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Title:

**The Effects of Anxiety on EFL Learners' Oral
Performance The Case of Third Year LMD English
Students of English at Mohamed Khider University of
Biskra.**

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Dedication

In the name of God, Most Merciful, Most compassionate

I dedicate this work to my dear mother, *Atmani Nacera* my supporter, my happiness, my
love.

To my father's soul

To my lovely sisters: *Nafissa, Zineb, Soumia, Amina, Imen*

To my brothers: *Toufik, Yasin, Farouk*

To my nephews and nieces, *Kamel Abderrahim (kouki), Roukia Hibat Arrahmane
(Rouka), Kamel Jane (Jano)*

Special thanks to: *Athmani Haithem* for his support and help all the times and *Houfani
Ikram* for being there whenever i need her.

To my friends

*Rania, Roumaissa, Saida, Camilia, Yasmin, Nesrine, Amani, Weim, Rahma,
Marwa, Maissa, Zaynb, Farida, Amira.*

DECLARATION

I, Soudani Nour El Houda, do hereby solemnly declare that the work I presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

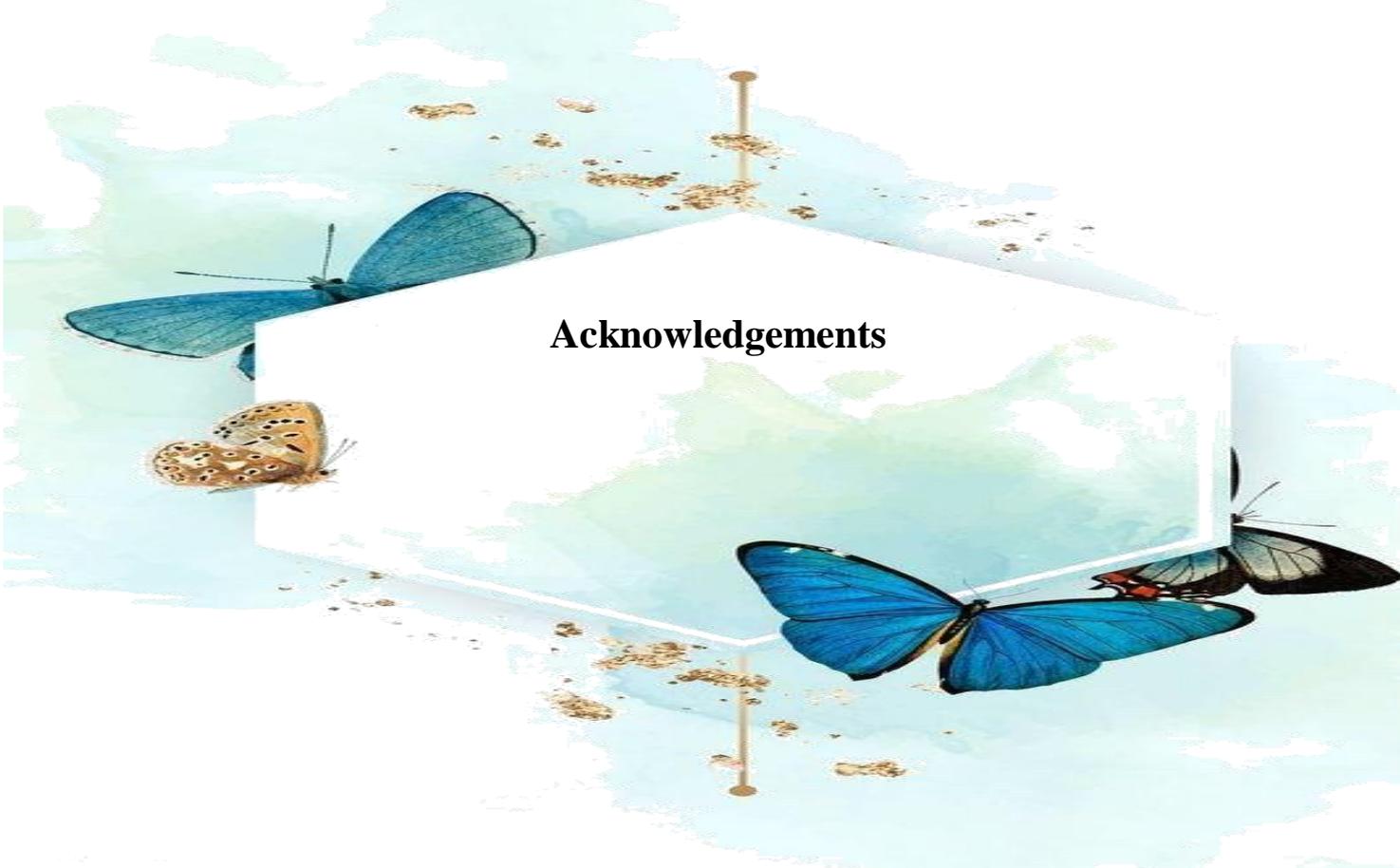
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Abstract

The present study aims to investigate the effects of foreign language anxiety on EFL learners' oral performance and identify its causes. Consequently, it suggests some strategies to overcome or reduce students' anxiety. Through the qualitative method, a questionnaire was administrated to forty (40) third-year license LMD students at Mohamed Khider University of Biskra; meanwhile, an interview was conducted with five (05) oral expression teachers. The results indicated that half of the students are anxious while speaking due to their lack of preparation (70%), low self-confidence (27%), or their fear of negative judgments (32%). Furthermore, oral expression teachers are aware of their students' anxiety and its impact on their performance. Therefore, the findings obtained from the questionnaire and the interviews confirm the hypotheses of this study. Finally, a list of recommendations was offered to teachers and students to overcome or reduce anxiety's intensity on third-year students.

Key terms: Anxiety, Foreign language anxiety, the speaking skill, EFL students.

List of Abbreviations and Acronyms

LMD: License, Master, Doctorate

FL: Foreign Language

EFL: English as a Foreign Language

FLCAS: Foreign Language Classroom Anxiety Scale

SSA: Situation Specific Anxiety

CA: Communication Apprehension

FLA: Foreign Language Anxiety

LAD: Language Acquisition Device

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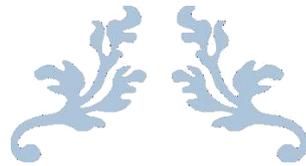
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General Introduction



Introduction

Learning a foreign language is challenging for students unlike acquiring the first language due to many reasons as different rules, culture, pronunciation, etc. Hence, most EFL learners face many psychological problems including anxiety, which hinders or pushes them in their EFL learning. Especially, in speaking because their communication gaps will appear in their utterance, which provokes anxiety. Therefore, the present study investigates the effects of anxiety on third-year students' oral performance in the Department of English at Mohamed Khider University of Biskra.

a. Statement of the problem

In learning English as a Foreign Language (EFL), many struggles face students while speaking. Anxiety is one of those struggles and is considered as the body's reaction toward stress. It has negative effects that influence some learners in many aspects as participation, oral presentation, scores, and self-confidence; because of many reasons like communication apprehension, test anxiety, and the fear of negative evaluation. Moreover, the teacher's wrong correction of students' mistakes makes them anxious and unwilling to speak the language due to their fear of negative judgment. On the other hand, anxiety has positive effects on other learners as being motivated to work hard; and being well prepared in order to prevent themselves from getting into a previous negative experience. Therefore, this process helps them to improve their performance in the classroom. In this study, our concern is to investigate the causes of foreign language anxiety in oral performance; and provide students and teachers with certain strategies to follow in order to reduce the appearance of anxiety among third-year LMD students.

b. Significance of the study

The significance of this study is to investigate the reasons behind EFL learners' foreign language anxiety and its impact on their oral performance; since the majority of them face this psychological problem while speaking. Moreover, it boosts awareness among teachers and students on the factors affecting students' performance. Hence, this study seeks to provide students and teachers with some strategies to overcome or reduce anxiety's presence.

c. Aim of the study

The aim of conducting this study is to shed light on anxious students, and indicate the effects of anxiety on their oral performance. Furthermore, advise teachers to help students in reducing their foreign language anxiety and encourage them to achieve better performance. Finally, propose some strategies for both teachers and students to diminish anxiety's effects.

d. Research Questions:

This thesis relies on the following questions:

1. What are the causes of foreign language anxiety in speaking skill?
2. How does anxiety affect students' oral performance?
3. What are the suitable methods that can reduce anxiety in oral

performance? e. Hypothesis

The present research is based on three (03) hypotheses.

1. We hypothesize that the causes of foreign language anxiety are varied such as the negative judgment, fear of failure or low self-confidence.

2. We hypothesize that anxiety affects students' oral performance in a negative way where they could not deliver their ideas in the appropriate manner.
3. We hypothesize that students' self-confidence is one of the suitable methods to reduce students' anxiety.

f. Research Methodology

The researchers intend to use the qualitative method to describe and gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest, which is a new and a fresh area in their department as far as they are concerned. In addition, the researchers will use interview with teachers to benefit from their teaching experience and questionnaire for students to investigate their awareness concerning their foreign language anxiety. The results of the interview, questionnaire will be included in the thesis.

g. Literature Review

Foreign language anxiety has been a subject of investigation by many researchers, which indicates its notable influence on students' performance. In (1986) the founders of foreign language anxiety Hortwitz and Cope has investigated the causes of foreign language anxiety where they designed "Foreign Language Classroom Anxiety Scale" (FLCAS) to measure students' anxiety level in foreign language classrooms. The result of this experiment indicated that learners expose to anxiety in classroom oral activities, and it leads them avoid speaking the target language. Moreover, Melouh (2013) examined the effects of anxiety on EFL classrooms. The aim of this study is to figure out the sources of foreign language speaking anxiety. The results of this study introduced the sources of anxiety like fear of interaction, fear of perception of others, low self-confidence and many others. Also, it suggested some implications to teachers to raise their awareness concerning

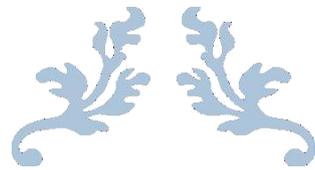
their students' anxiety. Salhi (2015) conducted a study on the effects of anxiety on EFL learners' oral communication in classroom. The aim of this study is to demonstrate how the affective side can have a negative influence on learning the foreign language and more especially on the oral communication. It found that classroom environment plays a crucial role in increasing or decreasing students' anxiety. Khaloufi (2016) examined anxiety in Algerian EFL students speaking. The aim of this study was to describe how learners behave, react, and think in various learning classroom situations. The result of Khaloufi study is to offer workshops for both teachers and students on foreign language anxiety. Hamidat (2020) have investigated the impact of foreign language learners' anxiety on oral performances. The aim of this study is to show the importance of the speaking skill and raise awareness about the issue of students' anxiety and to look for alternative solutions for teachers and students to overcome anxiety. The results of this study indicated that both teachers and students are aware of anxiety's effects on speaking skill. Thus, they have to collaborate to create a relaxed and comfortable atmosphere to help students develop their oral performance.

To sum up, anxiety is considered as an influencing factor on students' oral performance; and according to previous studies concerning foreign language anxiety, we can say that our study have provided new information and solutions to reduce or overcome students' foreign language anxiety.

h. Structure of the dissertation

The present dissertation is formed of three chapters, two theoretical and one practical. The first chapter is concerned with speaking skill. We have started it by defining speaking; presenting its nature, types, importance, and components. Moreover, we have mentioned what is accuracy in speaking, students' obstacles, strategies to boost speaking,

and the role of feedback in learning. The second chapter is concerned with foreign language anxiety. We have started it by defining anxiety, its types, sources, symptoms, and effects on students' oral performance. Moreover, we have presented Dorneyi's motivational strategies for teachers to use toward their students, Krashen's affective filter hypothesis, roles of anxiety, and foreign language classroom anxiety scale. The last chapter includes two parts, the first one is concerned with a review of the present methodology and the research methods used in this study; whereas the second one is concerned with describing and interpreting the tools used in this study.



Chapter One: The Speaking Skill



Introduction

In the learning of English as a foreign language, speaking is viewed as an important and difficult skill, since speaking the language facilitates for students to link their ideas with what they learn in the English language. Moreover, it helps students to make connections with native speakers or to find a job, as well as, it helps both the students to deduce their lacks in the language and the teacher to treat those lacks by focusing more on it in the session. On the other hand, speaking is difficult since it is the productive skill where learners are supposed to produce correct utterances in English, and due to some psychological factors including anxiety that impedes them in communicating the language appropriately.

I.1. Definition of Speaking:

Speaking is the process of expressing ideas in a given language by sending and receiving verbal messages. It is considered as one of the productive skills (Speaking, Writing) where learners use the language to express their thoughts on a given topic. Moreover, speaking is anxiety provoking in first and second language but the intensity of anxiety raises more when communicating in a foreign language, for the reason that it is not the native language of the speaker where he finds difficulties in expressing himself with the appropriate terminology, unlike his mother tongue. As claimed by Bygate (1987) speaking is “a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions.” (p.3)

In addition, speaking reflects the speaker’s thoughts, personality, and language competence to listeners (teacher, classmates) as said by Hedge (2000) “speaking is a skill by which they (people) are judged while first impressions are being formed.”(p.261). Therefore, students focus more on speaking the language appropriately, since it is the skill

in which they are going to be judged or evaluated. Besides, as mentioned by Ur (2000) when speaking the language speakers should take into account that they have to be good listeners, in order to communicate effectively with the recipient of their speech.

I.1.1. The Nature of Speaking

Speaking is considered as a challenging and an interactive skill, which plays a crucial role in language learning. Bailey (2002) mentioned, "learning speaking is very challenging for students in foreign language context."(p.54).Moreover, most of EFL learners attempt to master it in their studies. Thereby, focusing on speaking skill is essential and practicing it helps students in their learning of the English language. However, they should not neglect the other skills because all of language skills are important.

I.2. Types of Speaking:

As claimed by Brown (2004, p.141-142), there are five types of speaking: imitative, intensive, responsive, interactive, and extensive.

I.2.1The Imitative Speaking

Imitative speaking is the students' repetition of words, phrases, or sentences produced by the teacher, native speakers, or fluent classmates. In the classroom, the teacher uses this type of speaking with his students. For repeating, what he said to them literally even if they do not understand it. For instance: when he says to his students repeat what I am saying or repeat after me, it creates an interactive relationship between students and teacher by listening and repeating the utterance to make them pronounce words correctly. Therefore, the imitative speaking focus is on phonetics because it aims to produce the correct pronunciation of the target language.

I.2.2. The Intensive Speaking

According to Brown (2001), intensive speaking is the production of short oral stretches in the target language. It is used to involve the learner to practice the aspects of the language (grammatical, phrasal, phonological, stress and intonation, lexical, rhythm), in order to build their language competence. Moreover, the teacher uses this type of speaking in some kinds of assessment for example: Reading aloud, completing the dialogue or phrases with the appropriate terminology, pictures cued tasks where students are required to describe what they see in pictures orally. Intensive speaking aim is to produce the correct grammatical output of the target language.

I.2.3. The Responsive Speaking

This type of speaking requires certain responses as providing feedback, giving opinion or comments in short conversation, which can be produced by both teacher and students. In responsive speaking the teacher is viewed as a prompter who helps his students while speaking by encouraging them to carry on delivering their response on a particular topic. Moreover, teachers use this type of speaking in oral assessments to deduce their students' ability to interact in classroom discussions. Therefore, this type of speaking aims to help the teacher assess his students' involvement in communication and to create teacher-students interaction or student-student interaction.

I.2.4. The Interactive Speaking

According to Brown (2004), interactive speaking is considered as a more complex and lengthier type of speaking. In which, students are required to communicate the language using varied exchanges with one or more interlocutors. In addition, interaction can be fulfilled using transactional language to share specific information (more formal) or the use of interpersonal language to create relationships. Interpersonal exchanges are

viewed pragmatically more complex than transactional exchanges because the speaker should keep in his mind the context and the use of sociolinguistic conventions as (ellipsis, sarcasm, slang...).

I.2.5. The Extensive Speaking

Extensive speaking is presented during different oral activities including (storytelling, role-play, oral presentation...). It is considered as a productive type of speaking because students are required to prepare what they are going to produce in the activity; and there is no interruption from the audience (teacher, classmates). Moreover, this type of speaking is less anxiety provoking because students prepare themselves psychologically and linguistically earlier before presenting in front of their classmates and teacher.

I.3. The importance of the speaking Skill

Students learn phonetics, grammar, and vocabulary in order to use them in their speech with the teacher to gain more knowledge, to learn how to speak English accurately, and to share different perspectives with their classmates. Celce Murcia (2001) argued that speaking a language means knowing it since utterance is the tool of communication. That is the reason why most of EFL students provide the speaking skill more priority compared to the other skills since people consider highly the person who speaks English fluently; or who masters the language as reported by Ur (1996):

All of the four skills (listening, speaking, reading, writing) speaking seems intuitively the most important. People who know the language are referred to as "speakers" of that language; as if speaking includes all other kinds of knowing. And many if not the most foreign language learners are primarily interested in learning to speak. (p.120)

The Speaking skill is essential in EFL learning because it enables learners to attach their linguistic competence with their communicative competence. Moreover, it increases interaction in classroom. Hence, the more students speak and interact using the language; the more the level of anxiety decreases because they get accustomed to use the language. In addition, speaking skill facilitate for teachers the task of correcting students' mispronunciation and grammar mistakes, etc. In addition, it helps learners to improve their speaking based on the learning community interference and communication.

I.4. Speaking Components

According to Harris (1974), there are five components of speaking, (fluency, vocabulary, grammar, pronunciation, and comprehension)

I.4.1. Fluency

Fluency is the speaker's ability to speak the language easily and smoothly without any hesitation. Hedge (2000) stated that f “Fluency means responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing all of this without undue hesitation.” (p.261) .In addition, Lennon (1990) declared that it is the rapid translation of ideas into communication without any hesitation. Consequently, it is the speech with fewer pauses to search for vocabulary and the speaking characteristic that most EFL learners aim to master in their language learning. Furthermore, students who speak fluently have the ability to get involved in any oral task with less anxiety degree as said by Brown (2007), "fluent speakers can participate in any conversation with a high degree of fluency."(p.407)

I.4.2. Vocabulary

Lewis (1993) defines vocabulary as words in language used to deliver meaning. Similarly, Cambridge online dictionary (2019) defines it as “all the words used by a

particular person, or all the words that exist in a particular language.”(n.p) besides, students’ lack of vocabulary produces misunderstanding in the classroom and increases anxiety's degree; hereby this will decrease interaction among individuals. Thornuby (2005) stated, “Spoken language also has a relatively high proportion of words and expression.” (p.22). Thus, learning vocabulary is essential since it makes students have a variety of words meaning. Therefore, they will become able to select the appropriate word in their speech in a given situation. Thus, having a rich vocabulary makes sending and receiving utterances accurate and understood by both the teacher and the students.

I.4.3. Pronunciation

Pronunciation is the production of utterance according to the phonological level i.e. how words are pronounced in the language. In addition, it shows how sounds differ by the use of stress, rhythm, and intonation in the production of speech to convey a specific message such as regretting, blaming, happiness, or sadness; especially in role-play, it makes the scene more realistic.

Consequently, pronunciation plays a crucial role in understanding the language since the wrong pronunciation produces the wrong delivery of meaning. Thus, learners should listen to native speakers, songs, audio books, watch movies and practice the language by rehearsing what they had listened to, this process makes them get used to how language is produced then pronounce it appropriately.

I.4.4. Comprehension

Comprehension is the understanding of others' speech and their intended meaning as stated by Lynch (1996)” we make progress in the language by understanding messages expressed in a way that is slightly beyond our current level of competence, but which we can make sense of by using background knowledge and the context.”(p.14). For that

reason, speech comprehension is the objective of most EFL students because grasping meaning raises interaction in classroom and makes them able to get involved in discussions. Hence, it will produce a feeling of belonging between students and it will reduce their anxiety.

I.4.5. Grammar

Every language has its own system and rules used to construct meaningful utterances. Grammar is the basis of any language because to gain vocabulary, to know how to pronounce words, and to comprehend them, is meaningless without the correct use of grammar since it is the tool to deliver meaning for example: expressing something that happened in the past and using the present tense, will change the exact meaning.

Therefore, it is defined according to Penny (2003) as “the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning” (p.4). Hence, the correct use of grammar is important in all skills not only in speaking since it is the basis of learning the language and it makes students know how to express their ideas meticulously. Moreover, spoken grammar differs from written grammar in many aspects; Thornuby (2005) distinguished the difference between the two in the table below:

Table 01: Spoken and written grammar (Thornbury, 2005, p.21)

| Written grammar | Spoken grammar |
|--|--|
| Sentence is the basic unit of construction | Clauses is the basic unit of construction |
| Clauses are often embedded (subordination) | Clauses are usually added(coordination) |
| Subject + verb +object construction | Head +body +tail construction |
| Reported speech favored | Direct speech favored |
| Precession favored | Vagueness tolerated |
| Little ellipsis | A lot of ellipsis |
| No question tags | Many question tags |
| No performance effects | Performance effects such as: <ul style="list-style-type: none"> - Hesitation - Repeats - False starts - Incompletion - Syntactic blends |

I.5. Accuracy in Speaking

Speaking is a complex process that requires the appropriate use of pronunciation, stress, intonation, etc, to deliver the appropriate message and to be understood by people. However, foreign language learners focus more on being fluent speakers of English and neglect the part of producing accurate speech. As a result, in their process of presenting, discussing, or communicating using the language, they will become ignored, asked, or corrected more by their teacher or classmates, subsequently; their anxiety's degree will increase.

Moreover, speaking needs understanding what you say and what others are saying. That is why students need to be accurate and fluent in their speech to fit into interaction with their teacher and classmates. Hence, the success of this process is linked to practice, motivation, and correction. Therefore, students should focus on all the speaking components not only on fluency, in order to produce an accurate understandable utterance.

I.6. Students' Obstacles in Speaking

Speaking a foreign language is not an easy task that is why most EFL learners face many obstacles in learning how to speak the language accurately. According to Ur (1996), there are many reasons for speaking difficulty, which are inhibition, nothing to say, low or uneven participation, and mother tongue.

I.6.1. Inhibition

According to Littlewood (1999), speaking a foreign language is not an easy task because it provokes anxiety and inhibition, which is the students' fear of participation in the classroom when they are exposed to an audience. Subsequently, those feelings appear for many reasons including the students' poor advancement of their communicative and linguistic competence, or their fear of making mistakes when speaking English. For the reason that they consider themselves as non-competent in language compared to their classmates, this condition is named "linguistic inferiority" as stated by Ur (2000) "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."(p.111) Hence, inhibition affects students' oral performance by impeding their language learning.

I.6.2. Nothing to Say

Nothing to say is one of the expressions used by some EFL learners when they do not want to participate in some oral activities, especially, when the teacher imposes the topic to be discussed. As a result, students will lose interest in the oral activity where they keep silent or absent minded in the classroom, because they are not interested or do not have enough information about the topic. Therefore, the appropriate solution to overcome this kind of difficulty is to give students the opportunity to select the topic they want to discuss, and by doing this interaction level will increase among the teacher and students.

I.6.3. Low or uneven Participation

Participation is important in learning; it helps students to reduce their speaking anxiety, since they will get used to communicate the language and interact with their teacher and classmates. Besides, classroom is the place where students are supposed to practice the language, to be corrected, and directed by the teacher, that is why, each one of them should have a specific time of talking to enhance their speaking skill.

However, for many influencing factors it could not be possible, because foreign language classrooms are crowded and time is not sufficient for all students to participate. Moreover, some students participate a lot where they take the other students opportunity to talk. Therefore, the teacher should use his roles in the classroom to control his students, and to motivate them to participate.

For that purpose, Harmer (2001) suggested a solution for low participation, which is, group work based on collecting weak students in a group to participate without hiding behind strong students. Consequently, the teacher will help them to achieve a high level of participation.

I.6.4. Mother Tongue use

According to Baker & Westrup (2003), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. (p.12) In other words, when foreign language learners borrow words from their mother tongue to communicate in the classroom. It is considered as an inappropriate method for developing their language competence, basically, they follow this method due to their lack of vocabulary.

Particularly, EFL learners’ overuse of their native language in the classroom makes them inactive to learn new vocabulary or improve their competence, which makes them unable to use the language appropriately. Therefore, in order to learn a language effectively; learners should practice it without using their mother tongue. As mentioned by Tang (2002) “the target language ought to be the sole medium of communication implying [that] the prohibition of the native language would maximize the effectiveness of learning the target language” (cited in Salim, MTH, 2014, p.100)

I.7. Strategies to boost speaking

The teacher's variation of classroom speaking activities is necessary but should be based on students' needs, because it helps them to develop their capacities in language, and prepares them to deal with different situations related to real-life by learning new vocabulary, which are related to those situations. Hence, they will pay more attention to their speech to produce a correct input.

Moreover, classroom activities diversity creates interaction between the teacher and students. It gives the teacher the opportunity to determine his students' mistakes. According to Richards, Platt, and Weber (1985) “the use of a variety of different tasks in

language teaching is said to make language teaching more communicative [...] since it provides a purpose for classroom activity” (cited in Kouicem, 2010, p.39)

Consequently, the purpose of varying speaking activities is to encourage the students to actively participate in the classroom in order to keep their motivation high rather than using the same activities that can cause boredom. As stated by Scriverer (2005) the teacher’s use of different communicative activities helps students to remain interested and utilize language to interact with each other in changeable situations by exchanging different point of views or information concerning the topic discussed. Thus, using different types of activities is a helpful method to improve students’ speaking skill. Some of the speaking activities are discussion, information gap activity, role-play, and group work.

I.7.1. Discussion

Discussion usage in the classroom helps students to express themselves and convince each other with arguments. It is used to exchange knowledge, share opinions, or find solutions for a specific problem. In foreign language classrooms, the teacher plays a crucial role in all kinds of activities, he should support his students and motivate them to speak freely and give their opinions using the language without any fear of making mistakes, since they are there to learn. Thornbury (2005) mentioned that spontaneous discussion is one of the best oral activities because it makes students unrestrained in speaking.

Furthermore, the teacher should not impose a topic on students. However, he should let them suggest different topics, then, choose the appropriate one and start discussing it by agreeing or disagreeing about certain ideas concerning the topic or find solutions to a problem. Moreover, he should set the purpose of tackling this topic because

it is essential to make the discussion based on it. Thus, the use of discussion in classroom helps students to overcome their learning barriers because they will learn to defend their ideas freely.

I.7.2. Information Gap Activity

The information gap activity is an interactive task where two persons face each other, one knows the information and the other does not, it is used to exchange information either from student to student or teacher to student. Bygate (1987) described how the process of information gap activity works:

Students work in pairs, and one with each part. The material consists of fictitious graphics, charts, or tables to be completed. The information to be transmitted is present in pictorial or note form on the speaker's page, and is communicated either when asked for by one's partner, or because the speaker deduces that if he has the information, his partner does not. Activities include instructions (directions), descriptions, comparisons, and narrations. (p.76)

Hence, information gap activity promotes speaking because it engages students to negotiate meaning and interact with each other to solve a problem or find the answer to a question. Moreover, it aims to push students use English in the classroom; it helps them to deduce their communication gaps, and motivates them to speak the language, which raises excitement in the classroom.

I.7.3. Role Play

Role-play is an interesting type of speaking activities where the teacher provides students with the role, which they are going to present. It makes them reincarnate different personalities by using the language in multiple situations. Qing (2011) stated, "Role plays

give students the unique opportunity to explore another culture in detail from a variety of perspectives. Speakers of English should be able to express themselves properly and understand the grammatical discourse, strategic, and sociolinguistic factors for any given situation based on a higher level of communicative competence” (cited in Priscilla, Tazria, 2012, p. 223).

Consequently, including role-play in speaking activities is helpful to make oral courses enjoyable and challenging, and to encourage students to overcome their anxiety because they are presenting another personality not theirs, which makes them more comfortable and enjoy speaking.

I.7.4. Group work

The teacher divides students into small groups, or they may choose with whom they want to join the group. Afterward, students start to build their ideas together and help each other to defend their opinions concerning the topic in discussion. Besides, every member of the group should have time to speak and advocate the group arguments.

Moreover, it is considered as a useful activity because it reinforces relationships between students where they get in touch during the activity. Moreover, it motivates them to use the language, convince each other, and it boosts contribution among them when they support each other to be the winner group. As a result, it will promote interaction between them.

I.8. The Role of Feedback

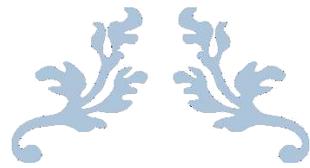
Feedback is an essential part of learning a foreign language; it makes learners face their lacks in the language, motivates them to tackle those lacks, and improves their level in speaking the target language. Hedge (2000) argued that:

Teachers are usually advised to be sensitive to how insistent they are in correcting an individual publicly in class as embarrassment or anxiety can eliminate any productive outcome. There is always a need to balance negative feedback on errors with positive feedback on the student's attempts to produce the language. (p.290)

In other words, the teacher should know when and how to correct his students. According to Hedge (2000), the teacher could correct his students' errors in many ways for example: he could repeat what was said and stress the error with a high intonation so that the student will recognize and correct it. In addition, he could make himself as if he did not understand the word and ask for clarification (boosts student's self-correction), or the teacher correct the error directly and the student repeat after him. For that reason, the teacher's treatment of his students' errors plays a major role in learning.

Conclusion

In this chapter, we have defined speaking according to different researchers and we have mentioned its interactive challenging nature. Moreover, we have illustrated its types: imitative, intensive, responsive, interactive, and extensive. Then, we have indicated its importance and its components, which are fluency, vocabulary, pronunciation, comprehension, and grammar. Afterward, we have highlighted accuracy importance in speaking and we have investigated the obstacles students face while communicating or speaking in a foreign language as inhibition, nothing to say, low or uneven participation, mother tongue use. According to those obstacles, we have suggested the use of some oral activities to boost speaking in order to overcome those obstacles for instance: discussion, information gap activities, role-play, and group work. Finally, we have mentioned the role of feedback in learning.



Chapter Two

Foreign language

anxiety



Introduction

Students experience various difficulties in learning a foreign language, especially when speaking it in front of people. Anxiety is one of those difficulties that play a crucial role in EFL learning. Many foreign language (FL) theorists as Spielberg, Mac Intyre, and Gardner found that to achieve better academic performance; student's affective factors including anxiety should be taken into consideration in the learning process. Therefore, the main concern of our research is to understand anxiety within foreign language learning by illustrating its definition, types, sources, symptoms, and effects on oral performance. Moreover, demonstrate Dorney's motivational strategies for teachers to use toward their students, and indicate Krashen's affective filter relation with foreign language anxiety. Also, illustrate anxiety roles and explain the Foreign Language Classroom Anxiety Scale.

II.1. Definitions of Anxiety

Anxiety is a feeling of discomfort and nervousness that confronts learners in varying degrees, according to their self-confidence and educational level. Many researchers define this psychological problem as a “the state of feeling nervous or worried that something bad is going to happen.”(Oxford Advanced Dictionary, 2000, p.48).A similar definition was provided by Carlson 2001 who defined it as a psychological problem that is observed through the expectation for danger in particular situation. Therefore, anxiety is “a complex affective concept associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry.” (Scovel, 1978, p.134)

Meanwhile, Foreign Language Anxiety (FLA) as a term was highlighted first by Hortwitz and Cope (1986), in their article titled “Foreign Language Anxiety” as a special kind of anxiety and according to them FLA is different from other kinds of anxieties. As a consequence of their sample many researchers got influenced in the domain of language

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anxiety studies, such as MacIntyre and Gardner (1994) defined FLA as “the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language.” (p.27). Moreover, Nascente (2001) considered anxiety as a factor that interrupts learning.

On the other hand, anxiety has positive effects as it pushes students to improve themselves and avoid their previous mistakes. Thus, it influences students’ oral performance, depending on the type of anxiety they are influenced with.

II.1.1. Types of anxiety

According to MacIntyre & Gardner (1994), it has three types: Trait, State, and situation-specific anxiety.

II.1.1.1. Trait Anxiety

Researchers view trait anxiety as a harmful type of anxiety and “a constant condition without time limitation” (Levitt, 1980, p.11). Trait anxiety is the case when EFL learners are anxious all the time; in any situation, and about everything. According to Spielberger (2002), trait anxiety is the students' worry about speaking a foreign language in any situation. That is students are worried even in normal situations as classroom participation or direct question from the teacher. Furthermore, this type of anxiety is considered as a part of the learners’ personality and their psychological state. Sieber, O’Neil & Tobias (1977) claimed that anxiety obstructs students’ learning especially in oral performance.

II.1.1.2. State Anxiety

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State anxiety is defined by Spielberger (1972) as “the emotional reaction or pattern of response that occurs in an individual, who perceives a particular situation as personally threatening irrespective of the presence, or absence of objective danger.”(p.189). It is a temporary kind of anxiety that happens in a particular situation, when learners are stressed. For example, when the teacher starts to pick names and ask them different questions; students will be anxious waiting for their turn and after they answer the question this anxiety will disappear, because it is as stated by MacIntyre (1999) “the moment to moment experience anxiety” (Cited in Rebbouh, 2016, p.7)

Moreover, Spielberger (1972) claimed that state anxiety is a condition that differs in intensity from one person to another and oscillates over time. This means that it is not permanent, even though it interrupts students' oral performance but it is not harmful as trait anxiety.

II.1.1.3. Situation-Specific Anxiety (SSA)

MacIntyre and Gardner (1994) defined situation specific anxiety as “the probability of becoming anxious in a particular type of situation such as during tests (labeled as “Test Anxiety”); when solving mathematics problems (Math Anxiety), or particularly when speaking a second language (Language Anxiety).”(p.2). Spielberger (1983) claimed that this type of situation specific anxiety is considered as a subcategory of state anxiety but in a known context.

Learning a foreign language is associated with SSA because students experience anxiety but in different situations. Thus, SSA happens when learners are anxious at a particular time because of a specific situation. As declared by Endler (1980) “Studying anxiety means studying the interaction of the person in the situation producing that anxiety.”(Cited in Bekhairi, 2016, p.18)

II.1.2. The Distinction between Anxiety's Types

Students with trait anxiety are stressed during changeable situations or circumstances because anxiety is a part of their personality. Thus, trait anxiety is a constant feeling in learners. Whereas, students with state anxiety get anxious during certain situations, and when these situations end the anxiety will disappear because it is temporary and changeable variable. Moreover, it is not related to the learners' personality and it does not happen all the time; whenever students overcome it they will get used to this particular situation. For example, if the learners fall in the same situation their anxiety level will differ in comparison to the prior experience. Meanwhile, situation-specific anxiety is stable as trait anxiety but not a part of a student's personality because they are not necessarily stressed by nature. However, they worry about particular situations while speaking a foreign language.

II.2. Sources of Anxiety

Anxiety has many sources that affect students' oral performance in the classroom. According to Hortwitz (1996), the sources of language anxiety are communication apprehension, test anxiety, and the fear of negative evaluation.

II.2.1. Communication Apprehension

Students are uncomfortable when communicating in English with the teacher and classmates or in front of them. As reported by Aydine (2008) who described communication apprehension (CA) as "the fear of getting into communication with others." (Cited in Larbi, 2013, p.16) mainly, because of their poor linguistic competence, although they may have brilliant ideas they could not express it in the appropriate linguistic form.

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According to Hortwitz and Cope (1986) CA is “a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.”(P.127-128)

In addition, students who suffer from speaking anxiety can be linked to specific contexts «context based apprehension». That is students are anxious to speak “oral communication -anxiety” for example (in groups, in front of specific person, with the teacher, classmates, in narrow places...) or as mentioned by Byrene (1997) when they listen to another person, which is labeled “receive anxiety”.

Furthermore, students get anxious in a specific context «context-based apprehension» which is related to a negative past experience that makes them afraid of repeating it. However, they can be good English speakers in another context or situation.

II.2.2. Test Anxiety

According to Hortwitz and cope (1986), test anxiety is “a type of performance anxiety stemming from a fear of failure.” (Cited in Tanveer, 2007, p. 12) Particularly when students know that their performance is counted they got afraid of failing in the test since they may link it to a previous failure. Moreover, MacIntyre (1999) argued that some people get anxious when they are tested, although they have the response, they would not remember it.

Thus, test anxiety consciously or unconsciously influences students' achievement in their learning process as stated by Hill and Wigfield (1984) “anxiety and achievement share significant variance, so high test-anxious individuals have an increased likelihood to perform poorly if a task is to be evaluated.”(p.105)

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Moreover, students are afraid of the negative evaluation when making mistakes because for them correction is a sign of failure. Hortwitz et al (1986) argued that students who get anxious during tests mainly because they put pressure on themselves. Therefore, making mistakes is a part of the learning process where students should learn to develop their level in English language.

II.2.3. Fear of Negative Evaluation

Students always have many questions in their minds during an oral presentation or in direct questions by the teacher, for example (What should I say? What does this word mean? How can I express myself? Why are they laughing? Did I mispronounce a word?) as Young (1986) mentioned “my teacher is kind of nice and it can be fun, but I hate when the teacher calls on me to speak. I freeze up and cannot think of what to say or how to say it and my pronunciation is terrible” (p.539). Students, who are unconfident about themselves and their capacities in speaking, become anxious by over-thinking about their performance, and how people view them, what they are saying about them, which is named “Stage Fright”. As a result, they will neglect the content of their work due to their worry of the negative evaluation.

Moreover, the teacher’s attitude of correcting students’ mistakes and his control of the classroom behavior is very important in putting limits to the inappropriate comments or behaviors from peers. Consequently, the teacher should know how to use his authority in the classroom to help students overcome their anxiety.

II.3. Anxiety symptoms

Psychological, physiological, and behavioral symptoms are considered as indicators of learners’ anxiety that hinders their oral performance by making them hesitate to

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communicate the target language or pushes them to develop their linguistic competence, communicative competence, or reinforce their self-confidence to achieve better results.

II.3.1. Psychological symptoms

Students' psychology affects their learning and oral performance either in a positive or in a negative way. Self-confidence is an essential factor in learners' personality since its reflection will influence their performance. In addition, learners who are confident about themselves, in speaking a foreign language would not expose a high level of anxiety, because their focus is based only on their speech. In contrast, others who are unconfident about themselves will suffer from a high degree of anxiety in any oral activity. McCroskey et al (1977) reported, "lowered self-esteem is associated with high oral communication apprehension and must be considered in the delineation of the apprehension construct."(p.274). Moreover, in an oral presentation the student is the center of attention, which provoke anxiety but at different levels according to students' personality and language competence. This kind of anxiety is called "audience anxiety" which is according to Buss (1980) the student's nervousness and worry when speaking in front of an audience. Furthermore, it is linked to students' self-confidence, lack of preparation, or lack of knowledge concerning the topic. Hence, it will hinder them to communicate the language effectively or participate in the classroom, which affect the learning process.

II.3.2. Physiological Symptoms

Speaking a foreign language is anxiety provoking since it is not the native language of the Algerian students. They dread to make mistakes while speaking especially in evaluated oral activities, and it can be noticed in their physical reaction toward speaking a foreign language for instance: shaking their legs and hands, breathing rapidly, and sweating. Therefore, these symptoms can be observed in some learners who suffer from a

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high degree of anxiety. Hence, their anxiety affects their speech in a way they could not express their ideas clearly and lead them to hesitate speaking the language.

Meanwhile, other students whose level of anxiety is normal can control themselves and these physical symptoms would not be noticed in comparison to others with a high level of anxiety.

II.3.3. Behavioral Symptoms

Foreign language anxiety affects students' behavior in the classroom. The common behavior among EFL learners is the unwillingness to communicate in any oral activity; based on their physiological and psychological symptoms of prior experience, which prevents them from improving their level in speaking the target language. As said by McCroskey (1970) "such people not only evidence the normal "stage fright" behaviors related to public speaking. They also experience problems in communicating in small groups and in interpersonal transactions. They tend to avoid communicating as much as possible."(p.270)

II.4. Anxiety's Effects on Student's Oral Performance

In communication, there are two types of learners; according to Witt et al (2006) the first one is habituators those who can cope with their speaking anxiety in an oral presentation because it is a normal feeling to them. Wrench et al (2012) stated that, "their communication apprehension does not remain constant throughout all the stages of speech preparation and delivery". (p.63). whereas, sensitizers are the second type of learners who are affected by trait anxiety in a way they could not control themselves, and they stay stressed from the beginning of their speech until the end.

Moreover, EFL learners are exposed to speaking anxiety but in different stages of their oral presentation as claimed by Witt et al (2006) in their study of anxiety levels,

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which presents four stages in oral communication. The first stage is anticipation which influences the speaker's anxiety level in the first minute before starting their speech. The second one is confrontation, which occurs in the first minute of the speech. Then, adaptation is the feeling of stress and anxiety that comes to the speaker in the last minute of their oral presentation. Finally, the last stage is release, which is the moment of tension that comes after the learner finishes his speech. Witt et al (ibid) in their study arrived at the idea that the anticipatory stage is the moment where anxiety is at its highest level and most of learners are influenced with it. Habitutors can neglect it and carry on their speech, whereas, sensitizers' anxiety continues until the adaptation stage.

II.5. Dorneyi's Motivational strategies for teachers to use towards their students

The teacher's motivation of his students is essential in EFL classrooms. Dorneyi (2001) discussed four general points of how the teacher's behaviors affect students' language learning. Third-year LMD teachers are concerned only with the first three-point which are: enthusiasm, commitment to and expectations for students' learning, and good relationship with students.

II.5.1. Enthusiasm

Dorneyi (2001) argues that the teacher passion and love of what they teach motivate learners to love the subject, because "If a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the student will sense this and derive the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake." (Csikszentmihalyi, 1997, cited in Dorneyi, 2001, p.33)

As stated by Dorneyi (2001) the strategy that should be used by the teacher to show enthusiasm in foreign language classrooms is generally to:

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- Demonstrate and talk about his enthusiasm for the course material, and how it affects him personally. More specifically:
 1. Share his own personal interest in the L2 with his students.
 2. The teacher should show students that he value L2 learning as a meaningful experience that produces satisfaction and enriches his life.(p.33)

II.5.2. Commitment to and expectations for students' learning

The teacher's dedication in teaching has a great influence on students because it shows that learners matter to the teacher, and he cares about making them successful learners. Thus, it creates a feeling of belonging and produces a relaxed atmosphere. Dorneyi (2001) mentioned that if the teacher manifests commitment for his students they would show it too. (p.34)

According to him, the teacher could show his care for his students by:

- Offering concrete assistance.
- Responding immediately when help is requested.
- Showing concern when things are not going well.

Dorneyi (2001) argues that the teacher should take students learning very seriously.

More specifically:

- ✓ Show students that he is interested in their progress.
- ✓ Indicate his mental and physical availability in learning.
- ✓ Have sufficiently high expectations of what his students can achieve.(p.36)

II.5.3. Good Relationship with Students

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In order to create a good relationship between the teacher and his students, it should be based on respect from both parties. Dorneyi (2001) declared that to develop a good relationship between teacher and students, the teacher should follow the following tips:

1. Show students that he care about them.
2. Pay attention and listen to each of them.
3. Indicate his mental and physical availability.(p.39)

Therefore, the teacher should care about his students no matter who they are. Also, he should listen and show attention to his students for instance (smile at them, tell them when he recognizes individual effort or improvement, or move around in class...). Furthermore, the teacher's availability means that the teacher is here for his students, where he may give them his email to contact him; if they feel shy to ask in front of their friends or to provide them with sources to develop their level. Moreover, the teacher's use of group work creates interaction among students and helps them to share ideas, discuss, and support each other. As declared by Doreneyi (2001), "This is due to the fact that in such groups students share an increased responsibility for achieving the group goals, they pull each other along and the positive relations among them make the learning process more enjoyable in general." (p.43)

As a result of Dorney's motivational strategies, when students feel supported, motivated, and cared for by their teacher. Subsequently, they will become more comfortable and committed in their learning. In addition, group work helps them to know each other, which help them, stop hesitating to speak a foreign language in the classroom.

II.6. Krashen's Affective Filter Hypothesis

Krashen (1982) argues that anxiety, motivation, and self-confidence are the three variables that influence learners' second language acquisition. In addition, students'

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affective filter (emotions) is considered as an obstacle between the input and the language acquisition device; low filters facilitate the acquisition process where it helps in the information comprehension. Whereas, high filters prevent students in the foreign language learning by blocking the input from accessing the language acquisition device LAD (mind).

According to Irzeqat (2010), “the input has to be relevant, quantity-sufficient, and experienced in contexts that are low anxiety provoking.” (p.3). Therefore, learners are supposed to be motivated, control their anxiety, and self-confidence, to decrease the filter level in order to access the language acquisition device. Then, obtain an acquired knowledge to produce an output as mentioned by Krashen (1982) "... performers with high motivation and self-confidence generally do better in second language acquisition, low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety." (p.32)

Affective Filter

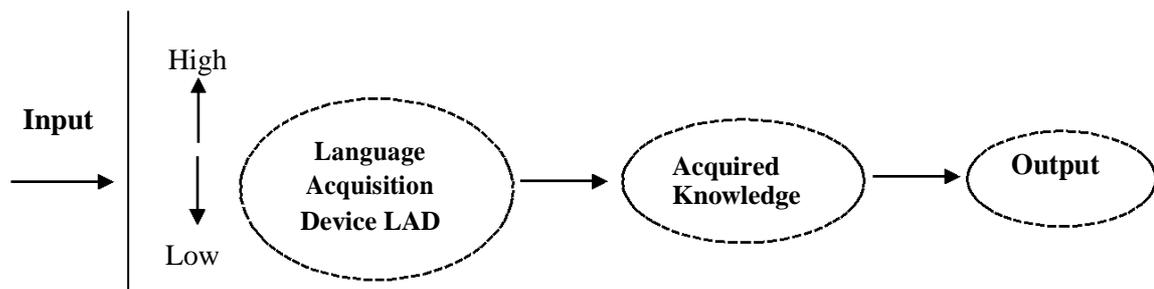


Figure 01: Affective Filter Process (Krashen, 1982, p.32)

II.7. Roles of Anxiety

Students consider anxiety as an obstacle that affects them in their learning in a negative way; whereas, some researchers as Scovel and Wilson claimed that anxiety can be

a positive factor. For that reason they come up with the two roles of anxiety, which are facilitating (helpful) and debilitating (harmful).

II.7.1. Facilitating Anxiety

Facilitating anxiety can help learners by pushing them to be prepared and to learn from their previous negative experience. Maclellan (1986) stated that “Anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety producing situation. Lack of anxiety may result in an “I-don’t-care” attitude that, in fact may increase one’s ability to focus on the task at hand.”(p.40) Furthermore, facilitating anxiety affects EFL learning in a positive way because it makes students aware of their gaps in the oral performance. In addition, it enables them to be prepared for any different situation. Scovel (1983) mentioned that it encourages students to confront the changeable learning experiences.

II.7.2. Debilitating Anxiety

The debilitating anxiety is the too much worry of learners who cannot control their anxiety as discussed by Scovel (1978) that” it is the students’ extreme stress of any oral activity which drives students to escape from the learning tasks to hide their worry. It stimulates the individual emotionally to adopt avoidance behavior.”(Cited in Saidi, 2014, p.10)

Moreover, it can be noticed in students’ language and performance, where they mispronounce a word or in their body language. As well as, this kind of anxiety harms learners’ health due to the overstressing of them-selves. According to Maclellan (1986), “too much anxiety can be damaging causing “hyped-up” and jittery feelings so intense that effective use of energies towards achieving a goal becomes impossible.”(p.40)

Yerkes-Dodson law (1908) graph shows the relationship between anxiety's level and performance

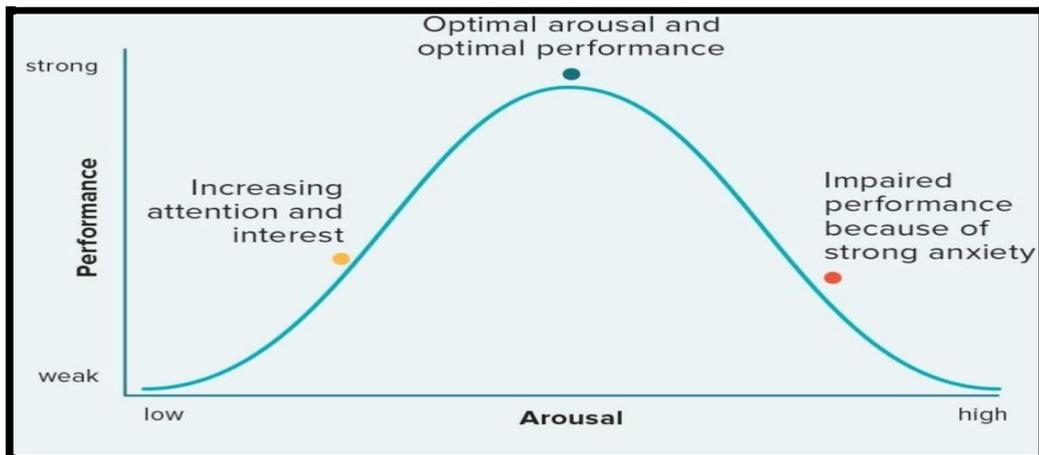


Figure 02: Inverted U- Module of Arousal

(Cited in Healthline, n.d.)

The Yerkes-Dodson law suggests that there is a relationship between performance and anxiety. Increased anxiety can help to improve performance (facilitating anxiety), where students bear attention to the task at hand and it alerts them to work hard. However, excessive anxiety ruins their performance (debilitating anxiety). For example, the stress students experience before practice any oral activity can help them to be well prepared, and to improve their performance. Whereas, too much anxiety obstructs students' learning process and oral performance as mentioned by Yerkes-Dodson (1982) "a little of anxiety from time to time can be beneficial to task performance." (p.14)

II.8. Foreign Language Classroom Anxiety Scale (FLCAS)

Hortwitz et al (1986) consider FLCAS "as a distinct complex construct of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process."(Cited in Aydin et al., 2016, p.251)

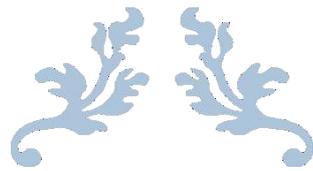
For them anxiety is an obstacle that confronts students in foreign language learning; because they find difficulties in delivering messages in a meaningful way and grasping the response(s) of the receiver in order to communicate the language successfully.

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In addition, Hortwitz, et al. (1986) produced the Foreign Language Classroom Anxiety Scale (FLCAS) to measure students' anxiety level in foreign language classrooms. Their experiment consisted a questionnaire of thirty-three (33) items linked to communication apprehension, test anxiety, and fear of negative evaluation administered to seventy-five (75) foreign language learners at the University of Texas (p.129). In their study, they found that anxiety affects the majority of learners; sometimes they know the correct answer but they cannot respond due to the inability to speak the language in the classroom. The result of their experiment indicated that learners experience anxiety in oral activities in the classroom, which leads them to avoid speaking the language. Hence, anxiety affects students' learning process.

Conclusion

In this chapter, we have presented the definition of anxiety according to various foreign language researchers; we have illustrated its types: trait, state, and situation-specific anxiety and made a distinction between it. Moreover, we have identified the sources that provoke anxiety in the classroom which are communication apprehension, test anxiety, and the fear of negative evaluation. Afterward, students' anxiety degree could be noticed through their physiological, psychological, and behavioral symptoms of anxiety. We have mentioned its effects on students' oral performance. Besides, we have presented Dorney's motivational strategies for teachers to use toward their students (enthusiasm, Commitment to and expectations for students' learning, good relationship with students commitment). Then, we have introduced krashen's affective filter, which is about the high and low filters influencing students' learning. Afterward, we have mentioned anxiety's roles in the learning process which are: debilitating or facilitating. Finally, we have exposed the foreign language classroom anxiety scale.



Chapter Three

Data analysis and findings



Introduction

In the previous chapters, we have introduced a brief literature review concerning the two variables of our study, which are the speaking skill and foreign language anxiety. However, the current chapter deals with the practical part of this study; it is divided into two main parts. The first one is a review of the present dissertation methodology that introduces what is meant by research methodology and research methods, as well as, understanding the research tools used in the dissertation, which are the questionnaire and the interview, their advantages and disadvantages. Afterward, the second part is concerned with the findings and results of the questionnaire and interview, which were administrated to third-year LMD students and oral expression teachers at the University of Mohamed Kheider of Biskra.

III.1. Review of the Present Study Methodology**III.1.2. Research Methods VS Methodology**

Research methods are tools the researcher uses in his study to describe a phenomenon, or to test a hypothesis using research means such as interviews, experiments, surveys, questionnaires, or statistical tests. Whereas, research methodology is the systematic study of how research is done and it is considered as a justification of why using a given tool. As well as, it is the researcher's description, explanation, and prediction of the solution or the reason behind a given problem using a specific method. Consequently, research methods are considered as part of the research methodology because it explains why the researcher uses a given method not the other one in his research. Kothari (2004) argued that:

When we talk of research, methodologies we are not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method. (p.8)

III.1.3. The Questionnaire

According to Bell (1999), “the questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to provide the answers.” (Cited in Beiske, 2002, n.p)

Consequently, the questionnaire is a research method used to gather data, it helps the researcher in his investigation of his research problem where it confirms or disconfirms his hypothesis according to the participants’ responses. As stated by Brown (2001), a questionnaire is a written document that asks the respondent a series of questions or statements where they write down their answer or select from the given answers.

This means that a questionnaire consists of two types of questions, which are open-ended, and closed-ended questions.

III.1.3.1. Open-ended questions

Open-ended questions are questions that do not limit respondents with given answers. In contrast, they give them the opportunity to feel free in expressing their point of view in their own words. For example, when the researcher asks the question “**What do you do when you lose ideas during a speaking performance?**” The researcher does not predetermine the answers of the respondents, because the way they handle their speaking problems differs from one learner to another.

III.1.3.2. Close-ended questions

Close-ended questions are questions that limit respondents with given answers. They constrain them from expressing their ideas, where they only could select from the suggested answers. Closed-ended questions consist of many types as mentioned in the table below:

Table 02: Types of Closed-Ended Questions

| | |
|--------------------------------------|--|
| Dichotomous questions | To give the respondent two possible answers: Yes/ No, Female/ Male... |
| Multiple-choice questions | To give the respondents a multiple answer options, where they are supposed to select only one answer. |
| Checklist | To give the respondents the opportunity to select one or more answers from a multiple answer options. |
| Rank order questions | To give the respondents a set of items and ask them to put them in some form of order such as (preference, importance...) |
| Rating scales questions | To give the respondents statements and ask them to indicate the degree to which they agree or disagree. |
| Matrix questions | To give the respondents a group of multiple-choice questions in the form of rows that present the questions and columns present the predefined answer choices. |
| Filter and branching question | It is in the form of Yes/ No, where the respondents who choose Yes they will be asked about more details, whereas, whose answer is No are not concerned. |

III.1.4. Advantages and Disadvantages of the Questionnaire

According to (Pandey, Pandey, 2015, p.59), using a questionnaire in the research process has advantages and disadvantages which are:

III.1.4.1. Advantages:

1. It is very economical
2. It is time saving
3. It covers the research in a wide area
4. It is very suitable for a special type of responses

III.1.4.2. Disadvantages:

1. Through it we get only limited responses.
2. Lack of personal contact.
3. Greater possibility of wrong answers.
4. It may be useless in many problems.

III.1.5. The Interview

The interview is a research method used to gather data, it helps the researcher in his investigation of his research problem where it confirms or disconfirms his hypothesis according to the interviewees' responses. Cannell and Kahn (1968) defined the interview as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information." (As cited in Zamalia& Rosli, 2002, p.1)

According to Brayda &Boyce (2014), "there are several steps involved in interviewing. One must identify interviewees according to purposeful sampling. It is necessary to define what type of interview is practical and will be most useful in answering the research questions. One must determine the place, and after arriving, obtain consent. Of course it is important then to have the questions ready and allow time to elaborate." (p.2)

Hence, the researcher uses the interview for the sake of obtaining information from the interviewee. It could take three formats one-to-one format (the interview is between the researcher and one interviewee), one-to-many format (the interview is between the

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researcher and a group of interviewees; it is named “focus group”), group interview format (the interview is between two or more researchers and two or more interviewees). Moreover, an interview has three types which are structured, semi-structured, and unstructured interviews.

III.1.5.1. Structured interviews

The structured interview is a type of interview where the researcher asks the interviewee a set of predetermined questions (prepared in advance). In this type of interview, questions are asked in the same order to all the interviewees.

III.1.5.2. Semi-structured interviews

The semi-structured interview is a type of interview where the researcher uses predetermined (prepared in advance) and undetermined questions (which arise in the discussion) in the interview. In this type of interview, questions are not necessarily asked in the same order to all the interviewees.

III.1.5.3. Unstructured interviews

The unstructured interview is a type of interview that is considered as a natural conversation since the interviewer is not limited with questions or a specific order. In contrast, the interviewer is not constrained because the interview questions could arise in the discussion. In this type of interview, questions differ from one interviewee to another.

III.1.6. Advantages and Disadvantages of the Interview

The table below shows some of the advantages and disadvantages of using an interview in research according to Doody&Noonan (2013):

Table 03: Advantages and disadvantages of the interview (Doody, Noonan, 2013, n.p)

| Advantages | Disadvantages |
|--|---|
| <ul style="list-style-type: none">• They are useful to gain insight and context.• They help participants describe what is important to them.• They give the researcher the opportunity to observe as well as listen.• They enable more complex questions to be asked.• The researcher can explain the purpose of the research and answer any questions the participant may have about the study. | <ul style="list-style-type: none">• They may seem intrusive to the participant.• They are time-consuming, not only in terms of conducting them but also in relation to arranging them, travelling to the venue, post-interview transcription and analysis of the data.• They are susceptible to bias, which may include:<ul style="list-style-type: none">- The participants' desire to please the researcher.- Saying what they think/feel. |

As a result, research methods have advantages and disadvantages in the research process. However, the researcher is the one who can select the suitable method (s) for his study.

III.2. Description and Analysis of the Questionnaire Data

III.2.1. Aim of the Questionnaire

The questionnaire's aim is to describe the impact of anxiety on EFL students, its causes, as well as, inquire whether teachers are involved in reducing their students' anxiety.

As a result, this study will suggest some strategies that can help the learners overcome their speaking anxiety and reduce its intensity.

III.2.2. Description of the Questionnaire

The questionnaire is used to gather data from the students' perspective concerning foreign language anxiety. It was distributed to forty (40) students from the whole population (369) of third-year LMD students of English division at Mohammed Kheider University of Biskra. This population was selected because they have (some) experience in oral presentation and classroom participation, as well as, by the end of their third year, they can start teaching in middle schools or private institutions. Therefore, finding a solution to overcome or reduce their foreign language anxiety will help them in their career, and if they complete their studies, it will help them in presenting their master and doctoral thesis.

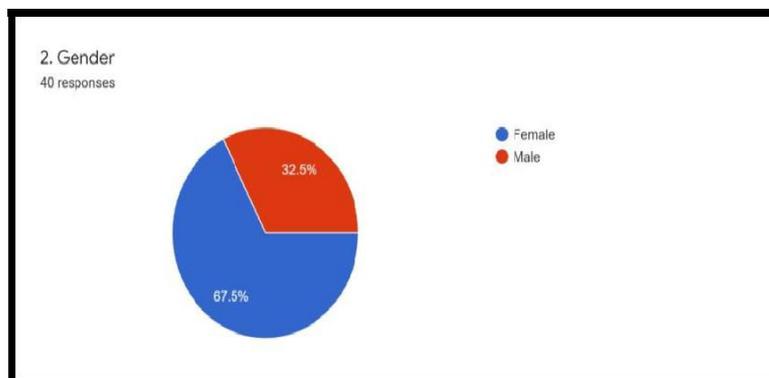
The present questionnaire is divided into three (3) sections: section one "General Information" includes (05) questions, which aim to obtain background information about the students (age, gender...). Section two "Foreign Language Anxiety" with (7) includes questions and aims to explore the reasons for foreign language anxiety, its impact on students, and what strategies they use to reduce or overcome it. Section three "The Speaking Skill" which includes (8) questions, it aims to deduce the relationship between their speaking skill and anxiety.

In this questionnaire, we have used (20) questions that vary from closed-ended to open-ended questions, where students are required to tick(√) or to answer by "Yes" or "No" in some questions; whereas, other questions need their personal point of view in relation to the question.

III.2.3. Analysis of the Students' Questionnaire**Section One: General Information****Item 01: Age****Table 04: Students' age**

| Age | Number | Percentage |
|--------------|-----------|-------------|
| 19 | 1 | 2.5% |
| 20 | 10 | 25% |
| 21 | 10 | 25% |
| 22 | 6 | 15% |
| 23 | 8 | 20% |
| 24 | 3 | 7.5% |
| 26 | 1 | 2.5% |
| 28 | 1 | 2.5% |
| Total | 40 | 100% |

As it is shown in this table, the dominant age in third- year students is between 20-21 years old with the percentage of 25%, then 23 years old with 20%, 22 years old with 15% , 24 years old with 7.5%, and students whose age is 19, 26, and 28 years old their percentage is 2.5%.

Item02: Gender**Figure 03: Participants' gender distribution**

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In the chart above, (67.5%) of the sample represents (27) females and (32.5%) represents (13) males.

Item 03: Your choice of studying English was it Compulsory or optional?

Table 05: Students' choice to study English at university

| Option | participants | Percentage |
|--------------|--------------|-------------|
| Optional | 33 | 82.5% |
| Compulsory | 7 | 17.5% |
| Total | 40 | 100% |

In the table above, the students' choice of studying the English language was optional for (33) students, meanwhile, (7) students were obliged to study it.

Item 04: How do you find the Oral Expression session?

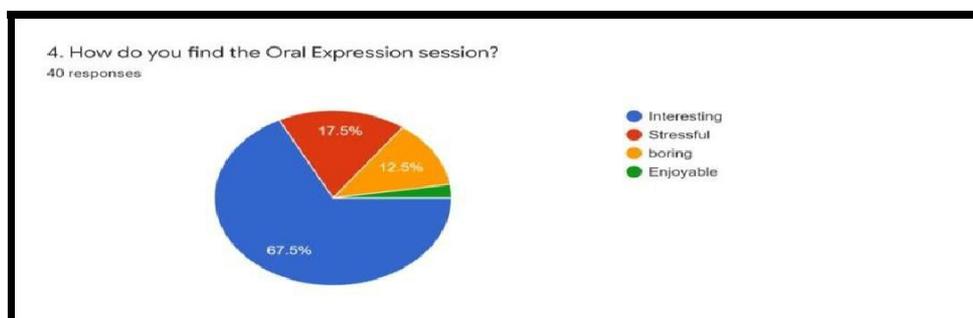


Figure 04: Students' opinion on the oral expression session

In this question, the higher percentage was (67.5%) for 27 students who consider their oral expression session interesting. Afterward, (17.5%) for 7 students who deem the oral expression session is stressful, then (12.5%) for 5 students who view that their oral expression session is boring. Finally, the lowest percentage was (2.5%) for only one student who considers his oral expression session to be enjoyable.

Item 05: How often do you participate in the Oral Expression session?

Table 06: Students' participation in the oral expression session

| Option | Participants | Percentages |
|--------------|--------------|-------------|
| Always | 20 | 40% |
| Sometimes | 16 | 50% |
| Never | 4 | 10% |
| Total | 40 | 100% |

As it is shown in the table above, the highest percentage is (50%) for 20 students who sometimes participate in the oral expression session, then (40%) for 16 students who always participate. On the other hand, the lowest percentage is (10%) for 4 students who never participate in the oral expression session.

Section Two: Foreign Language Anxiety

Item 06: How often do you get anxious while speaking English?

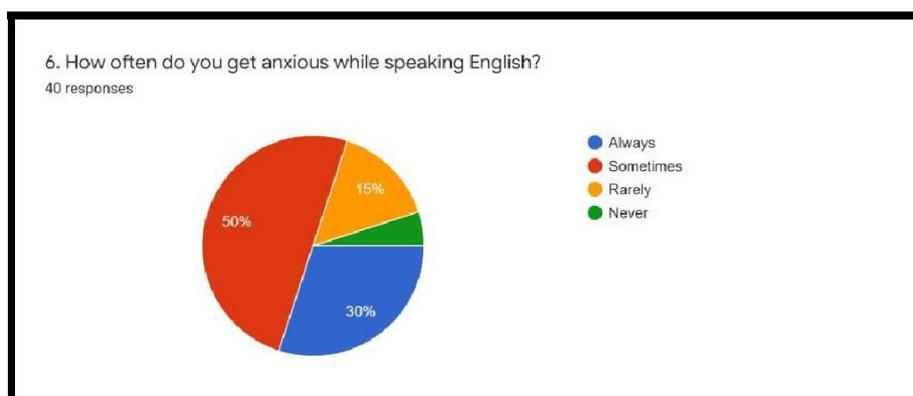


Figure 05: Students' speaking anxiety

In this chart, we notice that (50%) of students sometimes get anxious while speaking English, (30%) of them always get anxious while speaking the language.

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Whereas, (15%) of students rarely get anxious when they speak English, the lowest percentage is (5%) of students who never get anxious while speaking the language.

Item 07: What are the reasons for your speaking anxiety? You can choose (\surd) more than one answer.

Table 07: The students' speaking anxiety reasons

| Reasons | Participants | Percentages |
|---|--------------|-------------|
| a. I am not confident about myself. | 11 | 27.5% |
| b. I think that my classmates are better at English than me. | 9 | 22.5% |
| c. I panic when I am not prepared for the oral presentation or direct questions by the teacher. | 28 | 70% |
| d. I am scared from the negative judgments. | 13 | 32.5% |
| e. I am stressed because my presentation is going to be evaluated. | 21 | 52.5% |

In the table above, most of the students (70%) are anxious mainly because they are not prepared for the oral presentation or direct questions by the teacher. (52.5%) of them are anxious when their presentation is evaluated. Afterward, (32.5%) of students are scared from the negative judgments, whereas, (27.5%) are not confident about themselves. Meanwhile, (22.5%) think that their classmates are better at English than them.

Item 08: What stresses you the most? (Oral presentation, discussions, direct questions)

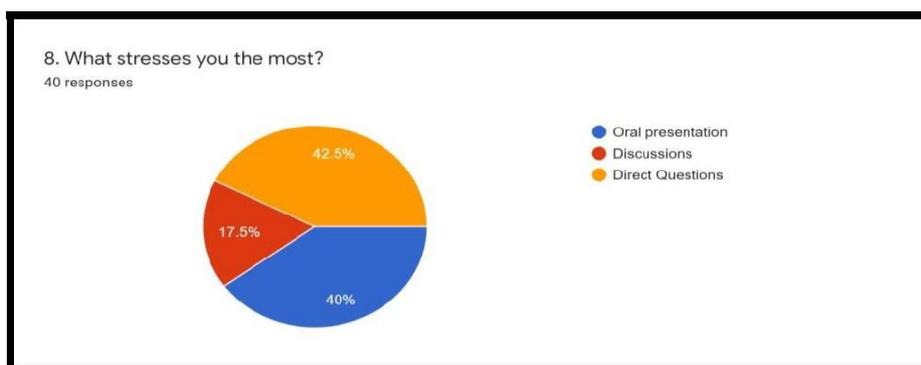


Figure 06: The most stressful oral activity for students

As it is presented in this figure, the majority of third-year students (42.5%) for 17 students choose direct questions as the most stressful oral activity; then, oral presentation represents 16 students' choice. Lastly, discussions were the choice of 7 students (17.5%)

Item 09: Does your teacher help in reducing your anxiety?

Table 08: Teacher's help to reduce anxiety

| Options | Participants | Percentages |
|--------------|--------------|-------------|
| Yes | 17 | 42.5% |
| No | 10 | 25% |
| Not really | 13 | 32.5% |
| Total | 40 | 100% |

In the above chart, most of the students (42.5%) answered with yes, whereas, (32.5%) said that their teacher does not really help in reducing their anxiety. On the other hand, (25%) of students answered with No.

Item10: If your answer is yes, say how? (A following question to item 09)

In this item, students whose answer is yes were asked for further details concerning how their teacher helps in reducing their anxiety. Their responses are as follows:

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- By nodding his head and agreeing on what I'm saying or sometimes by supporting me through additional ideas.
- For example, they help us by guessing what we want to say when we panic and lose words ...
- He always encourages, supports us, and shows us how to avoid fear.
- By giving me the time that I need.
- When we stop talking, the teacher try to ask us something about our topic or give an explanation about the idea I was speaking about to give me time to remember what I want to say and at the same time not to embarrass me in front of my classmates.
- He asks me to relax and gives pieces of advice before starting the presentation.
- By simplifying the questions or replacing them by other ones that are easier than the first ones.
- By giving me an opportunity to express myself.

Item 11: How does anxiety affect your oral performance?

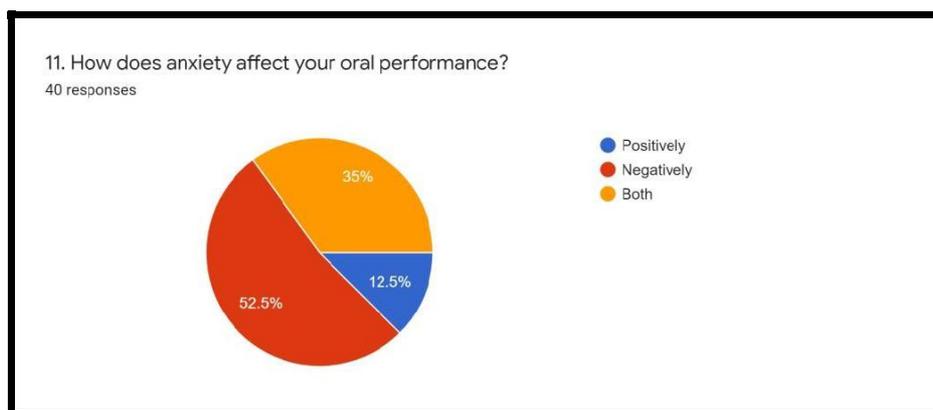


Figure 07: Anxiety's effect on EFL learners' oral performance

In the chart above, (52.5%) of students answered that anxiety affects their oral performance negatively; (35%) of them answered that it affects them positively, whereas, (12.5%) of students considered that anxiety affects their oral performance positively and negatively simultaneously.

Item12: What method do you use to reduce your speaking anxiety? You can choose (√) more than one answer.

Table 09: Students 'methods to reduce their speaking anxiety

| Method | Participants | Percentages |
|--|--------------|-------------|
| a. I prepare myself. | 29 | 72.5% |
| b. I motivate myself. | 19 | 47.5% |
| c. I ask my teacher/classmates when I need help | 7 | 17.5% |
| d. I listen to native speakers | 13 | 32.5% |
| e. I watch English movies | 14 | 35% |
| f. I do not find a suitable method to reduce my anxiety | 6 | 15% |

In the table above, students use many methods to reduce their speaking anxiety. The dominant method is their self-preparation, which was chosen by the majority (72.5%) of students. Afterward, (47.5%) use self-motivation (intrinsic) as a method, whereas, (35%) watch English movies to reduce their speaking anxiety. Meanwhile, (15%) of them do not find a suitable method.

Section Three: The Speaking skill

Item13: How do you consider your English speaking level?

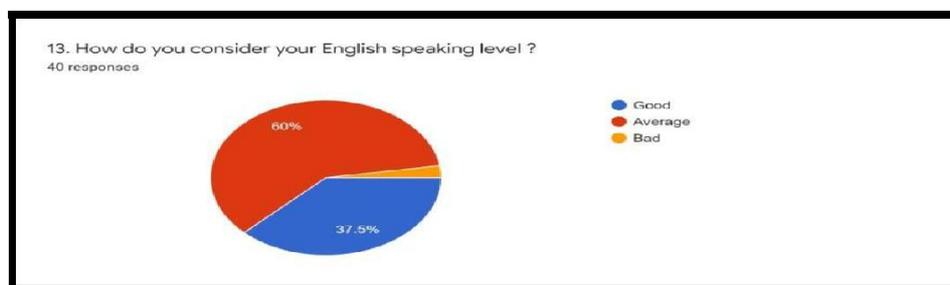


Figure 08: Students' English Speaking Level

In the figure above, the majority of students (60%) consider their speaking level as average; whereas, (37.5%) of them deem themselves as good speakers, the lowest percentage was (2.5%) of a student who consider himself as a bad English speaker.

Item14: when you lose ideas during a speaking performance, do you try to cover your communication gaps?

Table 10: Students' behavior when losing ideas while speaking

| Option | Participants | Percentages |
|--------------|--------------|-------------|
| Yes | 18 | 45% |
| No | 5 | 12.5% |
| Sometimes | 17 | 42.5% |
| Total | 40 | 100% |

In the figure above, (45%) of third-year students try to cover their communication gaps; whereas, (42.5%) of them sometimes the attitude of being good speakers. On the other hand, (12.5%) of students do not try to cover their communication gaps while speaking

Item15: If your answer is yes, say how? (A following question to item 14)

- When I am presenting my topic in the classroom I try to ask questions to check whether my classmates are following me and to take time thinking of ideas.
- I start thinking of synonyms for the word I want to say, I use simple language, and I ask the teacher how to say the word in order to convey the idea I want.
- Using mother tongue.
- By improvising ideas to speak about.

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- With expressions such as: hmm, let's see or ask the audience for their own explanation.
- By saying other ideas or give examples
- By trying to substitute some terms with simpler words
- I try to use vocabulary that I'm familiar with to form ideas that are related to my topic
- I try to avoid eye contact with classmates, I stay silent for seconds, and then I regain my lost ideas.
- I repeat what I was saying and wait a minute to complete my idea.
- I ask my friends to help me figure out how to say what I want.
- I try to take breath and to see the face of someone that I feel comfortable with and to smile.

Item16: Which one of the following do you focus on more while speaking?

Table 11: Speaking components student focus more on

| Option | Participants | Percentages |
|------------------|--------------|-------------|
| Vocabulary | 5 | 12.5% |
| Grammar | 6 | 15% |
| Linking words | 4 | 10% |
| All of the above | 25 | 62.5 % |
| Total | 40 | 100% |

In the table above, (62.5 %) for 25 students focus more on all speaking components (vocabulary, grammar, linking words), whereas, (15%) for 6 of them focus on grammar, (12.5%) for 5 of them focus on vocabulary, (10%) for 4 students focus on linking words while speaking.

Item17: Do you get anxious in all courses or oral expression?

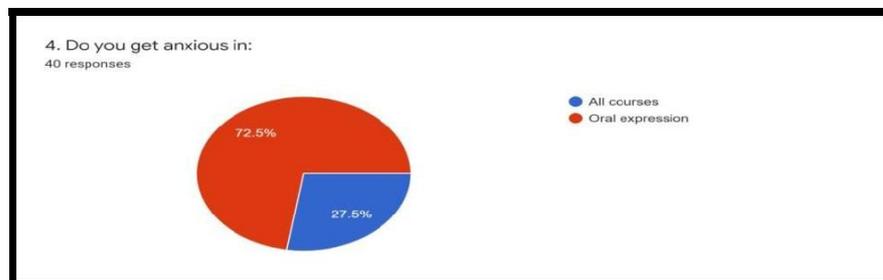


Figure 09: The Relation between students' anxiety and courses

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In the chart above, (72.5%) of students get anxious only in oral expression; whereas, (27.5%) of them get anxious in all courses not only oral expression.

Item18: Rank the following skills in terms of their importance for EFL learners (Number 1 being the most important; number 4 being the least important).

Table 12: The most important skill for students

| Skills | Ranking | | | | Total |
|--------------|---------|----|----|----|-------|
| | 1 | 2 | 3 | 4 | |
| Writing | 8 | 8 | 14 | 10 | 40 |
| Reading | 6 | 14 | 8 | 12 | 40 |
| Speaking | 19 | 9 | 7 | 5 | 40 |
| Listening | 7 | 9 | 11 | 13 | 40 |
| Total | 40 | 40 | 40 | 40 | |

In the table above, nineteen (19) students ranked speaking in the first place as the most important skill, then, fourteen (14) of them classified reading in the second place, thereafter, fourteen (14) students categorized writing in the third place, and in the last place the listening skill was ranked as the least important skill by thirteen (13) students.

Item19: Who does most of speaking in Oral Expression session?

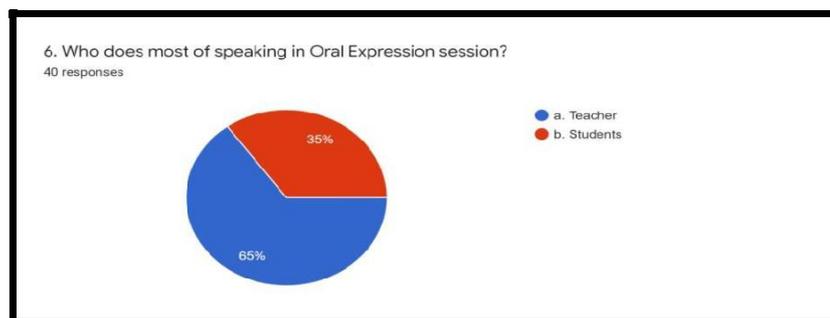


Figure 10: Speaking in oral expression sessions

In the figure above, (65%) of students said that their teachers does most of the speaking, in contrast, (35%) of them said that they do most of speaking in the oral expression session.

Item20: Who do you prefer to speak the most in oral expression?

Table 13: The most preferred person to speak in oral expression sessions

| Option | Participants | Percentages |
|--------------|--------------|-------------|
| Teacher | 8 | 20% |
| Student | 32 | 80% |
| Total | 40 | 100% |

In the table above, (80%) of respondents preferred students to speak more than their teacher in the oral expression session. Meanwhile, (20%) of them said that they prefer their teacher to speak the most.

III.2.4. Interpretation of Students' Questionnaire Results

The results obtained from the students' questionnaire indicate that third-year LMD students' ages are between (19) and (28) years old; but the dominant ages among them are (20) and (21) years old, which indicates that the majority of them are age mates and have the same experiences in learning English as a foreign language. According to North and Fiske (2015), "greater age-dissimilarity can result in tensions in terms of cultural fit as different age groups may have divergent expectations for social interactions."(Cited in Huber, Lane, Lakhani, 2020, p.12) Hence, age plays a crucial role in learning, because when students learn the language with their peers, they would not feel embarrassed when making mistakes.

Moreover, students' responses show that the dominant gender among third-year students is females with the percentage of (67.5%), whereas males represent only (32.5%), which signifies that females are more interested and involved in learning languages.

The choice of studying English at university was optional for the majority of third-year students (82.5%); it means that they are interested in their specialty and it is not imposed on them, unlike, (17.5%) of them who were obliged to study English; consequently, they would face many problems in learning the language.

The majority of students (67.5%) find the oral expression session interesting, it shows that they like the session, the teacher, and the language. Whereas (17.5%) of them consider the oral expression session as stressful, it may be a result of the students' anxiety, teachers and classmates' attitudes, or studying English was imposed on them. Similarly, (12.5%) of third-year students find the oral expression session boring. As a consequence, of any factors like the teacher, the topic in discussion, classmates, or the timing of the session because if they study oral expression at 15:00 pm, it is not the same as studying it

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at 9:00 am, it is a matter of energy of both the teacher and his students. On the other hand, only one student (2.5%) considers the oral expression session to be enjoyable, it shows that the factors surrounding him involved him in classroom oral activities, which make it an enjoyable session for him.

In the following item (5), (50%) of the students sometimes, participate in the oral expression session, which is related to their knowledge of the oral activity used in the classroom or the topic being discussed. Furthermore, (40%) of them always participate in the oral expression session, which indicates that they are motivated to learn and improve themselves in English by sharing their ideas and being corrected by their teacher and classmates. Lastly, (10%) of students never participate, which is related to either their anxiety or their competence in language. Afterward, students were asked about their speaking anxiety where the majority of them (50%) said that they sometimes experience it and (15%) of them rarely get anxious while speaking. On the other hand, (30%) of students always get anxious while speaking the language. Besides, (5%) of them who never get anxious in the oral expression session. Based on the results of item (05) and this item (06) we can make a link between students' participation and their speaking anxiety, where we can say that when students are always anxious they will not participate in the oral session, the other students who sometimes get anxious, they will sometimes participate when they are not anxious. In contrast, those who never get anxious, they will always participate whenever they have the occasion to speak the language in the oral expression session.

According to item (7) findings, the majority of students (70%) panic when they are not prepared for the oral presentation or the direct question of the teacher. Which indicates that preparation has an important role in reducing students' anxiety. (52.5%) of them get anxious when their presentation or responses are under evaluation, it is related to "test anxiety" which is a natural feeling that happens to every student. Then,(32.5%) of them are

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afraid of the negative judgment, which means that it hinders them to improve their levels in the language; however, they have to listen to the others' judgments when they are wrong in order to correct themselves and knowledge, but the teacher's attitude in judging students has a great influence on them. Moreover, (27.5%) of students are not confident about themselves, which indicate that self-confidence affects students' performance. Meanwhile, (22.5%) of them get anxious because they think their classmates are better at English than they are. Which means students' different levels have an influence on some of them, i.e. when students with low/average level listen to their classmates, they feel ashamed to speak thinking that they are going to be compared with them, we can say that it has a relation with students' self-confidence.

According to the results of item (8), 'direct questions' is the most stressful activity for (42.5%) of students, which shows that they do not prefer to be asked direct questions by their teacher because of many reasons like their misunderstanding of the topic, or they think their response is going to be evaluated (fear of negative evaluation). However, the teacher uses this kind of oral activity to test students' comprehension or to let them give their opinions concerning the topic discussed which enables them to express their ideas, develop their speaking skills, and get involved in the class. Moreover, (40%) of students consider oral presentation as the most stressful oral activity, which reveals that oral presentation brings attention to them; it makes them think of negative comments; it shows their speaking gaps; and it makes them forget information due to stress, as a result, they could not transfer information successfully. However, the use of this activity helps students in building their self-confidence, improve their speaking skills, and it helps the teacher to deduce his students speaking gaps where he could correct them by direct or indirect feedback. Lastly, (17.5%) students consider discussions as the most stressful activity, which indicates that few students view discussions as confusing due to many reasons as

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they do not like discussing with people (anti-social), or because they do not have a good level that enables them to discuss with others using the language and persuade them with their opinions.

Students' responses show that the majority of students (42.5%) their teachers help in reducing their anxiety, which implicates that the teacher's encouragement, correction, and help, are part of making students reduce or overcome their anxiety. However, (32.5%) of them declared that, their teacher does not really help them in reducing their anxiety, which indicates that there is a little help from their teacher but not the necessary help they need to reduce their anxiety. Whereas, (25%) of students said that their teacher does not help them in reducing their anxiety, which indicate that when the teacher does not help his students when necessary, he hardly makes them overcome their anxiety.

In the results of the following item (11), the majority of students (52.5%) claimed that their anxiety affects them negatively (debilitating anxiety), which shows that anxiety is a real issue that researchers and psychologists have to find a solution for. Furthermore, it affects students' performance and makes them unable to control themselves where they lose ideas, unwilling to attend the oral session, or they may even hate the language. On the other hand, (35%) of them said that their anxiety affects them positively (facilitating), which indicates that anxiety has a positive side that pushes students to be prepared for the oral session and encourages them to improve themselves in the language. The rest of the sample (12.5%) considers anxiety as a positive and negative factor that affects their oral performance. Which reveals that students are affected by debilitating or facilitating anxiety according to the situation in which it occurs for example, they will face debilitating anxiety when they present for the first time or when they discuss a topic they did not choose. In contrast, they will encounter facilitating anxiety when they prepare themselves or when they attempt to develop their level.

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According to the results of item (12), self-preparation is the dominant method for (72.5%) of students to reduce anxiety. Especially, in oral presentation it gives them the opportunity to search about the topic they are going to discuss; it gives them the opportunity to look about how words are pronounced; and it gives them confidence about the reliability and pronunciation of the information they will give to the audience. Furthermore, (47.5%) of students use self-motivation to reduce their anxiety, which reveals that intrinsic motivation pushes students to perform better and encourages them to overcome their anxiety. As stated by Ryan and Deci (2000) in their self-determination theory “intrinsic motivation makes an individual much more likely to be motivated and perform well as opposed to those that were extrinsically motivated,” (cited in Singh, 2016, p.3). Moreover, (35%) of third-year students watch movies to reduce their anxiety, which indicate that watching movies is a beneficial method for students because it exposes them to the language by its native speakers, and it improves their listening and speaking skills. Similarly,(32.5%) of them listen to native speakers; it shows that listening to native speakers helps students to develop their speaking and listening levels in English. Moreover, (17.5%) of students tend to ask their teacher or classmates whenever they need help, which indicates that there is a good relationship between the students and their teacher in the classroom that allowed them to ask for their help. On the other hand, (15%) of third year students did not find the suitable method to reduce their anxiety, which means they still need new strategies and methods to help them reduce their anxiety.

Students’ responses in the following item show that the majority (60%) considers their Speaking level as average, which indicates that the majority of students’ levels are approximate and it shows that they face the same obstacles in EFL learning. In addition, (37.5%) of students consider themselves as good speakers, which shows that they are

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confident about themselves and their competence, in contrast, only one student considers his English speaking level as bad, which reveals that he is not competent in speaking.

In the following item, (45%) of third-year students try to cover their communication gaps, which indicates that they could control themselves by using many ways as synonyms, simple language, mother tongue, etc. Similarly, (42.5%) of students sometimes cover their communication gaps, which mean that according to the situation students could cover their ideas and vice versa. Meanwhile, (12.5%) of them do not cover their communication gaps, which reveals that they are anxious students and their anxiety affects them in a negative way, where they could not cover their communication gaps.

According to students responses in item (16), the majority of them (62.5 %) focuses on vocabulary, grammar, and linking words in speaking, which denotes their knowledge of the importance of all speaking components, Meanwhile, (15%) of students focus on grammar, which is based on its importance since grammar enables them to communicate in a comprehensible manner. Whereas, (12.5%) of them concentrate on vocabulary while speaking, which is based on its importance since vocabulary enables students to have a rich knowledge of the different meanings of words and use it in speaking. Linking words is the focus of (10%) of students, which is based on connecting ideas together in speaking to help the listener understand the speaker's speech.

In the following item, (72.5%) of students get anxious in oral expression, this denotes that students have a problem in speaking due to many reasons as mentioned before (the teacher, classmates...). Meanwhile, (27.5%) of them get anxious in all courses, which indicates that they are anxious by nature and their anxiety is not related to the teacher; it is related to themselves (a question of self-confidence or competence in language).

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In item (18), students were asked to rank language skills in order of importance, nineteen (19) students ranked speaking as the most important skill, then, fourteen (14) of them classified reading in the second place. Thereafter, fourteen (14) students categorized writing in the third place, and thirteen (13) students ranked the listening skill as the least important skill. It denotes that students give great importance to speaking because they evaluate their level in English by how well they speak it, and they think when they speak the language correctly, they will write it accurately and then listening is not important to them because they do not produce it; they only receive it from the speaker.

According to the following item, (65%) of students claimed that their teachers speak the most in the oral expression session, which reveals that some teachers do not give students the opportunity to practice the language and to get rid of some barriers including anxiety in speaking the language. Whereas, (35%) of them speak more than the teacher does in the oral session, this is based on improving the students' speaking skills and making them communicate the language since the oral expression is the session where they are supposed to express themselves.

In the last item, the majority of students (80%) preferred to speak the most in the oral expression session, which means that they want to develop their level in speaking and practice the language. Meanwhile, (20%) wanted their teacher to speak the most, which indicates several things as students' unwillingness to speak the language, they do not like to speak, they were forced to study the language, or because they are not competent in speaking English. This is the reason why they feel more comfortable when their teacher speaks and they only listen to him. However, the session should be devoted for both the teacher and his students to speak, where they learn from their teacher; and he could observe his students' gaps in the language and correct, support, motivate them when necessary. Thus, the teacher and students communication is essential in EFL classrooms.

III.3. Description and Analysis of the Interview Data**III.3.1. Aim of the Interview**

The present interview was conducted with EFL oral expression teachers at Biskra University. Its aim is to get the teachers' opinion concerning the students' foreign language anxiety according to their teaching experience. As well as, it is to verify whether they are involved in reducing their students' anxiety. As a result, this study will suggest some strategies that can help the learners to overcome their speaking anxiety and reduce its intensity.

III.3.2. Description of the Interview

In this study, the interview was designed as semi-structured interview where almost all the questions were already prepared and asked to teachers in the same order. It was conducted face-to-face with five (5) oral expression teachers. The interview consists of eleven (11) questions mixed between open-ended and close-ended questions. The interviewees were asked about their experience in teaching, the reasons for speaking anxiety, and whether it hinders or helps students in their learning process. Then, they were asked about how they have dealt with anxious students in oral expression sessions and the most noticeable symptoms in those students. Afterward, teachers were asked about the classmates' attitude when anxious students commit mistakes while speaking. Moreover, they were asked if anxiety is permanent or temporary, and whether they observed a speaking improvement in anxious students, they taught before. As well as, the interviewees were asked whether there is a difference in the oral presentation of their students when they know that they are going to be evaluated. In (Q 10) they were asked if they think that speaking is the most important skill compared to the other skills and to justify their answers. In the last question of the interview, teachers were asked to mention some strategies they usually suggest to anxious students to overcome or reduce their speaking

anxiety. As a final point in the interview, teachers were asked to provide us with suggestions or comments about the anxiety issue.

III.3.3. Analysis of Teachers' Interview

Item 01: How long have you been teaching English?

Table 14: Teacher's teaching experience

| Responses | Participants | Percentages |
|----------------------|--------------|-------------|
| 6 to 13 years | 4 | 80% |
| 40 years | 1 | 20% |
| Total | 5 | 100% |

In the table above, the majority of teachers (90%) have taught English from 6 to 13 years. Whereas, (10%) of them have taught English for 40 years.

Item 02: In your opinion, what are the reasons for speaking anxiety?

Teachers' responses were as follows:

- **Teacher 1:**“In fact, there are so many reasons that make learners anxious when they speak. To start with, the lack of vocabulary load and exposure to the target language plays a major role in hindering learners from speaking freely in so many ways. Students, poor level in one of the language aspects like grammar or pronunciation could prevent them from being engaged and openly speaking in public situations and subjects. Fear of negative feedback and classmates' criticism eventually leads students to speak on rare occasions. The learning environment

affects students' speaking fluency if the stakeholders are not encouraging each other to ensure open-mindedness even if mistakes were committed as a process of learning.”

- **Teacher 2:** “...Context, learning styles, examining students when they are not prepared... In addition, another reason for speaking anxiety is when learners exhibit each other for example by saying (this is a difficult module or teacher) they create attitude/ feeling toward the module or the teacher.”
- **Teacher 3:**“It could be a natural state of mind (some people are naturally anxious), lack of vocabulary, fear of committing mistakes in front of their classmates, and the fear of being corrected/ interrupted by the teacher.”
- **Teacher 4:** “Being afraid of committing mistakes, Being uninterested to the topic into discussion, classroom environment, and teacher’s teaching strategies.”
- **Teacher 5:**“Personal, psychological, environmental (classroom, teacher), it could be combination of all of them, educational family background of learners, the topic discussed, and the student competence because some students are not competent that is why they become anxious while speaking.”

Item 03: Do you think that anxiety hinders EFL learners’ oral performance, or it can help them in the learning process?

Teachers’ responses were as follows:

- **Teacher 1:**“As we’ve mentioned earlier, anxiety has a negative impact on the oral performance of language learners in that they speak in short answers and avoid discussions and argumentation to avoid breaks in dialogue with others which hinders their improvement and progress in learning new skills and vocabulary from others.”

- **Teacher 2:** “For sure, it hinders students in oral participation.”
- **Teacher 3:**“Definitely, it has negative effects on students.”
- **Teacher 4:**“It is negative which hinders students where they do not engage in classroom activities.”
- **Teacher 5:** “Both edges, it could be inhibiting where it creates sense of pressure, obstacles to speak better, lack of self-confidence. On the other hand, it contributes to make them very prepared in the sense of (if you feel stressed you try to do best).Generally, anxiety is associated with the negative effects because it creates obstacles for learners, and it is rare where you find anxiety with positive effect. ”

Item 04: How have you dealt with anxious students in oral expression sessions?

Teachers' responses were as follows:

- **Teacher 1:**“...As a remedy for this dilemma among most foreign language students, I start with students doing a diagnostic test and getting students to know each other together with their teacher. What’s more, working in small groups and pairs encourage them to reduce anxiety and stress in order to boost their confidence and engagement.”
- **Teacher 2:**“...It depends on the degree of anxiety into those students.”
- **Teacher 3:**“Types of activities deduce the impact of anxiety on students' performance, then, I try to see every problem in the activity and treat it.”
- **Teacher 4:**“I usually recommend them to choose the topic they want to discuss it, form groups/ pairs but I walk around to make sure all members are collaborating. I do not care how they speak as long as they speak.”

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- **Teacher 5:** “Intimate talk with students at the end of the session, I talk to his/ her to figure out what is the reason of his anxiety, as well as, I join them into groups/ pairs with their best friends not with pairs who do not know.”

Item 05: What are the most important anxiety symptoms in these students while speaking?

Table 15: Students’ anxiety symptoms

| Responses | Participants | Percentages |
|---|--------------|-------------|
| Hesitation | 3 | 60% |
| Ill-pronunciation and long pauses. | 3 | 60% |
| Avoiding participation | 4 | 80% |
| Sitting at the end of the class. | 2 | 40% |
| Low tone of voice. | 1 | 20% |
| Body shaking | 1 | 20% |
| Using mobiles or something else instead of talking. | 2 | 40% |

According to the information displayed in the table above, the majority of teachers said that the most frequent symptoms of their anxious students are avoiding participation (80%), then, ill-pronunciation (60%), hesitation(60%), sitting at the end of the class (40%), using mobiles or something else instead of talking (40%), and low tone of voice (20%), and body shaking (20%).

Item 06: What is their classmates' attitude when the students get anxious and start committing mistakes?

Teachers' responses were as follows

- **Teacher 1:**“ Most of students do not show their attitudes when a student makes mistakes, Sometimes they laugh at others' lapses and errors or try to correct them.”
- **Teacher 2:** “...Laughing at the mistake, language, situation not about the person.”
- **Teacher 3:**“It is all in their mind, they think that their classmates are laughing at them. They might receive negative comments from their classmates. Sometimes, they correct each other. ”
- **Teacher 4:**“...At the university level, the majority of students have very close levels, putting aside (high-achievers/ low-achievers). That is one reason, why classmates' reaction is not awkward but very simple, sometimes; they try to help each other. ”
- **Teacher 5:**“It is a matter of ethics, some students mock, laugh, tell jokes, whereas, others are aware enough to be supportive and helpful with each other.”

Item 07: Do you think that anxiety is permanent or temporary?

Teachers' responses were as follows:

- **Teacher 1:**“According to the learners' traits and learning experience, some students were so anxious at the beginning of the year. Then after building friendships with classmates and the teacher they become more confident and less anxious while others are always silent and timid when they are asked to speak who need special attention and support to get involved in the class activities.”
- **Teacher 2:**“...It can be both according to the person.”
- **Teacher 3:**“It depends on the student.”

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- **Teacher 4:**“It depends on many factors as: the student himself, the teacher if he is supportive usually students overcome it.”
- **Teacher 5:**“It depends on its source: if it is related to psychological background, it would last with the learner long time. However, if it is related to an extended factor as the teacher, whenever, the teacher is changed the student attitude will change.”

Item 08: Have you observed speaking improvement in anxious students, you taught before?

- **Teacher 1:**“Of course, as I have said earlier, after diagnosis of students’ needs and wants and observing their personal profiles during the first month of teaching, I try to get those students to speak and calling them by their names each time there is a topic they can express themselves freely without making mistakes and work in groups in order to feel more comfortable. In many cases, those students need a guided conversation and prepared topics to find their way among good students.”
- **Teacher 2:** “...Yes of course, if the teacher focuses on the person to help him overcome his anxiety, surely there will be an improvement.”
- **Teacher 3:**“...Yes especially, when the teacher opts to make students join group works activities and problem-solving together.”
- **Teacher 4:**“Yes, some of these students are not low achievers, yet, they are very anxious while speaking. In my teaching, I use group discussions; I found an improvement in my students’ speaking where they become more collaborative in their groups.”
- **Teacher 5:**“Yes, they cope with their anxiety. At the beginning of the academic year, students are very timid and anxious to get in touch on stage with classmates or converse with others they do not know. However, the teacher’s talk/conversation with

his students is a remedy for their anxiety, and to know the reason behind their anxiety because once the reason is known the solution could be found”.

Item 09: According to your teaching experience, is there a difference in the oral presentation of your students when they know that they are going to be evaluated?

Table 16: Evaluation impact on students

| Responses | Participants | Percentages |
|-----------|--------------|-------------|
| Yes | 5 | 100% |
| No | 0 | 0% |

As presented in the table above, all teachers (100%) agreed that there is a difference in the oral presentation of their students when they know that their oral presentation will be evaluated.

Item 10: Do you think that speaking is the most important skill compared to the other skills? Why?

Teachers' responses were as follows:

- **Teacher 1:**“To me, all the language skills are required to reach Fluency and mastery of the foreign language and they shouldn't be overlooked and priorities one over the others. Students should discover their strengths and pitfalls to know which skills should be consolidated more in order to improve their overall performance in written and oral aspects of the language.”
- **Teacher 2:**“...No, I do not agree because all language skills need each other in the learning process.”

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- **Teacher 3:**“All skills are equally important, however, speaking is a primary medium in any language that is why it gains more importance in comparison to the other skills.”
- **Teacher 4:**“For learners, yes because they think if they speak the language fluently; they know the language which is wrong speaking relies on all language skills (reading, writing, and listening).”
- **Teacher 5:** “I do not believe in the idea of the superiority of one skill over the other. For me, study skills need to have even attention (importance) regardless of the focus for example in written expression, writing has priority over the other skills, in oral expression, speaking is the most important. Every skill has the same importance because you cannot be a good speaker and a bad listener, so all of them are equal.”

Item 11: What are the strategies you usually suggest for anxious students to overcome or reduce their speaking anxiety?

Teachers' responses were as follows:

- **Teacher 1:**“First of all, they need to do more extensive reading and exposure to language from natives. In addition to being active in any conversation, they should take part even if they do not know what to say. In sum, overcoming the barrier of initiating a topic and speaking in public is the key to become a successful language learner.”
- **Teacher 2:**“...Encourage them to speak outside the classroom (academic language) and to watch movies/ documentaries.”
- **Teacher 3:**“I usually recommend for my students classroom strategies and outside (home) strategies. Firstly, in classroom I ask them to work in groups, I use a

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supportive learning environment, I avoid interrupting their speech, and I avoid correcting their mistakes (instead I provide general feedback by the end of the session) where I focus on the most frequently committed mistakes. On the other hand, outside classroom I advise them to prepare themselves and rehearse in front of mirror especially in role plays and oral presentation it is an effective technique.”

- **Teacher 4:**“The strategies I rely on are: group work, diversification of teaching methods, pair work, choosing an appropriate topic, and increasing the level of exposure to language.”
- **Teacher 5:**“The strategies I usually suggest are: first of all to find the reason of their anxiety because they are adults, they need to find the source of their anxiety. Starting step by step eliminating the source of their anxiety for example: one of the classmates is the source, then, I try to avoid him as much as possible. If the source is the teacher, then, I need to see what aspect of his teaching makes me anxious. If the source is in my life, figuring it out will help the student to find the roots of the problem and then dealing with symptoms, this will partially, remedy the illness because it will occur later on but if they eliminate the source then for sure they will effectively cope with their anxiety.”

As a final point in the interview, teachers were asked to provide us with suggestions or comments about the anxiety issue:

- **Teacher 1:**“Language anxiety is not a permanent issue among language learners that couldn’t be treated and reduced to the maximum through building confidence among the students in the first place and through regular practice of the language whether it is written or spoken. Finally, anxious students should find a peer to speak to each other all the time and they must embrace their mistakes in order to get rid of them over time.”

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- **Teacher 2:**“...As a teacher you should take into consideration all the situations you are in, and take advantage of that situation as to know your students, their background, you can make it into one session ask them some questions to test the language they use. Therefore, you will be aware of your students’ gaps.”
- **Teacher 3:** Best of luck in your study.”
- **Teacher 4:**“It is very interesting topic, the more we suggest solutions to tackle this issue, one could work with some of students ;whereas, others does not work with them, so investigating and looking for strategies to overcome or reduce this phenomenon is important. The problem of anxiety requires more effort. Everyone should be included in solving the problem such as (the researcher, teachers, learners, policy makers); with the diversification of teaching techniques we can as teachers diminish the huge impact that it has on our learners.”
- **Teacher 5:**“I recommend establishing groups, starting with friends then enlarging groups to others, once the student gets his chill it is the beginning of reducing his anxiety. However, other students view that their anxiety has nothing to do with classroom, it is related to their personality (character) then, they have to find ways in order to feel at ease with their anxiety. Moreover, the teacher should consider the learning styles of learners, he should give his students a positive wordiness, and he should be friendly and approachable with them. Furthermore, activities should be done by gradation for example do not ask students from the beginning to present an oral presentation. It should be step by step starting with conversation, dialogue from their sits and then standing up, next time moving around, then, getting on the stage .As well as, setting a discipline code is important as, they should not laugh at their pairs, ask them to support each other. Asking a psychologist is not a problem

at all, if they are suffering from a severe psychological problem, then, consulting a psychologist will be the ultimate solution for them.”

III.3.4. Interpretation of the Teachers' Interview Results

The obtained results from teachers' interviews indicate that they have a long experience in teaching English. One teacher (20%) has an experience of 40 years, which shows that he is a very experienced teacher, Whereas, (80%) of teachers are teaching English between 6 and 13 years , This indicates that all of them are experienced in their career.

In item (02), teachers mentioned many reasons for speaking anxiety as the lack of vocabulary, the fear of negative feedback or classmates' criticism, teacher's teaching strategies, learning styles, students' competence, or the case where students are naturally anxious. This signifies the teachers' awareness concerning the reasons of why their students become anxious while speaking.

Consequently, (80%) of them consider anxiety as a factor that hinders EFL learners' oral performance, which indicates that anxiety creates a sense of pressure for students, and makes them lose their self-confidence, hence, they could not get any improvement or progress in their learning of English. Meanwhile, (20%) of teachers mentioned that anxiety can hinder and help students in their learning process, which means that it alerts them to be prepared in order to do not fall into embarrassing situations.

In the following item, the frequent attitude teachers' use with their anxious students is group or pair work, which reveals that the use of this activity makes students collaborate and help each other, which creates a sense of belonging and diminishes anxiety's degree.

In item five (5), the majority of teachers (80%) mentioned that the notable symptom of their anxious students is the avoidance of participation. Which indicates that

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they are not confident about themselves and their language competence. Then, (60%) of interviewees said that their anxious students suffer from ill-pronunciation and hesitation while speaking. Which exposes that it is mainly due to their lack of knowledge concerning the topic in discussion, or because of their lack in vocabulary and their poor grammar, as claimed by Dewi (2020), "The learners who have a weak vocabulary and poor grammar will be difficult to construct a good sentence. As an indication, they will hesitate to utter the words that can be referred to the idea of having poor communication skill." (Cited in Nobel, 2020, p.9)

Moreover, (40%) of teachers said that anxious students prefer sitting at the end of the class, using mobiles or something else instead of involving in classroom speaking activities; which shows that they do this kind of behavior in order to avoid speaking inaccurately the language which brings the attention to them and the negative judgments. As well as, (20%) of teachers mentioned that anxious students speak with a low tone of voice either. Which is due to their poor competence in language (vocabulary, grammar, unrelated ideas, misunderstanding of the topic...), or they are simply anxious; other their body shakes while speaking is due to many factors as, their lack of self-confidence, stage fright, teacher's negative evaluation, or classmates' criticism.

The following item (6) is concerned with students' attitude when their classmate gets anxious and starts committing mistakes. According to interviewees', the most frequent reactions are laughing or correcting each other, as one of the teachers said "it is a matter of ethics", which denotes that university students are adults, they should support each other rather than laughing and making jokes because they are going to affect their classmates negatively.

In item (7) teachers said that anxiety can be permanent or temporary depending on learners experiences and reasons for their anxiety for example: personal reasons provoking

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anxiety are linked to internal factors as their psychology state or personality. Which exposes that this kind of anxiety is difficult to overcome it since it is inside students, and they are the one who can overcome it. On the other hand, environmental reasons provoking anxiety are related to external factors as teacher, classmates, or classroom, which indicates that when students change the environment their anxiety will change as well.

In the following item, the majority of the interviewees declared that by the use of group work and teacher's talk with his students, they found a speaking improvement on their anxious students where they become more collaborative with their classmates and involved in classroom activities. This shows that the teacher's involvement and talk with his students is important to help them overcome or reduce their psychological problems including anxiety.

Through the answers given in item (9), all teachers (100%) agreed that there is a difference in students' presentation when they know that they are going to be evaluated. This indicates that students get anxious when they have a test or an exam due to their fear of having a negative evaluation and bad marks in oral expression.

The majority of teachers (80%) argued that all language skills are equally important; whereas, one teacher (20%) discussed that speaking is the most important skill for students because the majority of them want to speak the language fluently thinking that speaking the language means that they master it. Which denotes that regardless of speaking skill importance for EFL learners, they should master all language skills because reading helps them in writing (learning new vocabulary), listening helps them in speaking the language (listening to accurate pronunciation) and all of the four skills complete each other in foreign language learning.

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From the results obtained in item (11), teachers suggest different strategies for anxious students to overcome or reduce their anxiety such as:

- ✓ Doing more extensive reading and exposure to language from natives, the use of this strategy makes students get used to language and gain vocabulary.
- ✓ Speaking academic language outside the classroom, the use of this strategy makes students get rid of using their mother tongue or informal language in the classroom
- ✓ Watching movies/ documentaries, this strategy improves students listening and speaking skills where they become familiar with the language, it gives them the opportunity to enjoy watching movies and at the same time learn new vocabulary and its correct pronunciation, learn idioms, slangs, and many language forms.
- ✓ Working in groups, this strategy raises collaboration among students and sense of belonging that makes anxiety's degree diminishes.
- ✓ Diversifying of teaching methods, this strategy is useful because it makes students do not get bored of the same teaching method.
- ✓ Finding the reasons for their anxiety, the use of this strategy makes learners aware of the reason behind their anxiety; consequently, they could tackle it.

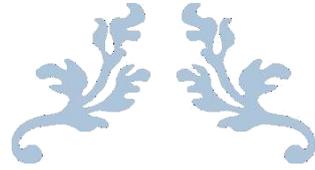
As a final point in the interview, teachers were asked to provide us with suggestions or comments about anxiety; the majority of them (60%) suggested that establishing group work, which is a strategy that helps students collaborate, correct each other, and build friendly relationships. Moreover, self-confidence is important because once they are confident about themselves, they become confident about what they are saying. As well as, the teacher should use his roles in the classroom because he has a crucial role in reducing the students' anxiety. Therefore, he should be aware of his students' learning styles, vary his teaching techniques, start activities gradually from easy to difficult, talk with students

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which makes friendly relationships, all these strategies will diminish the obstacle of anxiety in front of the Third-year LMD students.

Conclusion

In this study, we have investigated the effects of anxiety on EFL learners' oral performance and we have confirmed our hypothesis. That indicates the importance of finding solutions for students' anxiety. This chapter includes two parts, the first one is concerned with a review of the present methodology and the research methods used in this study. On the other hand, the second part is divided into two sub-sections. The first sub-section interprets the findings of the students' questionnaire; and the second sub-section discusses the results of the teachers' interviews.



General Conclusion



General Conclusion

The present study is conducted to describe the relationship between foreign language anxiety and the speaking skill. The first chapter is concerned with the speaking skill. We have started it by defining speaking; presenting its nature, types, importance, and components. Moreover, we have mentioned what is accuracy in speaking, students' obstacles, strategies to boost speaking, and the role of feedback in learning. The second chapter is concerned with foreign language anxiety. We have started it by defining anxiety; its types, sources, symptoms, and effects on students' oral performance. Moreover, we have presented motivational strategies of Dorneyi for teachers to use toward their students, Krashen's affective filter hypothesis, roles of anxiety, and foreign language classroom anxiety scale. The last chapter includes two parts, the first one is concerned with a review of the present methodology and the research methods used in this study; whereas the second one is concerned with describing and interpreting the tools used in this study.

Firstly, we have introduced the aim of using the questionnaire with students and we have described its form. Subsequently, we have started analyzing its results, and we have concluded it with the interpretation of the obtained results. The main findings indicate that students are anxious due to many reasons. However, the main reason is their lack of preparation. Therefore, the frequent method they use to reduce their anxiety is preparation. In addition, direct questions and oral presentations are the most stressful activities for third-year LMD students. Also, the majority of them get anxious in oral expression sessions since they consider speaking as the most important skill. Meanwhile, most of the oral expression teachers help in reducing the students' anxiety that affects their majority negatively. Finally, the results indicate that the majority of students opt for talking in the oral session more than the teacher talks.

Similarly, we have mentioned the aim behind conducting the interview with teachers and we have described its form. Then, we have started analyzing its results, and we have concluded it with the interpretation of the obtained results. The main findings indicate that teachers are aware of the reasons behind their students' anxiety. The majority of them consider it as a negative factor that hinders students' performance. In addition, the frequent method they use to reduce their students' anxiety is "group work". Moreover, all of them agreed that there is a difference in students' presentation when they are under evaluation. Unlike, the students who consider speaking as the most important skill, the majority of oral expression teachers consider all language skills to be equally important. Finally, the frequent strategies to reduce anxiety according to teachers are group work and the teacher's talk with his students.

Study Limitations

This study is concerned only with third-year students at the department of foreign languages, division of English at Mohamed Kheider University of Biskra. Moreover, the research focus is based on finding the causes of foreign language anxiety, investigating its effects on students during an oral performance (speaking), and suggesting strategies to overcome or reduce students' anxiety.

Other limitations happened in gathering data mainly due to the insufficient time since the academic year did not start as usual. Moreover, due to the covid-19 pandemic, we were forced to use an online questionnaire to gather data, and since it is the first time to use it there were some difficulties in creating it. After gathering the required data, an error happened and it was deleted by mistake. Therefore, we had to administer it again. Moreover, one teacher did not accept to record his interview that is why we opted to bring a third person to write the interview.

Recommendations

From the results of the students' questionnaire and the teachers' interview, we suggest the following recommendations for students and teachers to reduce or overcome students' foreign language anxiety in order to achieve better speaking performance in language.

- ❖ Students should prepare themselves in advance for any oral performance (oral presentation, discussions) to avoid anxiety.
- ❖ Teachers should talk with their students and motivate them in order to enhance relationships between teacher and students; therefore, it will create a sense of belonging to reduce anxiety.
- ❖ Teachers should vary his teaching styles and methods.
- ❖ Students should investigate the reason and factors for their anxiety in order to tackle it.
- ❖ Teachers should rely on group work to enhance relationships and interaction between students.
- ❖ Students should listen to native speakers in order to learn the right pronunciation and avoid embarrassing moments that provoke anxiety as ill pronunciation.
- ❖ Teachers should allow students to speak more in class.
- ❖ Teachers should control the classroom attitude and use their roles (controller, prompter, supporter...) with their students.
- ❖ Students should understand that committing mistakes is part of their learning.
- ❖ Teachers should vary the teaching activities to make the oral session enjoyable.
- ❖ Teachers should give students' the opportunity to choose the topic they want to discuss in the oral session, which makes them more interested.

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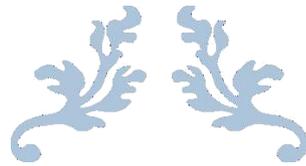
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APPENDICES



Appendix I
The Students' Questionnaire

Dear student

This questionnaire is part of a study that is concerned with the effects of anxiety on EFL learners' oral performance. It aims to introduce some strategies to help students overcome their speaking anxiety or reduce its intensity. Read each of the following questions carefully, use the lines provided to write your answer, and tick (✓) the appropriate answer (s). All the information you provide will be kept strictly confidential and will be used only for academic purposes.

Section one: General Information

1. Age :...years old

2. Gender :

b-Female

b- Male

3. Your choice of studying English was:

a- Compulsory b- Optional c- Others

Explain.....

4. How do you find the Oral Expression session?

a- Interesting b- Stressful c- boring

Justify.....

5. How often do you participate in the Oral Expression session?

a- Always | c- Sometimes | d- Never | _____

Section two: Foreign Language Anxiety

Anxiety is “the state of feeling nervous or worried that something bad is going to happen.”(Oxford Advanced Dictionary, 2000, p.48)

6. How often do you get anxious while speaking English?

- a- Sometimes b- Always c- Never d- Rarely

7. What are the reasons for your speaking anxiety? You can choose (✓) more than one answer.

- a. I am not confident about myself.
- b. I think that my classmates are better at English than me.
- c. I panic when I am not prepared for oral presentation or direct questions by the teacher.
- d. I am scared from the negative judgments.
- e. I am stressed because my presentation is going to be evaluated (marks).

8. What stresses you the most?

- a. Oral presentation
- b. Direct Questions
- c. Discussions

9. Does your teacher help in reducing your anxiety?

- a- Yes b- No c- Not really

If yes,

how.....

10. How does anxiety affect your oral performance?

- a- Positively b- Negatively c- Both

11. What method do you use to reduce your speaking anxiety? You can choose (√) more than one answer.

- a. I prepare myself.
- b. I motivate myself.
- c. I ask my teacher / classmates when I need help.
- d. I listen to native speakers.
- e. I watch English movies.
- f. I do not find a suitable method to reduce my anxiety.

Section three: Speaking Skill

12. How you consider your English speaking level ?

- a-Good b- Average c- Bad

13. When you lose ideas during speaking performance, do you try to cover your communication gaps?

- a. Yes
- b. No
- c. Sometimes

If yes,

how.....

14. What do you focus on more while speaking?

- a- Vocabulary b- Grammar c- linking words d- others

15. You get anxious in:

- a. All courses
- b. Oral expression

16. Rank the following skills in terms of their importance for EFL learners.

(Number 1 being the most important number 4 being the least important).

a. Listening

b. Reading

c. Speaking

d. Writing

17. Who does most of speaking in Oral Expression session?

a. Teacher

b. Students

18. Who do you prefer to speak the most in oral expression

a- Teacher

b- Students

Thanks a lot for you participation, we really appreciate it

Appendix II

The Teachers' Interview

This interview is part of a study that is concerned with the effect of anxiety on EFL learners' oral performance in order to introduce some strategies to help them overcome the anxiety issue or reduce its intensity. The main purpose of this interview is to get your opinion about this topic, and benefit from your teaching experience.

Be sure that the data you provide will be anonymous and used for research purposes only.

1. How long have you been teaching English?
2. In your opinion, what are the reasons for speaking anxiety?
3. Do you think that anxiety hinders EFL learners' oral performance, or it can help them in the learning process?
4. How have you dealt with anxious students in oral expression sessions?
5. What are the most noticeable anxiety symptoms in these students while speaking?
6. What is their classmates' attitude when the students get anxious and start committing mistakes?
7. Do you think that anxiety is permanent or temporary?
8. Have you observed speaking improvement in anxious students, you taught before?
9. According to your teaching experience, is there a difference in the oral presentation of your students when they know that they are going to be evaluated?
10. Do you think that speaking is the most important skill compared to the other skills? Why?
11. What are the strategies you usually suggest for anxious students to overcome or reduce their speaking anxiety?

I would really appreciate any suggestions or comments from your part about the anxiety issue.

Thank you so much for your time and help.

ملخص

تهدف الدراسة الحالية إلى التحقيق في آثار القلق من اللغة الأجنبية على الأداء الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية وتحديد أسبابه. من خلال الطريقة النوعية، تم إجراء استبيان لأربعين (40) طالبًا في السنة الثالثة ليسانس ل.م.د في جامعة محمد خضر بسكرة، في حين أجريت مقابلة مع خمسة (05) مدرسين للتعبير الشفهي. أشارت النتائج من طلاب السنة الثالثة LMD إلى أن نصفهم ينتابهم القلق عند التحدث، بسبب عدم استعدادهم (70%)، انخفاض الثقة بالنفس (27%)، أو خوفهم من الأحكام السلبية (32%). بالإضافة إلى ذلك، أظهرت المقابلة أن معلمو التعبير الشفهي على دراية بقلق طلابهم وتأثيره على أدائهم. وهذه النتائج تؤكد فرضيات هذه الدراسة. في الأخير، تم تقديم قائمة من التوصيات للمعلمين والطلاب للتغلب على أو تقليل حدة القلق لدى طلاب السنة الثالثة.

الكلمات المفتاحية: القلق، القلق من اللغة الأجنبية، مهارة التحدث، طلاب اللغة الإنجليزية كلغة أجنبية.