



object, nevertheless anxiety in the learners of English language may prevent them from achieving the desired goal, respectively to learn good communication skills in English language.

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (motivation, confidence and anxiety), listening ability and feedback during speaking activities.

Seeing anxiety as potentially negative and disadvantageous effect on communication in English language, the aim of this research is to investigate the factors that cause anxiety to the students in learning English speaking skills, and try to find various approaches and strategies to cope with it. Also, bearing in mind the crucial role of teachers of English language on identifying and reducing the anxiety of the students, I intend to investigate the principles and perceptions of language teachers about learning and teaching English language.

The participants of this study will be 250 hundred students and four teachers of English language in the High School "Kadri Kusari" in Gjakove. The age of the participants is from 16 to 18. The participants are both males and females.

The research methodology and instruments used in this study will be analyzing literature and publications on this topic, as well as interviews, questionnaires and class observation.

Prishtine,

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Candidate's signature