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**EVALUATING FACTORS ASSOCIATED WITH STUDENTS'
ANXIETY IN SPEAKING ENGLISH IN RWANDA SECONDARY
SCHOOLS: THE CASE OF MUKURA SECTOR, HUYE DISTRICT**

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A dissertation submitted to the School of Education in partial fulfillment of the requirements for the degree of Master of Education (MED) in English-Education

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DECLARATION

I, **Emmanuel MANIRIHO**, declare this thesis as my original research, whereby other individuals' works have been cited and referenced, and therefore acknowledged.

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Signature:



Date: July 30, 2024

APPROVAL

I, Dr Patrick Ujwiga Anguru, certify that this dissertation was supervised by Dr Charles Karoro Muhirwe (RIP) as a result of a research study under his supervision before his departure to the Lord. It is in memoriam of his hard work on this writing that his name is kept in situ and for future publication of this piece. Therefore, after amending this dissertation, I authorize its submission for examination as the University of Rwanda supervisor.

Date: September 26, 2024



Dr Patrick Ujwiga Anguru

DEDICATION

To my beloved wife
my educators,
my parents, and my in-laws

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ABSTRACT

Over the last few decades, English has become an official language in Rwanda (Article 5 of the current 2003 Constitution of Rwanda). To conform with this language status, English was adopted to be a medium of instruction in upper-primary throughout tertiary levels (Nzabairwa, 2014). Despite such appointment, several studies have reported a poor command of English among learners at various levels in Rwanda (Tabaro, 2013). The present study aimed at investigating factors that are associated with students' anxiety in speaking English in Rwandan secondary schools. To achieve its main objective, the study was guided by three objectives: (a) to explore how English-speaking skill is taught in Rwanda's secondary schools; (b) to discuss factors associated with students' anxiety in speaking English; (c) To analyse mitigating solutions in addressing students' anxiety in speaking English. The study adopted a mixed method research design in which both qualitative and quantitative data were collected using questionnaires and interviews and analysed under the ground of "Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz & Cope, 1986) and Krashen's Affective Filter hypothesis. The study sampled 42 students studying in senior six in combinations such as Mathematics economics and geography (MEG), History, Economics and Literature (HEL) and History Geography and Literature (HGL). Furthermore 3 English language teachers were given interview. The findings indicate that factors influencing speaking anxiety are: students' motivation, students' performance, students' personality, students' prior linguistic knowledge, students' learning environment, teaching strategies, comprehensible input and students' age. Therefore, this study shows that many secondary school students in Rwanda face anxiety in their English language speaking skills. It further discusses how this anxiety issue can be educationally reduced and managed. Teachers and language educators should work hard to promote friendly environments, motivation, gamification techniques, suggestopedia language methods, silent way to curb learners' problems when their students face speaking anxiety in English language.

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ACRONYMS AND ABBREVIATIONS

MINEDUC: Ministry of Education

12YBE: Twelve Year Basic Education

9YBE: Nine Year Basic Education

MOI: Medium of Instruction

G.S. NKUBI: Groupe Scolaire Nkubi

UN: United Nations

MEG: Mathematics Economics and Geography

HEL: History Economics and Literature

HGL: History Geography and Literature

DRC: Democratic Republic of Congo

UNESCO: United Nations Educational, Scientific and Cultural Organization

P1-P3: Primary One up to Primary Three

P4-P6: Primary Four up to Primary Six

S1-S3: Senior One up to Senior Three

S4-S6: Senior Four up to Senior Six

A' Level: Advanced Level

O' Level: Ordinary Level

CHAPTER I: GENERAL INTRODUCTION

1.1 Introduction

Finding out what influences Rwandan secondary school pupils' reluctance to speak in English was the primary objective of this academic study. The main topics of this chapter include the study's background, the problem description, the objectives, the research questions, the value, the scope, and the research structure.

1.2 Background of the Study

There are four basic skills in the English language study package. The following were mentioned by the British Council (2018): speaking, writing, listening, and reading. Among all the skills, speaking is one of the most crucial skills. Speaking enables people to share ideas and information with one another and to continue their social interaction. More than two billion individuals communicate in English globally (British Council, 2018). More over one-third of people globally believe that speaking is necessary for language acquisition. Because it involves an interface between two or more parties, such as the message sender and the message recipient, it is a dynamic process.

English has been an official second language in Rwanda for the last 25 years. Since 2008, it has also been used as a medium of teaching in upper-primary schools and academic institutions. For this reason, it is now essential that students learn these skills in schools and postsecondary institutions. Thus, the research on the teaching and learning of English speaking, especially in secondary schools, has piqued the attention of this subject. The students' fear of speaking in English has been the main focus.

Pupils who struggle with language anxiety worry about their ability to communicate in any language. Certain scholars, such as Horwitz (1986) and his associates, contend that anxious pupils struggle to articulate their thoughts in English or any other language they are not familiar with. They also believe that their low self-control abilities, which stem from their lack of control over the environment and their inadequate command of the language, can work against them. According to Chen & Lee (2011, p. 419), anxiety is characterized by a range of physical symptoms, including trembling, sweating, an accelerated heart rate, and feelings of anxiety, restlessness, or tension. These symptoms are often brought on by speaking in public in a foreign language.

According to Hilgard and Atkinson (1971)'s perspectives, anxiety is a useful term for the hesitancy and result of a threatening situation or event. It can be governed by unease, a vague fear, and a group of distinct attitudes and apprehension that are unrelated to a particular situation or event. When a student is uncomfortable cooperating in English and feels unable to express themselves in English, it might cause anxiety when speaking the language and even cause barriers. When speaking English, some students find it difficult because it is not their first language.

Rwanda recognizes English, Kinyarwanda, French, and Swahili as its official languages. As a result, in Rwanda, where the government announced in 2008 that English would be the only language taught at all educational levels, English has become a second language. Moreover, the English language is used by all printed media, including social media platforms like radio and television, as well as *New Times*, the sole daily printed newspaper published in Rwanda.

English is used for a number of purposes by all of the members of the East African Community and the Commonwealth, which Rwanda recently joined, including trade, education, communication, transportation, and other activities. English is widely used in daily speech among Rwandans, suggesting that a sizable percentage of the population speaks it fluently. This isn't always the case, though. Roughly 7% of Rwandans are literate, according to data from the 4th Population and Housing Census (National Institute of Statistics of Rwanda - NISR, 2014).

Speaking is a useful English language ability that allows one to communicate with others by using speech to convey important information. Speaking has three components, according to Heaton (1988, p. 100): directness, eloquence, and accuracy. This study looks into what makes secondary school students in Rwanda feel uncomfortable speaking English.

The goal of language training is to increase communicative competence (Richard and Rodger, 1999, p. 69). If speaking nervousness is not lessened, this goal will not be achieved. Future educators could gain knowledge about language anxiety from this study and collaborate with other educators to find practical solutions for the problems causing students' concern when speaking English in Rwandan secondary schools, especially in Mukura Sector of Huye District.

1.3 Problem Statement

The primary issue raised by this research is that, despite the fact that English has been taught in Rwandan schools since 1960 and has been used as a medium of instruction for more than ten years, despite numerous attempts to improve the language's acquisition and usage, many educated Rwandans have been found to be lacking in proficiency.

Studies on language use and communication in Rwanda have yielded nearly comparable findings: few individuals there, even those with higher education, are fluent in English and use it for everyday conversation. For example, a soccer player who was born in Rwanda fled from reporters who tried to communicate with him in English. All he said to them was, "I don't know English." This shows that even Rwandans with advanced degrees are unable to communicate in public using English.

Despite a reported unbalanced speaking skill in English language among learners at various grade levels, research studies have revealed that having a good command in English as a medium of instruction, would bring a series of advantages to learners, not only on the side of being able to communicate effectively in the target language, but also being able to easily grasp taught contents (Niyibizi 2010, UNICEF 2017). The purpose of the current study was to evaluate the variables affecting secondary school students' anxiety when speaking English in Rwanda drawing the case of Mukura Sector, Huye District.

1.4 Objectives of the Study

This study's goals are divided into two categories: general goals and particular goals.

1.4.1 General Objective

The primary goal of this study was to find out what causes secondary school students in Rwanda were afraid to talk in English.

1.4.2 Specific objectives

Specifically, this study was guided by the following objectives:

- (a) To explore how English-speaking skill is taught in Rwanda's secondary schools;
- (b) To discuss factors associated with students' anxiety in speaking English.
- (c) To analyse mitigating solutions in addressing students' anxiety in speaking English.

1.5 Research Questions

The researcher is guided by the following questions to achieve the above objectives:

- (a) How is English-speaking skill taught in Rwanda's secondary schools?

- (b) What are factors associated with students' anxiety in speaking English?
- (c) What are possible solutions that can be utilized to address students' anxiety in speaking English?

1.6 Scope or Delimitation of the Study

It is conceived that the language serves primarily as a tool of communication. As far as language skills are concerned, speaking would remain the most suitable way to communicate information. We have therefore preferred to limit our study on speaking skill while other skills would spark the interests of future researchers. Moreover, it was not easy to work with all schools of Huye district, Mukura sector given time frame and financial constraints. To overcome this limitation, a representative sample was selected based on set criteria to avoid subjectivity.

1.7. Significance of the Study

The researcher's findings can be used by policy makers and the Ministry of Education to lower speaking anxiety in secondary schools. The study contributes to the skill development of the researcher, enabling the performance of more scientific research.

1.8 The Structure of this Study

There are five chapters in this study, along with other sections and subsections. From the perspective of the overall thesis, the first chapter serves as an introduction. The title of it is "General Introduction." It includes the study's history, problem description, goals, research questions, delimitation, and relevance. The review of research literature on the subject of this thesis is covered in Chapter 2. The research approach is covered in the third chapter. The presentation and analysis of field results are covered in the fourth chapter. A debate and recommendations for future study directions round out the concluding chapter.

1.9 Conclusion

The definition of anxiety in speaking any language, anxiety experienced by speakers of English as a second or foreign language, the use and practice of English in Rwanda, and the variables affecting students' anxiety when speaking English as a second or foreign language are all covered in this chapter. This chapter is divided into sections that cover the study's history, problem statement, objectives, and research questions. The remaining parts cover the study's significance, scope, and thesis structure.

CHAPTER. II: LITERATURE REVIEW

2.1 Introduction

The literature study on the variables impacting students' anxiety when speaking English in Rwandan secondary schools is presented in this chapter. The first few paragraphs of this chapter cover a variety of topics, including the history and function of English as a foreign language in Rwanda, its use in the curriculum and education system, and methods for overcoming public speaking anxiety. Subsequently, the focus of this chapter is the literature written by many authors; in particular, note the following points that are related to the title of the thesis. That is, speaking fluent English and being apprehensive when speaking. In this chapter, the researcher also examined the literature on a number of topics related to learning a foreign language, as well as variables influencing students' anxiety and English-speaking ability.

2.2. Anxiety in Learning

According to Frederickson (1989), Anxiety is a feeling of fear, tension or panic, or an expectancy that something unpleasant is going to happen. This definition seems to be more general as it lacks the aspect of teaching and learning processes. Santos (2020) defines anxiety as any emotional state that hampers student(s) from smooth learning. Therefore, anxiety is a state of concern, trepidation, or unease that is frequently brought on by an impending event or something whose outcome is uncertain. While it might be a typical response to stress, if it becomes severe and chronic and interferes with day-to-day functioning, it could develop into a problem. It is therefore evident that student(s) should be exposed in such an environment that set them apart from anxiety for a smooth learning.

When a speaker tries to talk about what he/she prefers and is knowledgeable about, speaking anxiety may be the source of control over that person's independence and confidence. In summary, anxiousness is a very complicated problem for students that might have a negative impact on their academic performance when speaking English. The pupils have to fulfill their speaking objectives by overcoming their speaking anxiety, while the instructor must help the students overcome their anxiety-related barriers, establish a productive classroom, and foster a welcoming environment in the English classroom (Mayangta, 2013).

Specialists, researchers, and professionals have characterized a wide range of anxiety kinds

in investigative educational study. Some of the more well-known varieties of anxiety are situation-specific anxiety, state-specific anxiety, and trait anxiety.

Anxiety is a normal emotion that everyone experiences from time to time. Typically, anxiety is classified as a quality or condition. One of a person's most consistent and stable personality traits, particularly among students in this study, is trait anxiety. A person with a nervous disposition often feels nervous in a variety of situations. State anxiety is a common, normal, transient emotion that people encounter in specific situations and experiences that could leave an impression (Worde, 2013).

State anxiety, according to Ormrod (2011), is a transient anxiety reaction brought on by an aggressive circumstance. Anxiety that most students encounter is referred to as "normal anxiety." Situation-specific anxiety is the third category kind of anxiety. This kind of situation-specific anxiety demonstrates the kind that occurs frequently in particular situations.

Nevid (2016) outlined a few characteristics of anxiousness. First, impatience, fear, shaking hands or trembling other limbs, excessive perspiration, wooziness or collapsing, difficulty speaking, unsteadiness in breathing, emotionless fingers or other limbs, detachments, etc. are physical characteristics of worry. Second, figure-hugging, evading, reliant, and shaking conduct are examples of behavioral traits associated with anxiety.

The final category of cognitive features includes feeling anxious or disturbed about something, believing that something terrible will occur without any explanation, feeling threatened by people or things that typically get little to no attention, and fearing that one won't be able to resolve problems (Vitasari, 2010).

2.2.1 Causes of learning anxiety

If we analyse a definition provided by Frederickson (1989) in the previous section (2.2.1), we would conceive that anxiety is always created by oneself. That is the conception that anxiety results from internal factors of students (mostly developed by themselves). This was evidenced by various scholars who attempted to provide useful guides to avoiding the state of anxiety to their students (Chungu 2016). The later discussions disclosed that learning anxiety arises from the whole triangle of didactics. That is an anxiety that may be caused by learner him/herself, a teacher and learning environment as well (Santos (2020). This implies that all the three actors should set a learning ground free of anxious situations.

2.2.2. Effects of Learning Anxiety on students' performance

Research findings from Khan & Ilyas (2024) reveal that learning anxiety is a serious problem that can pose risks to students especially in such a learning environment where guidance and counseling is not taken into consideration. These effects might include the followings: Distraction, absent mindedness, decline of learning motivation, feelings of fatigue, feelings of loneliness, feelings of fear and panicking and if no remedy is taken, the problem can lead to tendency towards depression.

Apart from these findings, student(s)'s anxiety can also contribute to students' lack of confidence, drop-out, a disgrace from peers, lack of concentration, inability to grasp the learnt contents and other disadvantageous circumstances both in and outside the classroom.

In the same vein, Owens et al. (2012) suggested that anxiety can lead to higher levels of failure in to the accomplishment of academic tasks. The increased levels of anxiety, depression, and worry can culminate into lower academic performance and poorer working memory function leading to excess forgetting. School activities that require more working memory are greatly affected by anxiety and depression.

Given a series of various problems that anxiety may hinder the general performance of students, teachers, parents, school administrators even students themselves and other actors involved in the educational process, should set a supportive learning environment free from anxious situations so as to not only act upon a good performance of students but also to support healthy working memory of students.

2.2.3. Strategies to tackle learning anxiety

Finding out strategies that can be used to avoid learning anxiety has been a subject of intriguing. However, researchers agree upon the fact that Individuals differ from one another in traits and attributes that influence their behavior (Oshani, 2020; Pendidikan, 2020). That some people have a tendency to be more afraid than others is therefore not surprising. It's also true that there are various things people can take to overcome their anxieties or fears related to speaking English. Developing a good self-concept, realizing that anxiety is not your fault, appreciating your subconscious power, learning to love and care for yourself, and beginning self-care are some strategies for overcoming anxiety.

Additionally, a student can get over their fear of public speaking by being well-versed in the subject, organizing themselves, practicing, practicing, practicing, challenging particular

anxieties, visualizing their success, taking short deep breaths, focusing on their material rather than their audience, not being afraid of silence, acknowledging their accomplishments, and receiving support from their peers.

Strack, Martin, and Stepper (1988) state that a learner can also get over their fear of speaking English by refusing to let it prevent them from learning the language fluently. You can learn to speak effectively and get over your discomfort by using the following advice (see the box below).

- Choose speaking activities that provoke less fear
- Start online
- Join a community
- Choose comfortable language partners
- Develop your other English skills
- Forget perfection
- Develop your other English skills
- Forget perfection
- Develop methods to get calm (take deep breaths, use positive self-talk, challenge your negative thoughts)
- Smile
- Focus on one-to-one conversations
- Slow down
- Just keep speaking

By Strack, Martin and Stepper (1988)

Celce-Murcia (2001) listed at least seven strategies for assisting students in reducing their speaking fear. They include: setting aside time for planning, preparation, and practice; taking a few deep breaths; being familiar with the first hour's schedule like the back of your hand; maintaining an optimistic mindset; warming up the "gears"; speaking after taking a breath; and experiencing increases confidence. Numerous investigations and studies on English language anxiety place a strong emphasis on understanding the nervous system that underlies language learning in the foreign language study areas (Ellis, 1997), among many others, focus on investigating possible methods that could assist students in lessening their language anxiety.

Some perspectives, on the other hand, focus on figuring out the tactics that students can use in foreign language classes to avoid experiencing language anxiety.

Hanus and King (2016:262) suggested a field study of the strategies used by foreign language learners to avoid their language anxiety in order to gather data from 209 (93 females and 116 males) learners learning English at two universities in central Japan. Through the use of an open-ended and closed-ended questionnaire, study participants were asked to enumerate the specific tactics they used to control their anxiety linked to learning a foreign language. The five primary approach categories for the learners'/students' unique strategies were: calmness, readiness, and optimism, seeking out peers, and surrenders.

Speaking anxiety can be managed in 30 different ways (Staley, 2015). These methods include:

(1): Getting ready (Suggest a topic, carefully prepare the necessary resources, practice your speech with a colleague, get to know your audience, anticipate the talk's outcome, and be familiar with the speaking area or talk ground before striking up a conversation, Use aerobic exercise programs that have the ability to drastically lower anxiety, eat foods that promote calm conversation, and honor sleep schedules for peak performance.

(2): The Day of the Presentation (Eating a lot of food and drinking plenty of it before the talk, grooming yourself for the occasion, talking to a friend about your anxieties, arriving at the discussion spot (the podium) early, staying in shape right before the talk to lower adrenaline levels, using techniques for reducing anxiety, deep muscle relaxation, getting enough rest before the talk, and bringing a glass of water or juice to the conversation to lessen speaking anxiety).

(3): The Presentation/ careful preparation (Practice grounding techniques on the podium by utilizing the talking backup strategy. Employ tools to direct the least amount of the audience's attention toward you, control your voice, speak slowly and clearly, and use the right amount of energy and animation to wow the audience and inspire confidence in your speech.

The followings are strategies adapted from findings of research conducted by Khan & Ilyas (2024) on “Exploring the Factors of Anxiety Affecting Students’ Academic performance: A Study of Higher Education Institution of Larkana”:

- Chane one’s surrounding

- Get yourself both mentally and physically active by doing something unique, such taking some exercise.
- Keep yourself busy with productive activities like reading books and playing sports.
- Take healthy food and drinks like fresh food and fresh fruit beverages.
- Maintain proper time for your sleep. It will help you to remain active.
- Interact with people about productive topics.
- Take appointment of good counselor. It will make you keep check on your anxiety level.
- Get yourself away from the things that make you distract.
- Avoid thinking about the same thing for long.
- Try not to isolate yourself, rather be with loved and close ones.

Apart from these strategies to tackling learning anxiety adapted from previous researches, the followings are additional strategies that may set our students apart of learning anxiety:

- Creating a Supportive Environment
- Encouraging Practice
- Positive Reinforcement
- Peer Collaboration
- Mindfulness and Relaxation Techniques

2.3 Learning English as a Foreign Language in Rwanda

Kinyarwanda is the mother tongue and first language of Rwandans; a second language is one that is learned in order to communicate with native speakers. Since the Rwandan government chose to make English the country's second official language and the language of instruction in all schools, learning and teaching this topic has become essential. This makes it equally important to comprehend the initial stages and objectives of learning English as a second language. It is equally important to comprehend the characteristics of English as a non-native language in Rwanda.

All schools in Rwanda use English as the primary medium of teaching, and several resources have been put in place to support teachers and students in learning the language. To put it simply, speaking English to people who speak other native languages—including Kinyarwanda—is known as speaking English as a foreign language. English as a Second Language (ESL) is the term used to describe language instruction for those studying English in most nations.

About the acquisition of English as a second language, a number of researchers have authored books and articles. Some of these include Ellis (1993, 1994, 1997, 2002, 2009), Bylund & Oostendorp (2013), Bates & McWhinney (1981), Doughty & Williams (1998), Dulay & Burt (1974), Elley (1991), Gass & Selinker (2008), Krashen (1982), and Loewen & Reinders (2011).

Learners of second languages engage in an activity known as second-language acquisition, or SLA. Many factors influence how strong or weak a language is acquired by non-native speakers. It seems that learners' exposure to language is the primary cause of SLA. The more time students spend reading and the longer they spend engaged in the language they are learning, the more proficient they become.

Non-native learners frequently and normally make faults in their speech that come from their first language. This is the extent to which Kinyarwanda affects the English-speaking faults of Rwandan learners. This type of first language influence on the second is referred to as "negative" language transfer. This type of research significantly influences language education and the training that students get.

2.3.1 Features of English as a Second Language

Like other languages, ESL includes a wide range of features. Acknowledging the traits of a second language is necessary for learning it. A language's distinctive and unique features and attributes are referred to as its characteristics. When students or learners become aware of the qualities of the language they are trying to acquire, they are motivated to study. Additionally, students start to show interest in the language they want to learn. There are several key characters in English that individuals find most appealing.

This language is systemic, symbolic, systematic, social, cultural, dynamic, and variable, to name a few characteristics. Additionally, individuals learning English as a second language, such as Rwandans, should exhibit the following traits: The capacity to apply grammar rules; comprehend and retain the meaning of every word in a phrase; and learn new sounds and words by heart. It is possible for successful language learners to lack proficiency in every area of aptitude.

When deciding how to teach someone a second language, there are numerous factors to consider. Among them are the following: the use of one's native tongue; the degree of chance to utilize a second language; and the desire and innate drive to acquire the language. The degree of second language acquisition is significantly impacted by the multilingualism of one's family.

2.3.2 Factors that Influence the Teaching of English Language Learning

A language must be taught and learned under the influence of some element. Thus, a wide range of factors affect ESL instruction and learning. For example, one of the factors is exposing kids to English as a second language; exposure is crucial while learning a new language. The learners' age, their native language, and their motivation are additional determinants for these kids. As stated by Anderson (2013),

Some pupils are more determined, diligent, and persistent than others, and they pick up the language of English more quickly and effortlessly. The rate at which a new language is learned and acquired depends on a variety of factors. Age, personality, motivation, experience, native language, general aptitude or cognitive ability, curriculum, and training are additional aspects that affect language learning.

According to Hamus (2016), collaboration between parents, educators, and students is crucial in establishing the best possible learning environment and chances for pupils to succeed academically in English language. In order to foster communicative learning in the classroom, teachers need to be aware of their students' internal motivation. Regarding the ability to talk, the Self-worth, drive, attitude, acculturation, and sociability are all significant variables that affect teaching and learning English.

According to Moustakas (1994), there are a wide range of elements that affect students' speaking anxiety. The researcher has classified these aspects into two primary groups as a consequence of Moustakas' meticulous analysis of phenomenological study data.

The researcher broke up themes such language ability, vocabulary, pronunciation, grammar, fluency, lecturers, peers, and speaking segment topics throughout this process. The researcher eventually identified overarching themes and subthemes after going over each category, which included: (1) language competency (vocabulary, pronunciation, grammar, and fluency); and (2) language proponents (teachers' ability to teach, peers, and novel subject).

a) Grammar

According to Kerry Kiefer (2016), "The inability of the internal motivation to link to the spoken language makes English grammar difficult to understand." One must acquire educated and practice numerous English reading and writing assignments in order to have more grammar literacy in the language. Many secondary school students in Rwanda and

other countries where English is not their first language find it difficult to understand the inconsistent and numerous exceptions to the norms of English grammar.

b) Vocabulary

Due to its written format in various spoken forms of English, the sheer number of words students must learn to have a broad vocabulary, the limited sources of word information, and the density of word knowledge, vocabulary is seen as one of the academic factors contributing to speaking anxiety. These factors challenge students and prevent them from understanding the true meaning of English words in context, which makes them afraid to speak (Strack et al., 1988).

c) Pronunciation

The pupils faced difficulties because to the variance in English pronunciation, whether it be American or English, which can also result from variations between spoken and written English words. The pupils' non-native language and English do not have the same phonetic correlation, which contributes to the incorrect pronunciation (Varasarin, 2007).

d) Fluency

According to Norman's survey study results, students who use their native language for extended periods of time find that their crucial time for learning a new language is either reduced or eliminated altogether because native language becomes more and more dominant in our linguistic map space (Norman, 2019). The more our kids utilize Kinyarwanda as their native tongue, the more dominant Kinyarwanda becomes in our linguistics map space, making it harder for them to be fluent in English (Sibomana, 2016). The inherent capacity to talk clearly, rapidly, and spontaneously with fewer mistakes that could distract the listener from what is being said is known as fluency. It is challenging to learn a new language and put a stop to the domination of the mother tongue due to the competitive nature of softness in the mind and brain (Chambers, 2017).

e) Teachers 'teaching capacity

When a teacher's ability to use English in the classroom is inadequate, learners' ability to speak the language is low, and there may be other options. Teachers' teaching capacity is also one of many elements that contribute to some students' speaking anxiety and the English speaking learning process (Brown, 2014). Since students in Rwanda speak more

Kinyarwanda both inside and outside of the classroom, it can be unsettling for them when their teachers regularly combine teaching English and Kinyarwanda.

f) Classmates

Students' anxiety when speaking English is influenced by their classmates; they become uneasy if they pronounce words incorrectly and are made fun of by their peers (Gass and Selinker, 2008). It is the duty of educators to oversee the classroom and discipline students who make fun of their peers when they pronounce words incorrectly or make blunders in English.

g) Familiarity with topic

When students encounter challenging material in a group discussion or in pairs and are required presenting in front of the class, they often experience anxiety due to the abundance of unfamiliar vocabulary they have to acquire (Moustakas, 1994).

2.4 Theoretical review

2. 4.1 Theoretical Framework

The process of data analysis and interpretation was guided by Foreign Language Anxiety theory initiated and conceptualized by Horwitz, Horwitz, and Cope (1986): according to its pioneers, Foreign Language Anxiety theory is only specific to the process of foreign language learning. Their definition to this intriguing theory is as follows: “FLA as a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process” (Trang, 2012). According to this definition, Foreign Language Anxiety (FLA) is normal due to the fact that, in the process of foreign language learning, a student is aught to experience instances, especially in the production process, which necessitate him/her to behave in a certain way leading to anxiety. This might include: the way he/she thinks she/he will be perceived, evaluated, seen, judged, ... by the followers.

In the intensive study conducted to foreign language learners, it was found that Foreign Language Anxiety is a situation-specific anxiety arising from the uniqueness of the formal learning of a foreign language. This anxiety is common though every learner comes with a unique level of anxiety different from other peers as even the cause of anxiety differs from one another.

However, researches conducted by various researchers interested in Foreign Language Anxiety theory remain ambiguous due to (1) the provision of anecdotal evidences, (2) confusion of this specific field with other general learning anxieties and having no proven scientific forms of anxieties specific to language learning. We therefore find this theory relevant and ideal to guide our process of data collection, analysis and interpretation in the present study which aims at dealing with factors associated with students' anxiety in speaking English in Rwandan secondary schools.

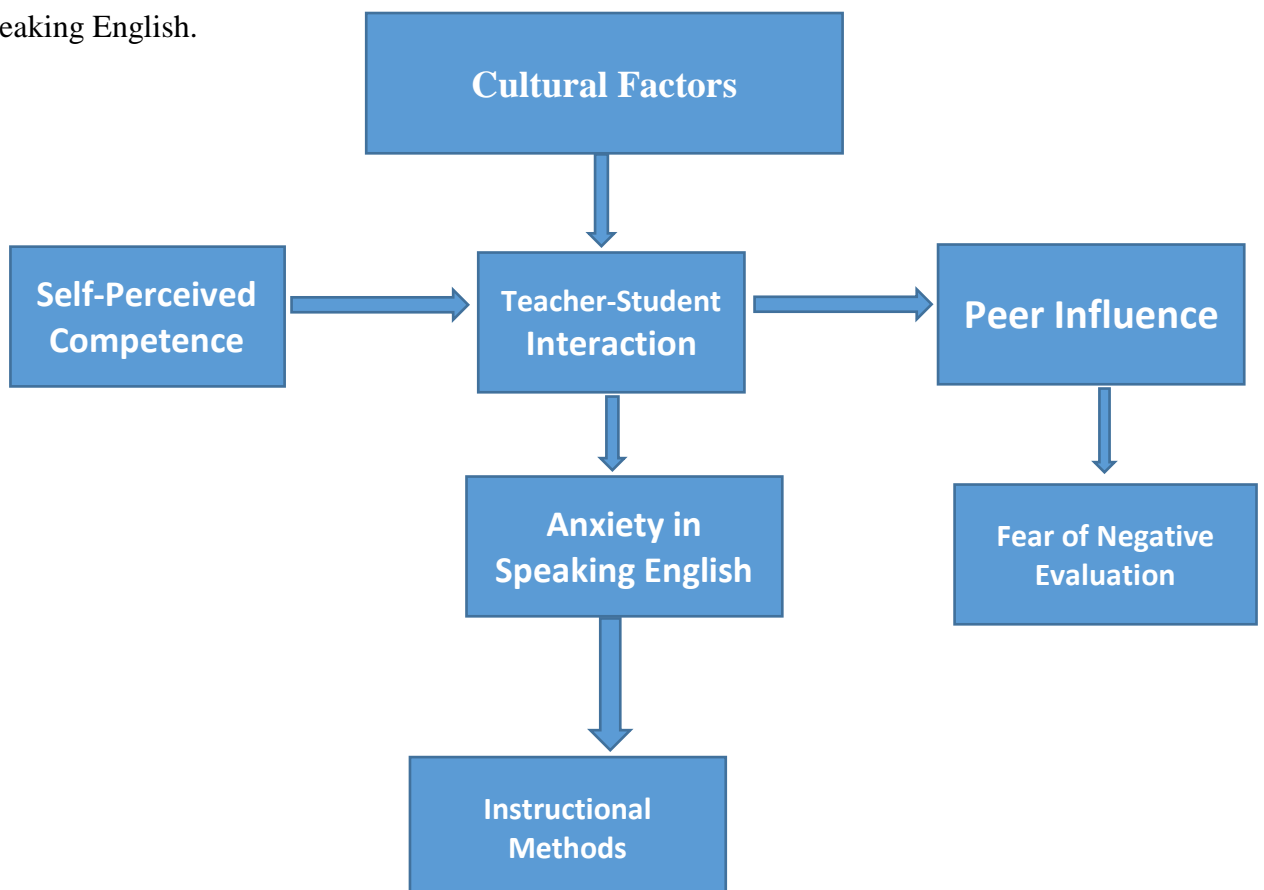
2.5 Empirical review

2.5.1 Introduction

Creating effective teaching tactics requires an understanding of the elements impacting students' nervousness when speaking English. This analysis looks at these elements at Groupe Scolaire Nkubi and contrasts them with other educational experiences worldwide, in Africa, particularly in the East African region.

2.5.2 Conceptual Framework

Below is a conceptual framework illustrating the variables influencing students' anxiety in speaking English.



This review emphasizes how language anxiety in secondary schools is complex and influenced by educational, psychological, and cultural factors. Teachers can create more efficient plans to help students feel less anxious and speak English more fluently by addressing these variables and completing the research gaps that have been found.

2.6 Conclusion

The conceptual underpinning for the study's title and topic was reviewed in this chapter. Prior to delving into the primary ideas mentioned in the title, this chapter provides a quick overview of the components and traits of English as a Second Language. It equally discusses the place of English in Rwanda's curricula and educational system. It also provides a brief explanation of the variables that affect teaching or learning English, as well as speaking as language ability.

Following this, the main ideas explored in the study were discussed. The primary factor impacting pupils' anxiety is speaking anxiety related to the English language proficiency of speaking.

That is, what impact does students fear have on their speaking abilities, particularly in the classroom and at school? The researcher examines theories regarding anxiety associated with speaking English. Finally, this thesis examines a few remedies to overcome public speaking anxiety.

CHAPTER. III: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the approaches and instruments which were applied to gather data and analyze them as far as anxiety in the speaking skill of English is concerned. We entailed the following components: the research design; methodological elements, including settings and subjects, data sources and collection methods, and explained data analysis strategies. There are also, to some degree, data processing techniques, ethical considerations, and the reliability and validity of the research instruments employed.

3.2 Research Design

In this current study, a mixed research approach was used. This is a type of research design which combines qualitative and quantitative approaches. Qualitative approach allows the research to gather the significant data and find a deep understanding of the research area (Mason, 2016). In scientific research, qualitative approach is a process of analysis, interpretation, and report writing from different traditional of survey that explore a human problem or social (Moser, et al, 2019). To build this picture, semi-structured interviews were given to English language teachers (Senior 6) and questionnaire items were given to Senior 6 Students. The students were taught in different combinations such as Mathematics economics and geography (MEG), History, Economics and Literature (HEL) and History Geography and Literature (HGL).

3.3 Data Collection Methods, Study Population and Sample Size

As introduced in the research design in 3.2 above, researcher collected data by using both interviews and questionnaires. The researcher applied structured questionnaires and interviews to gather the essential data. Both interviews and questionnaires were given in English language. As far as the interviews are concerned, a focused group discussion was employed to get qualitative information. This is the reason a qualitative method was adopted to examine the data in order to get respondents' viewpoints and opinions regarding the subject matter under investigation. The mathematical techniques and dynamics of the various types of quantitative methods utilized in research investigations are avoided or minimized in qualitative methods, in contrast to quantitative methods (Silverman, 2001).

Groupe Scolaire Nkubi, situated in Huye District, Southern Province, served as the research setting, site, participant pool, and data collection location. 42 students were given questionnaires, and three English professors were interviewed. There are 800 pupils enrolled in Groupe Scolaire Nkubi overall. Despite coming from various options and classrooms, both of these participant types were in Senior Six. This can be seen in the table below.

Table 1: Data collection methods used, data population and sample size

Setting	Population (or types of participants)	Sample Size (or size of participants)	Research Tools
Groupe Scolaire Nkubi	Teachers of English language teachers (Senior 6)	3	Interview guide
Groupe Scolaire Nkubi	Senior 6 Students	42	Questionnaires
TOTAL		45	

The above table indicates that a total number of 45 participants were selected in this study in which 3 teachers were subjected to a focused group interview while a questionnaire was distributed among 42 students to respond to the questions of the subject matter under investigation.

Sample Size Calculation

The sample size is calculated using the formula:

$$n = \frac{N}{1 + Nxe^2}$$

Where:

- \ (N \) = population size
- \ (e \) = margin of error (in decimal form)

For the given data:

- \ (N = 800 \)
- \ (e = 0.15 \)

Plugging in the values:

Sample Size =

$$n = \frac{800}{1 + 800 \times 0.15^2}$$

Sample Size =

$$n = \frac{800}{1 + 800 \times 0.0225}$$

Sample Size

$$n = \frac{800}{1 + 18}$$

Sample Size =

$$n = \frac{800}{19}$$

Sample Size= 42

3.4 Sampling Techniques

It is not easy for the researcher to conduct a research study to whole population because of time and funds. For instance, that is why some researchers choose the representatives of a case study known as sample. Purposive sampling is a non-probabilistic sampling procedure in which the researcher uses skills and makes judgment to select those respondents that best meet the needs of the research study.

In this study, teachers were purposively sampled. On the other hand, Simple Random Sampling Techniques are sampling methods used in market research studies and fall into the category of probabilistic sampling (Maxwell & Reibold, 2015).

Since the learners/ population are homogenous, they were chosen through simple random sampling, whereby 42 secondary school students of Senior Six were chosen from Groupe Scolaire Nkubi.

3.5 Sources of Data

3.5.1 Secondary Data

Secondary data sources taken from libraries, books, internet and other researchers' works. Therefore, the researcher gained these data through consulting different electronic resources and books from libraries. These resources were taken from books, reports, journal articles and newspapers whose contents are related to the topic and used to develop the literature review of this research.

3.5.2 Primary Data

It is argued that primary data are new data collected from sampled respondents and they provide original data (Creswell, 2007; Creswell and Clark, 2011). The investigator analyzed primary data which were gathered by means of oral interviews and questionnaires.

As far as qualitative data are concerned, the researcher used interview and open-ended questions whereby respondents gave their views on a situation presented to them. In addition to qualitative data, quantitative method of gathering data was applied through closed-ended questions to gather arithmetical data which were analyzed statistically.

3.6 Validation and Reliability of Research Tools

3.6.1 Validation of Instruments

Validity is obtained through relating the different results of the same data collection tool. According to Sekaram and Bougie (2013), validity is obtained through relating the different results of the same tool.

For making sure that the used tools were valid, a piloting study was conducted in other secondary schools in Nyanza District to predict a suitable sample size, increase the probability of obtaining perfect results and also escaping any form of statistical changeability in research while analysing and interpreting data (Lodico, et al, 2010). The validation instruments in relation to overcoming English speaking anxiety in secondary schools as a result learners were able to identify factors influencing speaking anxiety and used the given strategies to overcome English speaking anxiety as a mediating variable.

3.6.2. Reliability of instruments

Reliability is the degree to which a test is free from errors. The more a test contains errors, the less credible it is (Susan & Corrol, 2012). For making sure if the instruments for gathering data are dependably conducted, the researcher conducted an experimental study

to respondents with the same characteristics as the potential respondents in Nyanza District who are supposed to participate in this study.

3.7 Data Presentation

For quantitative data, descriptive analysis was used. I used a computer to record, edit, measure and tabulate gathered information. The statistical codes were given to each category of answers while setting the questionnaires.

Profile of the respondents in terms of their background and some findings to the objectives were descriptively analyzed using the frequency and percentages. The data were presented using tables. Qualitative data were put in categories and then analyzed accordingly. In order not to miss useful information, the content codes were done. And thereby they were rearranged according to the appropriate part of their presentation to which they relate and placed in tables for discussions and interpretation.

3.8 Data Analysis Procedure

Hair (2008) supported that, data analysis is the process of exploring, analyzing, cleaning, converting, and also demonstrating data with the aim to discover valuable information. Data processing refers to the changing that occurs on thoughts or ideas of the questioned people or interviewees into form with meaning. Consequently, the data were gathered, well analyzed and then produced significant results.

Processing was performed for completeness, accuracy, uniformity, approval and understandability. Coding has been used to transform raw data into symbols. It is usually a number that can be tabulated and counted. The responses obtained were given codes and researcher used counts to determine the frequency of every response. The processed and coded data were tabulated. Each table and figure were then followed by an explanation of the nature of the relationship between the percentages given.

3.9. Ethical Consideration

The current research didn't involve directly or indirectly any child or minor. However ethical principles such as explaining clearly the major aim of the study to participants and having them signed the informed consent form, anonymity, confidentiality and allowing participants the right of not to participate in the study at any time were used. Also, avoiding any harm to participants by talking about sensitive issues was observed.

Starting with clearance, the University of Rwanda's College of Education as the institution hosting the researcher had to approve the current study and Groupe Scolaire Nkubi where data would be collected had to grant permission.

After receiving the recommendation letter from director of research and innovation granting permission to conduct research. The researcher addressed it to the head teacher of Groupe Scolaire Nkubi. The head teacher gave permission to collect data in the school.

After being granted permission the researcher was assisted by the deputy head teacher in charge of academic affairs who helped to reach students and English language teachers. Visa approval was received to allow the researcher to investigate the students and English teachers using questionnaire and interview respectively. Students were invited to sign the consent form for approving their voluntary participation, then go on with filling in the information sheet.

Before distributing the questionnaires and carrying out the interview the researcher took enough time to explain deeply the main aim of the research and reminded the partakers that involving in the research is totally voluntary. He ensured them that information given would be kept confidential and used only for academic purposes. He guaranteed anonymity and reminded the study partakers that they could withdraw their participation at any time. Informants were given enough time to read questions in the questionnaire and ask for clarifications before starting to answer. This helped them to answer confidently. Interviews were given to language teachers at the convenient place, and the researcher used a checklist to record information given from the interviews.

3.10 Summary

This chapter tries to describe the approaches and instruments which were applied to gather and analyze data related to the anxiety in English speaking skill.

This chapter has mainly dealt with the following: (i) the research design used; (ii) data gathering procedures, population of interest and sample size; (iii) sampling techniques; (iv) sources of data; (v) validation and reliability of research tools; (vi) data presentation; (vii) data analysis procedure; and (viii) ethical considerations.

CHAPTER IV: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

4.1 Introduction

The purpose of this study is to investigate how English speaking is taught in secondary schools in Rwanda. In-depth assessments of students' comfort levels in speaking English, their anxiety in the language, and an examination of the variables affecting those comfort levels are all part of this study. As mentioned in the methodology, the researcher used interviews and questionnaires to collect data. There was utilization of both quantitative and qualitative data from 42 students and three English language teachers participated in this study.

4.2 Teaching Speaking as a Language Skill in Rwanda's Secondary Schools

The learning environment plays a significant role in language speaking. For instance, a learner who lives where English is used in daily communication is motivated to speak fluently English. It's the same for the classroom environment which facilitates and motivates students to speak the language.

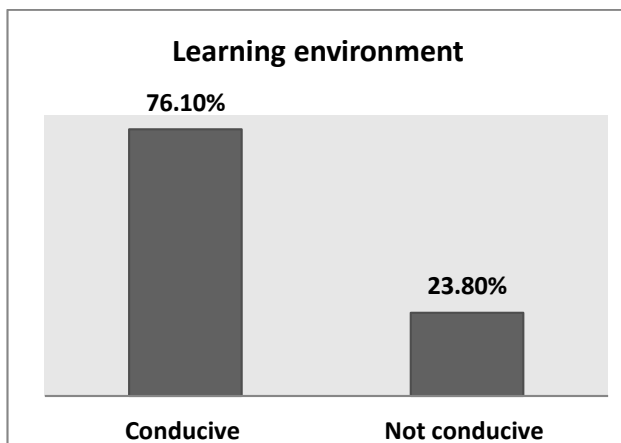


Figure 1: Learning environment in Groupe Scolaire Nkubi

The figure above shows which kind of learning environment do our respondents students encounter in their learning of English and at to what effect. It was found that those who experience conducive environment were 76.1%, while those who experienced non-conducive environment are 23.8%. This figure shows students' perspectives about their learning environment. It clearly demonstrated that most students enjoy their learning environment and find it conducive. With this kind of environment students are motivated to speak the target language. Contrariwise, 23.8% students said that their learning environment is not conducive.

Table 2: Teaching strategies that are used in Groupe Scolaire Nkubi

Teaching strategies	Always	Often	Sometimes	Rarely	Never
The teacher gives English notes and verbally explains	30.9%	7.1%	40.4%	7.1%	16.6%
The teacher verbally explains and students take notes themselves	21.4%	4.7%	47.6%	9.5%	19%
The teacher gives notes and students verbally explain to each other in groups	19%	4.7%	38%	16.6%	26.1%
The teacher initiates group discussion and debate in English	14.2%	14.2%	38%	9.5%	26.1%
The teacher plays CDs and DVDs and students listen to native speakers' conversations	11.9%	7.1%	42.8%	11.9%	26.1%

The table above shows different strategies a language teacher uses in the classroom. It is well known that a teacher doesn't use only one kind of strategy when teaching but in this study, I considered important the number of students who confirmed that the given strategy is always used in classroom. I also considered important the number of those who said that the strategy has never been used. The students were asked whether they were given notes (language lesson material) in their class and verbally explain points which are lecturing strategy. About 30.9% confirmed that the teacher *always* uses the above-mentioned strategy, 7.1% said that he uses it *often*, 40.4% said *sometimes*, 7.1% *rarely* and 16.6% said that the language teacher never uses the mentioned strategy in teaching.

The respondents were asked whether the English language teacher verbally gives explanations and students take notes by themselves. About 21.4% confirmed that the teacher *always* uses the mentioned strategy in teaching, 4.7% students said that the strategy is used *often*, 47.6% *sometimes*, 9.5% *rarely* and 19% argued that the language teacher never uses the strategy in a classroom.

Motivating students to explain to each other in groups helps them to develop their collaborative learning ability, and it enhances language learning. The researcher in this

study asked learners whether the teacher gives them English lesson notes and students explain to each other in groups as collaborative learning. Apart from the teacher giving them lesson notes, about 19% students argued that they always explain to each other in groups, 4.7% students do it often, 47.6% do it sometimes, 9.5% rarely and 26.1% have never experienced collaborative learning. The number of students who never used groups to explain to each other is bigger than those who always explain to each other in groups. This imbalance shows that the class generally never uses collaborative learning.

Discussion and debate in language classroom are necessary because they enhance the speaking skill significantly and motivate collaborative learning which makes the learning atmosphere more interesting. Respondents were asked whether or not their language teacher initiates group discussion and debate in the classroom. Only 14.2% students argued that the teacher always initiates group discussion and debate, 14.2% do it often, 38% do it sometimes, 9.5% do it rarely and 26.1% students said that their language teacher never uses group discussion and debate in teaching activities. The total sum of students who never get involved in group discussion and debate are bigger than those who always participate in debate and group discussion.

Listening to native speakers' conversations of English helps learners to master listening skills and contributes to good pronunciation of English words. This can also help them to speak well this language. The researcher wanted to know whether the teacher plays CDs and DVDs with native speakers' conversations to language learners. About 11.9% students said that the teacher always plays CDs and DVDs to them, 7.1% students said often, 42.8% students said sometimes, 11.9% rarely and 26.1% students stated that the teacher never plays CDs and DVDs to them to listen to native speakers' conversations. When comparing the number of students who always listen to CDs and DVDs with the number of those who never listen to CDs and DVDs, it is clear that the big number of students is those who hardly listen to native speakers' conversation.

Because speaking is an essential language skill in communicating information, teachers should emphasize use of more words than simply using words to articulate what we are thinking but enhance communicative competence, discourse and organization of message for free speaking.

The above findings are in agreement with empirical study that speaking is the most language skill used by many categories of people in delivering the message, the message may be delivered well when the speaking in English is taught well, the students learn well and communicate with one another as well as their teachers and other people both in school and outside (Hussain, 2017, p. 14).

The empirical data is confirmatory to the primary data that there are several activities which can promote speaking in second language (Celce-Murcia, 2001; Chaney and Burk, 1998; McDonough & Shaw, 2003; Nunan, 2003; Staab, 1992). English teachers have sustained to teach speaking as the memorization of dialogues to expand students' communicative skills and communicative situations. Nunam (2003) acknowledged that English teachers are in obligatory to use cooperative (group discussion teaching and learning approaches) and communicative language teaching methods to allow the learners to share ideas and discuss in target language to be able form their thoughts in logical sequence and use fluently the language quickly and confidentially.

The field results were in line with Aniradha's principles of speaking skills among learners, those include motivating the learners to speak precisely from the first day of entering classroom, thank the learners when doing something good in speaking English, the teachers/instructors may tolerated the learners 'wrong answers, suggest structures/phrases/words and allow the learners use it in different situation and give open room to the learners to commit errors and mistakes at the primary stage because disruption and adjustment impede fluency and disappoint the learner Anuradha, et. Al., 2014).

There are some suggestions for the teachers when they are teaching the speaking skill (Celce-Murcia, 2001; Chaney and Burk, 1998, McDonough & Shaw, 2003; Nunan, 2003; Staab, 1992):

Provide rich environment and opportunity to the learners to speak the target language.

Encourage full learners' involvement and participation in speaking activity

Teachers should act as the observer and guide and allow the learners to have maximum time to speak the target language.

Avoid correcting the learners' pronunciation errors and mistakes.

Make close class supervision.

Etc.

4.3 Students Feelings on Speaking English

Students' feelings matter a lot on their ability to express themselves clearly in a target language. The table below entails students' perception on their ability to speak English language.

Table 3: Students feelings on their ability to Speak English for group A

Uncomfortable of speaking English A	Strongly agree	Agree	Disagree	Strongly disagree
I worry when asked to deliver a presentation in English	28.7%	39.4%	19%	12.9%
I feel perplexed during speaking in English in front of classmates	50.1%	23.5%	12%	11.4%
I fear to be ridiculed by classmates; if I speak in English I fear to communicate in English	25.7%	28.5%	30%	15.8%
I get anxious when I feel that I can't speak well in front of other language students not in my class	43.4%	25.6%	19%	12%
I feel low self-confidence about speaking the foreign/second language in front of the class	32.5%	40.5%	17%	10%
I fear failing in my foreign/second language class	29.7%	30.5%	21%	19.8%
In language class, I can get so nervous if I forget things I know	43.5%	42.5%	8%	16%
I feel nervous when standing to give a presentation in front of the class	50.9%	32.7%	11%	5.4%
I tremble when I know that I'm going to be called on in language class	25.7%	46.5%	16.8%	11%
I feel anxious about speaking the foreign language in front of other students	28.9%	31.6%	20%	19.5%

The Table above demonstrates that most students (39.4%) agreed that they worry when they are asked to deliver a presentation in English. When it comes to feeling perplexed during speaking in English in front of classmates, the biggest number of students (50.1%) strongly agrees while others simply agree (23.5%), disagree (12%) and strongly disagree (12.9%). More than 50% of students fear to be ridiculed by classmates and fear to speak when they are communicating in English. It is 45.8% of students who disagree. The biggest number of

students (69%) acknowledges that they have anxiety when they believe they won't be able to communicate effectively with language learners outside of their class. Forty-five percent of respondents said they just agreed, and thirty-two percent strongly agreed that they felt unconfident speaking in front of the class in their second or foreign language. A lot of students are afraid of failing their second or foreign class. In other words, 60.2% agreed, while the remaining portion disagreed. The majority of language learners become extremely anxious when they forget what they already know. That is, 86% of them concur, with the remaining 46% disagreeing.

Additionally, the majority of students (81.6%) report feeling anxious before giving a presentation in class. The majority of pupils (72.2%) shudder when they anticipate being called upon in language class. Finally, while 39.5% of students disagree, 61.5% of students report feeling nervous about speaking the foreign language in front of their peers.

Table 4: Students feelings on their ability to speak English group B

Uncomfortable of speaking English B	Strongly agree	Agree	Disagree	Strongly disagree
I fear pronouncing words incorrectly in my foreign language/second class	30.1%	56.3%	10%	3.6%
I find difficulty to discriminate homophones	25.7%	52.8%	14%	8.5%
Reading in English causes worry for me	20.5%	45.7%	24.8%	9%
I feel upset when asked to widely read English	35.9%	50.9%	8%	4.2%
I feel bored when I widely read in English	45.3%	40.7%	9%	5%
I feel perplexed if I widely read a full page in English	26.3%	40.5%	20%	12.8%
I feel dissatisfied with my level in public reading	20.5%	52.7%	18%	8.8%
Learning to read in English is a difficult task	25.6%	36.8%	25.6%	12%
I feel upset when I'm asked to widely read an unfamiliar topic	36.7%	28.5%	24.8%	10%
I lack self-confidence during widely reading	40.8%	40.7%	10%	8.5%

In Table 4 above, many students fear pronouncing words incorrectly in their second/foreign language class. In this research 86.4% agreed and the rest of them disagreed. Also, most students (78.5%) agreed that they find difficulty to discriminate homophones. Then, many

students (66.2%) agree that reading in English causes worry for them while 33.8% of them disagreed. Most students (86.8%) agree that they feel upset when they are asked to widely read English. Also, most students (86%) agree that they feel bored when they widely read in English.

The majority of students (73.2%) concur that they feel unsatisfied with their level of widely reading in English, whereas more students (66.8%) feel confused if they widely read a whole page in the language. A significant portion of students (64.4%) are aware that learning to read in English is challenging, and 65.2% of them become unhappy when assigned to read widely on a subject they are unfamiliar with. Finally, the majority of pupils (81.5%) lack confidence when reading widely.

Table 5: Students feeling uncomfortable of speaking English C

Uncomfortable of speaking English C	Strongly agree	Agree	Disagree	Strongly disagree
Lack of self-confidence when I speak in English to others	33.5%	76.2%	13.8%	10%
I am worried when asked to speak in English during a lecture	28.9%	71.5%	17%	11.5%
I feel perplexed during oral exams of English	34.8%	51.3%	12%	11.9%
I feel ashamed when I reply in English to my teacher's oral questions	40%	36.3%	11%	12.7%
I fear speaking or asking the teacher in my foreign/second language class	25.7%	42.4%	11%	10.9%
I get nervous and confused when I am speaking in my language class	36.7%	38.5%	12.8%	12%
I doubt my ability to properly speak in English	45.5%	26.8%	16.7%	11%

A large number of pupils in Table 5 exhibit low self-confidence when speaking to others in English. This is because the remainder disagreed, whereas 76.2% of them agreed. Furthermore, a large percentage of students (71.5%) concur that they feel anxious when asked to speak in English during a lecture, and 86.1% concur that they become confused during oral tests in the language. Next, 76.3% of students concurred that they experience embarrassment when responding orally to their teacher's inquiries in English.

In the English lesson, 66.1% of them agreed that they were afraid to raise questions or speak up to the teacher. Regarding feeling uneasy and perplexed when speaking in class, 75.2% of students concurred. Finally, 62.3% of respondents said they were unsure of their ability

to speak English correctly. The study comes to the conclusion that Groupe Scolaire Nkubi students experience anxiety when giving presentations in class.

Generally speaking, many students who use a second or foreign language in their learning, especially in their school and classes, feel uncomfortable of speaking in this language. This is because they face difficulties in speaking that language which is ESL in this research. The factors causing the speaking problems that include: deficiency in speaking exercise, fear of mistake and blame, poor vocabulary and grammar preparation, low language inspiration, low participation in reading exercise, introversion, and unacquainted words pronunciation and poor derivational morphology to guess the meaning of unknown words. Two good questions in this research can be: (i) why do students hesitate to speak English? and (ii) what causes the fear of speaking English? Not few students are likely to be scared concerning making errors when they are speaking. Their inability to communicate effectively is also a result of their limited vocabulary, timidity, and fear, as well as their difficult pronunciation. There is a term for the fear that pupils have when speaking English: xenoglossophobia, or the fear of learning and using foreign languages. This is comparable to a person believing that they can express their ideas verbally.

Speaking in public becomes more anxious when one fears being judged and reviewed negatively. In this study, students were asked if they were afraid of pronouncing words wrong in foreign language class because they would get bad feedback from their peers and teacher. The researcher determines that the primary reason of speaking anxiety is the fear of pronouncing the words in the target language wrong, which could lead to a negative evaluation, after assessing and determining that this number is high enough.

It might be challenging for many second language learners to pronounce homophones correctly. Words that have the same pronunciation but a different meaning are called homophones. Learners of second languages typically pronounce homophones differently. Because they dread pronouncing homophones wrong, those who struggle with language anxiety may find it difficult to distinguish between similar sounds. Their confidence in speaking English is diminished by their dread of making blunders.

Reading loudly is related to the speaking skill. It requires pronouncing each word encountered correctly and reading in classroom where the language teacher and classmates are listening. It becomes difficult for the second language learners and it may result in language anxiety because of the fear of negative evaluation. This is why the researcher in

this study asked students whether reading in English causes worry for them. The majority of students at Groupe Scolaire Nkubi feel worried to read English. Students may find it easy to read English words or one sentence but find it difficult and confusing to read a full page in English. Due to the fact that the number is big enough, the researcher concludes that language anxiety is caused by not being able to read the target language competently.

Language speaking anxiety causes the learners of the second language to feel upset when asked to read the target language. In this study the researcher wanted to find out whether students at Groupe Scolaire Nkubi feel upset when asked to widely to in English.

Due to the fact that the number of those who feel upset is big enough the researcher concludes that language anxiety at G.S. Nkubi is caused by the fear of reading loudly in English. Feeling bored while reading English language is the sign of language anxiety.

When a student of a second language finds learning the target language as a difficult task it increases his fear of using it and it causes English language anxiety. Feeling upset when asked to read an unfamiliar topic in the target language is a sign of language anxiety. There are different causes of self-confidence deficiency amongst learners of the second language. One of them is the fear of negative evaluation. The fear of pronouncing words incorrectly increases lack of self-confidence in reading English.

Being able to speak the target language requires self-confidence, and the lack of self-confidence may result in English language anxiety. The majority of students have stated that they suffer from English language anxiety when they have to listen to the speakers of English. The researcher concludes that English speaking anxiety at Groupe Scolaire Nkubi is resulted from the lack of required listening skills. The discussion above shows that the number of students who don't feel self-confident to speak English language is big enough compared to those with confidence in language speaking. The researcher concludes that English language speaking anxiety at Groupe Scolaire Nkubi results from students' lack of self-confidence.

4.4 Students' Anxiety in Speaking English in Rwanda's Secondary Schools

The findings in this subchapter are about students' anxiety in speaking English. As said in the previous subchapter, feeling uncomfortable is closely related to anxiety. The assumption was that when second language learners lack fluency and competence in the target language they lose self-confidence to speak it which may result in language speaking anxiety. The

other assumption was that when these students lack fluency and/or competence in this language they don't lose self-confidence and they don't get any language speaking anxiety. The consecutive tables below show what respondents reveal about students' anxiety in speaking English and associated implications were explained below these tables

Table 6: Nervousness found in using English

The participants got involved in telling the researcher what they think, know and experience in the following: (i) nervousness found in using English; (ii) anxiety in listening and speaking in English; and (iii) anxiety in using vocabulary in the speaking skill. Nervousness is related with anxiety, listening and speaking are closely related, and using vocabulary is crucial in the speaking skill apart from the other language skills. The following table indicates nervousness found while using English language.

Nervousness in English	Strongly agree	Agree	Disagree	Strongly disagree
I feel nervous when I can't express myself in English	32.5%	41.7%	15.8%	10%
I feel nervous using English outside of the college or class	24.5%	45.6%	18.9%	11%
I am not nervous speaking in English with my classmates	35.7%	38.9%	12%	13.4%
I get anxious when there are too many English language students registered in my class	22.5%	38.8%	21%	17.8%
I feel anxious when I see classmates better than me in English	28.6%	34.8%	21%	15.6%
I feel nervous when talking in English to someone I just met	40.7%	43.8%	9%	5.5%
I feel nervous when I am around more experienced English language users	48.6%	35.5%	9%	6.9%

Source: Primary data, 2022

The researcher's analysis shows that the bigger number of students who participated in using the questionnaire get nervousness, anxiety in listening and speaking as well as anxiety in using vocabulary when they are speaking. Therefore, 74.2% students agree that they feel

nervous when they can't express themselves in English, and the rest of them (27.8%) disagree. When it comes to feeling nervous when using English outside the class 70.1% agree and the rest of them disagree. However, when it comes to students speaking with their classmates 74.6% of them respond by agreeing that they aren't nervous when they speak with their classmates. So, it is only 25.4% of them who feel nervous when they are speaking with their classmates.

Table 7: Anxiety in listening and speaking in English

Anxiety in listening and speaking in English	Strongly agree	Agree	Disagree	Strongly disagree
I worry when I listen to fluent speakers of English	50.7%	37.5%	6.8%	5%
I find difficulty in comprehending fast speakers of English	25.8%	46.5%	18%	9.7%
I find difficulty in understanding lectures, news, speeches and dialogues delivered in English	30.7%	38.5%	20%	10.8%
I feel anxious when listening to a passage in my listening	46.5%	27.5%	14%	12%
I feel anxious when I don't understand what the teacher is saying in the foreign language	54.8%	32.5%	8.7%	5%
I find difficulty in answering listening tasks	35.6%	38.5%	9%	7%
I find difficulty in discriminating information that I listen in English	40.5%	27.9%	19%	12.6%
I worry that I do not understand what the lecturer says in English	22.8%	35%	20%	22.2%

The above table indicate that when it comes to anxiety in listening and speaking in English, 88.2% students agree that they worry when they listen to fluent speakers of English while the remaining percentage disagree. Many students (72.3%) agree that they find difficulty in comprehending fast speakers of English, while the rest of them disagree. Also, many students (69.2%) agree that they find difficulty in understanding lecturers, news, speeches and dialogues delivered in English. Although not few of them disagree (30.8%), it is understandable when a foreign language user finds difficulty in understanding other users when they are speaking and he/she is listening to them. One of the causes of this problem can be poor vocabulary and grammar.

Table 8: Anxiety in using vocabulary in the speaking skill

Using vocabulary in the speaking skill	Strongly agree	Agree	Disagree	Strongly disagree
I get nervous when there is a lot of vocabulary that I don't understand as being used in my foreign language class.	32%	39%	15%	14%
I feel anxious when I want to volunteer to say something but can't find the proper words to say it in my foreign language class	41.5%	30.4%	19%	9.1%
In language class, I can get so nervous when I forget things I know	29.6%	53%	9%	8.4%
I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson content	34%	41%	13%	12%

More students get anxious when there are too many English language students registered in their class; 61.3% of them agree and 38.7% of them disagree. Also, many students (63.4%) agree that they feel anxious when they see classmates better than themselves in speaking English. Most students (84.5%) feel nervous when talking in English to someone they meet, and most students (84.1%) feel nervous when they are around more experienced English language users.

So, there's no wonder that this can cause anxiety for this person when he/she is speaking this foreign language to other people especially when he/she thinks, assumes or knows that they are more fluent and competent than him/her. Most students (74%) students feel anxious when listening to a passage in their listening skill; and any problem in listening can cause anxiety in the same person's speaking skill.

The bigger number of students (87.3%) feels anxious when they don't understand what the teacher is saying in a foreign language, and 74.1% of students agree that they find difficulty in answering listening task. Although listening tasks can be answered by using the writing skill, others are answered orally using the speaking skill. Although 31.6% of students disagree that they find difficulty in discriminating information that they listen in English the bigger number of students (68.4%) agree. Lastly, 42.6% students disagree that they

worry that they don't understand what their lecturer says in English, but more students (57.8%) agree.

The data collected using a questionnaire was also analyzed by seeing how students get anxiety in using vocabulary in the speaking skill. It is 71.9% students who agreed that they get nervous when there's a lot of vocabulary that don't understand as being used in their foreign language class. The others (28.1%) disagreed. When it comes to students feeling anxious when they want to volunteer to say something but can't find the proper words to say it in their foreign language class, a bigger number of students 71.9% agree. It is also a bigger number of students (82.6%) who agree that in a language class they get so nervous when they forget things that they know. Lastly, it is many students who feel nervous and confused when the language teacher is unsuccessful in explaining the lesson content; 75% of them agree while 25% of them disagree.

Anxiety in foreign/second language use or learning takes place in all language skills and subskills, but the stress in this research is on speaking English as foreign language in Rwanda's secondary education. The meaning and what students' anxiety does in speaking English is discussed in Chapter 2 and subchapter 2.6 (MacIntyre & Gardner, 1994; MacIntyre, 1994; Yousif, et al., 2016; Sarah, 2017; Gerald Gillis, 2013; Brown, 2000; Mahdalena, 2021; Rumiayati, 2018; Uli, 2017).

People who are anxious may feel like they can't speak faster, which can cause stuttering or slurring. Communication difficulties due to anxiety may be high among people with other speech impairments. The major issue to be focused on in this subchapter is student's anxiety in speaking English when in class and entire school environment, especially when speaking in English with their fellows, their teachers, their school administrators and others. Apart from the presentation of findings and their analysis above, this subchapter also attempts to look at how students can use some strategies to avoid or survive in the speaking anxiety. Also, teachers can help their students to overcome (or even prevent) anxiety in speaking English.

If speaking anxiety can be seen as fear of giving or presenting in public because of the expectation of being negatively judged or humiliated by others, anxiety in speaking English in class or school can be included. The main factors that affect students' speaking skills in English as a foreign/second language are accuracy, pronunciation, vocabulary, grammar,

fluency, accent, and comprehension (Brown, 2004). So, the points to consider about speaking English are clarity, variety, audience and tone.

A variety of research has revealed that poor listening, feeling under pressure and frightened of negative judges by teachers, fear of unfitting pronunciation and low vocabulary literacy affect negatively the learners' English skills, knowledge, retention, attention and achievement in all academic activities.

Even if it is often not possible to entirely abolish speech anxiety, especially in a foreign language, this can be dealt by motivating and encouraging students to get more confidence in speaking in class where a teacher and peers are present, this can make a student's thoughts race and his/her palms drip with sweat. Although speaking in front of one's teacher and peers can be admittedly difficult for some students, it is not impossible because this issue can be successfully dealt one's goal during speech.

According to Uli (2017), there are some students' strategies which can be simple and easy to use to support students to overcome language speaking problems.

<p>Understand your fears and learn to overcome them.</p> <p>Determine your problem areas.</p> <p>Accept that a mistake will be part of your journey to learn English.</p> <p>Stop striving for perfection and comparing with native speakers (of English).</p> <p>Enjoy speaking with native speakers (of English) as they may enjoy speaking with you in your native language.</p>	<p>Stop pressuring yourself to learn too quickly.</p> <p>Manage the pace of your conversations.</p> <p>Listen more.</p> <p>Find an effective learning method for you.</p> <p>Engage in one-on-one conversations.</p> <p>Keep things simple.</p> <p>Stay positive and motivated.</p>
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However, there are other factors (motivation, confidence building, enhanced listening ability, regular feedback in speaking activities), the teachers should put more focus on increasing motivation, confidence building, enhanced listening ability, regular feedback in speaking activities to uplift the learners 'speaking ability. Many research studies show how a teacher can help his/her students to deal with anxiety in speaking (Brown, 2007; Woodrow, 2006). There are many strategies, but some of them are follows:

Allow for planning, preparation, and practice time.

Take a few deep breaths.
Think positively.
Warm up the “gears”.
Start speaking after inhaling.
Experience builds confidence.

4.5 Factors Influencing the Students’ Anxiety in Speaking English

This subchapter deals with why and how students’ anxiety in speaking English is influenced (Horwitz, 1986; Young, 1991). So, there are some influencing factors, conditions, circumstances, and so on. There are many discussed in the section of review of literature which influence the students’ anxiety in speaking English. There are various kinds of influencing speaking fluency, and cognitive factors, linguistic factors and affective factors are some of the major ones. We equally discussed some strategies to overcome speaking anxiety (Strack, Martin and Stepper, 1988; Brown, 2007; Wood-row, 2006; Staley, 2015). Let’s take a look at specific factors found in the present study.

Speaking anxiety is influenced by the lack of motivation amongst the learners of English language. Therefore, the researcher asked students whether they feel interested to learn English, whether they feel satisfaction and pleasure to learn English, and whether they feel motivated to learn English. The percentages are shown in the figures below – Fig. 2a, Fig. 2b and Fig. 2c.

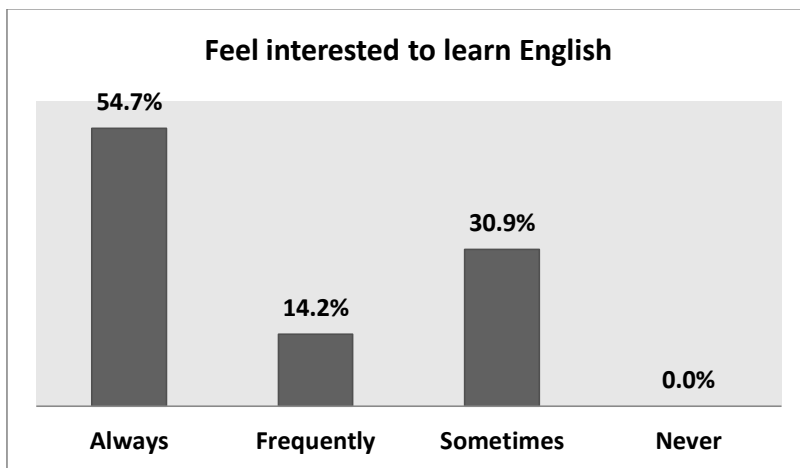


Figure 2: Feeling interested to learn English

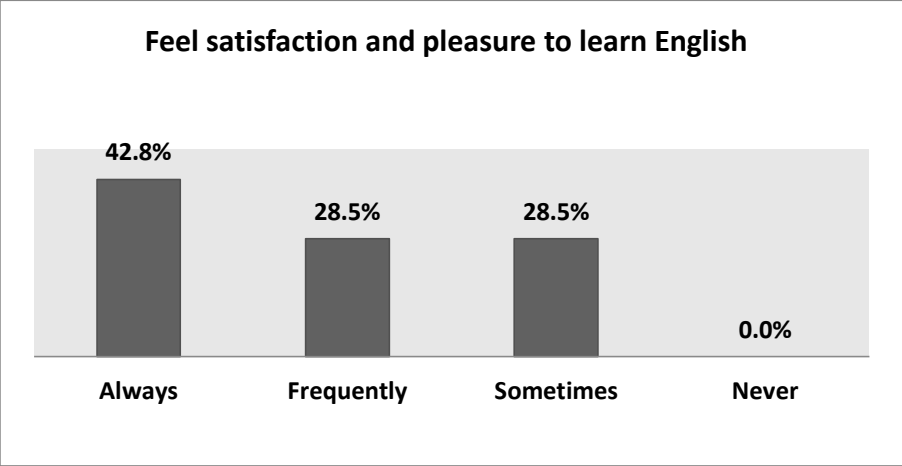


Figure 3: Feeling satisfaction and pleasure to learn English

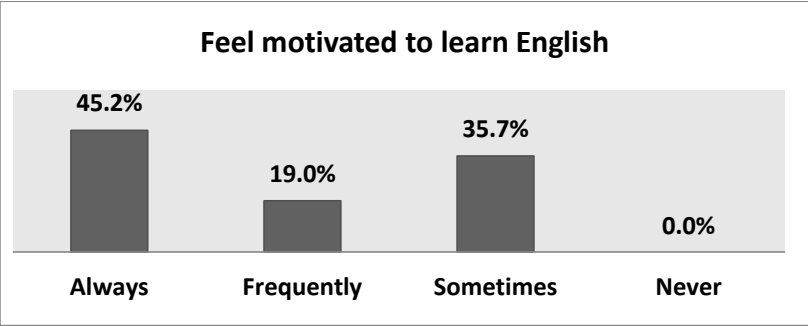


Figure 4: Feeling motivated to learn English

Students’ performance in their subject influences speaking anxiety because when it is good it increases confidence and it shows a student linguistic knowledge. On the other hand, the lack of good performance increases fear for speaking because of the fear of negative evaluation that may occur after their speech. Therefore, in this study respondents were asked about their performance in order to find out whether it would be the main cause of speaking anxiety. The figure below illustrates students’ performance.

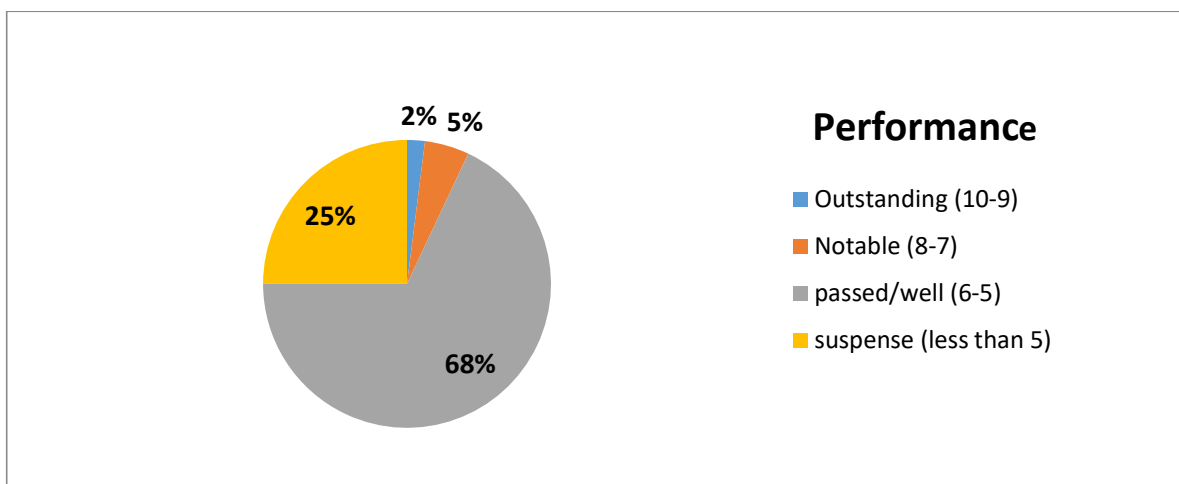


Figure 5: Performance in the subject

Speaking anxiety is also influenced by a student’s personality traits. In the questionnaire the researcher wanted to find out the students’ personality because it can influence their anxiety in speaking English. The table below identifies responses given by them.

Table 9: Personality traits influencing anxiety

Personality traits influencing anxiety	Always	Frequently	Sometimes	Never
Shy and embarrassed to speak English	19%	11.9%	59.5%	11.9%
Open, sociable and extroverted	19%	21.4%	54.7%	7.1%
Perfectionist	21.4%	14.2%	52.3%	16.6%
Strive to achieve the best results	45.2%	21.4%	35.7%	0%
Eager to participate	21.4%	9.5%	59.5%	11.9%

This study took place in a day-school whereby students stay with their families and continue attending school. It means that after attending class they go back home and wait for the next day. In order to get familiar with English, they don’t have to only use it at school but also need to have opportunities of using it outside the classroom setting. Therefore, the researcher asked students whether there is any other person who speaks English at home and how often they speak English at home. The following figure illustrates the results.

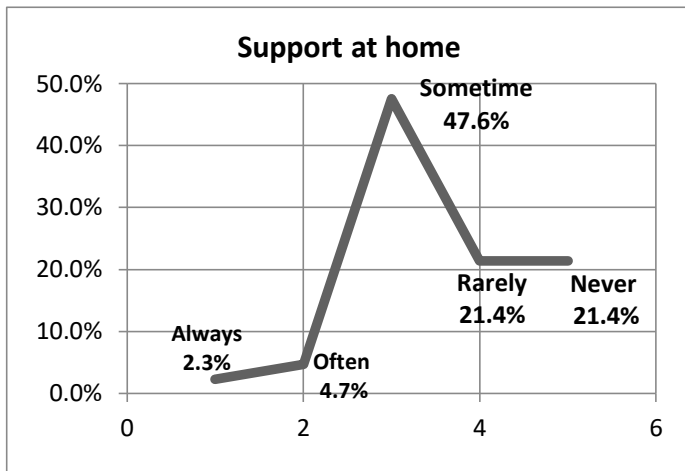


Figure 6: Support at home

Basing on time a student spends at school and at home and he/she is exposed to English, the researcher asked students their level of exposure to English whether at school or at home. The figure below illustrates students' responses.

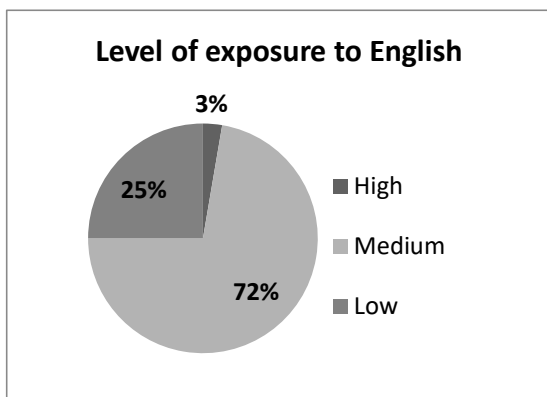


Figure 7: Level of exposure to English

Linguistic knowledge plays a vital role in language communication. Without it communication would not occur. Speaking anxiety is often caused by the lack of enough linguistic knowledge. People fail to communicate effectively in the target language. The researcher intended to find out the level of linguistic knowledge of respondents through their perspectives. Students were requested to choose between very good, good, satisfactory and bad in order to show their level of linguistic knowledge. Look at the details in the table below.

Table 10: Linguistic knowledge in language skills

Language skills	Very Good	Good	Satisfactory	Bad
Grammar	0%	28.5%	57.1%	11.9%
Pronunciation	2.3%	28.5%	52.3%	14.2%
Vocabulary	4.7%	45.2%	42.8%	7.1%
Familiarity of language speaking	2.3%	26.1%	40.4%	26.1%

4.5.1 Interpretation of tables

Arriving in class late or getting to class after having been absent for the previous class sessions increases stress and it gets worse when the language teacher asks you to express yourself in the foreign language like English which is also the second language in Rwanda of today. This situation may cause speaking anxiety. About 79% students in this research agreed that they get nervous when they arrive late in class or when arriving there the day following their absence. However, 19.9% disagreed the fact of being nervous after being late in class. Therefore, the majority students confirmed that lack of preparedness is the main cause of speaking anxiety.

In this research it became important to find out how students learn grammatical rules in a foreign language. There is a number of grammatical rules to learn in this language, and people who don't learn enough of those rules can have their language speaking anxiety increased. Many students (74.3%) agreed that the main cause of speaking anxiety is linked to a number of grammatical rules they have not yet learnt. However, 27.7% students denied the fact. Therefore, this big number of responding students in this research confirmed that their anxiety is caused by grammatical rules they have not yet acquired.

If you are a student, an unexpected question that requires you to express yourself in the target language provokes anxiety and the situation gets worse when the question is asked by the teacher. It increases students' fear of negative evaluation. This is why 88% students feel anxious when the teacher asks them a question that they have not prepared for. The power of teaching language relies more on the learner' interest in a topic. When a topic connects to what students like to do, commitment extends as they willingly spend time thinking, dialogue, and creating ideas in meaningful ways.

Being interested in English language facilitates its acquisition. Respondents in this research provided information that 54.7% are always interested to learn English and to practice it. This number is big enough compared to those who frequently and sometimes feel interested.

About 45% respondents said that English doesn't always interest them but they frequently and sometimes feel interested. There is no one who is not interested when it's time to learn English language. Due to the fact that majority students feel always interested, it's clear that students in general are interested to practice and learn English.

When a learner feels satisfied and pleased to learn a language it becomes easy and immediate to acquire it. While conducting this research, respondents were asked whether they are satisfied and pleased to learn English. About 42.8% agreed that they always feel satisfied and pleased to learn English, and 57% said that it happens frequently and sometimes students' motivation plays utmost importance in language learning. In this study, the researcher intended to find out whether students in Groupe Scolaire Nkubi are motivated to learn English. Results show that 45.2% of respondents feel always motivated. This number is not big enough for a class to be participative in English. Results also show that 54.7% of respondents feel motivated sometimes or frequently.

As mentioned above, performance may cause or hinder speaking anxiety. Therefore, the Figure 3 shows that only 2% students perform at the level of outstanding (10-9), 5% perform at the level of notable (8-7), 68% of students perform at the level of passed well (6-5) and 25% of students perform at the level of suspense (less than 5).

As the Table 4 indicates, students were given different alternatives and they had to choose amongst always, frequently, sometimes and never. The questions given are closed-ended. The first question intended to find out whether students are shy and embarrassed to speak English. About 19% students always feel shy and embarrassed to speak the target language, 11.9% frequently and 59.5% sometimes. It is well illustrated that only 11.9% don't feel shy to speak English. Secondly, the researcher aimed at finding out whether students are open, sociable and extroverted. Basing on students' responses 19% are not always open, sociable and extroverted; 21.4% frequently and 54.7% sometimes. The table 4 shows that only 7.1% are open, sociable and extroverted.

Perfectionism prevents students to speak the target language because they want to express themselves perfectly and feel awkward when making any mistake in English. Students who are not perfectionist tend to speak English more confidently than others. In this study, 21.4% confirmed to always be perfectionist, 14.2% frequently and 52.3% sometimes. It is clearly shown that only 16.6% are not perfectionist; it means they are able to tolerate language mistakes while communicating in a foreign language.

About 45.2% students always strive to achieve the best results, 21.4% frequently and 35% sometimes. It is clear that at least everyone makes an effort to achieve the best result and the big number of respondents does their best everyday but the question remains “why do students still experience speaking anxiety?” Students may be putting much effort in getting good classroom marks but not in speaking fluently the target language. It is clearly demonstrated in the table above that 21.4% students are always eager to participate in debate, classroom discussion and conversations, 9.5% frequently and 59.5% sometimes. But 11.9% are not interested in classroom participation.

The figure above shows that 2.3% students confirmed to have someone at home who speaks English and they always speak English at home; 4.7% do it often, 47.6% sometimes and 21.4% do it rarely. About 21.4% don't have any opportunity to use English at home and they never use English at home. As the figure above illustrates, 3% students confirmed to be highly exposed to English language whether being at school or at home. About 72% students are medium exposed to what they may be exposed to at school but not at home. And 25% are low exposed, which means they are not exposed to it sufficiently at school. The majority students are medium exposed to English language which may delay their speaking fluency and causes anxiety.

Grammar knowledge is of utmost importance in language communication. It facilitates language fluency and alleviates speaking anxiety. Making grammatical mistakes increases fear of expressing oneself in the target language and diminishes self-confidence due to negative evaluation that may occur. In this research, students under investigation were asked to rank their level of grammatical knowledge. No one confirmed that his/her grammar is *very good* but 28.5% said that their grammar is *good*, 57.1% rank it as *satisfactory* and 11.9% rank their grammar is *bad*.

The correct pronunciation facilitates information delivering in communication process. The failure of good pronunciation prevents message delivering and increases speaking anxiety. In this study, respondents were asked to show their level of pronunciation competency. About 2.3% students said that their pronunciation is *very good*, 28.5% students their pronunciation is *good*, about 52.3% find it *satisfactory* and 14.2% said that their pronunciation is *bad*.

Knowledge of language vocabulary enables learners of the second language to express themselves fluently in the target language. It increases self-confidence and alleviates

speaking anxiety. In this study, respondents were asked to rank their level of vocabulary knowledge. About 4.7% said that it is *very good*, 45.2% *good*, 42.8% *satisfactory* and 7.1% said that their vocabulary knowledge is *bad*.

Strategies used to fight against speaking anxiety are familiarity of language speaking. In this study respondents were asked to rate their speaking familiarity as *very good*, *good*, *satisfactory* and *bad*. About 2.3% students said that their familiarity is very good, 26.1% good, 40.4% satisfactory and 26.1% bad. The majority of students rated their familiarity as satisfactory and bad. This category includes 66.5% students, and this number is big enough to mean that their familiarity would not help them to overcome speaking anxiety.

As the findings show, influencing the students' anxiety in speaking English is common in setting where this research took place. This can also be common in many other schools in Rwanda. The researcher's suggestion is that the strategies discussed in 2.8 can be used to overcome and minimize the influencing of the students' anxiety in the English speaking skill (Strack, Martin and Stapper, 1988; Brown, 2007; Woodrow, 2006; Staley, 2015).

4.6 Possible Solutions for Speaking Anxiety

As it has been indicated in Chapter 3, the researcher qualitatively used oral interviews with three teachers to collect data. In these interviews the researcher was most interested in knowing how teachers can understand speaking anxiety in English and suggest solutions for this problem. Using a questionnaire was done with students only. Although most of the questionnaire was focusing on quantitative data (using closed-ended questions), it had two brief open-ended questions which came towards the end of the questionnaire.

The questions asked like this: (i) according to you, what prevents you to always speak in English language? (ii) According to you what would help you to always speak in English language? In this case respondents (students) gave their views on the situation presented to them. Therefore, the findings in this subchapter are based on these data sources. One respondent answered like this to suggest some possible solution to the question about what prevents to always speak in English:

“To be in a group which speaks English always” (Primary data 1)

By saying this, the respondent suggested that being in a group which speaks English always would help to reduce English speaking anxiety. This idea also came frequently during an interview with their teachers. Related to the above answer several respondents kept suggesting the fact of being in group that speaks the target language. In brief, it was:

- *To make conversation with others*
- *Being open and talking whatever one thinks*
- *Being explained when one does not understand* (Primary data 2)

When asked about what would help to always speak in English language, another respondent suggested that making conversations with others would be helpful as well as being open and talking whatever one thinks. The respondents also suggested being explained some difficult words that he/she may fail to understand. They also suggested reading a dictionary loudly.

Another respondent suggested that a solution for reduction of English speaking anxiety is to use dialogues, debates and watching movies which are in English. The respondents also suggested the use of internets in order to search difficult words by oneself. One of them suggested like this:

“To be confident and to reduce fear of speaking English in our everyday life in order to increase the spoken of foreign language” (Primary data 3)

When the respondents’ views are analyzed, it is realized that students have different personalities, and some are shy and reluctant to speak the target language. The suggested solution for them is to be confident and reduce fear of speaking English in their everyday life in order to increase the spoken foreign language. One respondent said:

“According to myself things that can help to speak English is doing exercises for listening and speaking English in my all days” (Primary data 4)

The last but not least suggestion is to make practice of English listening and speaking exercises in all days. After having analyzed the solutions suggested by respondents, the researcher found what they suggested very useful. Thus, students have to apply them in their routine practice of English language.

The interviews with English language teachers told the researcher their perspectives. They were asked whether they address to students in English language and whether students always ask questions in English in their classroom. The researcher also asked them their views about what prevents students to always speak in English, what would help students to always speak in English and the advice a language teacher would give curriculum designers, the Ministry of Education and other language teachers.

Two of the respondents stated that they always address to students in English language. However, one of them doesn’t always address to students in English, and the other teachers

confirmed that students always use English in the classroom when asking questions to the teacher. Teachers' effort to persuade language learners to use English is very important because it is well illustrated that most teachers don't allow students to use other languages than English particularly when they are in class or at school.

The respondents in this study gave their views on what prevents students to always speak in English. One of them presented his view as follows:

"According to me, what prevents them to always speak English is the influence of their mother tongue in community and lack of self-confidence." (Primary data 1)

Therefore, the respondent stated that the main cause of English speaking anxiety amongst students is the influence of Kinyarwanda and the lack of self-confidence. The researcher asked language teachers what would help students to always speak English. One of them responded as follows:

"Encouraging students to use English while they are at school and encouraging students to use story telling in class and debate" (Primary data 2)

The other respondent said as follows:

"Teachers and academic partners are basic motivation of students to speak English; not only this but to read different writing which are in English." (Primary data 3)

The teachers' views on what would help students to always speak in English focus on the use of storytelling in the classroom and class debate in order to encourage students to use English. One of the views also emphasizes on the role of teachers and other academicians to motivate students to speak English language wherever they are and to read different books, novels, syllabus materials, etc... which are written in English. The last question of the researcher asked the teacher to base on his/her experience and give advice to a curriculum designer, the Ministry of Education and other language teachers. The respondents' views are stated below.

"I would advise curriculum designers to increase practice time of speaking rather than memorizing grammatical rules." (Primary data 4)

"What I would advise is to design a curriculum which gives students opportunities to use English." (Primary data 5)

Basing on the above mentioned views, teachers suggested a curriculum that allows students more speaking practices rather than grammatical rules. This advice would handle the problem of lack of self-confidence but there is still a problem related to influence of mother tongue to daily use rather than English.

In brief, this study has shown that students use English in the classroom when asking questions and clarification. In spite of this, not few of them face anxiety in talking to class – that is, the teacher plus colleagues whom one assumes is a better speaker. In teachers' views what prevents students to always use English is the influence of their mother tongue and lack of self-confidence. Nonetheless, the students' and teachers' suggestions are relevant and important for solving this problem. Some of them are suggesting the use of storytelling in class, class debate, motivating learners to use English and design a curriculum that allows more time in speaking practice.

Second language anxiety can be controlled. The decrease of foreign/second language anxiety requires the involvement of both the student and the teacher, each of which are able to adopt strategies to alleviate anxiety. Students play an active role in acknowledging and managing their foreign/second language anxiety.

One study suggests that teaching songs in the classroom as a specific methodological strategy that can expand learners' academic achievement, which in turn reduces high level of students 'anxiety as they become more contented and proficient in the language.

Second language anxiety can be controlled: According to Strack, Martin and Stepper (1988), a student can also overcome his/her fear of speaking English by not letting his/her fear of speaking English keep him/her from becoming fluent.

Brown, 2007 and Woodrow, 2006) added seven tips for helping learners to minimize anxiety in speaking that include allowing for planning, preparation, and practice time; taking a few deep breaths; knowing the first 60 seconds like the back of your first hand; thinking positively; warming up the “gears”; starting speaking after inhaling; and experiencing builds confidence.

4.7 Limitation of the Study

The present work that is carried out on the factors that influence students' anxiety in speaking English in secondary schools aimed at knowing how speaking skill is taught in secondary schools, how students feel uncomfortable of speaking English, students' anxiety in speaking English, factors that influence the students' anxiety when they speak English, as well as possible solutions for speaking anxiety suggested by respondents who participated. However, the economic disability and time challenged this research.

Another challenge was that the researcher's field was limited to one school, one province, one district, one school, one class, one level, only 42 students and only 3 teachers as

participants in Rwanda. It would have been better to include all schools and all classes in the country. Unfortunately, it was too difficult for me to reach all these schools and many more participants.

However, there is hope that the findings which came from this field reflect the entire situations of most schools in Rwanda. Therefore, other researchers and English education stakeholders will benefit from the findings of this research because in Rwanda secondary school education follows the same curriculum. The location of the sampled school in a slightly urban area will reflect the situation of students' anxiety in speaking English.

4.8 Conclusion

This chapter presented data and analyzed the factors that influence students' anxiety in speaking English in secondary schools aimed at knowing how speaking skill is taught in secondary schools, how students feel uncomfortable of speaking English, students' anxiety in speaking English, factors that influence the students' anxiety when they speak English, as well as possible solutions for speaking anxiety suggested by respondents who participated in Groupe Scolaire Nkubi which is located in Huye District. Lastly, it interprets and discusses findings and gives limitation of the study. To conclude with the findings, the study revealed that there are many factors and strategies to minimize student's anxiety in speaking English language in Rwandan secondary schools.

CHAPTER.V: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

This scholarly investigation centers on "factors Influencing Students' Anxiety in Speaking English in Rwandan Schools: The Case of Groupe Scolaire Nkubi." The study aimed to accomplish several objectives, such as analyzing the methods used to teach English to secondary school pupils in Rwanda, analyzing the causes of the students' discomfort when speaking the language, identifying the students who feel nervous about speaking English, and analyzing the variables that influence the students' nervousness when speaking the language.

The primary goal of this study was to find out what variables Rwandan secondary school students were worried about when they spoke English. It focused on teaching and studying English speaking as a language ability in secondary schools in Rwanda. It determined whether or not students find speaking English in secondary schools in Rwanda uncomfortable. It also determined the level of anxiety students had when speaking the language and examined the variables that affect their anxiety. It also indicated a potential remedy for the anxiety issue with speaking English.

This research has revealed that the majority of learners (70%+) really understand and grasp the sense of anxiety in speaking English. Results have shown that the majority of students feel always interested to practice and learn English but are exposed to English language which may delay their speaking fluency and causes anxiety. Students and their teachers also understand the factors that influence learners' anxiety in speaking this second language in the country. Students in this research confirmed that their anxiety is caused by grammatical rules they have not yet acquired. Because speaking is a vital language skill in English anxiety in it is crucial and challenging when it comes to secondary school students who are expected to successfully complete their curriculum and join the tertiary education and the world of work. Thus, the awareness of English language speaking anxiety is necessary – for teachers and their learners – to improve attention to the factors that influence this anxiety. The strategy used in the classroom at Groupe Scolaire Nkubi is lecturing rather than collaborative learning which may cause language speaking anxiety. The number of students who don't feel self-confident to speak English language is big enough as compared to those with confidence in language speaking, and the number of students who suffer English speaking anxiety due to lack of vocabulary is bigger than those who don't feel anxious.

Therefore, target language speaking anxiety at Groupe Scolaire Nkubi is also caused by lack of vocabulary and self-confidence. Students at Groupe Scolaire Nkubi feel anxious in speaking English while presenting in front of other students in the classroom and are aware of the deficiency in language fluency which makes them fear speaking the target language, and this results in English language speaking anxiety. Therefore, English speaking anxiety at Groupe Scolaire Nkubi occurs in class presentations.

The study, especially in subsection 4.6, has shown how language anxiety can be reduced. It has also suggested some strategies to reduce as much as possible the factors that influence anxiety in speaking English. Findings prove that proper teaching methodology to enable learners feel comfortable with speaking English and fight against speaking anxiety, increasing learners' motivation of speaking in class and school, and to encourage learners to speak English to their teachers, colleagues and people that they think or know that they know how to speak English than them. English language teachers have to introduce effective techniques to teach English speaking.

5.2 Recommendations

Teachers and language educators should work hard to promote friendly environments, motivation, gamification techniques, suggestopedia language methods, silent way to curb learners' problems when their students face speaking anxiety in English language. Also teachers and language educators should create a positive and inclusive learning environment that encourages student participation and builds confidence. They can enhance engagement through interactive methods like group activities and role-playing, and by integrating technology such as language learning apps and multimedia resources. Emphasizing practical usage through conversational practice and real-world contexts is crucial, alongside providing personalized feedback and adapting instruction to meet diverse learning needs.

Additionally, fostering cultural understanding, promoting continuous professional development, and encouraging autonomous learning through effective self-study techniques and goal setting can significantly enhance language acquisition and proficiency.

The study revealed that there were different factors influencing students' anxiety in speaking English in Rwanda Secondary School. Consequently, recommendations and suggestions for future appropriate teaching of English as non-native language in schools in Rwanda that yields high learners' English-speaking productivity.

The researcher advocates the following recommendations. I would suggest and recommend that the Ministry of Education, secondary schools of Rwanda specifically referring to influencing students' anxiety in speaking English in secondary schools. The research has shown that many students in secondary schools find difficulty in properly speaking English when they are in class and at school. It is recommended to English language teachers to avoid defective educational practices like teacher-centered speaking in their English lessons which emphasizes on teachers speaking instead of speaking skill development among students instead.

To be more specific, in order to overcome language speaking anxiety, the following are other recommendations for students and teachers at Groupe Scolaire Nkubi and other secondary schools in Rwanda:

Teachers are recommended to use dialogues and debates in the classroom, to use collaborative learning rather than lecturing, to initiate regular class presentations and play DVDs and CDs which enable learners to listen to native speakers of English and to enrich students with English vocabularies.

Students are recommended to be in groups of students who speak English, to watch movies which are in English, to make conversation with others, to be open and talk about whatever they think, and to be confident, and to make listening practices.

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GROUPE SCOLAIRE NKUBI
HUYE DISTRICT
MUKURA SECTOR
TEL: 0788479772/0725747094

Mr. Emmanuel MANIRIHO

**Masters' student at
University of Rwanda
College of Education**

Dear Emmanuel,

Re: Response to your letter

Reference is made to your letter dated on 20th March, 2022 requesting for permission to collect data from Students and Teachers at Groupe Scolaire NKUBI that would contribute to your research entitled **"Perceptions of factors influencing students' anxiety in speaking English in Rwanda Secondary School"**;

It is with the above background, I would like to inform you that you are granted permission to come and collect data as requested;

During data collection, you will be assisted by Deputy of Studies who will help you reach students and teachers for further interaction;

We hope that the collected data will be kept confidential and will be strictly used for academic purposes only;

Good luck!

Pascal NKUNDINEZA



APPENDIX

SURVEY LETTER

Dear students,

My name is Emmanuel MANIRIHO a master's student at University of Rwanda, College of Education School of Education in Masters of English Education.

This study is entitled "**Perceptions factors influencing students' anxiety in speaking English in Rwandan Secondary School. The case of Groupe Scolaire Nkubi**" and is a thesis that will be submitted to the College of Education as a partial fulfillment for the award of the Masters. I ensure you that the information provided will be kept strictly confidential and used for academic purposes. Your answers should be based upon your own knowledge.

Thank you for your kind help.

QUESTIONNAIRE

Note: If you wish to contribute by making any additional comments and/or expressing any further concern about this research, please contact the researcher emanirih042@gmail.com.

Thank you for completing the questionnaire **God Bless You**

READ CAREFULLY AND UNDERLINE THE OPTIONS THAT MOST APPROACH FORM OF BEING AND BEHAVIOR:

MOTIVATION:

1. The foreign language interests me, that's why I want to study it, practice it and learn it.
A = always B = frequently C = sometimes D = never
2. I like the foreign language and I feel satisfaction and pleasure when I study it, practice it
and learn it.
A) always B) frequently C) sometimes D) never
3. I feel motivated to study, practice and learn the foreign language and that is why I try
hard.
A) always B) frequently C) sometimes D) never

PERFORMANCE

4. The average grade in a foreign language is:

- A) outstanding (10-9) B) notable (8-7) C) passed / well (6-5) D) suspense (less than

PERSONALITY

5. In general, because of my way of being and behaving, I consider myself shy and embarrassed to speak English

- A) always B) frequently C) sometimes D) never

6. In the language class and in other situations of life, in general, I am open, sociable and extroverted.

- A) always B) frequently C) sometimes D) never

7. By my way of being and acting, I consider myself perfectionist.

- A) always B) frequently C) sometimes D) never

8. Despite the difficulties involved in learning a foreign language well, all the time I can strive to achieve the best results.

- A) always B) frequently C) sometimes D) never

9. Believes that I am always willing to participate in the language class, to represent dialogues and situations, practice, and intervene at any time

- A) always B) frequently C) sometimes D) never

4. Support at Home

Is another language spoken at the student's home?

Is there any other person who speak English at home? How often do you converse in English

- Always B) often C) sometimes D) rarely E) Never

What is a student's exposure level to English languages?

- High B) Medium C) low

Prior Linguistic Knowledge

Grammar,

- Very Good (90%) B) Good (70%) C) satisfactory(50%) D) Bad(30%)

Pronunciation,

- Very Good (90%) B) Good (70%) C) satisfactory(50%) D) Bad(30%)

Vocabulary,

- Very Good (90%) B) Good (70%) C) satisfactory(50%) D) Bad(30%)

IV) familiarity of the language speaking (fluency)

Very Good (90%) B) Good (70%) C) satisfactory(50%) D) Bad(30%)

Learning Environment

How does the student feel in the classroom?

Do you enjoy English lesson

Do you hate English lesson

Teaching Strategies

How is the language taught?

Does the teacher give you English notes and he explains?

Always ii) often iii) sometimes iv) rarely v) never

Does the teacher explain and you write English notes by yourselves?

Always ii) often iii) sometimes iv) rarely v) never

Does the teacher give you English notes and you explain each other in Groups?

Always ii) often iii) sometimes iv) rarely v) never

Does the teacher initiate group discussion and debate in English?

Always ii) often iii) sometimes iv) rarely v) never

Comprehensible Input

How attainable does the language feel to the student?

Does the teacher play CD or DVD and you listen to English conversation of native speakers?

i)Always ii) often iii) sometimes iv) rarely v) never

9. Age

How old is a student when they start learning a foreign language?

When have you started listening to CDs and DVDs of native speakers of English?

Nursery ii)lower primary ii) upper primary iii) secondary

10.Comfort in their Country of Residence

How happy are students in the country where they are studying a language?

Do you enjoy speaking in English in classroom,

Yes No

Outside the classroom

Yes No

At home

Yes No

According to you, what prevent you to always speak in English language?.....

.....

.....

.....

.....

According to you what would help you to always speak in English language?.....

.....

.....

.....

.....