Developing AlAzhar Secondary Stage Students' EFL Productive Skills and Reducing their Anxiety through Didactic Teaching

By

Ibrahim Sabri Ibrahim Ismail Hammad

A Senior Teacher of English LanguageAlAzhar AlShareaf

Supervisors

Dr. Adel Abd AlHaliem AlSheikh

Professor of Curriculum & Instruction (TEFL), Faculty of Education, Mansoura University

Dr. Nadia Safwat Elkhamisy

Lecturer of Curriculum & Instruction (TEFL), Faculty of Education, Mansoura University

Developing AlAzhar Secondary Stage Students' EFL Productive Skills and Reducing their Anxiety through Didactic Teaching

Ibrahim Sabri Ibrahim Ismail Hammad
A Senior Teacher of English LanguageAlAzhar AlShareaf

Abstract

This research aimed at studying the effect of using didactic teaching to develop EFL AlAzhar secondary stage students' productive skills and reduce their anxiety. The participants of this research were (60) second year AlAzhar secondary stage students at Bellamon and Tahway Secondary Institutes for Girls, Sinblaween, Dakahlia, Egypt. The research adopted the quasi-experimental design using two groups. Each group included thirty participants. To collect data, the researcher used six instruments: an EFL speaking skills test, an EFL speaking skills scoring rubric, an EFL writing skills test, an EFL writing skills scoring rubric, speaking anxiety scale, and writing anxiety scale. The researcher taught both groups: the experimental group was taught through a program based on didactic teaching, while the control group was taught through the traditional method of teaching. Results of the study revealed that a program based on didactic teaching had a significant effect on developing AlAzhar secondary stage students' EFL speaking and writing skills and reducing their EFL speaking anxiety and writing anxiety. Moreover, the effect size of the program based on didactic teaching was found to be high. Therefore, this research recommended using didactic teaching to enhance English language competence at different educational stages.
Key words: A program Based on Didactic Teaching, EFL Speaking Skills, Writing Skills, EFL Speaking Anxiety, Writing Anxiety and Secondary stage students.

Introduction

English is an international language spoken by many people across the globe. Linguistics divides language into two primary aspects; receptive skills and productive skills. The first group of skills includes reading and listening. The second group of skills includes speaking and writing. Students need to command the four skills to be able to understand English, develop their language competence and be able to communicate.

Students can develop their linguistic interpersonal skills when they work in groups. Cooperative learning occurs when small groups of students

work together to ask and share questions and answers. Students who work in groups and collaborate (plan, observe, talk, write down notes etc.) are more likely to develop their decision-making skills (Kaushal et al., 2021). Encouraging students to interact with each other plays a vital role in the classroom. Focusing on understanding and discovery can help students establish self-confidence. However, there are some challenges that face students when employing productive skills. Such challenges like anxiety, apprehension, fear of losing face in front of press, and nervousness are just few.

Students' anxiety during the oral communication and writing skills may inhibit them from mastering the foreign language they are pursuing. Anxiety has been recognized as a difficulty in English as a foreign/ second language learning. It is a kind of disadvantage that makes learners unable to do perform well in the target language. They cannot say or write about something because of their anxiety. Anxiety as a problem needs to be investigated to suggest some solutions to help foster students' confidence and understanding (Efendi, 2020).

Didactic teaching refers to the manner in which actions are undertaken and improved upon, with the purpose of achieving a very well-defined goal. It involves procedures which get together, a number of methodologies, different techniques, to help the learners in their learning process, making easier for them to comprehend and internalize what they are working with to achieve significant learning. Didactic teaching is an effective way to teach students who are unable to organize their work and depend on the teachers for instruction. It enhances understanding, improves retention of information and increases engagement in the learning process. Therefore, the current research adopted the didactic teaching to develop learners' productive skills.

Context of the problem

Language is a tool to achieve communication and exchange experiences among different cultures and civilizations. In addition, it is used mainly to express thoughts, emotions, ideas, and establishing social and interpersonal relationships. Frequently, most humans spend their time in communication. It is believed that we listen more than we speak. We speak more than we read and we read more than we write (Nor, 2014).

According to Shabani (2013) speaking seems intuitively the most important skill. Speaking has always been the most exacting skill compared to the other skills as it is an important skill to everyday life. The importance of speaking is revealed with the integration of the other language skills. For

instance, speaking can help students to improve their fluency, vocabulary, and grammar. Speaking facilitates interaction with others, both socially and professionally, allowing individuals to express their thoughts, ideas and emotions effectively.

Speaking anxiety is the nervousness that a speaker feels before and/ or during talking. Sweating palms, a shaky voice, a dry throat, difficulty breathing and even memory loss are all common symptoms of anxiety (Aghajani, M., & Amanzadeh, H. 2017).

According to Rajitha & Alamelu, (2020) the most frequent signs of speaking anxiety are hands trembling, sweating, fear, emptiness, shaking, a fast pulse and a tingling voice. The anxiety degree is different from one to another. It depends on the psychological and physiological states of the person. Based on the reasons above, it is possible to conclude that speaking anxiety is the tension that arises when the learner is asked to talk, especially when asked to speak in English.

Writing is a basic language skill that learners should master in their language learning process. It is the means of communication which represents language through the inscription of signs and symbols. Moreover, it is a complex process which implies mastery of almost all language components: morphology, semantics, pragmatics, syntax, and discourse. Unlike speaking, writing includes more elaborated linguistic systems, different syntax, complex clauses, and vocabularies (Romadhoni, 2014).

Writing is not merely putting down word to form a sentence or writing one sentence beside the other to form a paragraph. The difficulty lies in generating and organizing ideas as well as in transforming these ideas in writing in English language into coherent, accurate, informative and readable text. In writing, any idea must be supported with specific reasons or details (Schoonen, 2011).

Writing anxiety is the fear of negative evaluation by the monitor and peers. Worry about timed writing even makes it harder for the learners to improve their English writing skills. Writing anxiety refers to tension, worry, nervousness and a wide range of negative feelings that may occur when given a written task (Wahyuni & khotibul umam 2017).

According to Rohmah (2020) writing anxiety is associated with two dimensions:
  a) The behavior of resistance by an individual writer in a specific situation when a learner cannot start writing.
  b) The negative judgement that the writer might get from others.

So far, the two productive skills namely speaking and writing have been delineated and a reference is made to the apprehension state that EFL learners suffer from when they attempt to speak to their peers or finish a writing assignment in English. In the following paragraphs, the concepts of didactic teaching will be outlined to show its relevance to foster speaking and writing skills through eliminating on reducing the anxiety level that EFL learners encounter while attempting to master the target language viz English.

Navarro & Piñeiro, (2012) identify that didactic is a word which comes from the Greek language. It means the "art of teaching". Didactic teaching leads to laws, precepts, rules, and organization used within the teaching process and learning. Using the didactic teaching and its implications brings a lot of benefits because it works as an aid to get the best procedures for developing the teaching process.

The concept of didactic approach is very useful in educational environment as it enables the teacher to design activities which help to develop learner's skills and transfer knowledge. The didactic approach is the art of teaching where the teacher can use activities that encourage learners toward a significant learning outcome, which indicates that the learners may develop their potentials in the educational aspect. According to the Free Dictionary (2016) didactic teaching is "activities of instructing or educating; activities that impart knowledge or skill".

Pilot Study

To substantiate the problem of the study, the researcher conducted a pilot study to investigate first year secondary students' actual levels in productive skills. The speaking exam is based on: IELTS activity papers from University of Cambridge ESOL examinations. The researcher prepared a writing test based on previous studies. A pilot study was conducted to a sample of 20 students from Al Ballamoon Institute for Girls, first year secondary in Sinbillawin Sector, Dakahlia Governorate. Students were asked to answer some questions to measure some speaking sub skills were; pronunciation, vocabulary, grammar and fluency. While writing sub skills as; vocabulary, grammar, cohesion and coherence.

Table (1) Results of the pilot study for EFL speaking test

Main Skills of Speaking test	Skill score	Mean Score	SD	Percentage
I. Pronunciation	7.5	1.27	2.106	16.9%
II. Vocabulary	7.5	1.22	2.002	16.3%
III. Grammar	7.5	1.27	2.106	16.9%
IV. Fluency	7.5	1.27	2.106	16.9%
Total	30	5.05	8.32	16.8%

Table (1) above shows that the learners' mean score in all speaking sub-skills is very low. This indicates that the students' EFL speaking ability is low and needs improvement; as the mean (Mean= 5.05) out of 30 and the total of the speaking skills percentage is about (16.8%).

Table (1) Results of the pilot study for EFL writing test

Main Skills of Writing test	Skill score	Mean Score	SD	Percentage
I. Vocabulary	5	1.5	1.8	30%
II. Grammar	5	1.5	1.8	30%
III. Cohesion	5	1.3	1.6	26%
IV. Coherence	5	1.3	1.6	26%
Total	20	5.6	6.8	28%

Table (2) above illustrates that the learners' mean score in all writing sub-skills is very low. This indicates that the students' EFL writing ability is very low and needs improvement; as the mean score (Mean= 5.6) out of 30 and the total of the speaking skills percentage is about (28%).

Thus, in the light of the above discussion, speaking and writing are often seen as difficult skills. But, still helping students enhance their productive skills are crucial and consequently decrease their anxiety, even with classes that have many students or in bad teaching situations; teachers must not ignore speaking and writing skills just because they are thought to be challenging in the secondary stage at AlAzhar (Abou Dalam, 2023; Abd El-Wahab 2022, Mohammed 2021). Thus, teachers should look for more enjoyable methods to teach productive activities that stilt the students' different learning styles and didactic teaching.

Statement of the problem

Based on reviewing the literature, the experience of the researcher and the results of the pilot study, the problem of this research can be stated as follows:

The current standard of AlAzhar students in the English productive skills namely speaking and writing is rather low. In addition, their anxiety level when it comes to speaking and writing is very high. It is believed that using didactic teaching strategy may benefit those students in raising their speaking and writing competence as well as reducing their anxiety level.

Questions of the study

1. What is the current level of EFL first year secondary students speaking skills?
2. What is the current level of EFL first year secondary students writing skills?
3. What is the current level of EFL first year secondary students speaking and writing skills as well as their anxiety?

4. What are the characteristics of a program based on didactic teaching in developing EFL secondary stage students' speaking and writing skills and reduce their anxiety?
5. What is the effectiveness of a program based on didactic teaching in developing EFL students' speaking and writing skills?
6. What is the effectiveness of a program based on didactic teaching in reducing EFL secondary stage students' speaking and writing anxiety?

Purpose of the study
1. Identifying features of the program related to didactic teaching which can be employed to improve (EFL) students speaking and writing skills for the first year of secondary stage AlAzhar students.
2. Investigating the effectiveness of using a program based on didactic teaching on improving (EFL) speaking and writing skills for the first year of secondary stage AlAzhar students.
3. Investigating the using the program based on didactic teaching on decreasing students' anxiety compared to traditional strategies used in the first year of secondary stage AlAzhar.

Hypotheses
1. There is a statistically significant difference at ($\leq$ 0.05) level between the mean score of the experimental group and the control group in the post administration of the speaking skills test for the benefit of the experimental group.
2. There is a statistically significant difference at ($\leq$ 0.05) level between the mean score of the pre- and post-administration of the experimental group in the test of speaking skills in favor of the post administration.
3. There is a statistically significant difference at ($\leq$ 0.05) level between the mean score of the experimental group and the control group in the post-administration of the writing skills test for the benefit of the experimental group.
4. There is a statistically significant difference at ($\leq$ 0.05) level between the mean score of the pre and post administration of the experimental group in the test of writing skills in favor of the post-administration.
5. There is a statistically significant difference at ($\leq$ 0.05) level between the mean score of the experimental group and the control group in the post administration of the scale of speaking and writing anxiety in favor of the experimental group.

6. There is a statistically significant difference at (≤ 0.05) level between the mean score of the pre and post administration of the experimental group in the scale of speaking and writing anxiety in favor of the post-administration.

Significance of the study

1. Integrating new methods for improving secondary AlAzhar learner's writing and speaking skills via the use of a program based on didactic teaching.
2. Giving learners new experience and challenges as an effort to improve their writing and speaking skills as well as decrease their anxiety.
3. Directing the attention of (EFL) monitors and curriculum designers to a new model to improve (EFL) secondary students' speaking and writing skills.
4. Measuring the effect of a program based on didactic teaching on the anxiety coefficient of the Al zahar secondary stage students.

Delimitations of the study

1. A sample of (60) (EFL) first year secondary stage students at AlAzhar AlShreef, Al Ballamoon Secondary Institute for Girls (Experimental Group) and Tahway Secondary Institutes for Girls (Control Group), Sinbillawin Sector, Dakahlia Governorate.
2. The first term of 2023-2024 as the duration of the experimental treatment.
3. Some units based on didactic teaching appropriate for improving students' speaking and writing skills (i.e., mini dialogues and, conversations, writing essays and emails).

Methodology:

Participants of the study

The participants of the present research were first year secondary stage AlAzhar Alshreef students. Sixty students were selected from Bellamon and and Tahway Secondary Institutes for Girls, Dakahlia Governorate. The participants were chosen according to the feasibility, as each institute had only one first year secondary class during the academic year 2023/2024. The learners were divided into two groups; control and experimental.

Design of the Research

The current research adopted the quasi experimental design using two groups: a control group and an experimental. The experimental group was studied through the didactic teaching, while control group was received the traditional method of teaching speaking and writing. Both groups

received the pre- and post-administration of the (EFL) speaking and writing test and the speaking and writing anxiety scale.

Instruments of the study

1. Speaking skills checklist to identify the speaking skills necessary for first year secondary AlAzhar AlShreef learners as foreign language.
2. A pre and-post speaking skills test to measure learners' in speaking skills before and after the experimental implementation.
3. Scoring rubric to assess learners' speaking skills on the post and pre speaking skills test as foreign language.
4. An anxiety scale for assessing learners' speaking anxiety.
5. Writing skills checklist to identify the writing skills necessary for first year secondary AlAzhar AlShreef learners as foreign language.
6. A pre and-post writing skills test to measure learners' in writing skills after and before the experimental treatment.
7. Scoring rubric to assess learners' writing skills on the post and pre (EFL) writing skills test.
8. The anxiety scale for assessing learners' writing anxiety.

Previous studies

Vargas (2022) explored the impact of the didactic strategy to develop writing of argumentative essays. Participants of the study were tenth grade "A" of the Benito Salinas de Dolores Carazo nstitute in Nicaragua, in the second term. There were five instruments of this study were: the final test, the didactic unit, the diagnostic test, the evaluation rubric of the essay written by the learners, and field of the journal. Study results illustrated the didactic strategy used had a positive impact on improving the participants' writing, and organization of thoughts, ideas and structure of essay writing.

Mutawakkil (2021) examined learners' speaking anxiety that faced the seventh grade learners and strategies to overcome it. The study participants consisted of thirsty two students from seventh grade of SMP Plus Darus Sholah. The researcher used three instruments: observation, interview and document review. Study results revealed the effectiveness of the strategies used which were positive thinking, relaxation, peer seeking, and preparation on overcoming the learners' speaking anxiety.

El Sharkawy (2020) investigated the effect of a suggested program for developing the English writing skills of secondary stage students and reducing their apprehension in the light of writing as a process approach and using electronic learning. The sample consisted of thirty first year EFL secondary school students from El Mahmoudia Secondary School for Boys, Behiera Governate. Results of the study revealed that using the suggested program was positively effective in writing Skills of secondary stage students and reducing their anxiety.

Cedeño (2019) researched the effect of a didactic strategy to develop the learners` communicative competence on the level of A1 Reference for languages in the Common European Framework, Esmeralda's center, Spain.

Participants of the study were (20) students and (5) English teachers of the A1 level of General English. Study results show that the effectiveness of treatment was high in improving learners' speaking and listening skills.

Definition of Terms

Didactic Teaching

For the purpose of this research, didactic teaching defines as a type of teaching that focuses on collaborative learning. It is an effective method to teach students who are unable to organize their work and depend on the teachers for instruction. It enhances understanding, improves retention of information and increases engagement in the learning process.

Speaking Skill

The researcher defines speaking as the students' ability to speak in a fluent, accurate and comprehensible way as much as possible using proper vocabulary, correct grammar and clear pronunciation.

Speaking anxiety

Speaking anxiety is a negative emotional state reflecting feelings of apprehension, frustration, fear, or low confidence in the EFL classes.

Writing skill

For this research, the researcher defines writing as the students' ability to put their ideas on paper in a clear and organized way, using correct sentence structure, grammar, and mechanics of writing.

Writing anxiety

The researcher defines writing anxiety as the feeling of nervousness, tension, and hopelessness that learners experience when presented with a writing task.

Developing through didactic teaching treatment

The steps of didactic teaching approach (Speaking Skills)   Duration

I. Warm up: 5 minutes
1. The teacher will ask some questions to melt the ice between him and his students. Each lesson will have different warm up questions based on its nature.

II. Implementation Stage: 15 minutes

A. Presentation:
  1. Role of the teacher: facilitator, organizer and monitor.
  2. T. introduced the task.
  3. In each group, the speaker or two speakers presented the talk or the interview in front of their group members.

B. Practice: 10 minutes
  1. Role of the learner: active.
  2. Ss. interacted with their teacher and one another in each group during the lesson.
  3. Students worked in groups.
  4. Ss. attempted to answer each group's questions, using their teacher as an information resource or facilitator.
  5. The classroom was busy and filled with energy.

6. The members of the group listened to what the speaker or speakers say about the topic and provided them with comments and advice. Then, the speaker or speakers performed the speaking task again.

C. Production: **10 minutes**
  1. T. listened to each group's speaking. Then, he assessed their talks based on the specified skills.
  2. Students evaluated their own learning alongside the teacher.
  3. T. assessed the task and gives the learners marks.

III. After Evaluation: **5 minutes**
  1. T. announced the winning group, the one who got the highest mark. Members of the winning group would be nominated at the next period and gave certificates and prizes for their good work.

The steps of didactic teaching approach (Writing Skills)   Duration

I. Warm up: **5 minutes**
  1. The teacher will ask some questions to melt the ice between him and his students. Each lesson will have different warm up questions based on its nature.

II. Implementation Stage: **15 minutes**

A. Presentation:
  1. Role of the teacher: facilitator, organizer and monitor.
  2. T. introduced the task.
  3. T. passed out the sheets on the leaders.
  4. The focus was shared by both the students and their teacher.

B. Practice: **10 minutes**
  1. Role of the learner: active.
  2. T. raised the motivation of my students to a higher level so the didactic teaching the teacher raised the motivation of the students who a higher level.
  3. Students worked in pairs, in groups depending on the activity.
  4. Students worked together to decide which tenses are more appropriate.
  5. Ss. answered the questions of their group, using their teacher as an information resource or facilitator.
  6. The classroom was busy and filled with energy.

Production: **10 minutes**
  1. Some groups read samples of their writings. Other students in other groups found out if there were any mistakes. Students made corrections. Teacher guided and supported them.
  2. Students evaluated their own learning alongside the teacher.
  3. T. assessed the task and gave the learners marks.

III. After Evaluation: **5 minutes**
  1. T. announces the winning group, the one who got the highest mark. Members of the winning group would be nominated at the morning assembly and gave certificates and prizes for their good**.**

Testing the hypotheses

    The following hypothesis was stated as: **"There is a statistically significant difference at (≤ 0.05) level between the mean score of the experimental group and the control group in the post administration of the speaking skills test for the benefit of the experimental group".**

Table (3): *T*- value and its statistical significance to show the difference between the mean score of the experimental group and the control group in the post administration of the speaking skills test (N= 30)

Skills	Groups	Mean	SD	*t*	Df= 58	Sig
I. Fluency	Experimental	14.27	0.91		22.86	0.01
	Control	6.4	1.65			
II. Pronunciation	Experimental	14.03	1.16		20.27	0.01
	Control	6.63	1.63			
III. Grammar	Experimental	8.57	1.57		7.26	0.01
	Control	5.47	1.74			
IV. Vocabulary	Experimental	8.87	1.33		13.36	0.01
	Control	4.5	1.20			
V. Comprehension	Experimental	8.73	1.08		14.28	0.01
	Control	4.67	1.12			
Total	**Experimental**	**54.47**	**2.68**		**21.28**	**0.01**
	Control	**27.67**	**6.36**			

Table (3) shows that the *t*- values were (22.86, 20.27, 7.26, 13.36, 14.28 respectively) so the first hypothesis, namely "There is a statistically significant difference at the (≤ 0.05) level between the mean score of the experimental group and the control group in the post-administration of the speaking skills test for the benefit of the experimental group" was accepted.

The second hypothesis stated that: **"There is a statistically significant difference at (≤ 0.05) level between the mean score of the pre- and post-administration of the experimental group in the test of speaking skills in favor of the post administration".**

Table (4): *t*- value and its statistical significance to show the difference between the mean score of the pre and-post administration of the experimental group in speaking skills test (N= 30)

Skills	Measurement	Mean	SD	*t*	Df= 29	Sig	(η2)
I. Fluency	Pre	4.3	1.47		33.51	0.01	0.98
	Post	14.27	0.91				
II. Pronunciation	Pre	4.13	1.31		31.36	0.01	0.97
	Post	14.03	1.16				
III. Grammar	Pre	2.93	0.94		21.64	0.01	0.94
	Post	8.57	1.57				
IV. Vocabulary	Pre	2.93	0.98		23	0.01	0.95
	Post	8.87	1.33				
V. Comprehension	Pre	3.03	0.89		20.05	0.01	0.93
	Post	8.73	1.08				
Total	**Pre**	**17.33**	**4.89**		**44.88**	**0.01**	**0.99**
	Post	**54.47**	**2.68**				

Table (4) above shows that there is statistically significant difference between the mean score of the pre-post administration of the experimental group in the speaking skills test in favor of the post administration, where the *t*- values were statistically significant at 0.01 level.

The third hypothesis stated that: **"There is a statistically significant difference at (≤ 0.05) level between the mean score of the experimental group and the control group in the post-administration of the writing skills test for the benefit of the experimental group."**

Table (5): *t*- **value and its statistical significance for the difference between the mean score of the experimental group and the control group in the post administration of the writing skills test (N= 30)**

Skills	Groups	Mean	SD	*t*	Df= 58	Sig
I. Content	Experimental	9.57	0.82		16.32	0.01
	Control	4.37	1.54			
II. Vocabulary	Experimental	4.63	0.67		13.4	0.01
	Control	1.36	0.66			
III. Grammar	Experimental	8.13	1.09		16.33	0.01
	Control	4.98	1.40			
IV. Organization	Experimental	13.53	1.25		15.66	0.01
	Control	7.27	1.80			
V. Mechanics	Experimental	8.83	1.21		10.384	0.01
	Control	5.33	1.40			
Total	**Experimental**	**45.90**	**2.23**		**24.38**	**0.01**
	Control	**23.33**	**4.55**			

Results in table (5) indicate that there is statistically significant difference between the mean score of the experimental group and the control group in the post-administration of the writing skills test in favor of the experimental group, where the *t*- values were statistically significant at 0.01 level.

The fourth hypothesis stated that: **"There is a statistically significant difference at (≤ 0.05) level between the mean score of the pre- post administration of the experimental group in the test of writing skills in favor of the post-administration."**

Table (6): *t*- **value and its statistical significance to show the difference between the mean score of the pre and- post administration of the experimental group in the speaking skills test (N= 30)**

Skills	Measurement	Mean	SD	*t*	Df= 29	Sig	(η2)
I. Content	Pre	3.40	1.22		21.12	0.01	0.939
	Post	9.57	0.82				
II. Vocabulary	Pre	1.80	0.61		16.34	0.01	0.902
	Post	4.63	0.67				
III. Grammar	Pre	2.54	1.11		22.03	0.01	0.944
	Post	9.33	1.09				
IV. Organization	Pre	5.27	1.78		20.92	0.01	0.938
	Post	13.53	1.25				
IV. Mechanics	Pre	3.63	1.27		17.28	0.01	0.911
	Post	8.83	1.21				
Total	**Pre**	**17.27**	**4.77**		**29.4**	**0.01**	**0.968**
	Post	**45.90**	**2.23**				

Results depicted in table (6) show that there are statistically significant difference between the mean score of the pre- post administration of the experimental group in the writing skills test in favor of the post-administration, where the *t*- values were statistically significant at 0.01 level.

Conclusion

Based on the statistical analysis of the speaking and writing skills hypotheses, it was clear that the experimental group students outperformed the control group students in all the speaking and writing skills, and the *t*-values were highly significant at 0.01 level. Besides, the experimental group's post test results were much better than the pretest results. These findings indicate that the didactic teaching proved to be more effective in developing the participants' ability to speak better and enhance their speaking skills. In addition, the program was effective in improving the students' writing skills.

References

Abd El-Wahab, Mohamed (2022). The Effectiveness of Collaborative Writing Wiki in Developing EFL Writing Skills and Reducing Apprehension of Al Azhar Secondary Stage Students. *Journal of The Faculty of Education- Mansoura University No. 120 – Oct.*

Abou Dalam, Mohammed (2023). The Effect of APAT Strategy on Developing Speaking Skills among First Year AL-Azhar Secondary Stage Students. from: https// *https://doi.org/10.21608/jsrep.2023.322527*

Aghajani, M., & Amanzadeh, H. (2017). The Effect of Anxiety on Speaking Ability: An Experimental Study on (EFL) learners. *Journal of Applied Linguistics and Language Research, 4*(7), 154–164.

Rajitha K, & Alamelu, C. (2020). A Study of Factors Affecting and Causing Speaking Anxiety. *Procedia Computer Science, 172,* 1053–1058. Retrieved March 20, 2022.

Cedeño, Viviana (2019). *Ludic – Cooperative Based Didactic Strategy to Improve the Students´ Communicative Competence in English at the A1 Level According to the Common European Framework of Reference for Languages at Puce Esmeraldas.* (Unpublished Doctoral Dissertation). Esmeraldas University, Ecuador.

Efendi, Sataria (2020) *Speaking Anxiety Experienced by Eighth Graders of Dinniyah Al-Azhar Junior High School in English Weekly Program* (Unpublished MA thesis), Faculty of Education and Teacher.

El Sharkawy, H. (2020). A suggested program for developing the English writing skills of secondary stage students and reducing their apprehension in the light of writing as a process approach and using electronic learning. *JSRE 21*(3), 345-366.

Free Dictionary, T. (2016). Resource. Retrieved February 13, 2022 from: http://www.thefreedictionary.com/resource

Kaushal, S., Dhammi, S., & Guha, A. (2021). Climate crisis and language– A constructivist eco linguistic approach. *Materials Today: Proceedings.*

Lascano, Pérez, M. J., & Altamirano Carvajal, S. P. (2022). Think-Pair-Share strategy in speaking skill development. *Conciencia Digital*, *5*(1.1), 898-917.

Mohammed, Wafaa (2021).The Impact of a Project-Based Blended Learning Program on Improving EFL Secondary Stage Al-Azhar Students' Productive Language Skills. From: https://www.researchgate.net/publication/360723362.

Mutawakkil, Ahmed (2021) *An Analysis of Students' Speaking Anxiety Faced by Seventh Grade Students of Sekolah Menengah Pertama Plus Darus Sholah and Strategies to Overcome It.* (Un published Master) Teacher Training Faculty, State Institute of Islamic Studies of Jember.

Navarro, D., & Piñeiro, M. (2012) *Didactic Strategies for Teaching (EFL) in Seventh and Eighth Grades in Secondary Schools in Costa Rica.* Revista Káñiña. 36(2. (pp. 233-251).

Nor, H. (2014). The techniques in teaching listening skill. *Journal on English as a Foreign Language*, *4*(1), 41-51.

Rohmah, N (2020) Writing Anxiety in Academic Writing Practice: Insights from (EFL) Learners' Perspectives. *Advances in Social Science, Education and Humanities Research, volume 546.*

Romadhoni, M. (2014). The nature of writing. Retrieved March 20, 2022, from: https*//syahruzzaky.wordpress.com/ 2014 /01/07/the-nature-ofwriting/*

Schoonen, R., van Gelderen, A., Stoel, R. D., Hulstijn, J., & de Glopper, K. (2011). Modeling the development of L1 and (EFL) writing proficiency of secondary school students. *Language learning, 61*(1), 31-79.

Shabani, M. B. (2013). The effect of background knowledge on speaking ability of Iranian (EFL) learners. *International SAMANM Journal of Marketing and Management. 1*(1), 25-33.

Vargas, Ingrid (2022) *Contextual transposition: Didactic strategy for the writing of the argumentative essay.* faremcarazo.unan.edu.ni / ISSN 2410-5708 / e-ISSN 2313-7215.

Wahyuni, s & khotibul umam, M. (2017). An Analysis on Writing Anxiety of Indonesian (EFL) College Learners. *Jeels, vol. 4,* no (1), pp. 103–26, 2.