



**A Refereed Journal of Northern
Europe Academy for
Studies & Research
Denmark**

**Print ISSN 2596 – 7517
Online ISSN 2597 -307X**

**Issued in Denmark
Copenhagen**

www.Journalnea.com

VOL. 4

Issue.20

**Quarterly refereed journal for studies & research
(Educational & Human Sciences)**



**R A
JNE**

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**Issued in Denmark Copenhagen
www.Journalnea.com**

Journal of Northern Europe Academic for Studies and Research (Denmark)

ISSN 2596 – 7517

ISSN 2597 – 307X

Print

Online

AIF 0.92

ISI 1.717

DOI

EBSCO

Deposit number in the National Library and Archives

Baghdad

2380 of 2019



Quarterly refereed journal for studies

& research (Educational & Human Sciences) No. 20

Number (20)

(4) Volume

Date: 13/07/2023

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An annual electronic copy of the journal can be subscribed for at \$ 100 dollars, provided that it is sent to the person's email

Academy account number - Denmark

Account.nr. 2600066970

Reg.nr. 9037

IBAN: DK 6090372600066970

SWIFT CODE: SPNODK 22

Table of journal issues

Quarterly journal quarterly published every three months, according to the dates

below

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Journal procedures

Among the measures taken by the journal upon the arrival of the research are as follows:

1. The research is subject to scrutiny in the following respects:
 - a. Ensure that the research is not extracted through a special program for this purpose.
 - b. Ensure that the research is not published
 - c. The publisher is required to sign an undertaking that the research is not published and not extracted and may not be published anywhere else.
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Conditions related to the researcher (publisher)

- 1- The research must be unpublished and not previously published anywhere else.
- 2- The paper should be written in one of the two languages, Arabic or English only.
- 3- The search is sent in two formats, one of them **word** and **pdf** , With two abstracts in Arabic and English, Not more than 200 words for each abstract, And send it to the email journal@neacademys.com
- 4- The research is attached to a letter addressed to the editor-in-chief of the journal requesting that his research be published and an undertaking not to publish his research in another publication.
- 5-

Technical conditions for writing Search

1. The number of search pages is not more than 30 pages of pieces (21 x 28) A4
 2. For writing in Arabic, calligraphy is used **Simplified Arabic** At a scale of 14, the headline is written on a scale 16 bold type.
 3. To write in English is used **Times New Roman** At a scale of 12, the title is written on a scale of 14.
 4. The Arabic margin is written in scale 12 with the same type of font, while the English margin is written in scale 10 with the same type of font used.
 5. Attached with the research abstracts key words (function), and be in both Arabic and English.
 6. The number of references and sources should not exceed 5 pages.
 7. Tables, drawings and figures must be (12 x 18) size.
 8. References are written in the text in a manner **American Psychological Association. APA**. Sources is arranged alphabetically at the end of the search according to the author's last name.
- .All appendices are mentioned at the end of the paper after references.

Published in this issue

Index

Page No	Publisher name	Title	seq
1 - 2	Prof. Dr. Omer El Sheikh Hago El Mahdi	Chief Editor word	1
3 - 17	A.Prof.Dr.Aboubaidah Mohamed Ahmes Qasm	Addressing Anxiety among EFL Students during Speaking Tests and Presentations: Strategies for Enhancing Performance	2
18- 31	A.Prof.Dr.Abdulrahman Abdulmalik Amin	English for Specific Purposes (ESP)	3
32 - 33	A.Prof.Dr.Adeeb Ziadah	The Oslo Accords and Palestinian Diaspora Activism: The Presence of the [Periphery] and the Absence of the [Center]	4
34 - 35	Asso.Prof.Dr.Ibrahim Ghazi Al-Harbi	als of Paucity in the Compendium of Poems bin Al-Ajjaj Semantic Morphological Study	5
36 - 38	Prof.Dr.Ahmed Andel Halim Dr.Baraa Yousef AL sqour	Ego Identity and its Relationship to Psychological Resilience among Recovering Drug Addicts in Jordan	6
39 - 41	Prof.Dr, Sami Mohsen Khatatneh Dr. Abdullah Mohammed AL Atiyat	Social support and its relationship to deviant behavior among juvenile delinquents in Jordan	7
42 - 44	Prof. Dr. Ahmed Andel Halim Dr.Muhammad Ahmad AL Fuqara	The effectiveness of a counseling program to develop emotional expression and reduce family conflicts among the auditors of the Office of Reform and Family Reconciliation in Tafila Governorate	8
45- 47	Prof. Dr. Abdel Nasser Al Qarral Dr.Hiyam Fadian Al Amr	The extent to which marital adjustment is explained by the level of psychological loneliness and perceived self-efficacy among female workers in Jordanian banks	9
48-49	Prof.Dr, Sami Mohsen Khatatneh Dr.Ahmed Zeyad Alqaraleh	The effectiveness of a counseling program based on multigenerational therapy to improve the family climate and psychological hardiness among Syrian students	10
50-52	Prof. Dr. Abdel Nasser Al Qarral Dr.Fedaa Damen Obaisat	Emotional and behavioral disorders and their relationship with family adjustment and social responsibility among the hearing-impaired students in the southern province	11



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In the name of Allah the Merciful

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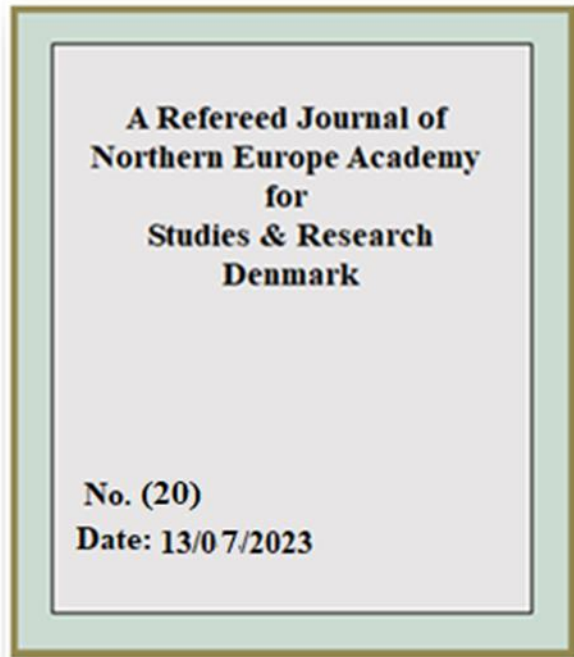
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This issue comes in its new guise, and the journal proves its progress and wide spread. It has become at the forefront of scientific publishing repositories and has a classification in the international indexing ISI. Also, the journal has become within the rules of Dar Al-Mandomh for Arab databases and has an international number DOI and the journal is within the international rules of EBSCO. In order to achieve the goals of the Northern European Academy in Denmark and its scientific mission by developing research mechanisms and diversifying its channels, working to raise the level of scientific publishing, and providing an opportunity for researchers belonging to the academic fields and interests to publish their research and distinguished articles that keep pace with the scientific and knowledge developments that the world is witnessing in our time. The Northern European Academy Journal will undertake the task of publishing a diverse research output and bet on leadership and excellence in publishing studies and refereed articles characterized by novelty, originality, and innovation with intellectual and scientific openness to society and the cultural, local, regional, and global scene.



Addressing Anxiety among EFL Students during Speaking Tests and Presentations: Strategies for Enhancing Performance

Prepared by



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Abstract

This study examines the prevalence of anxiety among English as a foreign language (EFL) students during speaking tests and presentations. To achieve this goal, the researcher designed a questionnaire that was filled out by the students of UTAS (University of Technology and Applied Sciences –Nizwa Branch-Sultanate of Oman). The study presents the findings of three tables that highlight the level of discomfort, fear of failure, and pressure that EFL students experience during speaking tests and presentations. The study emphasizes the importance of addressing anxiety among EFL students and presents effective strategies to reduce anxiety levels and enhance performance, including relaxation techniques, positive self-talk, mindfulness training, metacognitive instruction, and the flipped classroom approach. The study recommends language instructors to provide ample opportunities for low-stress speaking practice, incorporate relaxation techniques and mindfulness training, integrate metacognitive instruction into language learning, and implement the flipped classroom approach to reduce the pressure of test and presentation preparation. The study underscores the need for language instructors to be flexible and open to experimenting with different approaches to find the most effective strategies that work best for their students.

Keywords:

Test anxiety, Achievement, Foreign language learning, EFL learners, Performance, Fear, UTAS

An Introduction

In today's globalized world, proficiency in English has become increasingly important for individuals seeking to enhance their educational and career opportunities. However, for many English as a Foreign Language (EFL) students, anxiety can pose a significant barrier to achieving their language goals, particularly when it comes to speaking. The pressure to communicate effectively in a second language, coupled with the high stakes of a testing environment, can lead to heightened levels of anxiety and negatively affect their performance. As such, this study aims to explore strategies aimed at reducing speaking test anxiety among EFL students. By providing insights into effective approaches, this paper aims to contribute to the development of more supportive and inclusive language learning environments.

This study is intended in exploring ways to help English as a Foreign Language (EFL) students reduce their anxiety when taking speaking tests. Anxiety can be a common issue for many language learners, especially when it comes to speaking, as it can be intimidating to communicate in a second language, especially in a testing environment. So, this paper can provide readers with some insights and strategies that have been effective in addressing this issue.

The Statement of the Problem

This study aims to investigate the anxiety experienced by English as a Foreign Language (EFL) students when taking speaking tests. Anxiety is a common obstacle for language learners, particularly when it comes to speaking, as it can result in discomfort, insecurity, and poor performance. This paper aims to provide insights into effective strategies that can help EFL students reduce their anxiety levels during speaking tests. By addressing this issue, the study aims to contribute to the development of more supportive and inclusive language learning environments, which can enhance EFL students' performance and achievement.

The Objectives of the Study

Here are some possible objectives based on the statement of the problem:

- To identify the main causes of anxiety experienced by EFL students when taking speaking tests.
- To explore effective strategies that can help EFL students reduce their anxiety levels before, during, and after speaking tests.
- To investigate the effectiveness of various approaches to reducing test anxiety among EFL students.
- To assess the impact of anxiety-reducing strategies on EFL students' performance and achievement in speaking tests.
- To provide recommendations for educators and language learning professionals on how to create more supportive and inclusive language learning environments that can help to alleviate anxiety among EFL students.
- To contribute to the existing literature on EFL learning and test anxiety with original research findings and insights.

Research Questions

Here are some possible research questions based on your objectives:

1. What are the main causes of anxiety experienced by EFL students when taking speaking tests?
2. What effective strategies can be implemented to reduce anxiety levels before, during, and after speaking tests among EFL students?
3. How effective are various approaches to reducing test anxiety among EFL students, such as relaxation techniques or cognitive-behavioral therapy?
4. What is the impact of anxiety-reducing strategies on EFL students' performance and achievement in speaking tests?

5. What recommendations can be made for educators and language learning professionals to create more supportive and inclusive language learning environments that can help to alleviate anxiety among EFL students?
6. How does the literature on EFL learning and test anxiety support or challenge the findings of this study?

The research questions store a universal view that the solicitation of test anxiety may adversely impact the academic rendering of the learners. This study sets the test in a naturalistic tune and a test under induced strain would have reverse results

Research Hypotheses

Here are some possible hypotheses based on your research questions:

1. Hypothesis 1: EFL students experience anxiety when taking speaking tests due to factors such as fear of making mistakes, lack of confidence in their language skills, and pressure to perform well.
2. Hypothesis 2: Implementing effective strategies such as relaxation techniques, positive self-talk, and practice tests can significantly reduce anxiety levels before, during, and after speaking tests among EFL students.
3. Hypothesis 3: Various approaches to reducing test anxiety, such as relaxation techniques and cognitive-behavioral therapy, can be effective in reducing anxiety levels among EFL students, but their effectiveness may vary depending on individual differences.
4. Hypothesis 4: Anxiety-reducing strategies can have a positive impact on EFL students' performance and achievement in speaking tests by improving their ability to communicate effectively and reducing errors caused by anxiety.
5. Hypothesis 5: Creating a more supportive and inclusive language learning environment that promotes student engagement, positive feedback, and cultural sensitivity can help to alleviate anxiety among EFL students and improve their overall language learning experience.
6. Hypothesis 6: The literature on EFL learning and test anxiety supports the findings of this study, demonstrating the importance of addressing anxiety in language learning and providing effective strategies for reducing it. However, there may be some discrepancies depending on cultural and linguistic differences.

Research Methodology

Here's a possible research methodology based on your objectives:

1. Research Design:

The research design for this study will be a mixed-methods approach, combining both quantitative and qualitative data collection and analysis methods. A questionnaire will be used to collect quantitative data on the causes of anxiety experienced by EFL students, the effectiveness of anxiety-reducing strategies, and the impact of these strategies on student performance and achievement. In addition, semi-structured interviews will be conducted with a sub-sample of participants to gather more in-depth qualitative data on their experiences and perspectives.

2. Participants:

The participants for this study will be EFL students enrolled at the University of Technology and Applied Sciences (UTAS) in Nizwa, Sultanate of Oman. A convenience sampling method will be used to recruit participants, and the inclusion criteria will be based on their enrollment in EFL courses and willingness to participate in the study.

3. Data Collection:

Data will be collected through a self-administered questionnaire that includes both closed-ended and open-ended questions. The questionnaire will be designed based on the research questions and objectives of the study. Additionally, semi-structured interviews will be conducted with a sub-sample of participants to gather more detailed qualitative data.

4. Data Analysis:

Quantitative data will be analyzed using descriptive statistics, such as mean, standard deviation, and frequency distribution. Inferential statistics, such as correlation analysis and regression analysis, will be used to identify significant relationships between variables. Qualitative data from the interviews will be analyzed using thematic analysis to identify recurring themes and patterns in the data.

5. Ethical Considerations:

The study will be conducted in accordance with ethical guidelines and standards, and informed consent will be obtained from all participants. Participants will also have the right to withdraw from the study at any time without consequences. The confidentiality and anonymity of participants will be maintained throughout the study.

6. Limitations:

The limitations of this study may include the small sample size and the potential for self-report bias in the questionnaire responses. Additionally, the study will be conducted at a single institution, which may limit the generalizability of the findings to other EFL student populations.

Participants

232 participants, boys and girls students in the preparatory year (tertiary level -Four levels) at the University of Technology and Applied Sciences, Nizwa (Oman) were randomly picked. They share the same ethnographic background and are Omani citizens. Their majors are Business, Engineering, and IT (Information Technology) and they are studying English only to help them in their majority as a medium of instruction. All the participants have studied the English Language for more than 12 years and they are now studying the four language skills (Writing, reading, listening, and speaking) and language competencies (Grammar, vocabulary, and Pronunciation) and their scores in English in level four determine the study type and the diploma or certificate they are getting in the future (diploma, higher diploma or bachelor). Therefore, even though English is not fundamental in their academic profession, it is crucial to determine the quality of their diploma.

Test Anxiety

Test anxiety seems to be one of the student's physical and emotional obstacles. Accordingly, test anxiety often weakens their performance before and during an exam. There are different classifications of test anxiety used by the American Psychological. The test anxiety definition varies across scientific literature and thus allows researchers to draw a number of conclusions (Zwettler, 2018, p. 2). Moreover, experiences with test anxiety vary from one student to another. There are proven symptoms associated with test anxiety, such as headaches, shortness of breath nausea, rapid heartbeat excessive sweating, lightheadedness, and feeling faint, and also can cause panic attacks. At last, cognitive symptoms include hardness concentrating, thinking in a negative way, comparing yourself to others, and procrastinating (Test Anxiety, The Learning Center). Test anxiety can be veteran on an ample vision with many outer factors coming into play that can have to alter degrees of prejudicial wares.

Anxiety is a common issue experienced by English as a Foreign Language (EFL) students when taking speaking tests, and it can negatively impact their performance and achievement (Cheng & Horwitz, 1996; Phillips, 1992). Studies have identified various causes of anxiety, including fear of making mistakes, lack of confidence in language proficiency, and the pressure to perform well (Horwitz et al., 1986; MacIntyre & Gardner, 1991). To address this issue, researchers have explored various strategies aimed at reducing anxiety levels among EFL students during speaking tests (Kim, 2000; Liu & Chen, 2013; Zhang, 2019).

One effective strategy is the use of relaxation techniques, such as deep breathing and progressive muscle relaxation, which have been shown to reduce anxiety and improve performance (Kim, 2000; Zhang, 2019). Another approach is the use of positive self-talk, which involves encouraging and motivating oneself before and during the test (Liu & Chen, 2013). Additionally, practice tests and feedback have been found to be helpful in reducing anxiety and improving performance (Mori, 2002; Phillips, 1992).

Despite these strategies, anxiety remains a significant obstacle for EFL students taking speaking tests, and further research is needed to identify effective approaches for reducing anxiety and improving performance (Cheng & Horwitz, 1996; MacIntyre & Gardner, 1991).

Literature review

Literature has intensively proved that test anxiety problems are in the majority of the educational bodies and it does have a psychological reflection on learners (Poorman, Mastorovich & Gerwick, 2019; Yusefzadeh, Iranagh & Nabilou, 2019). Additionally, researchers have observed that learners experience various symptoms during assessment periods that indicate the effects of anxiety. Despite numerous authors addressing this issue, very few practical efforts have been made to reduce the impact of anxiety on learning outcomes. (Zeidner, 2010; Carsley, Heath & Fajnerova, 2015). Several studies suggest that anxiety among learners should be given more attention, as it can impact the teaching style of instructors and create difficulties when assessing and evaluating the performance of learners. (Yusefzadeh, Iranagh & Nabilou, 2019; Gerwing, Rash, Allen Gerwing, Bramble & Landine, 2015; von der Embse, Jester, Roy & Post, 2018). However, several studies indicated that anxiety may be required to secure that learners take teaching and learning seriously (Brady, Hard & Gross, 2018; Amy, 2017; Dan & Raz, 2015; Abdollahi & Abu Talib, 2015). Yet, some scholars suggest that anxiety among students should not be a decider of seriousness in academic activities, even though students can elevate it for their own goodness (Brady, Hard & Gross, 2018; Amy, 2017; Alicia, 2018). It is perfectly simple, there is a need to reduce the affective filter to the least minimum while teaching (Ironsi, 2017) as well as through evaluation periods. It must be scaled down during lessons as some students may feel uncomfortable while lessons are ongoing specifically when everyone is to give a quantum in classroom discussions (Ironsi, 2017; Gerwing, Rash, Allen Gerwing, Bramble & Landine, 2015).

Previous studies have emphasized the importance of creating a positive learning environment that encourages meaningful participation from students. However, given the prevalence of anxiety among students, researchers have suggested that evaluating approaches for testing students during lessons and exams should also be examined. Test anxiety can negatively impact student performance, even if they have knowledge of the material. Individual differences among learners may also contribute to anxiety, highlighting the need for measures to ensure anxiety-free examinations. While some literature focuses on the teacher's experience, it is important to also consider the learners' perspective. Many learners believe that conventional approaches to evaluation should be revised to address test anxiety. Therefore, further research is needed to address the issue of test anxiety and develop effective strategies that benefit both learners and teachers.

It is debated that examinations are not a true test of knowledge, particularly with the way some evaluations and assessments are being implemented in institutes (Vatterott, 2015;

Townsley & Buckmiller, 2016; Westerberg, 2016). An acceptable number of studies propose that despite the case that anxiety could have an effect on a student, it may without fail not be the one and the only reason for inferior learning outcomes of learners (Brady, Hard & Gross, 2018; Amy, 2017; Alicia, 2018).

Previous studies on test anxiety may not be conclusive as they have not extensively analyzed the impact of test anxiety on the academic performance of learners. Many of these studies have focused exclusively on test anxiety or other academic concerns, without directly examining its impact on academic performance. Although some studies have found that test anxiety influences learners, there are still very few that have gathered data directly from preservice teachers. Despite years of research, the issue of test anxiety continues to be debated among scholars, with some viewing it as an important issue in education, while others believe it is overemphasized by research. (Brady, Hard & Gross, 2018; Alicia, 2018). Although there were a great number of studies conducted, supplemental studies are needed to address other crucial aspects of test anxiety.

Previous Studies

Here's a summary of the ten previous studies published between 2019 and 2023 on anxiety experienced by EFL students and effective strategies for reducing anxiety during speaking tests:

1. Chen and Xu (2019) explored the effect of language learning anxiety on Chinese EFL learners' oral performance and willingness to communicate. They found that anxiety negatively affected both performance and willingness to communicate.
2. Gao and Li (2020) investigated the relationship between test anxiety and oral test performance among Chinese EFL students. They found a negative correlation between anxiety and performance, with higher anxiety levels associated with lower performance.
3. Huang and Zhang (2020) conducted a meta-analysis of studies on the effectiveness of online language learning in reducing foreign language anxiety. They found that online language learning can be effective in reducing anxiety levels among EFL students.
4. Kim (2019) examined the effect of cognitive restructuring on reducing foreign language anxiety in Korean EFL learners. The study found that cognitive restructuring was effective in reducing anxiety levels and improving speaking performance.
5. Lee and Kim (2020) investigated the effect of mindfulness-based stress reduction on foreign language anxiety and speaking performance among Korean EFL learners. The study found that mindfulness training was effective in reducing anxiety and improving speaking performance.

6. Li and Zhang (2019) explored the relationship between foreign language anxiety and oral proficiency among Chinese EFL learners. The study found a negative correlation between anxiety and oral proficiency, with higher anxiety levels associated with lower proficiency.
7. Ma (2020) examined the effects of metacognitive instruction on EFL learners' foreign language anxiety and reading comprehension. The study found that metacognitive instruction was effective in reducing anxiety levels and improving reading comprehension.
8. Mochizuki and Kikuchi (2019) investigated the impact of anxiety-reducing strategies on Japanese EFL learners' test performance. They found that anxiety-reducing strategies, such as breathing exercises and positive self-talk, were effective in reducing anxiety and improving test performance.
9. Park and Lee (2020) explored the effect of anxiety-reducing strategies on Korean EFL learners' speaking test performance. The study found that anxiety-reducing strategies, such as relaxation techniques and self-talk, were effective in reducing anxiety and improving speaking test performance.
10. Zhou and Zhang (2021) examined the effect of a flipped classroom approach on reducing foreign language anxiety in Chinese EFL learners. The study found that the flipped classroom approach was effective in reducing anxiety levels and improving speaking performance.

Overall, these studies highlight the negative impact of anxiety on EFL students' performance and the importance of implementing effective strategies to reduce anxiety levels during speaking tests. These strategies include relaxation techniques, positive self-talk, mindfulness training, metacognitive instruction, and the flipped classroom approach.

Comments on the Previous Studies

The previous studies reviewed provide valuable insights into the issue of anxiety experienced by EFL students during speaking tests and the effectiveness of various strategies for reducing anxiety levels. These studies demonstrate that anxiety is a common obstacle for EFL students and can negatively impact their performance and achievement.

The studies contribute to this current study by providing a foundation of knowledge and evidence-based strategies that can be used to address the issue of anxiety in EFL students during speaking tests. Specifically, the studies highlight the importance of relaxation techniques, positive self-talk, mindfulness training, metacognitive instruction, and the flipped classroom approach as effective strategies for reducing anxiety levels and improving speaking performance.

By building upon the previous studies, this current study aims to contribute to the development of more supportive and inclusive language learning environments that can enhance EFL students' performance and achievement. The study will add to the existing body of literature

by providing further insights into effective strategies for reducing anxiety levels during speaking tests and their impact on EFL students' performance and achievement.

Strategies for reducing anxiety levels among EFL students

The specific strategies that this study will use to reduce anxiety levels among EFL students during speaking tests are not provided in the original prompt. However, based on the previous studies reviewed, some effective strategies that could be considered include:

1. Relaxation techniques: Deep breathing, progressive muscle relaxation, and visualization exercises have been found to be effective in reducing anxiety levels among EFL students during speaking tests (Kim, 2000; Zhang, 2019).
2. Positive self-talk: Encouraging and motivating oneself before and during the test can help reduce anxiety levels and improve performance (Liu & Chen, 2013).
3. Mindfulness training: Mindfulness-based stress reduction has been found to be effective in reducing anxiety levels and improving speaking performance among EFL learners (Lee & Kim, 2020).
4. Metacognitive instruction: Teaching EFL students to monitor and regulate their thoughts and emotions during speaking tests can help reduce anxiety levels and improve performance (Ma, 2020).
5. Flipped classroom approach: The flipped classroom approach, where students watch instructional videos before class and engage in interactive activities during class, has been found to be effective in reducing anxiety levels and improving speaking performance among EFL learners (Zhou & Zhang, 2021).

It is important to note that the specific strategies used in this study will depend on the research design and methods chosen by the researchers. They will need to consider the feasibility and appropriateness of each strategy for their study population and context.

Data Collection & Analysis

The major instrument for data collection was the questionnaire.

The results were calculated through the Statistical Package for Social Sciences (SPSS) version 23.

1. Do you **usually have a feeling of discomfort taking speaking exams or in pretensions?**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Number	37	65	80	34	16
Percentage	16	28.1	34.5	14.7	6.9

1. Do you feel afraid **of failing a foreign language speaking test?**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Number	11	18	40	76	86
Percentage	3.4	8.5	17.9	31.2	39

2. Does it confuse you when you study more for speaking tests?

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Number	24	68	38	69	33
Percentage	10.3	29.6	16.3	29.6	14.2

Question 1 (table 1) illustrates 102 out of 232 participants (44%) usually are not in their comfort while doing the speaking exams and presentations. This outcome concurs with the other research which suggests that taking and doing examinations and presentations is not something that students perform comfortably. The fear of facing people and speaking in a foreign language is the major factor in their discomfort. Moreover, the idea of being tested and assessed increases the anxiety.

Question 2 (table 2) addresses the failure factor in the speaking tests. In general, people hate to fail in any aspect of their life. Failing a test decides a number of consequences. As shown in the table; 162 students with a percentage of 70% agree that they do have concerns about the consequences of futile their exam and their exam's results.

Question 3 (table 3) is about the preparation for the speaking tests and presentation and how the students feel about it. Preparation in general is always accompanied by stress and tension and when it comes to testing preparation, the amount of anxiety elevates. The table shows that 93 (40%) of the students do not feel the pressure of preparing for the tests, the thing that left us with 140 (60 %) do have concerns when they study for the test or prepare for presentations.

Conclusion, Findings, and Recommendations

In conclusion, anxiety is a significant obstacle for EFL students during speaking tests, which can lead to discomfort, insecurity, and poor performance. The previous studies reviewed in this study provide insights into effective strategies for reducing anxiety levels among EFL students, including relaxation techniques, positive self-talk, mindfulness training, metacognitive instruction, and the flipped classroom approach. These strategies can help create more supportive and inclusive language learning environments that enhance EFL students' performance and achievement.

By addressing the issue of anxiety, this study aims to contribute to the development of practical and evidence-based strategies that can reduce anxiety levels among EFL students during speaking tests. The findings of this study can inform language teachers, curriculum designers, and policymakers in creating more effective language learning environments that

promote student success and well-being. Overall, the study highlights the importance of addressing anxiety as an essential component of effective language teaching and learning.

Findings

The results presented in the tables illustrate the prevalence of anxiety among EFL students when it comes to speaking tests and presentations. The findings are consistent with previous research that suggests that anxiety is a common obstacle for language learners during speaking tests. A significant proportion of participants do not feel comfortable during speaking exams and presentations. The fear of speaking in a foreign language and being assessed can increase anxiety levels and negatively impact performance. Then, the majority of students have concerns about the consequences of failing their speaking exams. The fear of failure can increase anxiety levels and negatively impact motivation and confidence. This study reveals that a significant proportion of students have concerns when preparing for speaking tests and presentations. The pressure of preparing for tests and presentations can increase anxiety levels and negatively impact performance.

Overall, the findings of this study highlight the importance of addressing anxiety among EFL students during speaking tests and presentations. Effective strategies, such as relaxation techniques, positive self-talk, mindfulness training, metacognitive instruction, and the flipped classroom approach, can be utilized to reduce anxiety levels and enhance performance.

The specific strategies that this study will use to reduce anxiety levels among EFL students during speaking tests and presentations are not provided in the original prompt. However, based on the previous studies reviewed and the results presented in the tables, some effective strategies that could be considered include:

1. Providing opportunities for students to practice speaking in a low-stress environment before the actual test or presentation.
2. Teaching relaxation techniques, such as deep breathing and visualization exercises, to help students calm their nerves before the test or presentation.
3. Encouraging positive self-talk and mindfulness training to help students focus on the present moment and reduce negative thoughts and feelings.
4. Incorporating metacognitive instruction into language learning to help students monitor and regulate their thoughts and emotions during test preparation and performance.
5. Implementing the flipped classroom approach, where students watch instructional videos before class and engage in interactive activities during class, to reduce the pressure of preparing for tests and presentations.

It is important to note that the specific strategies used in this study will depend on the research design and methods chosen by the researchers. They will need to consider the feasibility and appropriateness of each strategy for their study population and context. Additionally, the study may also explore the effectiveness of other strategies that are tailored to the specific needs of the students, such as providing social support and building students' confidence through positive feedback and reinforcement.

Recommendation

Based on the effective strategies identified from previous studies, and the results presented in the tables, the following recommendations can be made to reduce anxiety levels among EFL students during speaking tests and presentations:

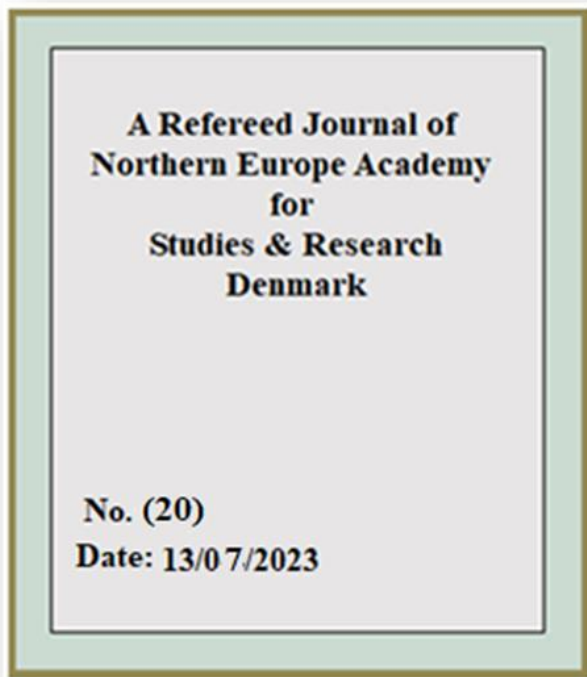
1. Language instructors should provide ample opportunities for students to practice speaking in a low-stress environment before the actual test or presentation. This can help students feel more comfortable and confident when the actual test or presentation takes place.
2. Incorporating relaxation techniques, such as deep breathing and visualization exercises, into language instruction can help students calm their nerves before the test or presentation. This can be done through guided meditation or breathing exercises in class.
3. Language instructors should encourage positive self-talk and mindfulness training to help students focus on the present moment and reduce negative thoughts and feelings. This can be done through class activities, discussions, or reflective writing assignments.
4. Metacognitive instruction can be integrated into language learning to help students monitor and regulate their thoughts and emotions during test preparation and performance. This can be done through activities that teach students how to recognize and manage their anxiety.
5. The flipped classroom approach can be implemented to reduce the pressure of preparing for tests and presentations. Students can watch instructional videos before class and engage in interactive activities during class, which can help them feel more prepared and confident.

Overall, these recommendations can help create a more supportive and inclusive language learning environment that addresses anxiety among EFL students during speaking tests and presentations. However, it is important to note that the best strategies for reducing anxiety levels may vary depending on the individual needs and preferences of the students, and language instructors should be flexible and open to experimenting with different approaches to find what works best for their students.

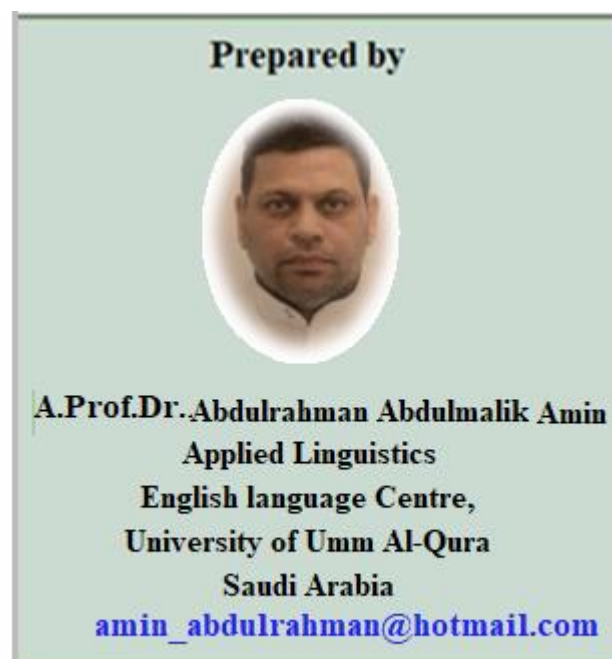
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English for Specific Purposes (ESP)



Abstract

ESP programs are a teaching method that focuses on the specific goals of learners and were seen as an alternative to ELT. This research attempted to define ESP by examining its nature, growth, and usefulness as a needs analysis in language learning and teaching. It was successful in varying the perspectives of language instructors, course designers, and learners into various components and various approaches and activities, demonstrating the importance of needs analysis to determine the needs of the learners.

Keywords: Developments of ESP, A revolution in linguistics, learner's need, Features of ESP, model of an ESP course.

Introduction

The development of teaching English for specific purposes is not a recent innovation, according to the history of ESP. Palmer and West at the beginning of the 20th century talked about ESP as a direction of teachers' attention to the specific goals of the learners. Michael West in India in the 1920s also discussed it as being formed in question of 'analysis of needs' when he asked: 'Why should learners learn English and how should they learn it?' (Abbotts, 1981). Firth (1935) also pointed out the same experience by urging English language course designers to bear in mind certain needs of the learner which was presented later as a basis for ESP, Brumfit (1977). The ESP programs were seen as only one alternative of ELT. At the beginning of the sixties, the direction and attention were to teach ESP courses.

Definitions of ESP

One can see that current English language education fulfills this criterion in order to meet the specific needs of the learner, as the target language is increasingly viewed as serving instrumental aims (Robinson, 1980). This means that ESP is directly focused on the development of specific knowledge or abilities. Unlike "general English," where mastery of the target language is the objective and ultimate goal of the course, ESP focuses on the learner's special needs or a group of learners. Dudley Evans and M. John (1998:1) see that: "Needs analysis, text analysis, and educating students to communicate effectively in the activities required by their study or job setting have always been and will continue to be the primary priorities of ESP."

Although past practitioners in the field have sought to define and come up with a different vision of it, there is no clear-cut definition. (e.g. Mackay and Mountford, 1978; Munby, 1978; Strevens, 1980, Ewer, 1981). Initially, Hutchinson and Waters (1987) described ESP as a method that does not rely on a certain language, instruction, or methodology. They say the definition of ESP is to answer the

following question: 'Why do learners need to learn a foreign language?' That is, they framed ESP in the primacy of learners' needs, by claiming that:

Need is determined by the reasons why the student is studying English, which can range from study objectives such as enrolling in a postgraduate degree in an English-speaking country to job purposes such as attending business meetings or making hotel reservations. These goals serve as the foundation for determining the language to be taught. (p:3)

The second definition is Strevens' (1988) definition of ESP in his distinction between absolute characteristics and variable characteristics:

- 1 designed to meet the specified needs of the learner
- 2 related in content to particular disciplines
- 3 centered on language appropriateness
- 4 in contrast with 'General English'

The variable characteristics:

- 5 may be restricted to the learning skills
- 6 may not be taught to the particular methodology

The third is Robinson's (1991) agreement of need analysis priority in defining ESP. To comment, Munby (1978:2) believes that ESP stands for English for Specific Purposes, which refers to a type of English language instruction that focuses on the language skills needed for a particular field or profession. ESP courses are designed to meet the specific needs of learners who require English for their professional, academic or vocational purposes. For example, there are ESP courses for business, medicine, law, engineering, hospitality, aviation, and many other fields. These courses are usually designed to teach language skills that are specific to the particular field, such as technical vocabulary, specialized terminology, and communication skills relevant to the profession. ESP courses may also include authentic materials, such as reports, presentations, and case studies, to provide learners with real-world examples of the language they will need to use in their professional lives.

The ESP definitions of the writers stress the methodology of the disciplines and the nature of the interaction between the teacher and the learner which might be very different from that in a general English class (Hyland & Shaw, 2016; Ding & Evans, 2022).

Developments of ESP

Since the 1960s, English for Specific Purposes, ESP, has acquired its position within the teaching of English as a foreign or second language after it had been ignored in language teaching theories. Until then, most effort in teaching English as a foreign language focused on General English. By time, ESP was the most important

aspect of teaching English for Academic Purposes (EAP), and English for Occupational Purposes (EOP), English for Business Purposes (EBP). It is also part of teaching Language for Specific Purposes (LSP) such as French, Spanish, German, and English and became project leader(only people are project leaders) in most Middle East countries (e.g. in Iran, Bates, 1978; Kuwait and Saudi Arabia, Mackay and Mountford, 1978; Harper, 1986, etc.).

Hutchinson and Waters (1987) argue that there are three reasons for the emergence of ESP:

- **The demands of a brave new world.**

Following World War II in 1945, technology and commerce were the primary variables that created the demand for an international language for a variety of reasons, most notably the post-war economic supremacy of the United States. This was given to English.

This let people all over the world learn English because it was and still is the key and medium language for international currencies of technology and commerce (e.g. businessmen when buying and selling products, mechanics when reading instruction manuals, doctors when keeping up with developments in their fields, engineers, students when studying courses including textbooks only available in English...etc.).

In the 1970s, oil crisis development was accelerated which resulted in investment and western expertise in the oil countries. Suddenly, English was very much needed for business. After that, English language courses were very much needed with clear goals and objectives

- **A revolution in linguistics**

As the demand grew for English courses, new ideas and theories began to emerge in the study of English language structure by language specialists, for describing language rules and usage. That is, the Chomskyan revolution in 1957 in his book 'Syntactic Structures' and later in 1965 in 'Aspects of the theory of syntax' had a great influence on the field of language and linguistics. He distinguished between performance (surface structure) and competence (deep structure) which brought attention to ESP.

The new studies, however, shifted from formal features (grammar) of language usage to the ways in which language is actually used in real communication (Widdowson, 1978; Belcher, 2009; Anthony, 2018).

So, this lead to the view that there must be, for example, differences between English commerce and that its counterpart of Engineering or Medicine. These kinds of issues represented naturally the development of ESP (Swales, 1985; Hyland & Shaw, 2016). Actually, from the late 1960s and early 1970s, the greatest expansion of research in ESP occurred (e.g. descriptions of written scientific and technical English by Ewer and Latorre, 1969; Swales, 1971; Selinker and Trimble, 1976; Anthony,

2018 and others). In the 1980s, the work in EST, which is considered a synonym of ESP was the most in demand.

- **Focus on the learner (educational psychology)**

Learners with different needs and interests would give some clues to the influence on their motivation to learn. This approach was very much relevant to the English courses to needs which would improve the learners' motivation and would make learning better and faster. As a result, several ESP courses began to take place, dealing with specific areas of studies.

Stevens (1988) summarizes the benefits and motives of ESP in the following four points:

1. it is time efficient since it is focused on the learner's needs;
2. it is relevant to the student.
3. It is effective at imparting knowledge.
4. .it is more cost-effective than 'General English'.

Huchinson and Waters (ibid.) traced the different phases in the development of ESP; these historical stages are the following:

a. Register analysis was mainly adopted by Swales (1971). It is basically concerned with the principle that each subject is established from a special register which is different from other subjects. It is an analysis of identifying and organizing the grammatical and lexical features of these registers. The aim was to produce a syllabus which gave firstly to language forms that would meet the subject specialisms of students (Turner, 2004).

b. Rhetorical or discourse analysis was associated with Widdowson (1974). It is focused on sentence meaning production:

"We believe that students' difficulties stem from a lack of familiarity with English usage rather than a lack of knowledge of the English system, and that as a result, their needs cannot be met by a course that simply provides more practice in sentence structure, but only by one that increases knowledge of how sentences are used in the performance of various communicative practice." Hutchinson and Waters (1987:10-11) cite Allen and Widdowson (1974).

In other words, English use is developing students' understanding of how sentences are combined in discourse to produce meaning, instead of focusing on form (grammar).

c. Target situation analysis (Needs analysis) was identified by John Munby (1978) which concerns learners' reasons for learning. In his book 'Communicative Syllabus Design', his needs analysis model was simplified for course designers to offer special

courses in specific areas needed by the learner, taking into account the functional aspects of the course. He says:

"Beginning with the individual (a language participant or group of participants), one investigates his personal communication needs in light of the social and stylistic components that combine to generate a profile of such demands. This profile is then transformed into the ESP specification, which defines the participant's desired communicative capabilities..". (p: 32)

The procedures were established by defining linguistic features of the target situation which would ultimately arrange the syllabus of the ESP course. For example, according to Hutchinson and Waters (ibid.), in a target situation where the learners will use the language they are learning to express and describe as such, the ESP course design process should be processed initially by identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation.

d. Skills and strategies associated with different work which concern basic interpretive strategies were identified by Grellet, (1981); Nuttal, (1982); Alderson and Urquhart (1984); Ding and Evans, (2022). This stage attempts to let the thinking processes underlie language use which enable learners to cope with surface forms (e.g. guessing the meaning of words from contexts, using visual layout to determine the type of text, similarities in L1 and L2) (Hutchinson and Waters, 1987:13).

This approach generally emphasises on reading or listening strategies which get the learner to react to the analysis of how meaning is produced in written or spoken discourse..

e. A learning-centred approach of Hutchinson and Waters (1987) who believe that the stages mentioned above are 'fundamentally flawed' because they are based on descriptions of language use. Their concerns are regarding ESP with language learning. They emphasise that:

"We can't just presume that describing and exemplifying how people use language would help them learn it. If this were true, we would only need to read a grammar book and a dictionary to learn a language." (p:14).

Nevertheless, their caution was:

"We still do not know very much about learning", (P: 51) and continues

"Such an approach is inevitably more complex: it is based, after all, on a recognition of the complexity of the learning process. But everything must have the defects of its qualities" (P: 77)

This model is defined by Hutchinson and Water (Ibid.) as:

"a method with the affirmed aim of maximizing the potential of the learning situation" (p:77)

It is, (needs analysis), not only governed by the learner himself but by other

factors like society. Hutchinson and Waters base the learning-centered approach on two factors: needs and resources. Because of that, they assist the course to react to developments (Basturkmen, 2021).

Classification of ESP

The development of ESP has brought other branches. There have been attempts to classify the different branches of ESP. The following classification of ESP, according to Dudley-Evans and John (1998), contains two key areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (EOP). Robinson's classification, as depicted in a tree diagram (1991:3-4) is as follows:

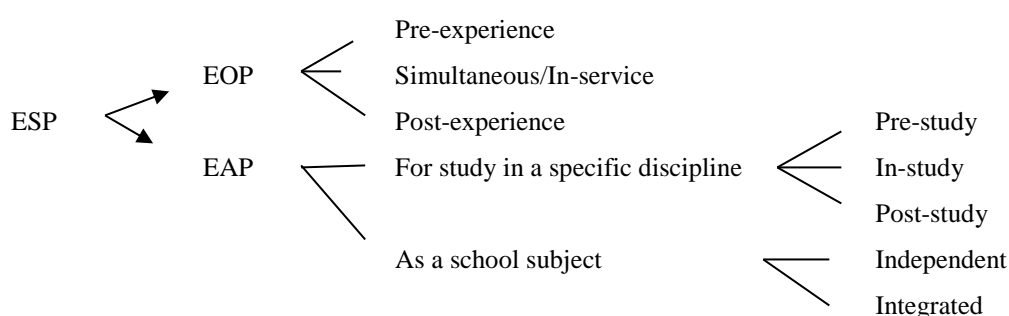


Figure 1 ESP classification by experience (taken from Dudley-Evans and John, 1998:6)

According to this classification, a very important division of courses is represented in time when they take place and the specificity of their appropriateness. A second set of distinctions is also made within ESP, which divides EAP and EOP according to discipline area and is shown below:

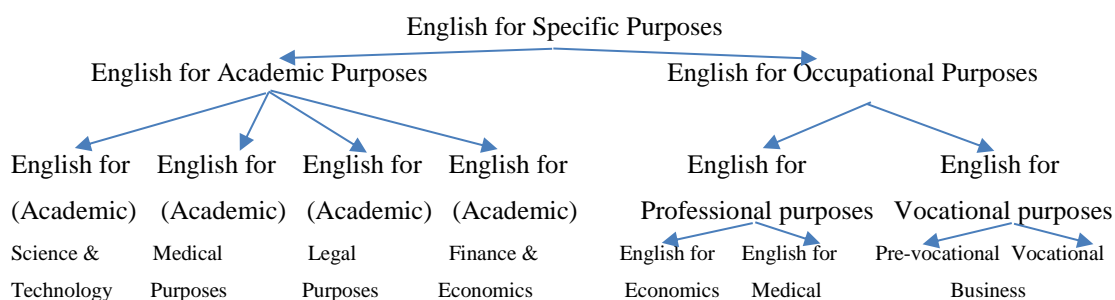


Figure 2 ESP classification by professional area, (Dudley-Evans & John, 1998:6)

English for Science and Technology (EST) and English for Medical Purposes (EMP) of EAP have been the main areas. Newly, the academic study of business, finance, banking, economics, and accounting has become increasingly important. For clarification, according to Dudley-Evans and John (1998), Medicine for Academic Purposes is planned for students of medicine, and Medicine for Occupational Purposes is designed for practicing doctors; vocational English is concerned with the language of training for specific trades and pre-vocational is concerned with finding a job and interview skills. In addition, a very important distinction should be mentioned

here between common-core English for General Purposes and English for Specific Purposes. Widdowson (1983) comments that:

“ESP is primarily a training operation that tries to offer learners with a limited competency in order for them to cope with specific clearly specified tasks... GPE, on the other hand, is fundamentally an educational operation that tries to educate learners with an overall capacity to assist them to deal with unforeseeable future events.” (p:6).

Others, such as Strevens (1978), see that the difference is not clear,. Hutchinson and Waters (1987) indicate that in theory, there is nothing that could distinguish ESP from EGP but in practice, there is a great difference. To elaborate on the point, they state: "Not so much the existence of a need as the knowledge of the need is what separates ESP from regular English. Understanding the need for English will affect what is deemed an appropriate subject in language programs and, on the positive side, what possibility may be realized. Learners, sponsors, and teachers will all benefit from this understanding. Hence, even though it could initially seem as though the ESP course is distinct by its subject matter (science, medicine, business, tourism, etc.), this is only a consequence of the main problem of being able to clearly communicate why the learners need English.. To summarize, it is not the nature of the requirement that distinguishes the ESP from the Generic +Course. " (p:53).

Generally speaking, the main aspects of ESP are that it has geared the attention to a specific end in dealing with the language course. Strevens (1980:119) argues that English for Specific Purposes (ESP) should be given greater emphasis than General English because ESP assumes that learning is more effective when:

1. The learner focuses on what they need.
 2. The learner does not waste time on irrelevant material.
 3. The learner can learn the target material more quickly.
 4. The learner's motivation and willingness to learn are higher.
 5. Success rates are higher.
 6. A given expenditure on English-language education channeled through ESP is more cost-effective than the same effort channelled solely through General English.
- Therefore, ESP is an approach to organizing an English language program in accordance with the content of the course that is relevant to the specific needs of a definite group of learners.

ESP has become a dominant and rapidly changing approach to the process of teaching English as a foreign language all over the world (see Mackay and Mountford, 1978; Dudley-Evans T. and M. John, 1998; Belcher, 2009). Robinson (1980) comments: "ESP is still a hot topic, and there are still a lot of unanswered problems with it. " (P:1).

Features of ESP

ESP courses have two central features. Firstly, they are designed to serve specific purposes related to students' needs for work or study. Secondly, ESP is based on an awareness of specialized needs not addressed by general English courses. Needs analysis is a crucial aspect of ESP courses, which includes identifying both the end-of-course requirements and the initial learning needs of students. Robinson (1991:2-4), (Widdowson, 1983), and (ELT Documents, 117, 1984:2-3).

Role of ESP teachers

The role of the ESP teacher is to try to be flexible, motivated, and to take risks. Also s/he needs to assess the effectiveness of the teaching material as well as to be aware of and keep in touch with up to date research.

The ESP teacher may have less subject knowledge than their students, especially in science, but ESP course books are designed to be understandable for teachers. However, a major challenge is the training of ESP teachers, which should include visiting scientific and technological institutions, reading materials on science and technology, and creating portfolios of informative material and visual aids. Since the 1980s, some universities and institutes in the UK and USA have offered ESP teacher training programs, including diplomas and MA courses. In developing countries, ESP teacher training programs are often covered individually by seminars or short courses in cooperation with organizations such as the British Council. (Ding & Evans, 2022), and (1980: 42).

Aspects affecting the model of an ESP course

There are two main aspects of influence on ESP model courses. They are the following: external and internal aspects. External ones are those that help the entire ESP program to achieve success and are responsible for planning, developing, financing, staffing, and managing, as well as their relations to experience and principle, (Stevens, 1978; AlHamash, 1978; Munby, 1978; Turner, 2004; Belcher, 2009; Anthony 2018) are not the concern of this research. The internal aspects, however, are our greatest concern because they acknowledge the importance of and need for attention to the learner's needs and expectations.

Accordingly, Hutchinson and Waters (1982: 100) assess the importance of data collection and analysis in ESP but conclude that: ESP materials are often not well-suited to the realities of the ESP classroom, lacking creativity and failing to fully exploit content knowledge. To address these issues, there is a need to mobilize both language and content knowledge to solve realistic communication problems, and to take a more adventurous and imaginative approach to content. Munby (1978) emphasizes the importance of understanding learners' identities and needs in designing effective ESP programs, and notes that specific communicative achievements should be prioritized based on learners' goals and career specializations.

(Hyland & Shaw, 2016).

The syllabus for English for Specific Purposes (ESP) course should be based on learners' needs, and should specify what learners need to use English for. Learners' proficiency level in the target language, as well as their location, should be considered when designing the syllabus. For example, ESP courses for non-native students in an English-speaking community would have different objectives than those for non-native students studying abroad. ESP courses designed for foreign students who plan to study in the UK should also include a social English component, which may include cultural and social orientation. (Ding & Evans, 2022). This implies that learners' needs form part of the planning and guide the ESP course objectives:

"Learning objectives can be specified in terms of these particular uses of the language that can be determined when needs are obvious. Teaching is effective when the learner starts to show communicative proficiency in the necessary area." (Mackay and Mountform, 1978: 3).

Language skills in ESP

Language teachers are reconsidering the conventional classification of language skills due to the relevance of the functional and communicative approach (i.e. reading, writing, speaking, and listening). Brumfit (1984: 69), for example, suggests that it should be another division of language skills by commenting that: "The majority of teaching in practice entails compromising by mixing skills (or doing a separate activity referred to as "integrated skills"), and the definition of language entailed by this divide completely overlooks the purpose of language. The four components describe what happens, but they only address discrete, unmotivated, and external acts."

Instead, he proposed the following activities that students need:

- i) Conversation or discussion;
- ii) Comprehension;
- iii) Extended writing
- iv) Extended speaking (advanced level)

Brumfit's justification depends on two points. First, the new classification should be based on communication. Second, the focus should be on meaning rather than on analyzable formal elements. However, this classification is not yet detailed enough to be practiced or to consider the different skills used in different positions.

Below, is a discussion of each skill individually from an ESP point of view but we have to take the function of language skill into consideration. That is, the difference being that reading and listening deal with recognition of aspects of that structure, whereas writing and speaking are concerned with the production of the text (Basturkmen, 2021).

Reading skill

Traditional reading teaching which concentrates on forms rather than meanings or functions is less helpful for students to get much information in order to make full sense, though, among other skills, it plays a very important role in the academic life of students and we find that it is the skill that students of English make the most of. That is very clear in the students' eagerness to understand every single bit of the article or passage they read, (e.g. they use a dictionary for translation to solve the problem and spend hours and hours making sense of that passage).

“A new strategy that has appeared in recent years as a result of the focus on communicative competence, according to which "reading is every bit as communicative as speech conversation, and as a talent, it is far from passive." As a result, concepts of discourse analysis and communication have gained prominence.” (Cortese, 1979:132)

Consequently, the communicative approach to language has been concerned with the importance and necessity of learners realizing the linguistic mechanisms that tie meanings with forms in sentences. The communicative technique allows learners to gain more out of a passage in less time via skimming (reading through the text to acquire the main points) and scanning (by looking for a specific piece of information). As a result, ESP students should be taught to read texts practically, analytically, and critically. Allen (1986:15) comments:

“..reading now has vital applications since language is seen as communication and is no longer taught as a separate topic in isolation during a designated time slot, but rather as a component of other courses "across the curriculum."

Learning to notice how language is used to represent particular thought processes, such as how it is used to describe, classify, generalize, form hypotheses, draw conclusions, and so on, is viewed as an essential part of studying subjects like physics or social science.”

Generally, the progress of language teaching is fast and offers numerous approaches.

Writing skill

The written essay or assignment is the most common mode of evaluation in most postgraduate courses in the United Kingdom and the United States of America (McDonogh, 1985). Thus the skill is an important requirement at the university level, as seen in the use of written assignments.

It would very difficult to separate writing skills in the ESP view from other EFL development in language teaching of General English. Cohen et al (1979:552) insisted that the problems and difficulties of non-natives using written technical discourse in ESP classes were not technical or scientific vocabulary but the non-technical words (e.g. adverbial phrases, conjunctions) and these would be the most

difficult. The significance of learners' requirements was taken into consideration by researchers as they offered additional remarks on English teaching approaches and methodologies in response to these insights on the nature of scientific discourse.

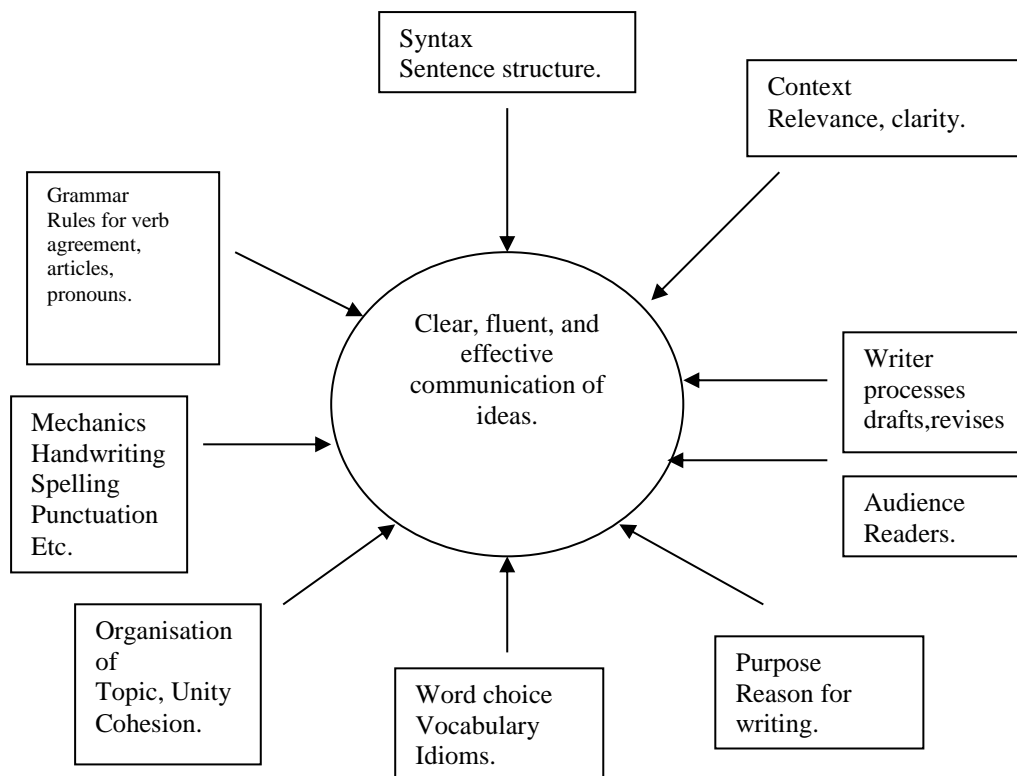


Figure 4: Elements considered in producing a piece of writing (adopted from Raimes, 1983:6)

Speaking and listening skills

"... the lack of endless time for consideration or modification of language being utilized limits oral communication (speaking and listening). Oral practice with thirty or more learners is significantly more difficult to plan than written communication, where one can take their time reading and writing individually (Pattison, 1987:5).

As a result, the communicative approach promotes language usage beyond the sentence level, giving the student an interactive role in the classroom. The communicative approach attempted to develop the learner's abilities as a speaker and listener.

According to Basturkmen (2021), one of the challenges is finding ready-made oral tasks in ESP materials. As a result, they attempt to emphasize the significance of exposing learners to a genuine type of oral activity, such as listening to true oral dialogue. According to their ideas, authentic resources are full of linguistic concepts and various forms of actions, as well as the types of processes that the learner employs in his connection with the language he hears. It may be argued that an explanation of oral speech that benefits ESP courses can also benefit general courses and vice versa.

-Translation skill

“Translation should not be seen as a single endeavour. There are countless translations available that can help you learn a foreign language in a variety of ways: (A) mental translation differs from written, verbal, and other types of translations. (b) conscious and unconscious translation; (c) translation from L1 to L2 and L2 to L1; (d) simultaneous translation requiring only a concentration on the essential ideas; (e) translation that is detailed and well edited; (f) translation that acts as an exercise or a test; and (g) translation that serves as a tool or a goal..” (Urgese, 1989:38)

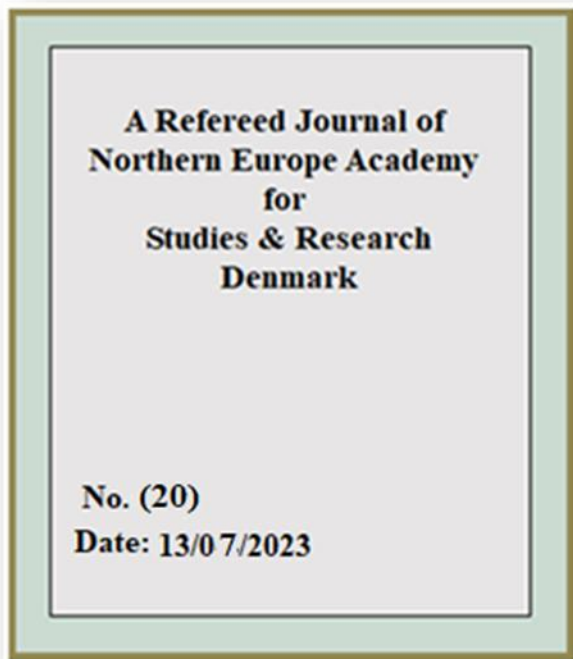
This quotation is intended to emphasize the significance of translation as one of the language activities, or possibly as a fifth ability. Non-native teachers value the use of translation for their students. As a result, it is clear that translation helps to effectively teach English as a second or foreign language. Recent studies in countries where ESP is taught emphasize the importance of translation as a helpful technique in dealing with a scientific discourse at various educational stages by utilizing learners' L1 to be aware of how scientific information is carried through the linguistic system of the target language. It directs students' attention to the application of their scientific knowledge in their own language to the way the world works. Furthermore, the tendency of 'Arabising' scientific technology is rapidly spreading in several universities, such as King AbdulAziz University in Jeddah, Saudi Arabia, where several reference works in medicine and engineering have been translated from English to Arabic.

Conclusion

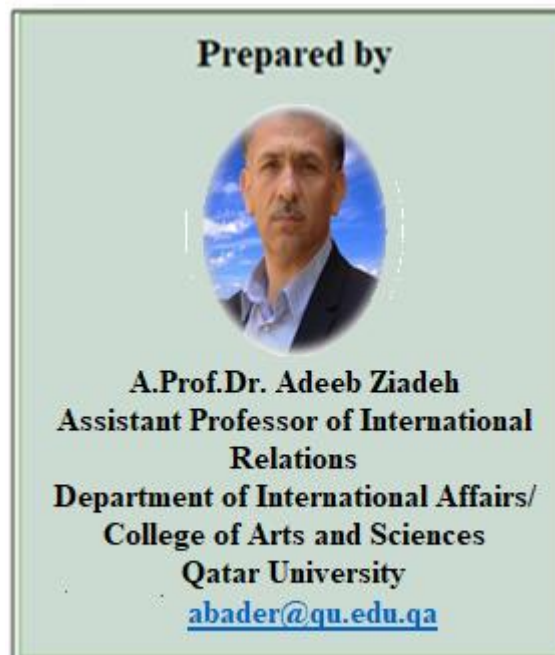
In conclusion, this research attempted to define ESP by examining its nature, growth, and usefulness of a needs analysis in language learning and teaching. The success of changing the perspectives of language teachers, course designers, and learners toward various components and various approaches and activities demonstrates the significance of needs analysis. This requirements analysis determines the needs of the learners in order of importance.

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**The Oslo Accords and Palestinian Diaspora Activism: The Presence of the
[Periphery] and the Absence of the [Center]**



Abstract

The Oslo Accords affected the Palestinian situation, particularly the Palestinians of the diaspora, who have become marginalized and excluded in the Palestinian decision-making. However, the right of return to their homeland has become merely an issue on the agenda of the permanent status negotiations that have not started since the signing of the agreements in 1993. The paper hypothesizes that the Oslo Accords and the subsequent transfer of the PLO leadership to the interior have had a tangible impact on the activism among the Palestinian diaspora in terms of quantity and quality. This impact has been a result of the failure in addressing the grievances of the Palestinian diaspora who have automatically filled the subsequent vacuum. In this context, the Palestinian activism in the diaspora was discussed in terms of its structure, the challenges it faces, and the nature of the corresponding response. These are manifested in collective actions accompanied by processes of framing and mobilization at various social, cultural, media, and political levels. By utilizing the center-periphery model and tools provided by the theory of social movements, the paper analyzes its subject holistically (at a macro level), based on qualitative interviews with a group of officials among the Palestinian elite distributed in the diaspora, along with relevant literature. The paper concludes the validity of its hypothesis with several findings that emphasize the need to capitalize on the opportunities that have emerged as a result of this situation. Consequently, the option of building national references, leading Palestinian activism in the diaspora and achieving its goals, appears essential, but it should be approached from a bottom-up perspective, rather than the other way around.

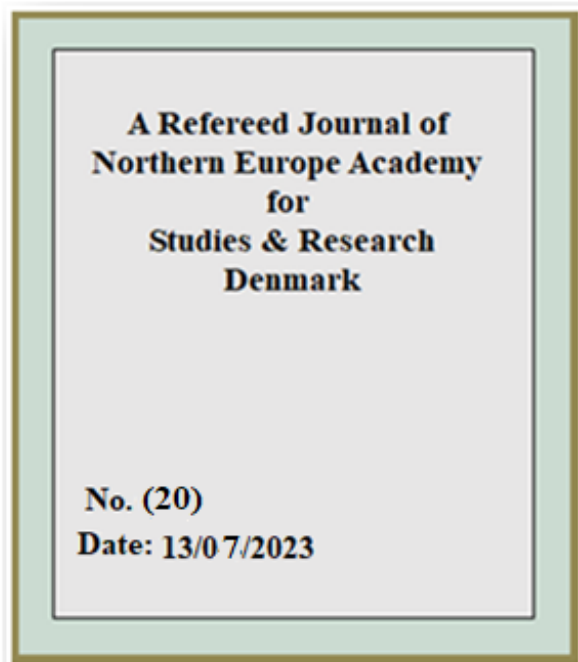
Key words

The Palestinian diaspora, activism, the Oslo Accords, the right of return, the Palestine Liberation Organization, marginalization, national references

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Plurals of Paucity in the Compendium of Poems by bin Al-Ajjaj Semantic Morphological Study



Abstract

This research deals with the morphological study of the broken plurals in the compendium of poems by Ru'bah bin al-Ajjaj.

The research was based on an introduction, stating the importance of the theme, the reasons for its selection, objectives of the study, methodology, literature background, and the research plan. This was followed by a preface talking about the poet Ru'bah bin al-Ajjaj in brief, and three research topics, the first being the broken plurals and their divisions, the second being the broken plurals used to indicate a fewer number of objects, while the third was on the broken plurals used to indicate a fewer number of objects in al-Ru'bah's compendium of poems.

This was followed by a conclusion, including the most important findings of the research, and the recommendations made by the researcher.

Keywords: Broken plurals, al-Ru'bah's compendium of poems, morphological study.

**A Refereed Journal of
Northern Europe Academy
for
Studies & Research
Denmark**

No. (20)

Date: 13/07/2023

Ego Identity and its Relationship to Psychological Resilience among Recovering Drug Addicts in Jordan

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Abstract

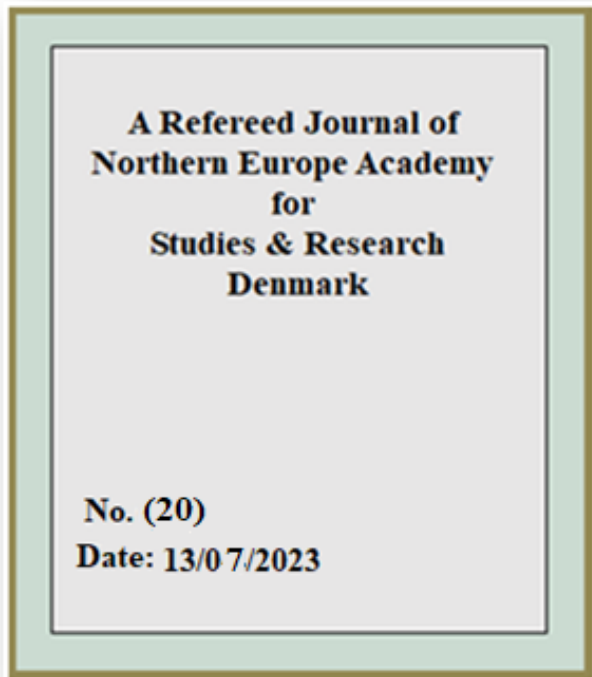
The current study aimed to identify the level of ego identity and its relationship to psychological resilience among recovering drug addicts in Jordan, and to identify the predictive ability of ego identity in psychological resilience. The application of the study on recoveries from the treatment center for addicts, where a sample of (209) recoverees responded to the study measures. After analyzing the data and extracting the results, the results indicated that there is a medium level of ego identity, especially the realization of identity, and a medium level of psychological resilience among the recoverees. The results also indicated that there is a positive correlation between identity realization and psychological resilience, and a negative correlation between identity closure, identity attachment and identity dispersion on the one hand, and psychological resilience on the other hand psycho.

Keywords: ego identity, psychological resilience, drug addiction recoveries.

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Social support and its relationship to deviant behavior among juvenile delinquents in Jordan

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Abstract

Social support and its relationship to deviant behavior among juvenile delinquents in Jordan

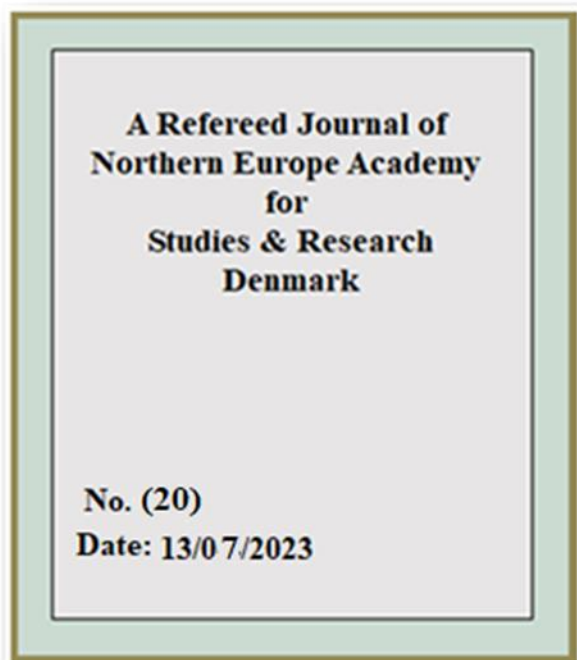
The current study aimed to verify the level of social support and its relationship to deviant behavior among delinquent juveniles in Jordan. To achieve the objectives of the study, a survey sample of juveniles was selected in the governorates of the capital, Amman, Zarqa, and Irbid, numbering (285) juveniles. Two scales were developed: the social support scale, and the deviant behavior scale, and checking their psychometric characteristics of validity and stability. The results revealed that there is a medium level of social support, and a high level of deviant behavior among juvenile delinquents. The results also indicated that there is an inverse correlation between social support and deviant behavior.

Keywords: social support, deviant behavior, juvenile delinquents

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**The effectiveness of a counseling program to develop emotional expression
and reduce family conflicts among the auditors of the Office of Reform and
Family Reconciliation in Tafila Governorate**



Abstract

The current study aimed to investigate the effectiveness of a counseling program for developing emotional expression and reducing family conflicts among a sample of auditors of the Office of Reform and Family Reconciliation in Tafila Governorate, and to verify the continuity of effectiveness of the program after a specified period of time, on a sample consisting of (202) auditors of the Office of Reform and Reconciliation For families in Tafilah Governorate, (10) of them were chosen from those who recorded the lowest scores in the level of emotional expression, and the highest scores in the level of family conflicts. In order to achieve the objectives of the study, two scales were developed: emotional expression and family conflicts, which had indications of validity and stability suitable for the purposes of this study. A counseling program was also built, consisting of (13) counseling sessions of (50) minutes each, two sessions per week.

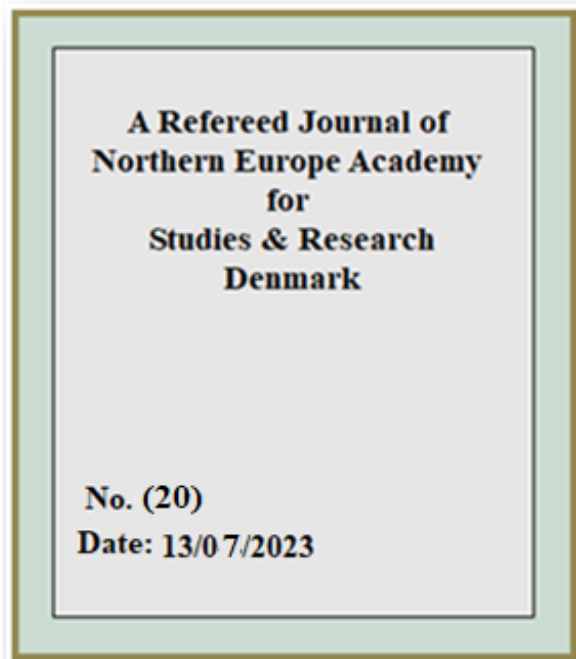
The results indicated that there was an average level in each of the emotional expression and family conflicts among a sample of the reviewers of the Office of Reform and Family Reconciliation in Tafila Governorate. In favor of the post-measurement of the study individuals, and the results also indicated the continued effectiveness of the program in developing emotional expression and reducing family conflicts in the post- and follow-up measurements after a period of one month. And how to deal with husbands and wives when conflicts and problems occur.

Keywords: counseling program, emotional expression, family conflicts, office of reform and family reconciliation

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The extent to which marital adjustment is explained by the level of psychological loneliness and perceived self-efficacy among female workers in Jordanian banks



Abstract:

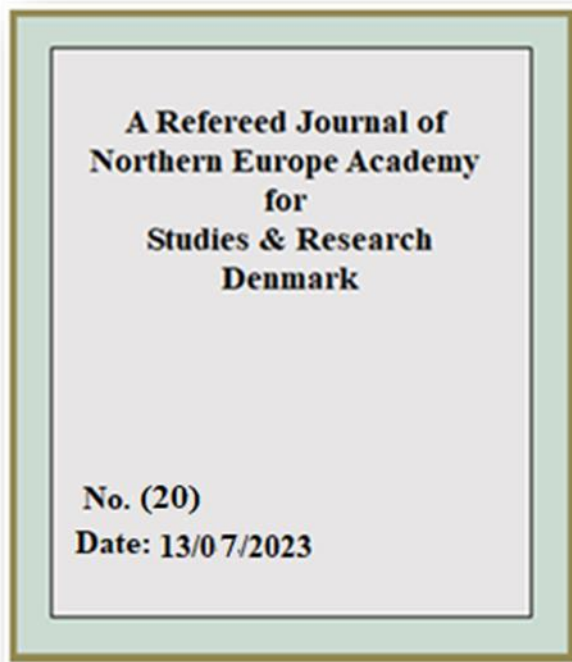
The extent to which marital adjustment is explained by the level of psychological loneliness and perceived self-efficacy among female workers in Jordanian banks. The study sample consisted of (193) female employees working in Jordanian banks in the southern region. To achieve the objectives of the study, the descriptive-relational approach was used. Three measures were developed: marital compatibility, loneliness, and perceived self-efficacy. Their validity and reliability were verified. The study found a number Among the results, most notably: that the level of marital adjustment and its dimensions (emotional psychological adjustment, social adjustment, economic adjustment, agreement on raising children, and cognitive cultural compatibility), and the level of each of psychological unity and perceived self-efficacy among female bank workers in the southern region was medium. The results showed the existence of a statistically significant negative correlation between marital adjustment on the total score and the domains (emotional psychological adjustment, social compatibility, economic compatibility, agreement on raising children) and psychological unity, and the presence of a statistically significant positive correlation between marital adjustment on the total score, domains and self-efficacy. perceived. As well as the existence of a statistically significant negative correlation between psychological loneliness and perceived self-efficacy.

Keywords: marital compatibility, loneliness, and perceived self-efficacy among female employees in Jordanian banks.

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The effectiveness of a counseling program based on multigenerational therapy to improve the family climate and psychological hardiness among Syrian students

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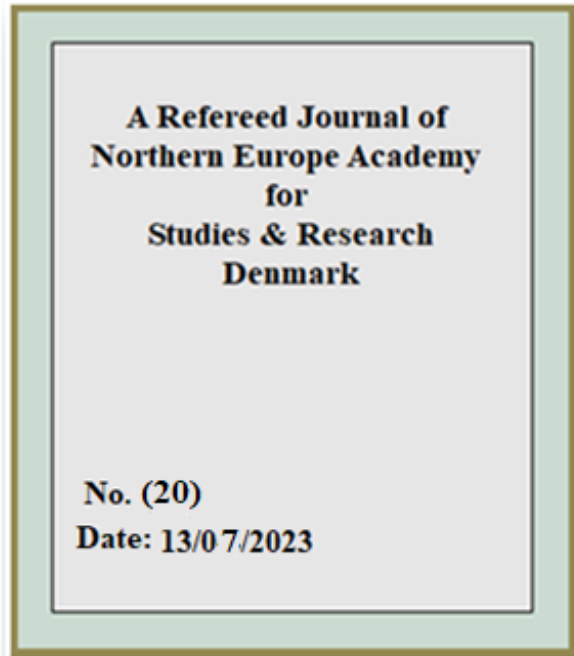
Abstract

The aim of the study was to investigate the effectiveness of a counseling program based on multi-generational therapy to improve the family climate and psychological resilience of Syrian students. Two scales were developed, one measuring family climate and the other measuring psychological resilience, and their psychometric properties were verified for validity and reliability. An counseling program based on multi-generational therapy was designed and implemented. A descriptive sample of 188 refugee students was chosen, and a quasi-experimental study was conducted with a sample of 26 students randomly divided into two groups, an experimental group of 13 students and a control group of 13 students. The results indicated a moderate level of family climate and psychological resilience among the primary descriptive sample. The results also showed that the experimental group demonstrated significant improvement compared to the control group in both family climate and psychological resilience, and that the effects of the counseling program were sustained for one month after the program ended. The study recommends the use of the counseling program to assist refugee students in developing family climate and psychological resilience.

Keywords: family climate, psychological resilience, multi-generational therapy, counseling

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Emotional and behavioral disorders and their relationship with family adjustment and social responsibility among the hearing-impaired students in the southern province



Abstract

This study aimed at identifying the level of emotional and behavioral disorders and their relationship with family adjustment and social responsibility among the hearing-impaired students in the southern province. In order to achieve the study objectives, the researcher used the correlational descriptive approach. The study sample consisted (200) hearing-impaired students, (98) males and (102) females. In order to achieve the study objectives, three scales were developed: emotional and behavioral disorders scale, family adjustment scale, and social responsibility scale; their validity and reliability were verified. The results revealed that the levels of emotional and behavioral disorders, family adjustment, and social responsibility were medium for the overall score and the dimensions. The results revealed that there is a statistically significant positive relationship between the dimensions of emotional and social disorders and the dimensions of family adjustment. The results revealed that there is a statistically significant positive relationship between the dimensions of family adjustment and social responsibility, where the level of social responsibility increases according to the increase in family adjustment. The results showed that there is a statistically significant negative relationship between emotional and behavioral disorders and social responsibility as well as a relationship between their dimensions, except for the domain of behavioral problems, where there was no relationship between it and the domain of social responsibility. The results revealed that both male and female students suffer from emotional and behavioral disorders, regardless their academic estimation. The results revealed that there are no differences in the level of family adjustment and its domains according to the variables of (gender, academic estimation). The results showed that hearing-impaired students with high academic estimation practice social responsibility more than their peers with lower academic estimation.

Based on the results, the study recommended the necessity of paying more attention to hearing-impaired students to improve their levels of family adjustment and social responsibility as well as educating the families of hearing-impaired students concerning the risks of emotional and behavioral disorders, urging them to have a role in reducing those disorders among their children, in addition to encouraging hearing-impaired students in the various educational stages to shoulder responsibility and confirming its importance in social life.

Keywords: behavioral and emotional disorders, family harmony, social responsibility, students with hearing disabilities in the southern region.

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