

The Enhancement of Psychological Speaking Opportunities Through Stress Relief Strategies Among Iranian EFL Elementary Adult Learners

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This study was carried out to investigate some psychological barriers like anxiety or stress due to which EFL adult learners were not willing to talk and use the language in their English classrooms. This study also suggests some points and strategies through which the speaking opportunities would be facilitated and learners would feel confident and motivated enough to talk. To achieve the objective, a sample of 30 learners were ed out of a population of 90 learners, in the 20-45 age range, who were learning English at Safir English Institute in Rasht, Iran, were ed based on their performance on QPT. They were randomly divided into two groups: experimental group on which the stress-relief strategies were examined and control group that got advantage of the regular process of teaching. A 5-session treatment was allocated to both groups and each session lasted 90 minutes. In this study, the progress was observed the pretest to posttest in both groups and the sources for anxiety and stress in English speaking were identified. The results of this study revealed that most participants in the control group, suffered stress and anxiety and such negative feelings and this was the result of reasons like having the fear of negative evaluation their classmates and teachers. The findings showed that English teachers are required to learn and use stress-relief strategies to lead the learners to higher proficiency in their oral performance.

Keywords : Speaking skill, Stress Relief Strategies, English Adult Learners

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