English Language Department at Al-Quds Open University in 2019-2020. The total number of 'Language Use' class was 40.

Regarding the sampling, the researcher used purposive sampling to achieve the objectives of the study. Hart, Love, Gibson, Morgan, and Paton (2002) have indicated that it is common to utilize purposive sampling in qualitative research to gain and analyze data for active and effective usage of resources. In the same context, Creswell (2011) declares that the purposive sample comprises selecting persons experienced with the case of interest. Similarly, Bernard, Wutich, and Ryan (2016) state that purposive sampling includes experience and knowledge and participants' readiness to involve and share experiences and ideas in a meaningful stance.

Therefore, the researcher embraced "purposive sampling" in the present study because the researcher thinks the selected sample matches and coincides with its purposes. The purposive sample will be utilized since the researcher wants to examine a specific issue in extemporaneous speech. A class of 'Language Use' course will be selected and targeted for the study purposes. This is a compulsory course for English language major students at the English and Literature Department at Al-Quds Open University. Accordingly, the researcher has chosen five experienced and acknowledged students purposively to respond to interview questions.

Research Instrument

The researcher designed an unstructured interview with open-ended questions. The interview was constructed by utilizing the relevant literature review and the researcher's observation as he has worked as a part-time lecturer at the university for several years. The

interview consists of one central question and ten relevant sub-questions to uncover the elements that contribute to speaking anxiety in extemporaneous speech among undergraduate English language students of Al-Quds Open University. The researcher examined the face and content validity of the interview.

Data collection technique

Interview

The interview is the primary data collection technique of this research since it empowers the researcher to get a deeply rich and worthy understanding of the case. According to Dille (2004), the interview is a dialogue that has construction and a theme. Morrison (2007) also describes it as a beneficial research instrument while searching and inspecting how individuals explain the universe and make meaning of their involvement and participation. Therefore, it is necessary to use the interview in this research to uncover participants' perceptions, beliefs, views and experiences. Interviews of this current research were utilized to examine the participants' thoughts and experiences about the elements participating in speaking anxiety in extemporaneous speech. The researcher used an open-ended semi-structured interview to explore and inspect the factors that participate in speaking anxiety in extemporaneous speech.

In this present study, speaking anxiety in ES was explored through a semi-structured interview. Lowden, Hall, and Lewin (2011) confirm that open-ended interviews are described as a type of interview that comprises well-designed and organized, and open questions to allow the interviewee to illustrate, explain and justify his responses. Accordingly, the significance of utilizing this form of interview is that it enables the interviewee to convey his thoughts, views,

and beliefs by his words. Thus, the researcher has chosen five of the most experienced participants of the 'language Use' class to answer interview questions associated with elements participating in speaking anxiety in extemporaneous speech. Polkinghorne (2005) affirms that the researcher will gain much and worthy data that carry out the study's objective and respond to research questions from experienced participants. The undergraduate students were requested to fill the informed agreement form. The five students agreed to share in the study. For ethical considerations, the researcher used anonymity for privacy and confidentiality. The unstructured interview took place in the English Language Department of Al-Quds Open University. Besides, the researcher utilized a recorder to register and save the participants' answers. The participants' voices were then transcribed and read by the researcher to gain familiarity with the responses and, finally, be analyzed.

Accordingly, the qualitative data was gathered through the process of a thorough interview performed on a targeted sample of undergraduate students (Hart et al., 2002). The participants have chosen concerning their experience and knowledge in extemporaneous speech. The unstructured interview questions comprised specific questions of English foreign language students' perspectives, beliefs, and views of the elements causing speaking anxiety in extemporaneous speech. Thematic analysis will be utilized to develop codes and then generates themes from the written interviews. The interview scheme was managed by face to face interview. Hammersley and Atkinson (1995) suggest that by giving the interviewees the chance and time to talk about their experience, undergraduate students are stimulated to mention more details about themselves. This type of interview also provides the opportunity to construct a relationship with

the interviewees, assist in comforting them, and help interview sharing.

Data Analysis

Qualitative data gained from the researcher's interviews were undergone to Thematic Analysis technique. In the present study, the qualitative information and data were obtained using open-ended questions employed in a class of English language. Five students selected purposefully to understand their perspectives and beliefs on the elements that participate in students' speaking anxiety in extemporaneous speech. The interviews have taken from 15 to 20 minutes. Then, the researcher transcribed and read the data several times to obtain much familiarity with the data. Braun and Clarke (2006) define thematic analysis as a "technique for recognizing, analyzing, and announcing themes within data. It regulates and portrays data in valuable details". It is characterized by its flexibility and involves six steps. It starts with transcribing participants' answers after they had read several times by the researcher to distinguish texts connected with participants' views and perspectives about the elements participating in speaking anxiety in extemporaneous speech. Then, the researcher coded the data by arranging and categorizing the data. In this stage, the codes were analyzed and amalgamated to create and generate themes.

Consequently, these themes were revised and filtered to evolve a satisfying thematic portrayal of the data; then, the researcher defined and named the themes. Finally, writing the report of the analysis. The researcher utilized Atlas ti software for the analysis of the data.

Findings and Discussion

The findings of the study indicated that Palestinian were generally experienced speaking anxiety in extemporaneous speech. Linguistics aspects (lack of vocabulary, improper grammar and pronunciation) and cognitive aspects (Shyness, worry, and fear of committing mistakes) being the main prominent reasons of undergraduate English language students' speaking anxiety in extemporaneous speech.

The study's contribution involves examining the aspects contributing to speaking anxiety in ES among students of QOU, which could give the chance to derive conclusions about the notion of speaking anxiety in the Palestinian context. The findings presented based on the study's conclusions might increase knowledge among undergraduate English language major students, instructors, practitioners, and syllabus designers in sources and causes of speaking anxiety in extemporaneous speech. Therefore, it could help arrive significant conclusions that serve the process of teaching and learning in Palestine and many other contexts.

The themes that emanated from the semi-structured interviews uncovered and manifested the main features that contribute to speaking anxiety in the extemporaneous speech, which was divided into two main sets. The first set is related to linguistic factors, including lack of vocabulary, improper grammar, and mispronunciation, whereas the second involves shyness, fear of committing mistakes and worry.

Elements participating in students' anxiety according to undergraduate EFL perceptions:

1. Linguistic elements

A) Lack of vocabulary

The primary findings that emerged from the qualitative tool indicated that lack of vocabulary is the most prominent element that contributes to

undergraduate students speaking anxiety in extemporaneous speech. All five participants stated and confirmed the negative effect of insufficient vocabulary and expressions on speaking anxiety in delivering extemporaneous speeches. Participant (FM 11) declared:

"Lack of vocabulary averts me from communication and speaking."

Another participant (LA 15) indicated:

"Insufficient words and vocabularies make me worry and unable to speak in public."

Also, participants' inability to know the meaning of Arabic words and their equivalence in the target language was another issue since it made communication harder.

Participant (FM 11) stated:

"I was very shy and feared because I do not know the meaning of some words. I feared that students do not understand me."

In the same context, some students mentioned that when they were engaging in extemporaneous speech, they forgot the meaning of words and their equivalence, which made them feel worried and anxious as the participant (LR 13) uncovered:

"The problem is in forgetting vocabularies and words meaning, and inability to remember words."

Thus, lack of vocabulary is a crucial element in contributing to students speaking anxiety in extemporaneous speech. It drives students to feel shy and feared to be embarrassed in front of their instructor and peers. A state of lack of confidence will involve them, which abstain them from speaking and communicate and communicating.

Figure 1 below shows the interviewees' perceptions and beliefs on the speaking anxiety

in extemporaneous speech when they lack adequate vocabularies:

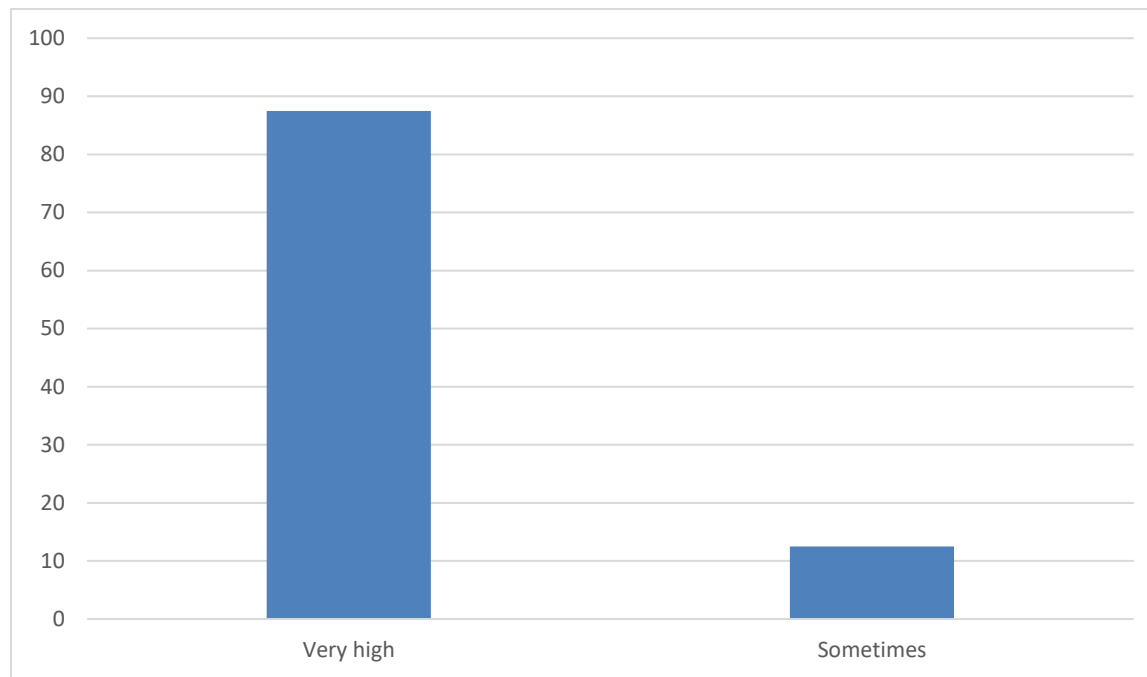


Figure 1: The Level of Anxiety Experienced by Students as a result of lacking Vocabulary

B) Incorrect grammar

The qualitative method's findings also uncovered that students considered incorrect grammar as an obstacle contributing to speaking anxiety in extemporaneous speech. A student (SK 12) confirmed:

“Incorrect grammar is a major reason for anxiety because if you do not have correct grammar, you do not have anything to say.”

It is natural that most students feel somehow shy or sometimes fear when they ask to present or deliver a speech in front of the class; making mistakes during the speech will be read on the peers, colleagues' faces, and signs of astonishing or laughing would appear. Accordingly, when they are making a grammatical mistake, their performance will be affected negatively.

Therefore, making grammatical mistakes is considered one of the obstacles to students' communication inside and outside the class. It is known that the ultimate objective of any language is to convey messages; students who commit many mistakes; their message would not be understood. Thus, they prefer to keep silent or avert presenting and addressing the others in public speaking, especially when they are involved in an extemporaneous speech.

In this context, Rafada and Madini (2017) have emphasized that incorrect grammar and insufficient vocabulary are the major obstacles that face EFL students in speaking. Students prefer to keep silent during English speaking due to a lack of vocabulary and incorrect grammar, as Figure 2 displays the level of anxiety as a result of improper grammar among undergraduate students:

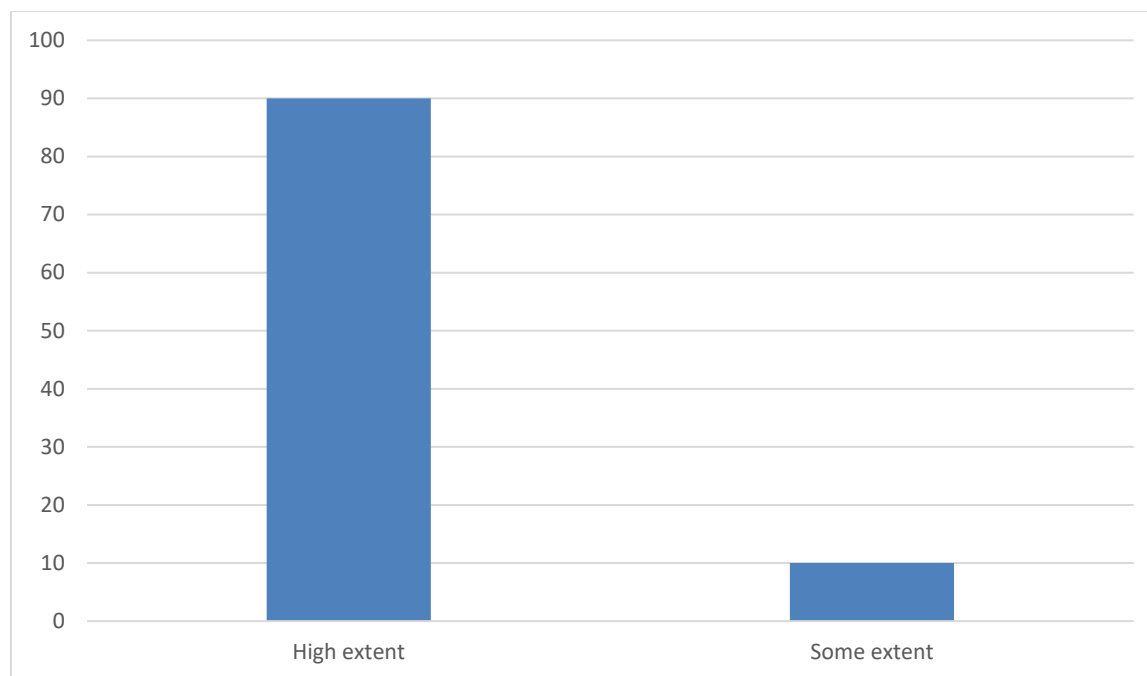


Figure 2: The level of anxiety due to improper grammar among the students

Likewise, Mohsin, Ubaid-ur-Rehman, and Rafiq (2017) confirmed that English foreign language students become nervous and hesitant when they fail to produce correct grammatical sentences in English classes. Moreover, undergraduate English language major students were notified that they experienced anxiety when grammatical errors prevent them from communicating and speaking extemporaneously inside their language classes.

C) Mispronunciation

It is considered as one of the linguistic elements that participate in undergraduate students speaking anxiety in ES. It has appeared through data analysis; some students (LA 15, HZ 13 & RA 14) mentioned that the view or perception of their improper pronunciation makes them feel anxious and worry when talking. This is attributed to pronunciation mistakes that take place when learners are speaking. This appears as a participant (LR 13) mentioned:

“When I mispronounce a word, I feel embarrassed and miss the other words.”

Also, participant (FM 11) added:

“I feel shy when my colleagues laugh at my pronunciation.”

Therefore, when students cannot articulate some sounds correctly, they will be anxious to use language and communicate due to their fear of pronouncing a particular sound mistakenly. Also, some students avoid talking because when they mispronounce a sound, their peers start laughing. Therefore, they feel embarrassed, as stated by the participant (LA 15):

“I feel nervous and reluctant when I mispronounce some words; they make me worry and shy.”

Thus, four of the students reported that the source of their nervousness and anxiety related to their belief that others do not understand them

or start laughing as they mispronounce some sounds. Figure 3 below shows students' perspectives on the extent of speaking anxiety

when they mispronounce sounds in extemporaneous speech:

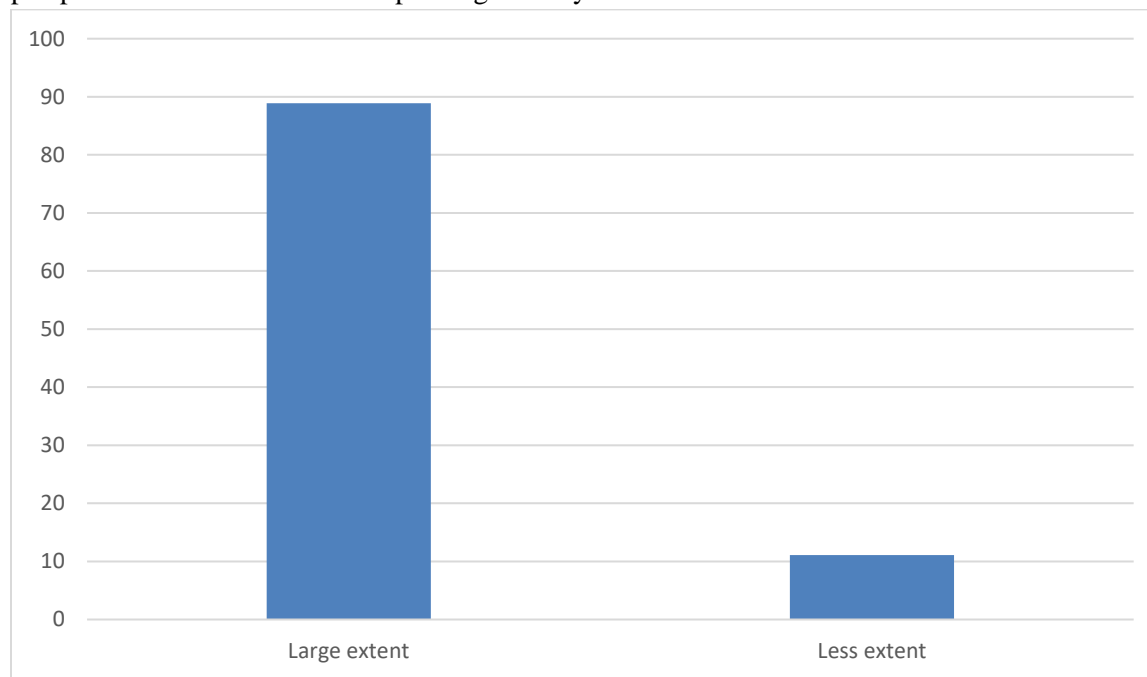


Figure 3: The level of Feeling Nervous, worry among Students when they Mispronounce Sounds

2. Cognitive elements

A) Shyness

Shyness is the first cognitive element that participates in speaking anxiety in the ES according to students' perceptions. Shyness is deemed as a factor that triggers speaking anxiety in EFL students. Therefore, Shy students consider speaking in extemporaneous speech as a fearful situation that obstructs their willingness to communicate and talk. Most of the students stressed the negative impact of shyness on their speaking in extemporaneous speech. Moreover, the findings uncovered that the extent of anxiety caused by shyness among students was high. It shows four out of five participants believed that shyness is a major cause of students speaking anxiety in extemporaneous speech. Participant (SK 12) indicated:

“Shyness makes me say nothing when I start to speak in extemporaneous speech.”

Despite their willingness to participate in extemporaneous speech, shyness prevents some of them from communicating and speaking. Such a thing belittles their confidence, and they find themselves unable to speak. Also, the problem of shyness is related to different reasons. The psychological case, lack of knowledge, and experience could be prime reasons for shyness. Another student (LR 13) explained:

“Shyness makes me unable to talk, and even my face is turned to red and lips tremble; I think the reason is my lack of suitable vocabulary, and sometimes my grammar is not correct.”

Therefore, students should be motivated to communicate although they have a shortage of vocabulary and improper grammar because

students who feel shy will not communicate freely in the target language and cannot express themselves easily in communicative situations. Their mistakes should be tolerated and surpassed by instructors. This study's qualitative findings demonstrate the negative impact of shyness on students' performance in extemporaneous speech as an element of speaking anxiety. This

coincides with (Erdiana, Daud, Sari, & Dwitami, 2020), who states that students who feel shy generally would not speak freely, particularly inside the class and in front of their colleagues, because of their restricted knowledge. Figure 4 shows the level of speaking anxiety among participants as a result of shyness:

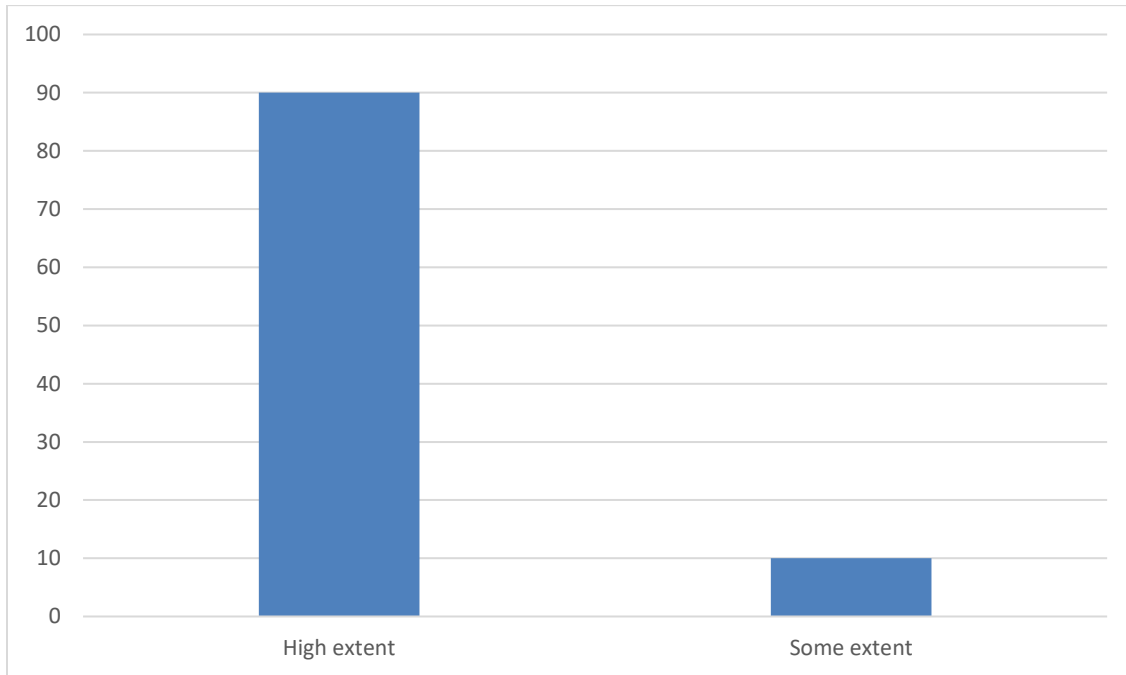


Figure 4: The level of anxiety caused by shyness

B) Fear of committing mistakes

The other theme that emerged from the semi-structured interview was the fear of committing mistakes. As most of the participants indicated, such an issue may influence and increase their speaking anxiety in extemporaneous speech. Moreover, being afraid of committing mistakes was deemed a significant element that decreases participants' enthusiasm for speaking, as evidence in the participants' excerpt. Participant (RA 14) stated:

“In general, I feel worried, hesitant to communicate, also when I commit mistakes, I feel in anxiety and stress.”

Four participants indicated that the fear of committing mistakes in front of their colleagues negatively affected their performance in extemporaneous speech. They justified by stating that once they made a mistake, the rest of the class started laughing, so they prefer to keep silent instead of participating or communicating. Participant (SK 12) confirmed the same idea:

“Committing mistakes participate much in my anxiety because I feel embarrassed in front of my friends.”

A sense of lack of self-confidence will be created when undergraduate students put in their minds that they will be embarrassed and exposed to satire when they commit mistakes while they are involved in extemporaneous speech. The class atmosphere imposes them to worry about communicating and speaking, mostly when their peers laugh or make jokes when they commit any mistake. Therefore, they prefer to avoid talking and keep silent inside the class.

C) Worry

The last theme generated from the participants' interviewees' analysis is ‘worry.’ Three participants indicated they were worried because they could not speak well as they engaged in

extemporaneous speech. Participant (RA 14) told:

“I feel worried and reluctant when I have nothing to say; it makes me worry and shy, especially in front of the instructor.”

Fear of their shortcoming in speaking makes them worry when they speak in the class, and they are worried about the instructor's impression and evaluation. They are worried that their faults will be negatively assessed by their peers, which exposed them to embarrassment.

Figure 4 shows the interviewees' perceptions of the elements participating in speaking anxiety in extemporaneous speech according to its frequency.

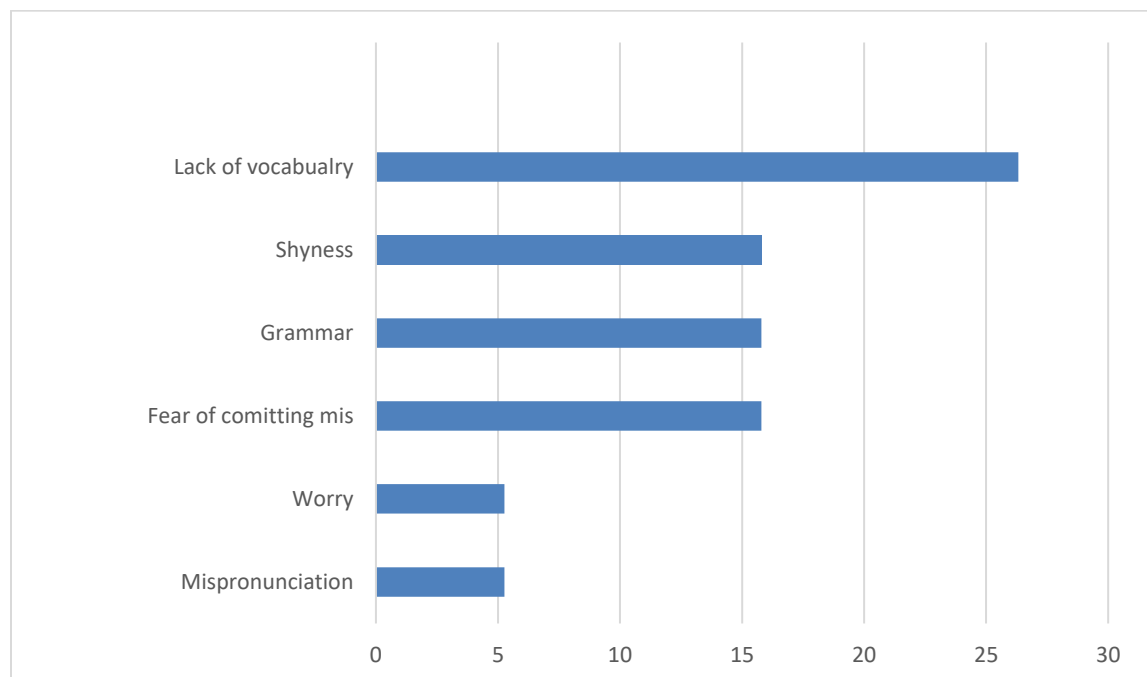


Figure 4: The elements that contribute to speaking anxiety in extemporaneous speech

Finally, this current study's findings are in accord with Moulida (2019), who confirmed that the difficulties encountered by students in public speaking types are connected with linguistic and non-linguistic sides such as lack of vocabulary, pronunciation, and fear of committing mistakes. Likewise, Thu, Anh, and Dong (2019) found out both external and internal difficulties, such as lack of vocabulary and speaking strategies, are the most impeding elements for students' speaking skill.

Limitations of the study

The present study's findings are not generalizable to all Palestinian undergraduate EFL students since it is limited and confined to a particular setting and case, Al-Quds Open University.

CONCLUSIONS

To conclude, the present study has qualitatively examined undergraduate EFL students' perceptions of the elements participating in speaking anxiety in extemporaneous speech among Palestinian students. It is examined the perceptions and beliefs of five undergraduate Palestinians, male and female, who were involved in the course of 'Language Use' at the English Language and Literature Department, Al-Quds Open University. By utilizing the qualitative path, the data was collected through five semi-structured interviews. The findings of the study manifested that the most elements participating in speaking anxiety in extemporaneous speech are: lack of vocabulary, incorrect grammar pronunciation as well as shyness, fear of committing mistakes, and worry according to Palestinian undergraduate EFL students' perceptions and views. The researcher believes that a lack of exposure to extemporaneous speech or communicative situations in a foreign language makes undergraduate students worry and cannot speak

in any type of public speaking. This is because speaking needs practice and training, like any other skill.

During the observations and based on the participants' experiences and beliefs, the researcher witnessed little English usage in classes since students were not used to speaking in the foreign language. The absence of communication could be attributed to less exposure to communicative situations due to the English language's infrequent communication activities. Participants indicated that they were not used to talk in English inside or outside the. Therefore, instructors should provide students with opportunities to communicate and talk inside as well as outside the class. They need to train themselves to apply and perform what they have learned in realistic situations. Otherwise, undergraduate students will experience anxiety in each situation or when they find themselves face to face with a communicative situation.

It is accepted among many researchers and scholars that the best way to learn a foreign language is to use it in different situations and contexts. That means it is used and performed by involving and engaging students in speaking activities. Therefore, instructors should encourage students to talk and engage more in such activities to reduce students' speaking anxiety, especially in extemporaneous speeches and oral communication tasks. In this way, students speaking abilities in the foreign language will be improved. Alrabai (2014) emphasizes that classroom tasks and activities might play a vital role in enhancing students' speaking skills.

Future Research

In reference to the present study results and restrictions, the researcher recommends some suggestions for future research regarding speaking anxiety in extemporaneous speech.

This study encourages researchers to investigate speaking anxiety among EFL students in other types of public speaking. Also, it recommends exploring how students cope with their speaking anxiety in ES by presenting some solutions or suggestions to overcome this issue. Finally, a quantitative approach is highly recommended to examine students' perceptions of the elements participating in speaking anxiety in extemporaneous speech.

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