Foreign Language Speaking Anxiety: A Psycholinguistic Barrier Affecting Speaking Achievement of Saudi EFL Learners

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Abstract
This study is oriented towards the analysis of the speaking achievement of the learners of English as Foreign Language (EFL) in Saudi Arabia. It aims to examine the influence of foreign language speaking anxiety as a psycholinguistic barrier affecting speaking achievement of Saudi EFL learners. It primarily attempts to answer the research quention, '*is there a correlation between foreign language speaking anxiety and the speaking achievement of Saudi Arabian EFL learners?*' The data of the study were collected using questionnaires and speaking achievement tests. Samples of the study were 100 (50 male and 50 female) Preparatory Year Students studying English at Northern Border University, in the Kingdom of Saudi Arabia. Descriptive statistics and Spearman's correlation coefficient were used to analyze data in *Statistical Package for the Social Science* (SPSS) version 25. The results of the study revealed that there is a weak correlation between the speaking language anxiety and achievement of Saudi EFL learners in speaking, the effect size of the value of *r* is -0.242. Based on this result, the EFL learners with high language anxiety have less achievement in speaking test while EFL learners with low language speaking anxiety have high achievement in speaking test. The value P = 0.000 (sig. 2-tailed), which is smaller than 0.05%, indicating that language anxiety has significant negative effect on the respondents' achievement in speaking. In other words, this indicated that 1% increase in anxiety would lead to a 88.8% decrease in EFL learner's performance in speaking at 0.000 level of significance. In conclusion, the study suggested different language anxieties such as personal and interpersonal anxiety, classroom anxiety, and learners' perceptions about foreign language anxiety need to be decressed.
Keywords: EFL learners, foreign language anxiety, psycholinguistic barriers, Saudi university students, speaking skills, speaking anxiety

1.1 Introduction

Psycholinguistic barriers affect language comprehension, acquisition, and production (Örmeci, 2013; Shabitha & Mekala, 2013). Psycholinguistic barriers owe their source and origin to various factors, and accordingly, they are of many types, and they were found to affect learners in varying degrees. The most common psycholinguistic barriers affecting foreign language learning are anxiety (Elmenfi & Gaibani, 2016; Rafada, & Madini, 2017; Pérez, 2018), lack of motivation (Al-Qahtani, 2018; Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018; Gearing & Roger, 2019; Fukuda, Sakata, Pope, 2019) and low self-confidence (Al-Khoudary, 2017; Bai & Yuan, 2018).

The EFL learners in the Arab region are no exception to such worldwide phenomena, and many Arab EFL learners fail to achieve the desired proficiency in English for the same reasons (Alrabai, 2014; Al-Saraj, 2014: Alsaawi, 2015; Albesher, Hussain, & Farid, 2018). Thus, the present study concerns with Kingdom of Saudi Arabia where English is taught as a foreign language and a good proficiency in English is a must for the students to continue in the university system for studies since except for language courses, the medium of instruction for all other university courses is English (Alzahrani, 2019). According to the educational system of Saudi Arabia, the teaching of English language begins from primary level and it continues to higher levels. Various recent studies in the context of Saudi Arabia (e.g. Ali, & Bin-Hady, 2019; Hakim, 2019) highlight that learners' comprehension of the language – reading, writing, speaking and listening – commonly remains very low. Al-Seghayer (2011) categorizes Saudi Arabian EFL learners among low proficiency rather than the medium / high proficiency. According to Al-Seghayer (2011), in terms of progress with regards to expansion of teaching facilities Saudi Arabia busted teaching of English tremendously, but for the quality of teaching and learning achievements there is still need for improvement particularly the learning of the four language skills – reading, writing, speaking and listening.

The Ministry of Education of Saudi Arabia, in an effort to prepare the students for university education, puts all the fresh students in Preparatory Year where they learn English for one year. But the researcher's experience is that even after one year of exclusive study of English language, there is noticed only a negligible improvement in students' proficiency in English (Alsaleh, 2017). The present research is an outcome of a concern for this general failure of EFL learners in Saudi Arabia to achieve the desired proficiency in English. The study seeks to investigate the possible causes for such a failure. The researcher's assumption is that, among other factors, psycholinguistic barriers play a major role in the learners' failure to learn English.

The present study focusses on foreign language anxiety as one of these psycholinguistic barriers to language learning (Manipuspika, 2018). Huang (2012) defines anxiety as "a state of apprehension, a vague fear that is only indirectly associated with an object" (p. 1520). Anxiety is commonly understood as an emotion typically associated with the feeling of stress, tension, and worry. If a person is always anxious, psychologists consider it a pathological condition called "anxiety disorder," diagnosed as having recurring intrusive thoughts, concerns or worries

(Horwitz, 2001). Anxiety is one of the sources of EFL learners' difficulties in learning language skill especially speaking skills. Anxiety that arises from the pressure of learning a language can result in low productivity, dislike or fear of speaking (Elmenfi, & Gaibani, 2016). Many studies have confirmed that language anxiety has a negative effect on the performance of foreign language (FL) and second language (L2) learners (Horwitz et al., 1986; MacIntyre & Gardner, 1994).

Generally speaking, Foreign Language Anxiety (FLA) refers to the fear that arises when learners are anticipated to conduct some job in a second or foreign language, and its prospective impacts are both common among second language learners and nuanced by different phases of language acquisition (MacIntyre & Gardner, 1994). Several latest studies have highlighted how FLA has resonated with academics and teachers over the previous forty years to become the most researched affective variable in FL learning (Dornyei & Ryan, 2015; Gkonou, Daubney & Dewaele, 2017; Teimouri, Goetze & Plonsky, 2019). Furthermore, findings from research using neuroimaging methods found neural correlates of FLA, thus creating a biological foundation for this structure (Jeong et al., 2016). Kelsen (2019) postulates that, despite a wealth of research into FLA, many researchers have reported that anxiety remains one of the least understood affective variables in FL acquisition (Şimşek & Dornyei, 2017; Teimouri et al., 2019). This can be related to ambiguity surrounding its conceptualization and measurement of anxiety – such as the type of anxiety being measured – leading to discrepancy and possible sources of variability in the findings of several studies on the influence and effects of anxiety on foreign language learning (Şimşek & Dornyei, 2017; Teimouri et al., 2019). Bearing in mind all that is yet to be understood about FLA, Horwitz (2017) suggests considering of how anxiety varies across different learner samples and conditions and emphasizes the importance of providing second language students with positive and supportive learning environments (Kelsen, 2019).

It is usually recognized that learning a foreign language involves continuous excitement and motivation, and research into FLA has discovered it to be predominantly detrimental to cognitive processing, self-esteem, motivation, readiness to interact, dynamics and accomplishment in the classroom (Gkonou et al., 2017; Horwitz, 2017; MacIntyre, 2017; Teimouri et al., 2019).

Thus, the present study involves samples from Saudi preparatory year students of Northern Border University, in the Kingdom of Saudi Arabia, it purposely intends to answer this research question:

Is there a correlation between foreign language speaking anxiety and the speaking achievement of Saudi Arabian EFL learners?

2.1 Literature Review
Early studies into anxiety in FL situations offered inconsistent results (e.g., Scovel, 1978; Horwitz & Cope, 1986). MacIntyre (2017) identified this initial period as the Confounded Approach and attributed to the inconsistency of results pertaining to foreign language anxiety to the misplaced focus on facilitating and debilitating anxiety along with the view that some of the types of anxiety discussed were not associated with language learning environments. Horwitz and Cope (1986)'s

work became a landmark approach for investigation of FLA. Their study is based on a factor analytic approach encompassed three domains namely, communication apprehension, test anxiety and fear of negative evaluation. These domains constituted a milestone approach to study of foreign language anxiety known as the *Foreign Language Classroom Anxiety Scale (FLCAS).*

Furthermore, Horwitz (1986) described the development and validity of the FLCAS, which offered clear evidence of FLA as a distinctive form of anxiety out of the three general types of anxieties stated in Horwitz et al. (1986). The FLCAS marked the beginning of various studies investigating the components of FLCA. In another influential study on FLA, Cheng, Horwitz, and Schallert (1999) tried to differentiate between the types of anxieties in writing and speaking components of the FLCAS. In their study they used a principal component analysis delivering a two-component solution. The first component indicated low self-confidence especially with respect to English-language speaking ability, whereas the second component concerned with negative thoughts and emotions relating to English-language classroom performance anxiety. The outcome of their study revealed that there is negative correlation between English speaking performance of Taiwanese university students and FLCAS and its two components respectively, and that the two components accounted for 3.97% and 4.84% of the variation in English speaking course grades. Their findings indicated the presence of individual differences in language-specific anxiety, and the current research is a cross-sectional, confirmatory, correlational, descriptive study. Their study is cross-sectional since the sampled participating students represent a cross-section of the total population of EFL students at the selected university; the study is confirmative because the researcher took up the prefabricated hypothesis investigation and the primary purpose of the study was to confirm/test the hypothesis.

Hakim (2019) employed two qualitative approaches semi-structured interview and focus group discussion to investigate the language anxiety among English language learners in Saudi Arabia. This study is particularly aimed to explore the factors that contribute to language anxiety among Arab language learners. It dealt with EFL learners anxiety within the classroom setting and outside, i.e. in the social context. Various suggestions on how to tack the issues of FLA among the EFL were given.

Kelsen (2019) examined the association between personality traits measured via the Big Five Inventory (BFI) and perceived anxiety associated with delivering presentations assessed by the Personal Report on Public Speaking (PRPSA). An exploratory factor analysis was employed in this study to identify four public speaking anxiety factors, including a positive mindset, physical symptoms, preparation anxiety, and performance anxiety. The lead of factor assessment with these factors as dependent variables in various regression equations and personality characteristics as explanatory variables showed that the variables of personality extraversion, neuroticism, awareness, and openness to experience were all important predictors of public-speaking anxiety − explaining 10 to 23% of the variance − depending on which factor. Variables of personality were then entered into hierarchical regressions while controlling English skills and the quantity of variance explained ranged from 16% to 32%. Avenues through which our understanding and knowledge of language learning are discussed through these studies.

Pérez (2018) examines how foreign language anxiety (FLA) and proficiency relate to second language (L2) utterance fluency during a final oral exam. Thirty-eight learners of Spanish (L1 English) completed unplanned narratives that were coded for ratio and length of pauses between and within Analysis of Speech Units, mean duration of run, phonation-time ratio, and articulation rate. Learners' oral proficiency was measured with an aural/oral sentence imitation task. Multiple regression analyses showed that anxiety is a strong predictor for certain temporal features associated with subjective ratings of fluency. Overall oral proficiency, however, was not a significant predictor in any case. The findings confirm the interference of FLA with cognitive processing and contribute to our understanding of the challenges faced by anxious learners during classroom-based language assessment.

In a study conducted by Manipuspika (2018) which aimed at examining the relationship between English as a Foreign Language (EFL) students' language anxiety and their willingness to communicate. Using the Foreign Language Classroom Anxiety Scale (FLCAS) and Likert-type WTC Scale, the data were collected from 98 undergraduate students studying at English Department in Universitas Brawijaya Malang, Indonesia. Pearson's Correlation test was utilised to analyse the data in SPSS. The results of this study indicated a strong positive correlation between learners' foreign language classroom anxiety and their willingness to communicate. This study involed three types of anxiety, namely, fear of negative evaluation, test anxiety, and communication apprehension. Furthermore, learners had a high amount of anxiety, which in turn made them hard to deal with the process of language learning and tended to have a low willingness to talk. This research therefore attempts to show whether anxiety is an important obstacle to WTC, to determine the kinds and levels of FLA, and to provide suggestions to assist minimize anxiety.

On the other hand, Albesher, Hussain and Farid (2018) investigated whether the use of L1 in the class decreases the Foreign Language Classroom Anxiety (FLCA). The data were collected using five-point Likert-scale consisting of 12-items survey questions administered to lecturers and students. 100 Saudi university students and 100 EFL teachers have responded to the survey questionnaire. The main result of study revealed that L1 speeds up the process of language learning naturally when used occasionally and sensibly with the aim of keeping the learners ' self-esteem and self-image intact and bringing down their FLCA.

Rafada and Madini (2017) conducted a study with the aim to provide some effective solutions on ways to reduce Saudi EFL learners' speaking anxiety in EFL classrooms. The researchers sought the perceptions of 10 Saudi female students, studying their foundation year at the English Language Institute (ELI), King Abdulaziz University, pertaining to speaking anxiety in language classrooms. Unlike previous studies reviewed here, the researcher employed qualitative approach in order to have in-depth understanding of the research phenomenon. For gathering data. Semi-structured interviews were conducted with ten Saudi female students from levels 102, 103, and 104. The data were analysed thematically using Nvivo 10 software. The qualitative data showed that when the foreign language is spoken, Saudi female students feel worried and anxious in foreign language classrooms. However, they showed a favourable attitude and a desire to enhance their level of English speaking skills by watching English films, using English websites, traveling overseas and talking to native speakers.

On the other hand, Elmenfi and Gaibani (2016) investigated the role of social evaluation in influencing public speaking anxiety of English language learners at Omar Al-Mukhtar University, Libya. The data were collected using random sampling involving 111 students selected as respondents in the study. Descriptive statistics (means, standard deviations), parametric statistics (a three-way ANOVA analysis), and Peason's Correlation coefficients were used in the data analysis using SPSS. The result of the study revealed that social evaluation is a very significant aspect and is an important contributor to Public Speaking Anxiety of English foreign language learners at Omar Al- Mukhtar University.

3.1 Methods
This is a correlational research design. Correlation is a quantitative method of research study in which two or more quantitative variables are used from the same group of subjects and then the researcher tries to determine if there is a relation between the two variables. According to (Creswell, 2012):

> Correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using th2 statistical procedure of correlational analysis. This degree of association, expressed as a number, indicates whether the two variables are related or whether one can predict another. To accomplish this, you study a single group of individuals rather than two or more groups as in an experiment (p. 44).

In the present study the correlation is established between quantitative results obtained from preparatory year students of Northern Border University, in the Kingdom of Saudi Arabia.

3.1.1 Participants
Data for the present study were collected from 100 preparatory year students (50 male and 50 female) from Northern Border University, in the Kingdom of Saudi Arabia. All the students were Saudi Arabian indigenes age range from 19 to 21 years.

3.1.2 Instruments
The data for the main study were collected in two steps. First, the data were collected through questionnaires, as planned, to gather information on the selected students' attitude towards English language and anxiety as one of the major psycholinguistic barriers they may be facing that are chosen to be investigated for the present study. A total of 100 5 Likert scales questionnaires with 10-item questions, were distributed to the selected group of student participants (50 male and 50 female participants). All the100 participants answered and returned the filled-in questionnaires. On a preliminary analysis, all the returned questionnaires were found complete. On further examination, all 100 questionnaires were found valid, and as a result, all the 100 questionnaires were accepted for analysis, Table 1, displays the responses rate of questionnaires.

Table1. *Response Rate of Students for the Research Questionnaire*

Questionnaire	Frequency	Percentage
Total questionnaires Distributed	100	100%
Returned:	100	100%
Invalid	0	0%
Valid	100	100%
Not Returned	0	0%

Table 1 indicates that a total of 100 questionnaires were distributed to 100 respondents. All the questionnaires were filled and returned with 100 percent valid rate. This means all the respondents willingly and positively responded to the questionnaires.

The second instrument used in this study is speaking achievement test. Oral test was administered to the 100 respondents. The total number of students who had returned the survey questionnaires was one hundred, so, all the one hundred students turned up for the tests as well. The test contains 10 questions. In addition, the respondents were asked to write down their answers of speaking test on sheets of papers. Their utterances were analysed based on the phonological and syntactic linguistics patterns. The test was marked over 10. This indicated that each 1-mark unit is equal to 10 percent of the overall marks of the test. While 1/2 mark was assigned to a partly correct response, whereas a wrong response was assigned zero mark. So, the participants were assigned marks out of a total of 10 marks for the speaking. The marks obtained by each participant were tabulated and converted into percentage figures. But on careful examination of answer sheets, it was found that for the speaking test only ninety-four answer sheets were valid for inclusion for evaluation (from 50 male and 44 female students) Table 3.2, displays the responses rate of the speaking achievement test.

Table 2. *Response Rate of Students for the Listening Comprehension Test*

Answer Sheets	Frequency	Percentage
Total test sheets distributed	100	100%
Returned:	100	100%
Invalid	6	6%
Valid	93	94%
Not Returned	0	0%

3.1.3 Data Analysis Procedure

The data of this study were analysed quantitatively using descriptive statistics (frequency and percentage) and Spearman's correlation coefficient. Statistical Package for the Social Science (SPSS) version 25 is utilised in this analysis.

4.1 Results and Discussion

A 5 Likert scales questionnaire with 10 item is used to collect data from the 100 EFL learners in this study. The data collected were analysed descriptive statistic and Pearson Correlation. Frequency and percentage were utilised to present the data collected from the questionnaires. On the other hand, Pearson Correlation was employed to find the relationship between the dependent (speaking performance) and independent (language speaking anxiety) variables.

4.2 Descriptive Statistics (Frequency and Percentage)

In the descriptive, the frequency of the respondents who agree with the statements is indicated as A and SA (Agree and Strongly Agree), N indicated neutral position, while the frequency of the respondents who do not agree with statements is indicated as D and SD (Disagree and Strongly Disagree). The main aim of this description is to show the number of the students who positively responded to the questionnaire and the number the students who negatively responded to the questionnaire and those who take a neutral position.

Table 3. *Descriptive Frequency: Speaking Anxiety*

No	Statement	SD	D	N	A	SA
1	I am a shy person in general, so, I feel nervous to use English with others.	4(4%)	3(3%)	10(10%)	43(43%)	40(40%)
2	I'm afraid people will laugh at me if I use English to talk with them.	2(2%)	3(30%)	8(8%)	53(53%)	34(34%)
3	When I feel nervous, I commit more errors in English.	5(5%)	9(9%)	30(30%)	41(41%)	15(15%)
4	I commit errors because I know I will commit errors in English.	3(3%)	8(8%)	10(10%)	60(60%)	19(19%)
5	English is so difficult that I feel I can never learn it.	6(6%)	10(10%)	12(12%)	45(45%)	27(27%)
6	If I feel something is difficult, I leave the attempts to learn it.	5(5%)	8(8%)	9(9%0)	45(45%)	33(33%)
7	It is difficult for me to learn English at this age.	36(36%)	30(30.0%)	10(10.0%)	19(19.0%)	5(5%)
8	I feel nervous when teacher asked me to speak in a class	6(6%)	11(11.0%)	10(10.0%)	45(45.0%)	28(28.0%)
9	I do not feel confident to	2(2%)	14(14%)	14(14%)	45(45%)	25(25%)

	English in public					
10	I am not sure whether I am pronouncing English correct or not	1(1%)	6(6%)	18(18%)	39(39%)	36(36%)

Table 3, shows the result of the language speaking anxiety from the respondents' questionnaire which comprised 10 items. Item 1 of the questionnaire revealed that majority of the respondents 83(83%) (A+SA=43+40) believed that during speaking in English they feel shy and nervous, while, 10(10%) of the respondents held a neutral position and 7(7%) (SD+D= 4+3) disagreed with the statement. This item is about personal anxiety that is the feeling by the person about doing something or effect of something on him. Item 2, is also about personal anxiety, it indicated that majority of the respondents 87(87%) (A+SA= 53+34) believed that they are afraid of speaking English when thinking people will laugh at them, while, 8(8%) of the respondents held a neutral position and 5(5%) (SD+D=2+3) of the respondents disagreed with the statement. Item 3 is about personnel and interpersonal anxiety, it revealed that majority of the respondents 56(56%) (A+SA= 41+15) believed that, they commit more errors in speaking when they are nervous, while 30(30%) of the respondents held a neutral position and 14(14%) (SD+D=5+9) disagreed with the statement. Item 4 is about learner beliefs about language learning anxiety which indicated that majority of the respondents 79(79%) (A+SA= 60+19 perceived that they are not good in English and when they speak in English, they are bound to commit errors. While, 10(10%) of the respondents held a neutral position and 11(11%) (SD+D= 3+8) disagreed with the statement.

Item 5 is about personal anxiety, here the result indicated that majority of the respondents 72(72%) (A+SA= 45+27) perceived that speaking English as a difficult task, which they think it hard for them to learn it, while, 12(12%) of the respondents held a neutral position and 16(16%) (SD+D= 6+10) disagreed with the statement. Item 6 is about learner beliefs about language learning anxiety indicating that majority of the respondents 78(78%) (A+SA= 45+33) perceived that they stop attempt to learn things they considered difficult to learn, while, 9(9%) respondent held a neutral position and 13(13%) (SD+D= 5+8) of the respondents disagreed with the statement. Item 7 is about learner beliefs about language learning anxiety, the result showed that majority 76(76%) (SD+D= 36+30) of the respondents disagreed with the statement showing age as a barrier to learn English, while 10 respondents held a neutral position, and 24(24%) (A+SA = 19 +5) of the respondents perceived that their age is a barrier to them to learn English. Item 8 is about foreign language classroom testing anxiety, it shown that majority of the respondents 73(73%) (A+SA= 45+28) believed that they are afraid of to be asked by the teacher to speak in an English language classroom, while, 10(10%) of the respondents held a neutral position and 17(17%) (SD+D=6+11) of the respondents disagreed with the statement. Item 9 is about personal and interpersonal anxiety, it shown that majority of the respondents 70(70%) (A+SA= 45+25) perceived that they are lacking of confidence to speak English in public, while, 14(14%) of the respondents held a neutral position and 16(16%) (SD+D=2+14) of the respondents disagreed with the statement. The last, item 10 is

about personal anxiety, it revealed that majority of the respondents 75(755) (A+SA= 39+36) perceived that they are not sure with their English pronunciation whether they do it correctly or not, while, 18(18%) of the respondents held a neutral position and 7(7%) (SD+D= 1+6) of the respondents disagreed with the statement.

4.3 EFL Learners' Results on Speaking Achievement Test
This section presents the results of the speaking achievement test. Oral test was given to the 100 participants. The test was marked over 10. In the table below we presented the marks obtained by each participant in the test. Only 96 sheets were valid and included for further analysis. The results obtained here were used to correlate with responses of the questionnaires (see Table 4, Appendix A).

4.4 Correlation between EFL Learners' Anxiety and Performance in English language Speaking Test

In order to examine the influence of speaking anxiety on EFL learners' achievement in speaking test, a Pearson's correlation coefficient was utilised to find the relationship between the two variables. This is a statistical measure of the strength of a linear relationship between paired data (Wherry, 2014). Positive values indicated positive linear correlation, while, negative values represented negative linear correlation, and a value of 0 denoted no linear correlation. The closer

the value is to 1 or -1, the stronger the linear correlation (Manipuspika, 2018). This study, we used the suggestion given Evans (1996) about the absolute effect size of r.

.00 – .19 = very weak
.20 – .39 = weak
.40 – .59 = moderate
.60 – .79 = strong
.80 – 1.0 = very strong
Table 4.5, illustrated the results of the relationship between the two variables.

Table 4:3 Correlation between Language Speaking Anxiety and EFL Learners' Performance in Speaking

Test	Independent Variable
Speaking performance	Speaking language anxiety
Pearson Correlation	-0.242**
Sig. (2-tailed)	(0.000)
No of Respondents	100

$**p < 0.05$

Table 4.2, highlighted the value of the Pearson's Correlation between EFL students' performance in speaking test and speaking language anxiety based on 100 respondents. The value of the Pearson's Correlation is -0.242 indicating that there is a weak correlation between the two variables. The result indicated that there is a weak relationship between language speaking anxiety and EFL learners' achievement in speaking test. In that regard the speaking anxiety has negative influence on the participants' achievement in speaking. Based on this result, the EFL learners with high language anxiety have less achievement in speaking while EFL learners with low language speaking anxiety have high achievement in speaking test. The value P = 0.000 (sig. 2-tailed) which is smaller than 0.05%, indicating that language anxiety has significant negative effect on the respondents' achievement of in speaking skills. In other words, this result indicated that 1 % increase in anxiety would lead to a 24.2% decrease of EFL learners performance in speaking at 0.000 level of significance.

The present study had confirmed the findings of various studies on relationship between foreign language anxiety and achievement of foreign language learners in L2 from various contexts, for example Cheng, Horwitz, and Schallert (1999) found a negative and significant correlation between foreign language anxiety and Taiwanese university students' achievement in speaking. Furthermore, not consistent with findings of Manipuspika (2018) found strong and positive relation firstly, the finding of a positive association between ESL public speaking anxiety and presentation performance is consistent with prior research that has demonstrated that foreign language anxiety prevents non-native English speakers from communicating well orally Charoensukmongkol (2019). It also contradicted the findings of Pérez (2018) who insignificant relationship between foreign language anxiety (FLA) and proficiency relate to second language (L2) utterance fluency during a final oral exam among Spanish EFL learners.

Conclusion

This study has provided a quantitative analysis on the foreign language anxiety as a psycholinguistic barrier negatively affecting the speaking achievement of the foreign language learners. The study revealed the relationship between EFL students' language anxiety and their achievement in speaking skills. The results indicated a negative but significant positive correlation between Saudi Preparatory Year students' achievements in speaking and foreign language classroom anxiety.

This means that EFL learners with low language anxiety tended to have high speaking achievement and EFL learners who more anxious about language classroom tended to have low achievement in speaking L2 language. Importantly, the findings of the present study described some of the types of foreign language anxiety as suggested by Horwitz (2001), namely, personal and interpersonal anxiety, learner beliefs about language learning anxiety, language testing anxiety, and classroom procedures anxiety.

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Apendix A

Table 4. *EFL Learners' Results of Speaking Achievement Test*

Participant	Marks Obtained in Speaking Test	Percentage
1	4	40
2	5	50
3	3	30
4	5	50
5	3	30
6	5	50
7	4	40
8	5	50
9	3	30
10	5	50
11	4	40
12	5	50
13	6	60
14	5	50
15	4	40
16	5	50
17	5	50
18	4	40
19	3	30
20	5	50
21	4	40
22	5	50
23	3	30
24	5	50
25	4	40
26	5	50
27	4	40
28	7	70
29	5	50
30	4	40
31	5	50
32	5	50
33	4	40
34	5	50

35	5	50
36	3	30
37	3	30
38	3	30
39	4	40
40	3	30
41	4	40
42	4	40
43	5	50
44	3	30
45	4	40
46	3	30
47	3	30
48	4	40
49	2	20
50	3	30
51	4	40
52	2	20
53	3	30
54	4	40
55	2	20
56	3	30
57	4	40
58	3	30
59	4	40
60	3	30
61	4	40
62	2	20
63	3	30
64	3	30
65	4	40
66	4	40
67	4	40
68	2	20
69	3	30
70	3	30
71	5	50
72	3	30
73	4	40
74	3	30
75	3	30
76	2	20
77	3	30

78	4	40
79	3	30
80	3	30
81	4	40
82	2	20
83	3	30
84	4	40
85	2	20
86	3	30
87	4	40
88	2	20
89	3	30
90	2	20
91	2	20
92	2	20
93	3	30
94	4	40
95	2	20
96	4	40