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**The Role of the Teacher in Lowering EFL
Learners' Anxiety to Enhance their Oral
Proficiency
The Case of First Year LMD Students of English at
Biskra University**

**A Dissertation Submitted for the Partial Fulfillment for the Requirement
of the Master Degree in Science of Language**

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Dedication

I dedicate my work to

My dearest family

All my friends and colleagues

Every teacher who taught me in my life

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Abstract

This study investigates the various roles of the oral expression teacher that can lower students' anxiety to enhance their oral proficiency. It captures the oral expression teacher as a recommended and crucial solution to help anxious students. This would be done by reconsidering a variety of humanistic and affective multifunction of the teacher. This study has used a qualitative and quantitative research method in a questionnaire format. The findings reveal that FL anxiety can originate from three main sources, the teacher, the learner and the classroom procedures. Notably, the more students are anxious the more they avoid to speak. All the findings obtained from this study interpret and demonstrate the crucial role of teachers to accomplish their task in a best manner in teaching the spoken language enjoyably and successfully. Besides, the more the classroom atmosphere is relaxing the more students use the spoken language and enhance their speaking skill.

List of Abbreviations

FL: Foreign Language

LMD: License Master Doctorate

SLA: Second Language Acquisition

OE: Oral Expression

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

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GENERAL INTRODUCTION

General Introduction

Students of different educational levels (high, middle and low levels) experience anxiety during the process of learning a foreign language. The psychological impact of anxiety results in a mental block that keeps students from grasping and storing new information. It has been observed that some students of English language classrooms experience anxiety that results in stuttering and fastening the heart-beats. All of these phenomena are attributed to a psychological anxiety.

Horwitz et al. and his colleagues (1986) define foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom learning arising from the uniqueness of the language learning process. The same scholars have also found that foreign language anxiety can be related to the following: communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other activities used to evaluate one's competence) and fear of negative evaluation (the worry about how others view the speaker).

As it has been investigated in many studies (Gardner, 1985; Tremblay, and Masgoret, 1997, young, 1999), there is a correlation between foreign language proficiency and language anxiety in general. That is, learners with low language anxiety will succeed in their foreign language learning and vice versa. Specifically, there is a strong positive correlation between speaking in the foreign or second language and classroom language anxiety. Thus, language anxiety is one of the internal factors that hinder the second or foreign language learners from accomplishing the process of their learning.

1. Statement of the problem

Enhancing learners' oral proficiency is one of the challenges that language teachers seek to achieve. Many studies have been conducted to set different approaches, methods, techniques, and procedures to help developing the students' oral proficiency. However, learners can face obstacles which hinder the smooth process of language learning like language anxiety that is considered as one of the most important affective factors studied since the 1970s.

The current research shows so much importance to the description of foreign or second language students' anxiety. It captures the main sources of anxiety. The study concentrates on

one important factor that is the teacher's multifunctional role in introducing and highlighting the area that limits and prevents learner's anxiety in an oral course or expression.

2. Aims of the study

The aims of the current research are to:

- Determine the different roles of oral expression teachers that lower students' anxiety.
- Find out the impact of low anxiety on proficiency

3. Research questions

The study answers the following questions:

- To what degree are students struggling with anxiety in learning the oral skill?
- What are the main causes of learner's anxiety?
- What are the techniques and the procedures that oral expression teachers should follow to manage and reduce learner's anxiety?
- To what extent are anxiety and oral proficiency related?

4. Hypotheses

This study based on one hypothesis. We hypothesize that if we consider the teacher as a recommended solution with various positive roles and humanistic techniques he/she can effectively reduce the students' anxiety and enhance their speaking skill.

5. Methodology

The current study adopts a descriptive method because we believe that it is the most suitable for the population that we selected and also because of the time-limitations. The process goes after describing the theoretical framework of the actual subject matter in the first part of our research then analyzing the responses and results that we will gather from the questionnaires.

a. Population and Research tools

To collect data, we prepared two main questionnaires which were administered to both students and on OE teachers in the department of English at Biskra university.

The population of this study is first year students of English. We decided to give 50 students to answer the questionnaires. Then, we administered a questionnaire to Ten (10) oral expression teachers in the department of English at Biskra University .

After having collected our respondents answers, we started analyzing them qualitatively to shed light on the sources of students' anxiety and its impact on the speaking skill. We also wanted to investigate the various roles that the oral expression teacher can play to reduce anxiety in the classroom.

6. Organization of the study

This study is basically divided into four (04) main chapters. The first and second chapters are concerned with a brief theoretical overview of students' anxiety and speaking skill.

The third chapter in this study shows the various roles and techniques of the oral expression teacher that lower students' anxiety. Then, the fourth one is the practical chapter where we analyze the students and teachers questionnaires.

Chapter One: Foreign Language Anxiety: Psychological Perspectives

Introduction

Foreign Language anxiety has become a great concern in second and foreign language learning research over the last three decades. It is related to the psychology of the learner. Students in many situations during an oral expression specifically when trying to communicate using the TL may experience anxiety in one form or another and in varying degrees. It involves a pattern of physiological and psychological reactions like feeling of stress and emotions. As such, anxiety can seriously inhibit the ability of concentration and collaborating. It is considered as an unpleasant state that evokes avoiding behaviors and defenses.

The speaking skill is greatly influenced by the time factor as it involves producing language spontaneously to a critical audience. The embarrassment that the students feel when they expose their language imperfections to others and the possibility of negative feedback from the teachers increase anxiety levels significantly (Arnold, 2003, p.1-2).

Much of the FL anxiety studies report a strong positive correlation between speaking in the foreign or second language and language anxiety (Young 1999, p .8). Horwitz's research (1991) reveals that anxiety centers on the two basic task requirements of language learning which are listening and speaking.

1. Foreign Language Anxiety in Oral Expression

Horwitz, Horwitz, and Cope (1986) with many other researchers in the field of language education and psychology, confirm that FL anxiety has been almost entirely associated with the oral aspects of language use. This means that FL speaking is the most anxiety provoking aspect for most learners. So to enhance the students' speaking skill, teachers have to take this psychological phenomenon into consideration.

Since the shift towards the communicative language teaching in TEFL, many students who have experienced learning a FL have expressed how stressful it is to be in the classroom. Notably, it has given much importance to authentic, contextual, functional, and communicative language use in the classroom. As the emphasis on developing oral competence increased, teachers faced more affective variables such as anxiety that may affect the learning process (Phillips, 1992, p.14).

1.1 Nature of Foreign Language Classroom Anxiety

There are many definitions and clarifications for that term and (MacIntyre and Gardner 1991) confirm that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students.

1.1.1 Horwitz, Horwitz and Cope's View

Horwitz, Horwitz and Cope (1986, p. 128) acknowledged the uniqueness of foreign language anxiety. They say it is “a distinct complex constructs of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process”. During this period of anxiety students go through feelings of worry and panic, have trouble concentrating, sweat, experience heart palpitations, and become forgetful. These psycho-physiological signs hinder the language learning experience.

Horwitz also concluded in (1991, p.11) that foreign language anxiety is a state of apprehension occurring in the process of a second/ foreign language use due to the user's incompetence in communication with the language.

According to Horwitz et al, Kleinmann's findings in (1977) show that students with high levels of anxiety perused less difficult grammatical constructions than the less anxious students did. Therefore, relaxed personal conditions would be very beneficial for the students in a foreign language class more than the anxious students (1991, p.126).

1.1.2 Spielberger's View

Spielberger defines anxiety in EFL classrooms as: “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (1983, p.1).

According to Spielberger et al (2005) foreign language anxiety is the fear that a student feels when he has to use a second or a foreign language in which he is not fully proficient. He considers language anxiety as a stable personality trait related to the students' tendency to react nervously when speaking, listening, reading or writing in the second or foreign language. Anxious students have been shown to be less likely to volunteer answers in class and to be hesitant in expressing personally relevant information in the target language (TL).

1.1.2 Facilitative and Debilitative Anxiety

Scovel says that Facilitative anxiety motivates the student to ‘fight’ the new learning task and prepares the student emotionally to approach the learning task as a challenge. Debilitative anxiety, however, motivates the student to ‘flee’ the new learning task and stimulates the individual emotionally to adopt avoidance behavior (in Horwitz and Young 1991:22).

2. Types of FL Classroom Anxiety

Foreign language classroom anxiety can be categorized into three types (MacIntyre in Young 1999):

- State anxiety.
- Trait anxiety.
- Situation specific anxiety.

2.1 State Anxiety

State anxiety according to Salkind can be considered as an obstacle and an interruption of students’ emotional balance and It may negatively influence FL students’ performance, as it can interfere with their learning, social, and emotional development. Thus it is a unique emotional case characterized by feelings of stress and worry about real or future anticipated threats that may have cognitive, behavioral, or physiological manifestations (2008, p. 38).

2.2 Trait Anxiety

Students suffering from this type are likely to be highly apprehensive in a number of objectively non threatening situations; the probability of becoming anxious in any situation. MacIntyre and Gardner say that Trait anxiety refers to a more permanent feeling of anxiety which is provoked by the confrontation with threat; (1991, p. 87).

2.3 Situation Specific Anxiety

This type focuses on the general orientation and certain situations of anxiety aroused where the apprehension experienced by EFL students in oral expression skills in some learning contexts. The student does not find his/herself capable to be proficient in a foreign language speaking passage. (Spielberger et al, 2005).

3. Common Features of FL Classroom Anxiety

The three types of FL anxiety mentioned above share some common features among EFL learners. Salkind (2008) and Krinis (2007) these common features of anxiety are as follows:

- Escape and avoidance behaviors from the anxiety provoking situations.
- Chronic worry.
- Faulty threat perception.
- Activation of the nervous system.
- Making negative predictions.
- Erroneously perceive situations as threatening.

Anxious students may experience accelerated heart beat, shaking, increased respiration, sweating, muscle tension, facial expressions. All these are as a result of the activation of the nervous system. Accordingly, Anxiety, in general, can have physical, emotional, and behavioral manifestations and these manifestations can differ with each individual. (Cited in Salkind, 2008, p. 40). Krinis listed the following manifestations as notable signs of FL anxiety that occurs on the learner in the classroom (2007, p. 1):

- Sweat
- Palpitations (quick heart beat).
- Avoidance of eye contact.
- Apprehension.
- Worry.
- Increased respiration.
- Lack of concentration
- Forgetfulness.
- Freezing up when called on to perform.
- Short answer responses.
- Shaking.
- Avoidance behaviors such as missing class, postponing homework or studying, refusing to speak or remaining silent, and coming to class unprepared.

4. Sources of Learners' Foreign Language Anxiety:

Young (1991) identifies six main sources of foreign language anxiety which are interrelated and he categorized them into three aspects:

- The learner
- The teacher
- The instructional practice

4.1 Personal and Interpersonal Issues

Young refers with personal and interpersonal issues to the students' feelings of self-esteem and competitiveness. As Krashen (in Young 1991, p.427) says that students with low self-esteem worry about what their peers think about them. So low self-esteem negatively will influence the process of learning .

Students with low self-esteem may experience anxiety in the language classroom because of their need to be accepted and viewed in a positive light by others. Language learning involves making mistakes and risking ridicule or failure and this may impact negatively on students with low self-esteem.

Students classrooms Competitiveness can lead to anxiety as Bailey contends. Especially when students compare themselves to an idealised self-image. Academic study with its emphasis on students' achievement and high marks tends to create competition among them which can lead to feelings of anxiety with some students (in Young 1991, p.427).

4.2 Teacher's Beliefs about Language Teaching

Brandl found that the majority of teachers preferred an authoritative student-teacher relationship. Consequently, He says that authoritarian teachers who frighten their students can only serve to create and reinforce feelings of anxiety (in Young 1991, p. 428).

The teacher is responsible for setting up and maintaining the social context of the classroom and the type of relationship and interaction between teacher and students (In Young 1991, p.428).

4.3 Learner Beliefs about Language Learning

Unrealistic expectations can lead to anxiety when these expectations do not realized in reality. Students often have unrealistic expectations about language learning and hold erroneous beliefs about the nature of language learning (in Young 1991, p.428).

Horwitz discovered after she conducted a survey of students' expectations and beliefs about language learning that large percentage of respondents believed that it was possible to become fluent in another language in one to two years by studying the language for only one hour per day (in Young 1991, p.428).

Wrong beliefs about the nature of language learning that students have can also lead to anxiety. In the same study, Horwitz discovered that 75% of respondents have a special aptitude for learning languages. They believe that learning a language is a matter of translating from one language into another. Respondents showed concern over the correctness of their utterances and believed that one must speak a language with an 'excellent accent' and good pronunciation (Horwitz in Young 1991, p.428).

4.4 Teacher-Learner Interactions

The interaction between the teacher and the students in classroom can have an enormous impact on students' anxiety levels. Error correction is one of the most important interactional areas in teaching English in classrooms. Young (1991, p.:429) reports that students worry about how mistakes are perceived by others in the classroom as opposed to simply being concerned about making mistakes. Harsh error corrections made by teachers have an impact on students' level of anxiety and learning in general.

4.5 Language Testing

Oral language examinations should be viewed as an evaluation of a student's knowledge and ability level at a particular point of time. It needs to reflect the content of the particular course. Testing should support the teaching process and always serve a purpose. Directing all teaching towards the tests and creating complex and difficult tests which are inconsistent with the course content can only serve to raise anxiety levels (Young 1991, p.429).

Daly says that students feel more anxious when the testing situation is ambiguous or highly evaluative. Students experience anxiety if they have no experience with a particular

test format and if the test involves content that was not covered in class. Students also report feeling anxious when they have spent hours studying for a test only to find that the test uses unknown or obscure material or question types with which they have had no experience (Young 1991, p. 429).

4.6 Classroom Procedures

Students' FL anxiety can be aroused from many popular classroom activities. It is accepted that language anxiety tends to focus on having to speak in the target language in front of whole classroom members. Koch and Terrell (in Young 1991, p.429) found that oral presentations and oral skits (plays) are the most anxiety-inducing activities in language classrooms.

Young states that 68% of her subjects reported feeling more comfortable when they did not have to stand up in front of the class and speak. The current emphasis on oral competence in the FL classroom and the fact that oral activities are often cited as the most anxiety-inducing has led to a serious problem for the teacher as the greater the focus on oral activities, the greater the likelihood that the number of students experiencing language anxiety will increase (1991, p.429).

5. The Relation of FL Classroom Anxiety to Other Factors

In the present study, we try to illustrate the connections that exist between FL and factors like motivation, language Proficiency, Threat to Self-Esteem, Cognition and Behavior, Oral Performance, Oral Language Tests:

5.1 Anxiety and Foreign Language Proficiency

Several studies (Gardner, 1985, Gardner, Tremblay, and Masgoret, 1997) have confirmed the high correlation between the anxiety and the proficiency. That is, learners with low language anxiety will succeed in their foreign language learning and vice versa.

5.2 Anxiety and Threat to Self-Esteem

Anxiety is a serious problem for many EFL learners because it threatens their self-esteem. MacIntyre and Gardner (1991) claim that an anxious student is the one who feels

uncomfortable toward speaking a FL, avoids taking part of conversations for more safety regarding his social image, and makes less attempts with new linguistic forms.

5.3 Anxiety, Cognition and Behavior

According to Leary (1990) and Levitt (1980) (cited in MacIntyre, 1995, p.92) these three constructs often happen repeatedly in a particular order, one following the other. Limited processing mental capacity may cause anxiety, whereas anxiety may restrict this operational capacity of the mind, and both may cause impaired performance or change behavior. They argue that being in a position that requires an answer in an FL class leads the student to feel anxious and worried. Due to the resulting divided attention, cognitive performance is reduced. This, in turn, causes negative self-evaluation and damages performance.

5.4 Anxiety and Oral Performance

Phillips (1992) reported that highly anxious students are likely to have lower oral performance in contrast to their relaxed counterparts; his study suggest that FL anxiety can influence the learners' performance and his attitudes toward language learning. In general Philips shows that language anxiety is negatively correlated with students' oral performance.

5.5 Anxiety and Oral Language Tests

There is a study available which focuses specifically on the relationship between anxiety and oral performance in a foreign language testing situation. Steinberg studied the role of anxiety in second language oral test performance by resulting anxiety in half of her subjects and comparing the performance of the anxiety-induced group with that of the group with no induced anxiety (in Horwitz and Young 1991, p.58).

Steinberg discovered that anxious students always tend to be less subjective and more objective in their oral responses. This suggests that anxiety may affect a student avoidance behaviour as the anxious students avoiding giving opinions and conveying personal content in their oral tests, preferring to rather communicate in terms of objective facts (in Horwitz and Young 1991, p.58).

The same existing research on test anxiety shows that the students' performance can be influenced both positively and negatively by classroom anxiety. Speilberger (in Horwitz and Young 1991, p.57) argues that the students' objectively measured ability to perform the task can determine the effect of anxiety on performance in a test.

According to Spielberger FL classroom anxiety do not have any effect on performance when the student perceives that he/she had the ability to perform the task however, with student who believes that his/her ability level is low anxiety interferes with learning and performance. This study highlights the importance of students' perceptions in the OE teachers to create a positive, affective climate in which students feel supported in their objective to speak better (in Horwitz and Young 1991:57) .

5.6 Anxiety and Motivation

Gardner, Day and MacIntyre confirm the relationship between FL classroom anxiety and motivation. They explain that integratively motivated students are less anxious in foreign language contexts than those who are instrumentally motivated. Their research findings provide indications that anxiety and motivation are two separate dimensions with overlapping behavioral consequences (1992, p. 212).

6. Effects of Foreign Language Learning Anxiety:

MacIntyre (1998) shows the effects of foreign language learning anxiety on the learner from five perspectives; academically, socially, cognitively, communicatively and personally:

- First, communicatively, anxiety arousal can influence the quality of communication output as the recovery of information may be interrupted by the 'freezing-up' moments that students encounter when they get anxious.
- Second, socially, learners suffering from higher language anxiety have the always try to avoid interpersonal communication more often than less anxious learners. This issue becomes even more prominent when the authentic communicative competence is emphasized in current language education.
- Third, cognitively, FL anxiety can occur at any stage of language learning. Anxiety can become an affective filter that prevents certain information from entering a learner's cognitive processing system. Anxiety can influence both speed and accuracy of learning.
- Fourth, academically, FL classroom anxiety is one of the best predictors of language proficiency. It seems clear that high levels of FL anxiety are associated with low levels of academic achievement in second/foreign language learning

- Finally, personally, language learning experience could, under some circumstances, become a traumatic experience. This kind of unpleasant experience may deeply disturb one's self-esteem or self-confidence as a learner.

Steinberg and Horwitz found that students experiencing an anxiety-producing condition used more concrete oral messages than those experiencing a relaxed condition. These studies indicate that FL anxiety can affect the communication strategies students use in language class. That is, the more anxious student tends to avoid attempting difficult or personal messages in the target language. These findings are also consistent with research on other types of specific communication anxiety (1986, p. 126).

Conclusion

Throughout this chapter we tried to cover the issue of foreign language classroom anxiety in general and the speaking anxiety in particular. We have seen that foreign language anxiety is a significant problem in language classrooms especially in terms of its strong relationship to the skill of speaking a foreign or second language. Therefore, it is important for oral expression teachers to develop an awareness of the phenomenon of language anxiety and to figure out all the important details about it, namely, its nature, sources, types, relations, effects, features..

CHAPTER TWO: THE SPEAKING SKILL

Introduction

Teachers concerned with teaching the spoken language aiming at developing their learner's speaking skill in a good way to reach a satisfactory level of communicative competence. In this chapter, we will deal with the different aspects of the speaking skill in many perspectives.

According to Brown and Yule, speaking is one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop different rates (1999, p.19).

Horwitz and Young reported that a large percentage of language students experienced difficulty speaking in class, struggled to discriminate the sounds and structures of the language, failed to grasp the content of a target language message and forgot information they already knew during an oral exercise due to feelings of anxiety aroused by the context of the language classroom (1991, p.29).

1. Definition of Speaking

Speaking is the ability of using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer .He also says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Florez, cited in Baily, 2005).

2. Speaking as a Skill

The speaking skill involves a communicative ability of producing and receiving information. Byrne states that “Oral communication is tow-way process between speaker(s) and listener(s) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)” (1986, p.8).

Speaker and listener also have the role of negotiation meaning; it is always related to the context in which it occurs, including the participants themselves, the physical environment, their collective experience, and the purpose for speaking.

For Kramsch speaking involves: “Anticipating the listener’s response and possible misunderstanding, clarifying one’s own and the other’s intentions, and arriving at the closest possible match between intended, perceived and anticipated meaning” (1983, p. 367).

The interaction between speaker and listener is a complex process. The speaker has to encode the message he wishes to convey in appropriate way. Being skillful in speaking means being able to produce the expected patterns of specific discourse situations. In other words, it is the ability of deciding what to say in the situation, saying it clearly, and being flexible during a conversation when a difficult situation comes out.

2.1 The Speaking Sub-Skills

Speaking has its own sub-skills different from the other skills. A good speaker must be able to combine this array of skills and knowledge to succeed in a given exchange. Finocchiaro and Brumfit (1983, p. 140), state that learners have to:

- Think of ideas they wish to express, either initiating a conversation or responding to a previous speaker.
- Change the tongue, lips and jaw position in order to articulate the appropriate sounds.
- Be aware of the appropriate functional expressions, as well as grammatical, lexical, and cultural features to express the idea.
- Be sensitive to any change in the “register” or style necessitated by the person(s) to whom they are speaking and situation in which the conversation is taking place.
- Change the direction of their thoughts on the basis of the other person’s responses.

In speaking, the learner has to acquire these sub-skills of knowing what, how, why, to whom and when to say something. Once again, the teachers’ role is to monitor students’ speech production to determine what skills and knowledge they already have and what areas need development. Hence, the responsibility of the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for real life communication.

3. Teaching the Speaking Skill :

Nunan's (2003) Describe what teaching speaking is and he said it is to teach language learners to:

- ❖ Produce the English speech sounds and sound patterns.
- ❖ Use word and sentence stress, intonation patterns and the rhythm of the foreign/second language.
- ❖ Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- ❖ Organize their thoughts in a meaningful and logical sequence.
- ❖ Use language as a means of expressing values and judgments.
- ❖ Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan 2003).

Since we mentioned the teaching of speaking skill, we would like to clarify and mention the distinction between the two terms that are frequently mentioned throughout this work, language acquisition and language learning.

A distinction that has been made since Krashen and Terrell and their acquisition-learning hypothesis. They say that “language acquisition is the natural way to develop linguistic ability, and it is a subconscious process which is realized through communication”. This means that people are “not necessarily aware that they are acquiring language”. In contrast, language learning, learners know about language or formal knowledge of a language. Learning is therefore conscious and refers to “explicit knowledge of rules, being aware of them and being able to talk about them” (1983, p.26).

3.1 Types of Learners

According to Brown (2007) there are two types of learners; extraverts and introverts. Extraverted learners are more proficient and active than the introverted ones as Brown believes. They behave in an extraverted manner and can engage easily with other learners and participate freely during a classroom discussion. Moreover, they learn best when they can work in groups and learn by trying something themselves, instead of watching or listening to others when they have difficulty with understanding; they prefer to exchange their ideas with others (2007).

According to Myer (1995, p.77), the introverts' main focus is in the internal world of ideas and act, whereas the extraverts' primary focus is in the external world of people and activities i, e they enjoy to interact with others and exchange ideas with them. The Table (01) below explains and illustrate the main difference in details.

Extraversion	Introversion
<ul style="list-style-type: none"> • Prefer the outer world of people and thing to reflection. • Active. • Gain energy from others. • Want to experience things in order to understand them. • Work by trial and variety. 	<ul style="list-style-type: none"> • Prefer reflection and the inner world of action. • Prefer writing to talking. • May enjoy social contact but need to recover from it. • Want to understand something before trying it. • Like a quiet space to work in.

Table 01: Differences between Extraversion and Introversion Source: Myer (1995,p.77).

3.2 Learner Styles

Wright describes four different learner styles within a group (cited in, Harmer, 2001, p.42). The first one is the 'enthusiast' who sees the teacher as a point of reference and is always concerned with the learning group goals. The 'oacular' also focuses on the teacher but is more oriented towards the satisfaction of personal goals. The third one is the 'participator' who always tend to concentrate on group goals and group solidarity, whereas the fourth and last type is the 'rebel', the one who while referring to the learning group for his/her point of reference, is mainly concerned with the satisfaction of his/her own goals.

4. Functions of Speaking

Brown and Yule (1983) also consider the distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the

maintenance of social relationships and the differences are shown in details below (cited in Richards 2008, p.21) :

4.1 The Transactional Function

Examples of talk as transaction are (cited in Richards 2008, p.21):

- Classroom group discussions and problem-solving activities
- A class activity during which students design a poster
- Discussing needed computer repairs with a technician
- Discussing sightseeing plans with a hotel clerk or tour guide
- Making a telephone call to obtain flight information
- Asking someone for directions on the street
- Buying something in a shop
- Ordering food from a menu in a restaurant.

4.2 The Interactional Function

The main features of talk as interaction can be summarized as follows (cited in Richards 2008, p.21):

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker's identity.
- May be formal or casual.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Employs many generic words.
- Uses conversational register.
- Is jointly constructed.

5. Aspects of Speaking

Brown states that there are three aspects of speaking (2000). Namely, rhythm/intonation, fluency and accuracy. Fluency conveys the speaker's ability to articulate the words clearly. Accuracy is defined as the speaker ability in using the words naturally and the intonation is the quality of language that includes both rhythm and melody, and is produced by tonal height and depth along with stress, volume and varying length of pause.

6. Speaking Knowledge Areas

Burkat (1998) says that speaking has three knowledge areas:

- **Mechanics** : Mechanic involves pronunciation, grammar and vocabulary
- **Function** : Involves interaction and transaction
- **Social cultures**: consist of turn taking, rate of speech, length of pauses between speakers, relative roles of participants.

It can be inferred that debate is appropriate to the speaking knowledge area. The educational debate, does not concern mostly to the argument otherwise to the use of language. Mechanics are involved in manner elements of the educational debating method. Meanwhile the method criterion in debate involves interaction, turn taking, and rate of speech, timing and relative role of speakers.

7. Basic Features of Speaking

Research has also thrown considerable light on the complexity of spoken interaction in either a first or second language. For example, Luama (2004 cited in Richards 2008, p.19) cites some of the following features of spoken discourse:

- Composed of idea units (conjoined short phrases and clauses).
- May be planned (e.g., a lecture) or unplanned (e.g., a conversation).
- Employs more vague or generic words than written language.
- Employs fixed phrases, fillers, and hesitation markers.
- Contains slips and errors reflecting online processing.
- Involves reciprocity (i.e., interactions are jointly constructed).
- Shows variation (e.g., between formal and casual speech).
- Reflecting speaker roles, speaking purpose, and the context.

8. Styles of Speaking

Characteristics of speakers who are regarded as proficient are often termed as good, fluent, knowledgeable, bilingual, competent and so on. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences:

- Got the time?
- I guess it must be quite late now?
- What's the time?
- Do you have the time?
- Can I bother you for the time?
- You wouldn't have the time, would you?

Lexical, phonological, and grammatical changes may be involved in producing a suitable style of speaking, as the following alternatives illustrate:

- Have you seen the boss? / Have you seen the manager? (lexical)
- Whachadoin? / What are you doing? (phonological)
- Seen Joe lately? / Have you seen Joe lately?

In a speech event, the perceptions of the social roles of the participants are reflected by different speech styles. If the speaker and hearer have equal status, the speech style will be characterized by casualness that stresses appropriate belonging and solidarity. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978. Cited in Richards 2008, p. 21).

9. Elements of Speaking Skill

According to Harmer (2001, p.269), there are seven (7) elements in spoken language:

- Connected speech: It means that good speaker should be able to sounds words correctly and connect sounds of words to each other
- Expressive device: it means that speakers are able to show their feelings by using pitch and stress of particular parts of utterances appropriately.
- Lexis and grammar: speaker can use phrases in appropriate way depending on the language function.
- Negotiating language: speaker can make clarification and display good talking structure by creating effective speaking
- Language processing: putting language into coherent order so that it comes out forms that not only comprehensible, but also convey the meaning that are intended.

- Interacting with others: speaker ability to involve a good deal of listening, an understanding of how the other participants are feeling and a knowledge of how linguistically to take turns or allow others to do so
- Information processing: speaker's very culture-specific instant response; the ability of the speakers to process the heard information the moment they get it, the longer it takes time the less effective instant communicators they are.

10. The Importance of Speaking Skill in TEFL

According to Ur speaking seems intuitively the most important skill among the four skills [listening, speaking, reading and writing]: When we say someone knows a language is referred to as a speaker of the language, as if speaking included all other kinds of knowing (2000, p. 12).

Baker and Westrup (2003, p. 05) say that the significance of speaking is with the integration of the other language skills. For example, through speaking students can develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can tell stories, request, inform or explain, converse and discuss, express their personal feelings, opinions or ideas i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

11. Learners' Communication Strategies

In a narrow sense communication strategies can be defined as the techniques one uses when facing problems in the process of achieving a communicative goal. In a broad sense, however, communication strategies refer not only to the problem-oriented techniques but also to those general techniques one employs to attain a special communicative goal. (Oxford Study Dictionary, 1991, p. 644).

Perhaps because of the problems of the definition, there is no generally agreed typology of communication strategies. Various typologies have been proposed by (Tarone 1980, Faerch & Kasper 1984 and Bialystok 1990). Regarding "interaction" as one of her principle in defining

communication strategies in functional terms, Tarone provides us a typology as set forth as the table below shows (1980, p.429).

Paraphrase	Approximation	The use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g. “pipe” for “waterpipe”).
	Circumlocution	The learner describes the characteristics or elements of the object or action instead of using the appropriate TL structure (“She is, uh, smoking something. I don’t know what’s its name. That’s, uh, Persian and we use in Turkey, a lot of”). The learner makes up a new word in order to communicate a desired concept (e.g. “airball” for “balloon”).
	Word Coinage	
Transfer	Literal Translation	The learner translates word for word from the native language (e.g. “He invites him to drink” for “They toast one another”). The learner uses the NL term without bothering to translate (e.g. “balon” for “ballon” or “tirtil” for “caterpillar”).

	Language Switch	
Appeal for Assistance		The learner asks for the correct term or structure (e.g. “What’s is this?”).
Mime		The learner uses nonverbal strategies in place of a meaning structure (e.g. clapping one’s hands to illustrate applause).
Avoidance	Topic avoidance	The learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known.
	Message abandonment	The learner begins to talk about a concept but is unable to continue due to lack of meaning structure, and stops in mid-utterance.

Table 02: Learners’ Communication Strategies

Source: Tarone (1980, p.429)

12. Speaking Vs Writing

Brown and Yule make an important distinction between spoken and written language. They pointed out that language teaching has been concerned with the teaching of written language; this language is characterized by well-formed sentences, which are integrated into highly structured paragraphs (1983, p.6.).

Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap between one speaker and another and speakers frequently use non-specific references (Brown and Yule,

1983, p.6). Van Lier (1995:88) also highlighted the difference between speaking and written and he says that they differ in many ways, and here are some key contrasts shown in table below:

Spoken language	Written language
<ul style="list-style-type: none"> ➤ Auditory ➤ Temporary: immediate reception ➤ Prosody(rhythm, stress intonation) ➤ Immediate feedback ➤ Planning and editing limited by channel 	<ul style="list-style-type: none"> ➤ Visual ➤ Permanent: delayed reception ➤ Punctuation ➤ Delayed or no feedback ➤ Unlimited planning, editing, revision

Table 3: Differences between the Spoken and Written Language

Source: Van Lier (1995, p.88)

13. Speaking Vs Listening

Speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate.

Redmond and Vrchota (2007 , p.120) say that “speakers are at the mercy of listeners.” In other words the speaker has a necessity to a listener because speaking is rarely carried in isolation. Moreover, the listening skill involves an array of perception processes, evaluation, interpretation, recalling, retaining, and reacting to the speakers. Thus, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

14. Problems of the Speaking Skill

Burns and Joyce (1997, cited in Nunan 1999, p.231) classify three factors of students’ unwilling to participate in classroom activities, especially in speaking. The factors are:

- Cultural factors: the prior learning experiences of students and the students’ expectations.
- Linguistic factors: learners have not been having sufficient knowledge to transfer their

ideas from their own native language to English.

- Psychological/affective factors: Anxiety, which is our main point in this work to be discussed), lack of motivation, culture shock, negative experience from previous learning.

Foreign Language Learners' speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice.

Luama (2004, p.1) argues that speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop. The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

Foreign language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005).

15. Oral Proficiency

For Stern, proficiency means the actual performance of a learner in a given language, and it involves the mastery of:

- The forms,
- The linguistic, cognitive, affective and socio-cultural meanings of those forms,
- The capacity to use the language with focus mainly on communication and minimum attention to form, and
- The creativity in language use.

Based on the definitions above, we may interpret communicative language ability (or communication by means of language use) as constituted of two components: linguistic proficiency and communicative proficiency (1983).

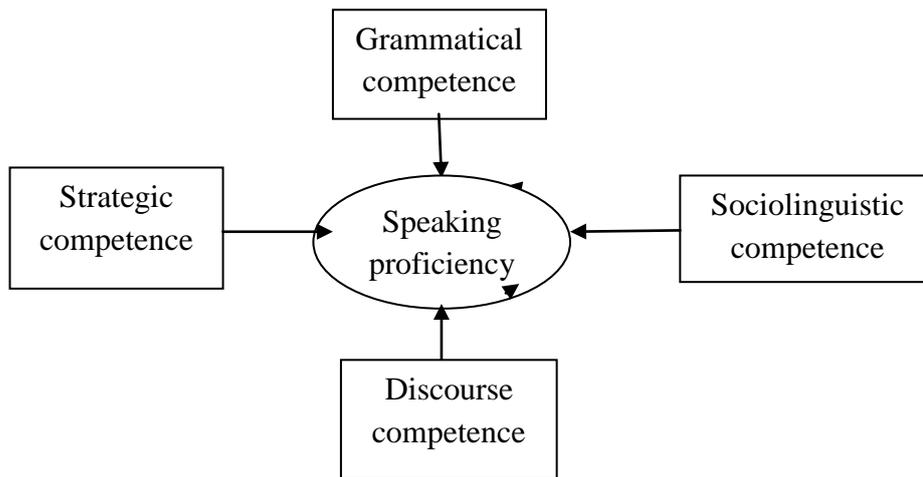


Figure 1: Speaking Proficiency and the Components of Communicative Competence

Source: Shumin (2002, p.207)

In the figure above, speaking proficiency is influenced by all four components of competence. The first component is linguistic competence (Savignon, 1983, p. 36), that is, the ability to perform the grammatical well-formedness. It is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. In the case of speaking activities, grammatical competence enables speakers to use and understand English-language structures accurately, which in turn contributes to their fluency.

The second component is sociolinguistic competence, which requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of interaction (Savignon, 1983, p.37). This competence helps prepare speakers for effective and appropriate use of the target language. They should employ the rules and norms governing the appropriate timing and realization of speech acts (Shumin, 2002, p. 207). Understanding the sociolinguistic side of language enables speakers to know what comments are appropriate, how to ask questions during interaction and how to respond nonverbally according to the purpose of the speaking.

The third component is discourse competence. This is concerned with the connection of a series of sentences or utterances, or intersentential relationships, to form a meaningful whole (Savignon, 1983, p.38). To become effective speakers, students should acquire a large repertoire of structures and discourse markers to express ideas. Using this, students can manage turn taking in communication.

The fourth component of communicative competence is strategic competence, that is, the ability to employ strategies to compensate for imperfect knowledge of rules (Savignon, 1983, p .39).

Conclusion

This chapter was devoted to the speaking skill. We tried to give a clear image about its aspects, elements, problems and mainly relations to other skills. Furthermore, we wanted to highlight oral proficiency and its stages. It is assumed to be a difficult skill in contrast to listening, reading or writing, therefore, it requires a particular attention to the way it is being taught because

**Chapter Three: The Role of Oral Expression
Teacher in Lowering EFL Learners' Speaking
Anxiety**

Introduction

In order to lower anxiety and help students speak better, most literature findings concluded that the teacher has a vital role to play. Taking a lead in creating supportive, interpersonal, caring, empathetic, and enthusiastic atmosphere in the academic setting for optimal learning process and providing personal help to students so that they can cope with their oral classroom anxiety.

The primary role in reducing speaking anxiety belongs to the teachers who organize, conduct the tasks and evaluate students' performance. Horwitz, Horwitz and Cope (1986, p.131) state: "In general, teachers have two options when dealing with anxious students: they can help them learn to cope with the existing anxiety provoking situation or they can make the learning context less stressful".

In other words, teachers of oral expression can help students reduce their anxiety levels by focusing on the students' characteristics that are causing the anxiety, as well as by focusing on what teachers do and what goes on inside the classroom. The first step to reduce speaking anxiety is to raise teachers' awareness about their vital roles they can do with learners and harmful manners to avoid

1. Characteristics of an Effective Oral Expression Teacher

Teacher of oral expression, in a broad sense, 'facilitator' of learning, may need to perform in a classroom a variety of specific roles, separately or simultaneously (Littlewood, 1981, p. 92), however, together with the untraditional arranging of the furniture in class and student-centered focus on teaching process, can make the communication and cooperation during the language lessons more comfortable and season the lessons with friendly, positive and creative atmosphere.

1.1 Teacher as a Motivator:

Harmer (2001, p. 51) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something". Many learners are extrinsically or intrinsically motivated. So teacher in oral expression should take into consideration these two different terms.

Motivation also can be seen as those affective characteristics which orient the student to try to acquire elements of the foreign/second language, and include desire the students have

for achieving a goal and the amount of effort he expends in this direction." (Gardner in Gils & Clair, 1979, p. 179)

Crookes and Schmidt (1991) also suggested that motivation to learn a language has both internal and external features, Crooks and Schmidt identified four areas of second/foreign language motivation:

- The micro level: it involves the cognitive processing of the input. At the micro level the learner motivation is evidenced by the amount of attention given to the input.
- The classroom level: it includes the techniques and activities employed in the classroom.
- The syllabus level: it refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students.
- The level involving factors from outside the classroom. They involve informal interaction in the L2 and long term factors.

1.1.1 Extrinsically Motivated Students

Those are Students who want to learn a language so as to attain some goals, such as succeeding in an exam, obtaining their driving license, or even having training abroad in a highly regarded university. Extrinsic motivation is caused by many external factors.

Slavin (2006 ,p. 336) speaks about enhancing extrinsic motivation and affirms that "Classroom instruction should enhance intrinsic motivation as much as possible". That is to say, teachers should do their best during the oral expression lesson in way to gain the students' attraction and inquisitiveness about it. Slavin (2006) believed that "arousing interest" in the students is of vital importance. He assumed that teachers should give their learners the opportunity to choose how to study (in pairs, or in groups).

Moreover, teachers ought to maintain the student's curiosity; OE teachers should use idiomatic expressions or proverbs in particular situations to push students figure out why the teacher used this idiomatic expression or proverb in this context and not in another. In addition to that, teachers are asked to use a variety of interesting presentation modes. This means using songs, films, guest speakers, demonstrations, computers, language games, role plays, and so forth. Such activities should be well planned to meet with the course objectives. Furthermore, teachers should "help students set their own goals" by encouraging them to work firmer to reach the aims they set (Slavin 2006).

1.1.2 Intrinsically Motivated Students

In contrast to extrinsic student, intrinsic ones just crave for learning a language. As it was explained, intrinsic motivation comes from within the individual. In short, to help the second language learning process

What concerns the enhancing of intrinsic motivation, Teachers should provide students with extrinsic stimulants. Slavin (2006, p.348) defined an extrinsic stimulant as “a reward that is external to the activity, such as recognition or good grade.” He proposed a range of extrinsic stimulants that can sustain motivation in students which teachers should constantly use.

OE Teachers should “express clear expectations” about the tasks they want their students to achieve to help them get the convenient reward (mark, praise). In addition to that, teachers are asked to provide learners with “clear, positive, immediate and frequent feedback”. Feedback, as defined by Slavin (2006, p. 340), is “information on the results of one’s efforts”.

Furthermore, OE teachers should “increase the value and availability of extrinsic motivators”; i.e. students “must value incentives that are used to motivate them.” (Slavin, 2006, p. 341) a number of learners may not be concerned about the teachers’ reward (golden stars, good marks, praise).

1.2 Teacher as the Students’ Confidence Builder

As it is proved that foreign language anxiety affects more the students who have a low self confidence (see chapet1) teachers are asked to take this into consideration and boost their students self confidence. Young suggested that the OE teacher can build confidence by acting more as an advisor, or even a friend and less like an authority figure making them perform (1991, p.432). Instead of viewing his/herself as the expert whose task is to transmit knowledge and leaving learners "silenced and powerless" (Auerbach, 2001 ,p.145) the teacher can adopt the role of facilitator, in order to empower learners to take charge of their learning.

Another way to increase confidence is by using cooperative rather than competitive goal structures. Collaborative tasks in which all parties provide certain information create positive interdependence between students. Through scaffolding, students use collective resources to "jointly manage components of a task to distinguish between what they have produced and what they perceive as an ideal situation" (Ellis, 2003, p.193).

1.3 Teacher as an Advisor

The teacher acts as an advisor during communicative activities (Larsen-Freeman, 1986:130). In other words, the teacher is available as a source of guidance, helps and for some students may even become an important psychological support. Students should have the impression that the teacher is really listening to them and understands what they are saying. It can be discussing learners learning problem in form of advices that can help them cope with their anxiety and facilitate their acquiring the speaking skill.

When The OE teacher understands how students feel, he/she can help students to overcome their negative feelings, which might block their learning (Larsen-Freeman, 1986:97). Besides, he/she can monitor students' strengths and weaknesses and oversees the students' learning, so that they could form a coherent progression, leading towards greater communicative ability (Littlewood, 1981:19). Larsen-Freeman also points as one of the teacher's major responsibilities to establish situations likely to promote communication (1986:129).

1.4 Teacher as an Organizer

Harmer also sees that the teacher as an organizer is one of the most important roles. He claimed that the teacher first thing to do when organizing something is to get students involved, engaged and ready. He meant that the teacher when he/she is playing the role of an organizer, he/she have to make things clear and make the students feel that any new things are going to happen and the activity will be enjoyable or interesting or good for them (2001, p.59).

Through analyzing the students' answers in the giving questionnaire we discovered the importance of this role. Many students emphasized about the well organization of all the classroom procedures in general. Thus, The teacher works as an organizer, who organizes the activities so that the students can practice in pairs or groups, and as a monitor, as he/she has to carry out some checking while they are accomplishing tasks whereas in group activities, the role is of manager and consultant, because the teacher has to set up the activities and to offer advice or provide necessary language items if the students need and ask for them.

1.5 Teacher as an Observer

Observing what students do while they are involving in oral performance, Harmer says that OE teachers should be careful not to be too intrusive by hanging on the students every word, by getting too close to them, or by officiously writing things down all the time. Above all, he adds OE teachers should avoid drawing attention to their selves since to do so may well distract the students from the task they are involved in. Besides, when teachers are taking notes on students' performance, either as whole class, or for individual students, it is preferable for taking not only for what students get wrong but also what they do right (Harmer,2001, p.62).

1.6 Teacher as Prompter

Harmer (2001, p.60) explains the role of prompting by giving an example when the student in oral expression is involved in a role-play, he advices teachers if the students lost thread of what is going on, or they lost for words, to hold back and let them work things out for themselves or, instead, 'nudge' them forward in a discreet and supportive way. He also added that while OE teachers need to prompt their students, they need to do so sensitively and encouragingly, but above all, with discretion.

1.7 The role of Teacher's Sociability

Considering learning as a social and interpersonal process between the teachers and students is the current thinking about learning in 21st century. It goes as much by social, cognitive and situational factors. In this view, teaching and learning formalize a social process of communication that occurs in a social interpersonal environment. In other words, the academic settings, where a structure of social and interpersonal interactions develops and evolves affecting learners' behaviors and perceptions towards the learning process. Therefore, the academic setting is the place where students and teachers make sense of who they are and what they are expected to do (Harkin, Turner, and Dawn's, 2001, p.82-84).

Teachers' sociability refers to the positive social behaviors teachers show towards their students in the academic settings, as a professional attitude or stance towards learners to encourage their autonomy, raise their engagement, and improve their performance (Harkin, Turner, and Dawn's, 2001, p.82-84).

Pragmatically, it is impossible for teachers to establish friendship with all learners; there are too many of them and they change every year. Besides, it is not meant by sociability,

establishing a typical friendship as that one we find between learners. But it is meant with teacher's sociability as being friendly, liking students, making some self disclosure, , sharing close caring, understanding, attentiveness, being empathetic, enthusiastic, constructed, and having respectful interpersonal relationships in favor of teachers. Thus, Harkin et al assert all the least and most affective interpersonal qualities learners see as desirable qualities for their willingness to be fully engaged with fewer rates of fears or anxiety, in the learning process, particularly, within an oral expression subject as far as the reach is concerned. (Harkin, Turner, & Dawn, 2001,p, 82- 84) .

Professionally, this means it is very limited and may be demonstrated by relatively simple meaningful acts such as using personal names, friendly smiles, encouraging words, phatic communion, caring and understanding students...etc. These are the small courtesies of everyday interaction and are as important in the classroom as in the rest of life because the relationship between the learner and the teacher is central to the learner's experience (Harkin, Turner, & Dawn, 2001,p, 82- 84).

Learners with emotional and behavioral difficulties, like FL anxiety, are particularly in need of teachers who will pass time with them outside formal teaching, acknowledging them as persons and boosting their self-esteem. For all learners, the process of education is as or more important than the subjects taught (Harkin, Turner, & Dawn, 2001,p, 82- 84).

1.7.1 Teacher-Learners Relationship

Collins & Green (1992) (cited in Marisa & Ryberg, 2004, p. 3) explain: Together, teacher and students develop and evolve a social structure that establishes social norms, permissible behaviors, interpersonal relationships, etc. In this context of social interaction, participants foster the learning process through social exchanges (such as give and receive feedback, guidance, encouragement, etc).

In other words, the development of a social structure in the academic setting, where teacher are likely to be more sociable, they tend to build close interpersonal relationships with their learners, without strict intellectual boundaries, through adopting a more affective, humanistic, and social behaviors like showing concern and knowing students beyond the classroom, caring, attentiveness ,understanding, in addition to showing enthusiasm and empathy, figuratively being able to stand in the students' shoes.

1.8 Teacher as Facilitator

As Horwitz, Horwitz, and Cope (1991) emphasized, Teachers of OE should help anxious students cope with existing anxiety-provoking situations and attempt to create a motivational and a less stressful context of learning. Creating a low-anxiety classroom atmosphere is clearly an important necessity to language learning success.

The teachers can help their students' overcome their anxiety by asking them to explain how do they feel in the classroom so they can see that others often share the same apprehensions. If teachers help learners to recognize their fears and realize that this anxiety situations are just temporary, students can learn to interpret such situations in realistic ways, and thus may choose to approach, rather than avoid, situations that need collaboration and interaction in the classroom (Dornyei, 2001, p.91).

Teacher acts like a facilitator can be in various situations. discussing with learners all what concerns their learning is one of these situations. Therefore, learners can conclude the types of activities that they see that are helpful for them, and evaluate suitable tasks for their learning. Besides, teachers can discover their students' beliefs about preferred ways of working, individual learning purposes and personal definitions of appropriate content. After establishing appropriate activity criteria, teachers can encourage learners to work together to design and develop new activities for themselves and for each other with a view to meeting students' individually identified learning needs. (Oxford, 1999, p.67)

Teachers help students access to communication by making them develop positive expectations about engaging in communicative behaviors that work. So they can be permanent participants in teachers' communicative repertoire. Teachers need to encourage strategic and communicative competencies so that students can access to a communication "first aid kit" that can be called into action when conversation breaks down. Teaching both learning and communicative strategies, which will help them to develop realistic expectations and achievable goals, can eventually raise learners' self-efficacy.

Pair work provides a relatively stable environment in which to enhance skills without the absolute necessity for accuracy. Students become even more nervous when faced with randomness and when they are not able to predict, which can turn an easy question from the teacher into a nightmare experience. Like these students in this case would benefit from pair

work situations, where comparisons of capability are "operating at a more comfortable level" (Gardner and Lalonde (1990, p.219).

2. Creating a Positive Atmosphere

Lynch highlights the significance of a positive classroom atmosphere for reducing foreign language anxiety and developing successful communication skills. "learners are not neutral pawns in the teacher's game, but individuals with positive and negative feelings about themselves and others...one of the skills of teaching is knowing how to create a positive atmosphere"(in Arnold 2003:5).

Oral expression teachers need to worry less about materials, techniques and lesson plans and more about what goes on 'inside and between students in the classroom' (Stevick in Arnold 2003 :5). Dornei and Malderez suggest that teachers use seating arrangements which encourage eye contact, the formation of intermember group relationships and greater interpersonal involvement. (1997:75)

Dornei and Malderez say that for anxiety arising from classroom procedures, teachers are asked to try to make the classroom as friendly and relaxed as possible. Teachers should be warm and personable and reward effort, risk-taking, and successful communication. It is strongly recommended that teachers use pair/group work as much as possible. This serves two purposes:

- It allows all the students to get more practice with the language,
- It takes the burden off the individual student to perform in front of the whole class and allows more student-student interaction (1997:75).

2.1 Creating students' sense of belonging and involvement

Rivers (in Young 1999:5) states that the classroom atmosphere must be one of acceptance and mutual respect, where students appreciate other students, teachers appreciate students and students appreciate the teacher.

Various classroom activities can be used to reduce speaking anxiety such as group work, journal writing and discussing language learning. The emphasis should primarily be on conveying 'personal meaning' ,when learners merely repeat phrases in a mechanical way

there is no real engagement or involvement in the task and students are quick to sense the falseness and irrelevance of the situation (Arnold 2003:9).

The teacher's behavior can also affect classroom language anxiety levels. Teachers need to practice positive error correction and show empathy, acceptance, patience, understanding and tolerance. Dornyei and Malderez (1997:76) state that the traditional authoritarian role of the teacher is undesirable as 'it does not allow the group to structure itself organically, nor for the members to share increasing responsibility' in the language learning process.

2.2 Teacher's Sense of Humor

Teachers advocating the use of humor in teaching have claimed that humor not only promotes a positive, enjoyable atmosphere in the classroom but also helps students to learn and retain information better, leading to higher levels of academic performance. (Rod, 2006:354)

Telling jokes is type of teacher's sense of humor, joke initially reduces feelings of anxiety. The pleasure of a joke derives from this sudden reduction in anxiety, and the greater this reduction, the greater the pleasure and mirth (Rod, 2006, p. 38)

Humor serves important functions as to facilitate cooperation and including silent students in a group, to strengthen solidarity and relationships among students and with their teacher too. Humor serves also as a mode of communication that is useful for expressing potentially risky messages in the ambiguous context of work. It may be used to lessen or to reinforce status differences, to express agreement or disagreement. As such, humor can be used to convey many different types of messages and to achieve many different goals (Rod, 2006, p. 369).

2.3 Benefits of Humor in Oral Expression

Psychological studies have proved that the use to humor in the classroom produces an increase in positive affect and mood. The perception of humor invariably also evokes a pleasant emotional response, at least to some degree (Szabo, 2003 cited in Rod, 2006, p.7).

High seriousness is undoubtedly not a bad element in the class but in language learning class humor could also play very effective role in the learning of a target language, like English, as previous research showed that humor can be beneficial to classroom learning (Cornett, 1986; Fisher, 1997).

- First, the inappropriate mental associations that are an inherent characteristic of humor may facilitate the process of cognitive elaboration, helping in the storage of information in long-term memory.
- Second, the positive emotion accompanying humor (i.e., mirth) may become associated with the overall learning experience, giving students a more positive attitude toward education in general and increasing their motivation to learn, resulting in higher academic achievement.
- Third, the novelty and emotionally arousing properties of humor may help to attract and sustain students' attention onto the lesson, thus facilitating acquisition of information.

2.4 The Role of Oral Expression Teacher's Sense of Caring

Caring is an act of showing the best to students through affirmation and encouragement (Stronge, 2007:22). Obviously, the characteristics of caring go well beyond knowing the students, including qualities such as patience, trust, honesty, and courage. Specific teacher attributes that show caring include attentiveness, gentleness, understanding, knowledge of students as individuals, nurturing, warmth and encouragement. Students who perceive their teachers as caring tend to engage more with the content, take intellectual risks, and persist in the face of failure.

Oldfather & McLaughlin (1993, p.39) explain that Caring teachers may create space for relationships in the classroom by using strategies such as personal disclosure, where they share information about themselves. They establish a climate in their classroom where students have an authentic voice. In contrast, teachers who do not approach emotionally or develop differential relationships with their students are less likely to be viewed as caring teachers.

Another way of showing the teacher sense of caring towards his/ her learners is knowing students both formally and informally as Stronge postulates. This has a pervasive positive impact on learners' personality and learning (2007, p.24).

2.5 Providing Positive Feedback

Tsui says that teachers need to encourage students to recognize their language learning fears and situations that provoke anxiety for them, especially as constant error correction serves as "a form of mild public humiliation" (1996, p.146). However, teachers can reduce

such embarrassment by using a modeling approach to correction, whereby students are not spotlighted during feedback.

The teacher first acknowledges that the learner has conveyed a meaningful message, and then repeats the student's utterance using grammatically correct forms. This encourages the student to recognize discrepancies without a feeling of having been admonished. If teachers reward successful communication, they send the message to their students that there is more to language learning than just grammatical rules and forms.

Rardin (in Young 1992, p.166) also added that foreign language anxiety can be reduced by adopting the attitude that errors are a natural part of the learning process. states that 'the teacher's understanding of the students' struggles can reduce barriers...in a trusting atmosphere, one is able to unselfconsciously focus on the language and all one's energies can be directed towards being and learning rather than keeping an arsenal in reserve to protect oneself against making mistakes and appearing foolish'

3. Practical Methods for Overcoming Oral Test Anxiety

Phillips (in Young 1999, p.39) states that during language testing, numerous types of anxiety identified in the literature come into play such as language anxiety, test anxiety, communication apprehension and the fear of negative evaluation. It is important that teachers test what they teach and designate marks on a test for the conveyance of meaning and content and not just for grammatical correctness.

The experience of oral testing in particular can be so traumatic that it lowers self-esteem and makes the academic evaluation system seem 'inhuman' (Alcala 2002, p.1). It is imperative that language instructors find ways to evaluate students without inducing high levels of anxiety and while still maintaining a positive, effective climate.

Alcala states that in the period of time before the oral test, OE teachers should familiarize students with the exam format, the type of rating system to be. The best types of oral tests are those that are interactive and involve the negotiation of information between the examiners and the student such as an oral interview or a dialogue (2002, p.1).

Huelsman found a tendency for warm behavior on the part of the instructor during oral tests to be associated with more output from students and higher exam scores 'something as

simple as an encouraging smile before the test begins might diminish the ominous atmosphere...associated with oral evaluation'(in Phillips 1991, p.12).

During oral tests, examiners need to be careful to accommodate their speech to the student's language level, reduce the speed of their utterances and try to have a 'real' conversation (Alcala 2002, p.3).

4. Embedding Humanistic Techniques

These techniques entail teachers to establish good rapport with students, accept them as individuals, tolerate their mistakes, and create a supportive and relaxed classroom environment. These measures could specifically minimize fear of committing mistakes, negative evaluation by teachers and peers, social comparison and competition, which can result in high student participation in speaking activities (Underhill 1989, p.253).

The conduct and selection of activities are also of great importance in decreasing the level of anxiety, as some activities tend to cause tension and distress on students. The activities should be centered on students' interests and be appropriate for their proficiency levels. Given that each student has individual differences, provision of various activities is recommended to encourage each student in cooperation to raise their voice. Activities conducted with peers may lessen tension and increase attendance to tasks because collaborating rather than competing with others makes anxious students feel less threatened (Underhill 1989, p.253).

Moskowitz (1978, p.14) illustrates that the use of humanistic techniques in the language classroom represent a way of 'getting in touch with the strengths and positive qualities of ourselves and others'. In humanistic language classrooms, students sit in groups, the instructor is a facilitator and guide, there is an emphasis on oral communication within a cooperative group setting and affective needs are always taken into account.

Crookall in Horwitz and Young (1991, p.143) explain that there is a difference between a traditional language classroom and a humanistic language classroom in terms of seating arrangements, the role of the instructor and the activities that take place. In traditional language classrooms, the students sit in rows, the instructor is the sole authority in the class, there is little oral communication, little or no group activities and affective needs are not taken into account. Humanistic techniques refer to classroom activities which lead to:

- Active student involvement in learning and in the way that learning takes place
- A view of education as a life-long process
- The development of human values
- A greater sensitivity to human feelings and emotions
- An emphasis on the whole-person as a composite of cognitive and emotional behavior
- A growth in self-awareness and in the understanding of others
- Self-empowerment and self-actualization

Humanistic values emphasize the importance of teachers assisting students in a sensitive way so as to enhance their understanding of a topic and their perception of being successful at the learning task, for example: a humanistic language instructor does not view errors as the result of faulty learning but as outcomes of students' efforts to learn which can be used to guide and direct the students' language learning (Underhill 1989, p.253) in the required direction.

4.1 General Instructions of Humanistic Techniques

Below we listed a set of a very important teachers' humanistic techniques as they are written in; Underhill (1989), Little and Saunders (in Young 1999), Moskowitz (1978), Dornyei and Malderez (1997), Long and Porter (1985), Bejarano (1987):

- Group awareness is a humanistic technique which involves students working in small groups on a variety of classroom tasks in order to create a sense of belonging to a community of learners involved in the pursuit of a common goal. Group work increases the amount of time students have for practicing their oral communication skills and provides a supportive framework for oral preparation and presentation.
- The group is a powerful entity whose characteristics have a major impact on the productivity of learning. The use of group work in the language classroom can make classroom events appear less threatening and create cohesive, creative and well-balanced groups.
- Students in humanistic classrooms make use of their life experiences, interests, opinions, feelings and ability to make meaningful connections in their minds so as to empower themselves to achieve their language learning goals.
- Instructors should be warm and approachable and reward effort, risk-taking and successful communication.

- Creating a sense of belonging to a supportive group working towards a common goal
Language teachers can create a sense of belonging to a supportive community working towards a common goal by means of cooperative learning activities, group seating arrangements, group discussions and the creation of a sense of collective achievement rather than a sole focus on individual achievement.
- Humanistic instructors emphasize meaning rather than mistakes.
- Underhill (1989:258) states that humanistic instructors are able to be their authentic selves rather than playing the role of teacher.
- They respect and accept students in an unconditional way and are empathic in the sense of understanding what the language learning experience must be like for the student in his or her subjective world.
- Little and Saunders (in Young 1999:129) state that students must become a ‘community of learners’ because the existence of a classroom community, who sincerely strive to reach their goals, feeds the ‘desire for authentic communication’.
- Moskowitz (1978:1) states that as language instructors, we have a responsibility to change the ‘stereotypes of the language class’ and help our students become the best language learners they can be.
- Affect is the most important factor in learning as people learn through feeling emotion and experiencing things in the mind (Moskowitz 1978:1).
- Language learners need to feel relaxed, develop their self-confidence, develop positive attitudes towards language learning and be involved intellectually, aesthetically and emotionally in the learning experience.
- Experiential awareness is a humanistic technique which involves:
 - Raising awareness of the nature of the language learning process
 - The discovery and correction of erroneous beliefs about language learning
 - The use of journals to pinpoint positive and negative experiences related to using the target language inside and outside the language classroom and as a means of self-expression.
- Dornyei and Malderez (1997:77) state that group work ‘promotes classroom interaction’ as it encourages people to interact with each other and build strong interpersonal relationships. A mixture of pair and small group work allows for contact and interaction between all group members which helps students to overcome their inhibitions and feelings of anxiety.

- Bejarano (1987:483) investigated the effects of two small group cooperative techniques and the whole class method on academic achievement in EFL learning. Both group methods registered significantly greater improvement than the whole class method on the total score of the achievement test.
- A small group provides a relatively intimate setting and a supportive environment in which to practice new language skills (Long and Porter 1985:211). Working in groups reduces the ‘audience effect’ of the language class, the anxiety created by the listening instructor as ‘judge’
- Group work can be used as a means of increasing students’ opportunities for oral communication practice. Long and Porter (1985:208) propose that one of the main reasons for low-achievement by many EFL/ESL students is simply that ‘they do not have enough time to practice the new language’.
- OE teachers need to work hard at creating group cohesion and presenting activities in a positive and sensitive manner so that the small group is perceived as a supportive framework in which all participants can relax and feel comfortable to practice oral skills without the sense of ‘performing’ in front of a critical audience.
- Oral presentation topics should be given to students some time before the final examination and once students have chosen their topics, class time can be allocated to allow students to practice presenting their oral within the supportive framework of their group.

5. Creative Teaching

After mentioning all the above positive teacher characteristics and the different techniques, we hereby want to encourage creativity in the classrooms because we believe teachers are responsible to create places in which students learn to think, and places in which thinking can be joyful.

Few critics would argue that classroom settings should teach students to think critically and understand deeply. There is abundant evidence to suggest that the strategies that support creativity: solving problems, exploring multiple options, and learning inquiry, also support depth of understanding. But in addition, joy matters. We don’t believe that any good teacher can limit his or her responsibility to the transmission of content.

Leman illustrates by saying: “In schools, we aren’t punching out widgets; we are nurturing young people” (2000). In my view, an essential part of preparing students for life is helping them Creative Teaching To Increase Students’ Learning And Achievement.

See that life is interesting and filled with the potential for joy. One way we do that is to help them experience creativity. It would seem if we want our young people to be successful in the world they will inhabit, they will need more than the knowledge we can measure on traditional tests. They will need the skills, attitudes, and habits required for solving problems unimaginable today. They will need to see varied viewpoints and understand people across the globe. They will need to think flexibly and with imagination. They will need to be creative.

6. Common Issues Oral Expression Teachers to Avoid

The first step to reduce speaking anxiety is to raise teachers’ awareness about their harmful manners towards learners. These might include ways of error correction, comparing students to each other, forcing students to talk, humiliating students. Do not listen when students talk, ending class on time, flexible,

A teacher should always adopt a fair attitude, when it comes to making any form of evaluations. He should be fair to his profession and assess students on their performance, instead of personal rappings and likings.

OE Teacher should be a good leader and a good friend. He should also be a disciplinarian and the students must look up to him. However, this should not stop him from acting like an ally under certain situations.

Conclusion

We have mapped through this chapter the different effective and humanistic roles of OE teacher in classroom in order to facilitate his/her task in lowering foreign language learners’ anxiety. Teachers of oral expression have to be much acquainted with all the aspects and the positive characteristics that should be in them for being very positive and to reach the highest levels of success for themselves and their learners too.

CHAPTER FOUR: THE FIELD WORK

Introduction

The present research is about getting teachers' and students' opinion about the effect of classroom anxiety during oral expression on developing the speaking skill. It also attempts to investigate the teachers' different roles and positive characteristics that lower this classroom psychological phenomenon.

The students and teachers are the main sources of this study. Their views and opinions are very crucial to test the hypothesis that we formulated. We chose to address questionnaires as an appropriate tool for both, teachers (of oral expression) and students of first year level at the department of English, Biskra University.

The students' questionnaire aims at finding out how much they are struggling with the anxiety during oral expression lesson. Then, whether they give importance to the speaking skill or not. In the other part, the teachers' questionnaire is addressed to investigate their opinions concerning their roles, by considering the teacher as a crucial variable, to lower his/her students' anxiety to encourage and enhance the speaking skill.

1. The Students' Questionnaire

1.1. The Sample

The fifty (50) students to whom we addressed the questionnaire to answer were chosen among the total number of the first year students' population (487) (366 female/ 121 male) at the department of English, University of Mohamed Kheider of Biskra. However (46) only handed us back the questionnaires.

While selecting the sample, we took into consideration that the majority of first year LMD students are new students since they get their baccalaureate recently and changed the atmosphere from the high school to university. Thus, they may experience much anxiety in oral expression. Moreover, it is better to defeat the students' anxiety from the beginning, so that they can do their best, because they are supposed to be future English teachers.

1.2. Description of the Questionnaire

This questionnaire consists of sixteen (16) questions which are arranged in a logical way. There are four closed questions requiring from the students to choose from the given options. The rest twelve questions are open-ended requiring them to select from the given options and adding their own explanation and justification.

The questionnaire is divided into three sections. The first section devoted to background information of the student consists of two (2) closed- ended questions, gender and the way of choosing to learn English; if it is their choices or imposed on them. The second section consisted of eleven (11) questions to test how much students are struggling with anxiety during oral expression lesson and the most interesting skill they want to develop. In some questions also, we want to know their preferences about the oral expression teacher and how do they prefer to work. Besides, in section three, we wanted to know what the students' level of oral proficiency is, and whether they give priority to the speaking skill then, the last question is to see if they are satisfied by the way have been taught oral expression module.

The first eight questions in section two are devoted to test students' anxiety in oral expression. How do they feel while giving an oral presentation, if they feel afraid from other students to laugh at them if they mistaken or mispronounce a word, how do they feel while they are in a stressful atmosphere, do they fear being called to speak, do they get nervous if the teacher correct their mistakes.

The next three questions (11, 12 and 13) are concerned with their teachers' qualities they prefer and how do they like to study, what do they dislike in oral expression. Then the rest three questions (14, 15 and 16) are devoted to know the students important skill they want to develop the most and to see their level of oral skill and if they are satisfied with learning OE.

1.3. Analysis of the Results

Section one : Students' background information

Question 1: Students' Gender

Options	Male	Female	Total
Number	09	37	46
Percentage	19.43	81.43	100

Table 4: Students' Gender

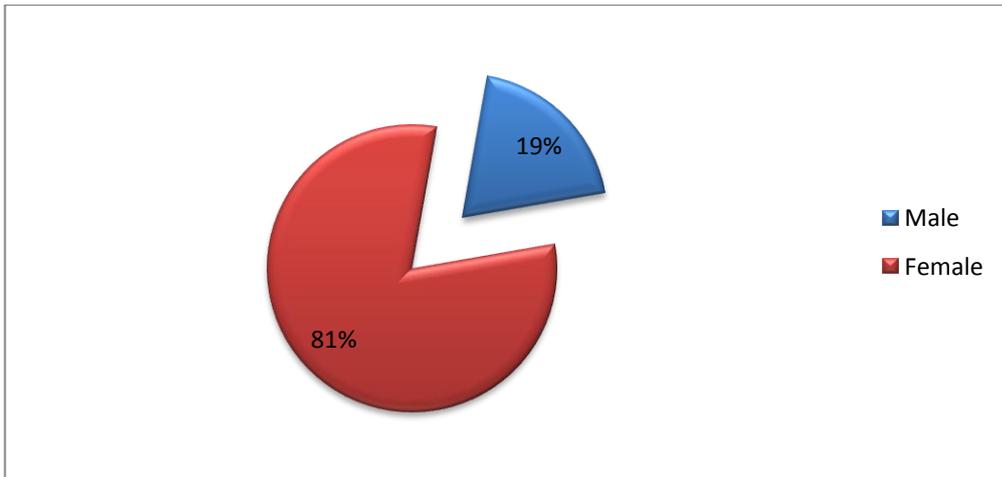


Figure 2: Students' Gender

As shown in the table, females (37) are about four times the number of males (09). This may be due to the fact that females are more interested to study foreign languages and English language particularly than males who often choose to carry on scientific studies.

Question 2: Choosing to learn English

Options	Your choice	Imposed on you
Number	42	04
Percentage	91	9

Table 5: Students' Choice

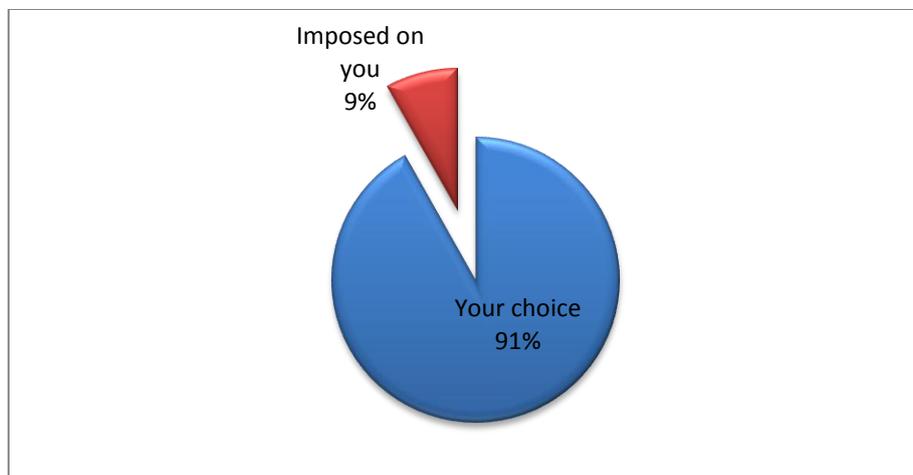


Figure 3: The Choice of Learning English

We can notice that the highest percentage of students (91%) said that learning English was their own choice. Thus, they are expected to work on it and be motivated enough to care about the language and all its aspects. Only (8%) learning English imposed on them and we can say that may influence their learning process and they can be less motivated than the ones who love it and chose to learned themselves. integratively motivated students are less anxious in foreign language contexts than those who are instrumentally motivated (Gardner, Day and MacIntyre, 1992, p.212). It is important to know students' objectives for choosing to learn a language and a teacher should take that into consideration in every step he/she makes in the process of teaching. Students will be kept interested and very motivated when learning makes sense for them.

Section Two

Question 3: Do you feel anxious when you give an oral presentation in front of the whole class?

Options	Always	Sometimes	Rarely	Never	Total
Number	15	12	11	08	46
Percentage	32	26	24	18	100

Table 6: Students' Anxiety while Giving an Oral Presentation

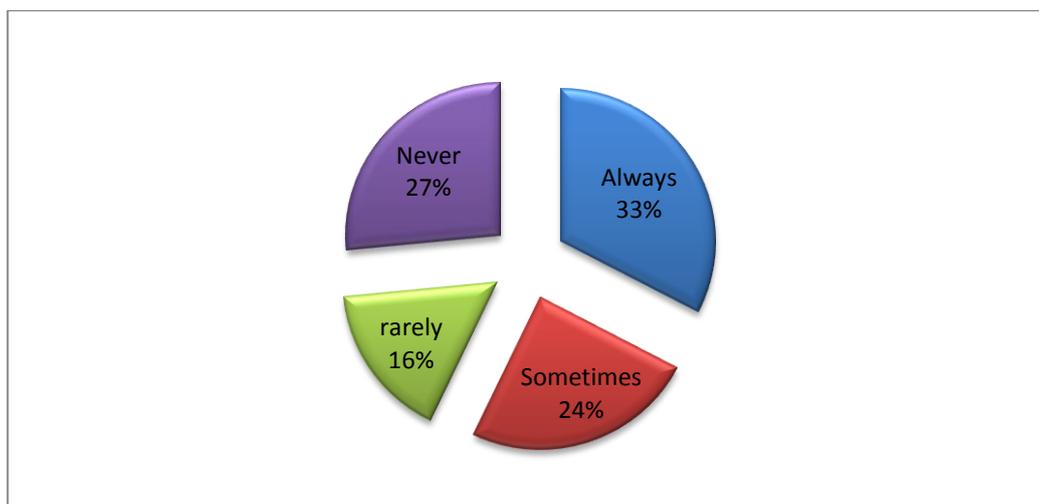


Figure 4: Students' Anxiety while Giving an Oral Presentation

Table (6) shows that the majority of the students (33%) say that always feel anxious when they give an oral presentation in front of the whole class, which means that they refuse and adopt the avoidance behavior towards classroom speaking. Besides (24%) of the participants who said that they sometimes feel anxious when they have to practice their oral skills in front of their classmates. They explained so by pointing on the new imposed topics to be discussed, lack of vocabulary, however they claimed that when they are well prepared they speak with no fear. Whereas (16%) said rarely, and (27%) said never and their explanation reveal that they have strong self-confidence and they do not care to criticism and they mentioned also that they come to class in order to make mistakes ‘...It’s through mistakes we learn..’ as they wrote in the questionnaire. Thus, it obvious that the more students are very self-confident the more the OE teacher task is easy for him/her in teaching the speaking skill.

Question 4: Sociable and friendly teacher makes you feel relaxed and perform better orally?

Options	Yes	No	Total
Number	41	05	46
Percentage	89.14	10.86	100

Table 7: Feeling of Relax Towards Sociable and Friendly Teacher

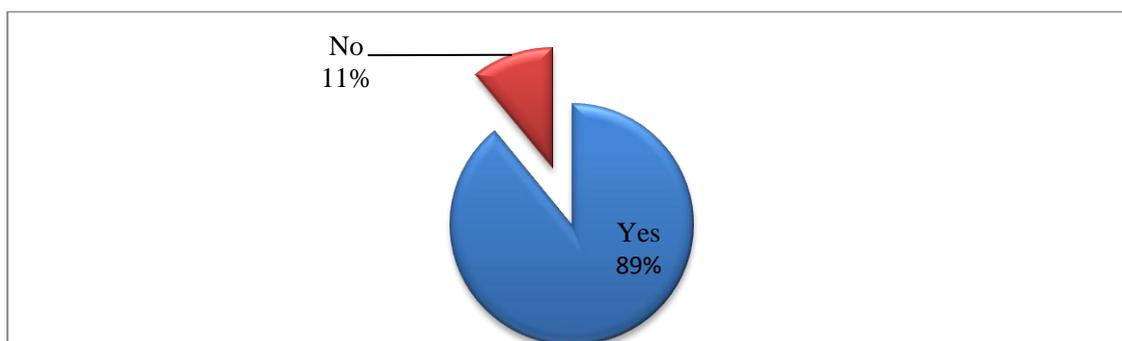


Figure 5: Feeling of Relax Towards Sociable and Friendly Teacher

The results in the table above show that (89%) of the respondents feel relaxed towards sociable and friendly teacher. They said the more the teacher is sociable and friendly the more they feel motivated and do not fear of speaking or committing mistakes in front of the class, no shyness, more self-confident. Besides, the rest (11%) respondents said they prefer strict

and authoritative teacher. So as a result, here we emphasize what we have mentioned in chapter four about the role of the teacher’s sociability and sense of friendship and their effects in making anxious students feel relaxed less worried and do not adopt avoidance behavior.

Question 5: Do you feel embarrassed when the teacher of oral expression corrects your oral mistakes?

Options	Always	Sometimes	Rarely	Never	Total
Number	10	13	03	20	46
Percentage	21.73	28.26	06.52	43.47	100

Table 8: Student’s Embarrassment while the Teacher Corrects their Oral Mistakes

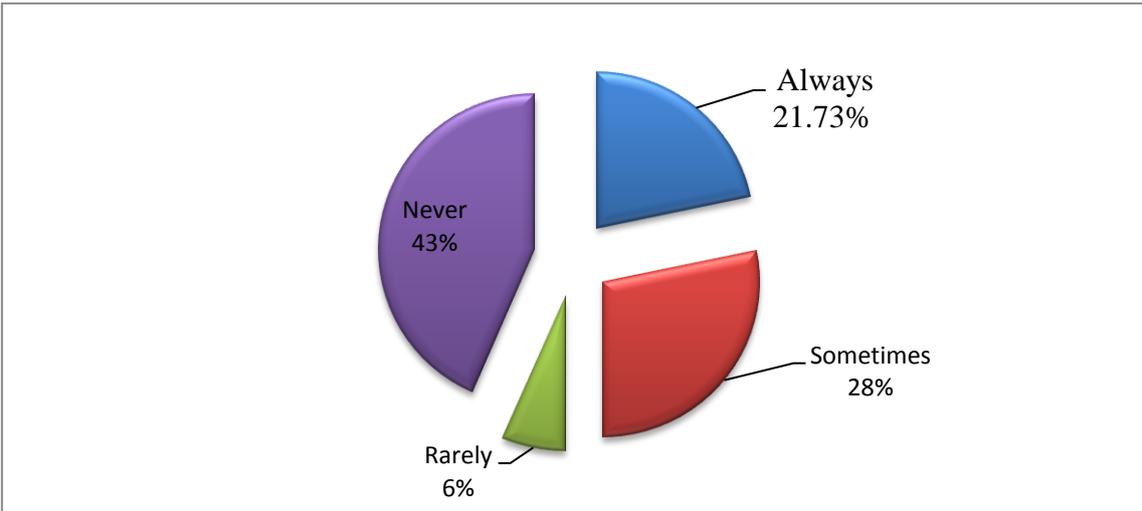


Figure 6: Student’s Embarrassment while the Teacher Correct their Oral Mistakes

The results in the table above show that only (21 %) who feel always embarrassed while the teacher corrects their oral mistakes and (28%) of the respondents feel that only sometimes. In the explanation they mentioned many causes such as, the reaction of their classmates or if the mistake is known by the majority of the class, others said only if the teacher gives criticize not a correction so that they feel embarrassed and disturbed. Besides, the (43%) said never and (06%) have said rarely, their explanations reveals that they come to learn through their mistakes and it is the duty of the teacher to correct their oral mistakes as they claimed. Consequently, we would emphasize the teachers’ role of giving the students positive feedback

and try to do this in a careful manner which helps students not to worry in next coming participations.

Question 6: What happens to you when you are in a stressful situation while speaking English in the classroom?

Options	Get nervous	Loose confidence	Start blushing	fast Heart beats	Total
Number	12	12	06	16	45
Percentage	26	26	13	35	100

Table 9: Effects of Stressful Situation on the Student while Speaking

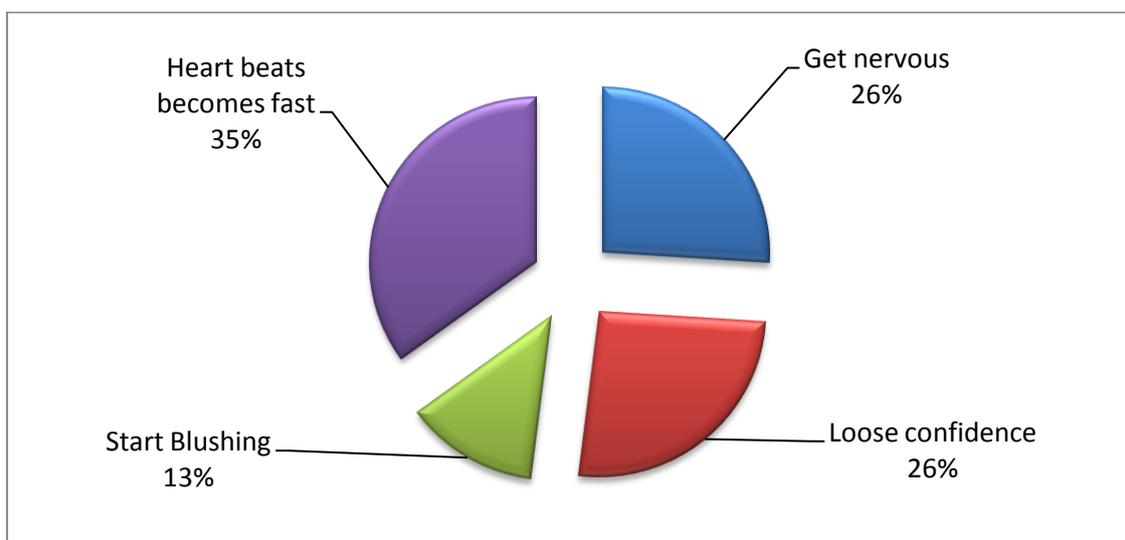


Figure 7: Effects of Stressful Situation on the Student while Speaking

It is obvious from the results in table (9) that anxious students have both, physiological and psychological signs (symptoms) of stress and anxiety that the teacher can notice while they are speaking in classroom; taking a part in a conversation or giving a oral presentation etc. (35%) of the respondents feel their heart beats become fast easily and (26%) get nervous. (26%) say they loose their confidence and (13%) start blushing. This question like other specific questions in this questionnaire, aims at exploring the degree of how much students experiencing anxiety and to see the signs that appear on them that the OE teacher can recognize them to treat it wisely.

Question 7: In the oral expression lesson, do you get nervous and forget things you know?

Options	Always	Sometimes	Rarely	Never	Total
Number	13	20	10	03	46
Percentage	28.26	43.48	21.74	6.52	100

Table 10: Students’ Nervousness and Forgetfulness while Oral Expression

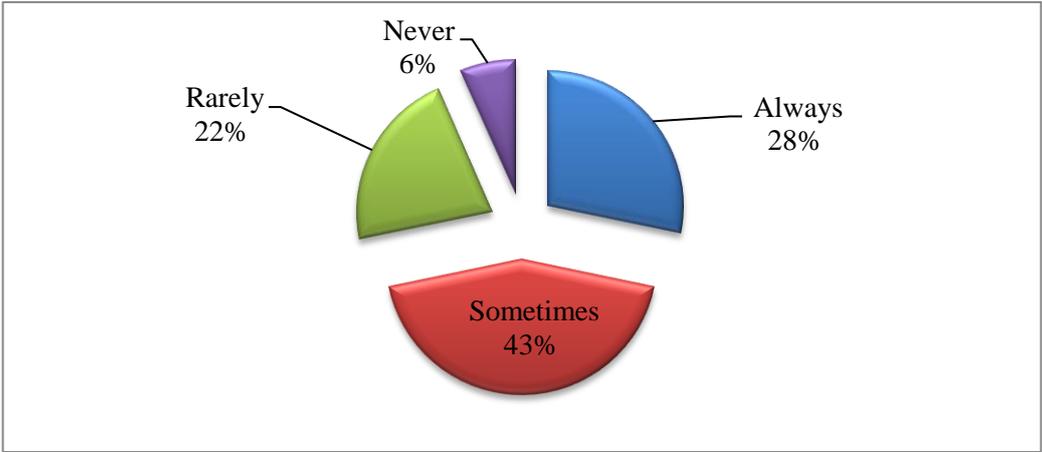


Figure 8: Students’ Nervousness and Forgetfulness while Oral Expression

Regarding students answers, nervousness and forgetfulness while oral expression appear with (43%) of the students sometimes and (22%) said that they always face this issue. In the explanation they mentioned various causes; fear, shyness, anxiety, competitiveness and new topics, there are who added that they do not have enough vocabulary. They mentioned also that they feel everyone is looking at them. All these students’ explanations can be categorized into two categories; from the learner and from the teacher. Besides, (22%) said rarely and (6%) never and those who explained, they said that they have high self-esteem and they believe in their abilities.

Question 8: Do you feel that your teacher is facilitating your speaking performance and makes you speak better?

Options	Always	Sometimes	Rarely	Never	Total
Number	20	18	04	04	46
Percentage	43.48	39.13	8.69	8.69	100

Table 11: Students' Attitude towards Teachers Help in Speaking Performance

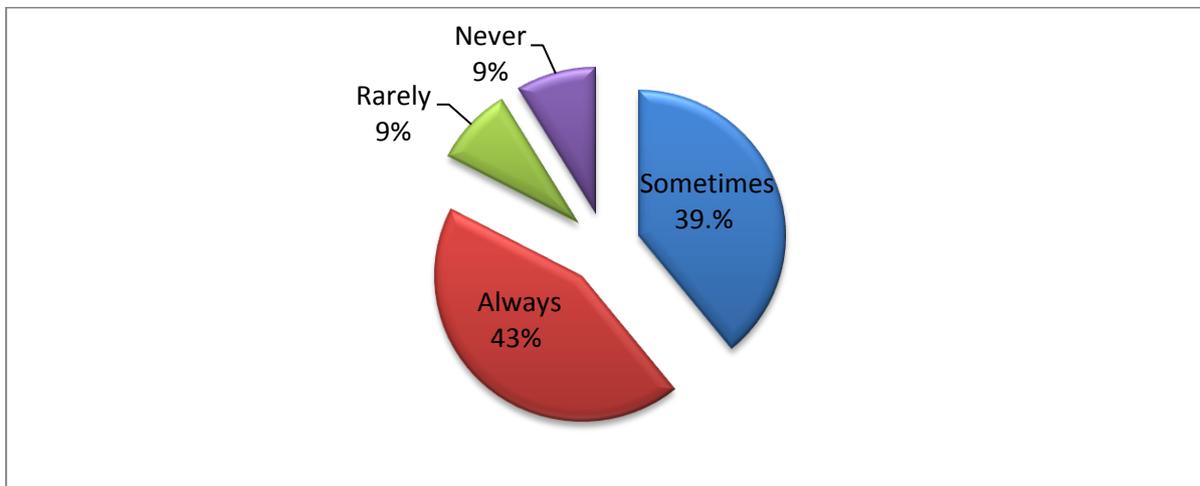


Figure 9: Students' Attitude towards Teachers Help in Speaking Performance

We can notice that the highest percentage of students (43%) claim that their oral expression teacher plays a facilitating role in their speaking performance and makes them speak well. In the explanation they mentioned:

- The teacher makes them more comfortable
- Solve their learning problems, correcting their mistakes, providing new vocabulary and synonyms, they are free in choosing topics

However, the (39%) of the respondents said sometimes because they believe that it is not only the teacher's role but it is shared since they are university students. The rest respondents chose rarely (9%), never (9%) and they mentioned that the strategy of the teacher is not helping them and there is not always a suitable atmosphere for participation.

Question 9: Do you feel your heart pounding when you are going to be called on in oral expression session and you avoid the eye contact with the teacher?

Options	Always	Sometimes	Rarely	Never	Total
Number	19	10	07	10	46
Percentage	41.32	21.73	15.21	21.73	100

Table 12: Students’ Heart Feeling when They Are Called to Perform Orally

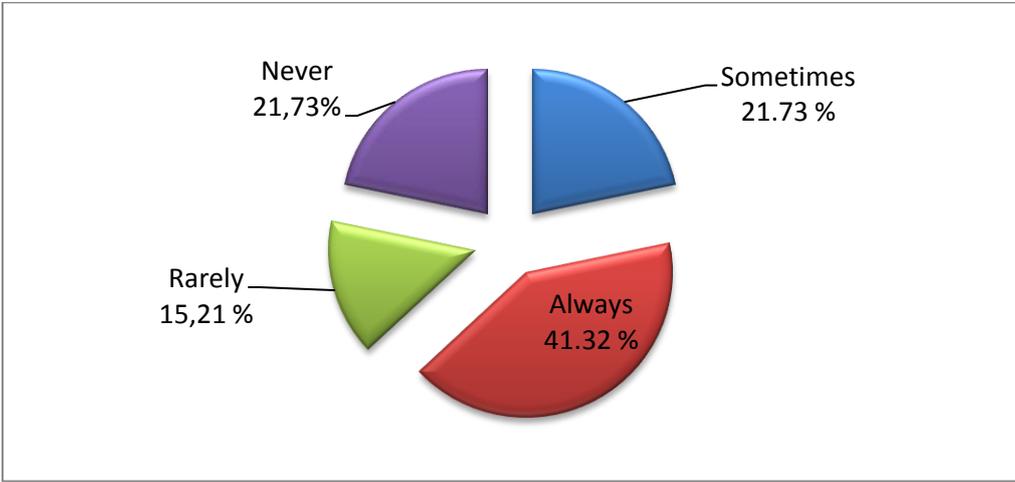


Figure 10: Students’ Heart Feeling when They Are Called to Perform Orally

This question designed, as other questions, to test the students’ level of anxiety. One can notice from the results that (15%) of the students said rarely this appears with them it is only at the first time but then it is no longer this sign appearing. (21%) said never. The common shared reaction between the majority of students (41%) always or (21%) sometimes have the feeling of anxiety that makes their heart pounding when they are going to be called on in oral expression session, this sign of anxiety is as they said because of:

- Fear of questions, mistakes, embarrassment.
- To volunteer, when there is no answer.
- When asked to perform a play.

Question 10: Do you prefer working in groups?

Options	Always	Sometimes	Rarely	Never	Total
Number	19	18	06	03	46
Percentage	41.30	39.13	13.05	6.52	100

Table 13: Students’ Preferred Way of Working

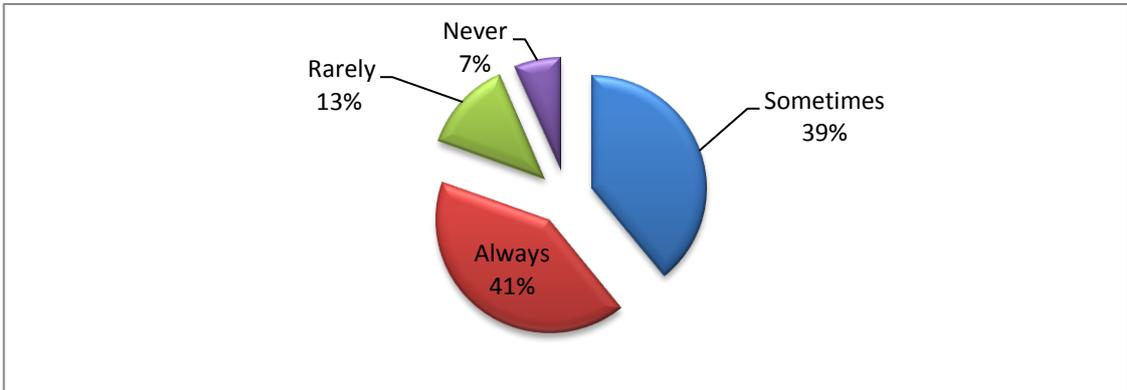


Figure 11: Students’ Preferred Way of Working

Forty-four percent of the whole population affirmed that they prefer working in groups, while (39%) of the respondents prefer only sometimes. The explanations came with various reasons:

- Exchanging ideas, more interaction, correcting mistakes, getting more information
- Feeling relaxed and working hard with confidence.

As it is shown in table 13, (6) students say that they rarely prefer working in groups and (3) students say never because of careless members who do not take the activity seriously and no one will benefit and it will end like a mess. So, OE teachers here are asked to play the role of the organizer who organize the activities and organize the group members as well.

Question 11: Do you feel afraid that the other students in the class will laugh at you when you speak in English?

Options	Always	Sometimes	Rarely	Never	Total
Number	09	16	14	07	46
Percentage	19.57	34.78	30.44	15.21	100

Table 14: Fear of Others' Laughter

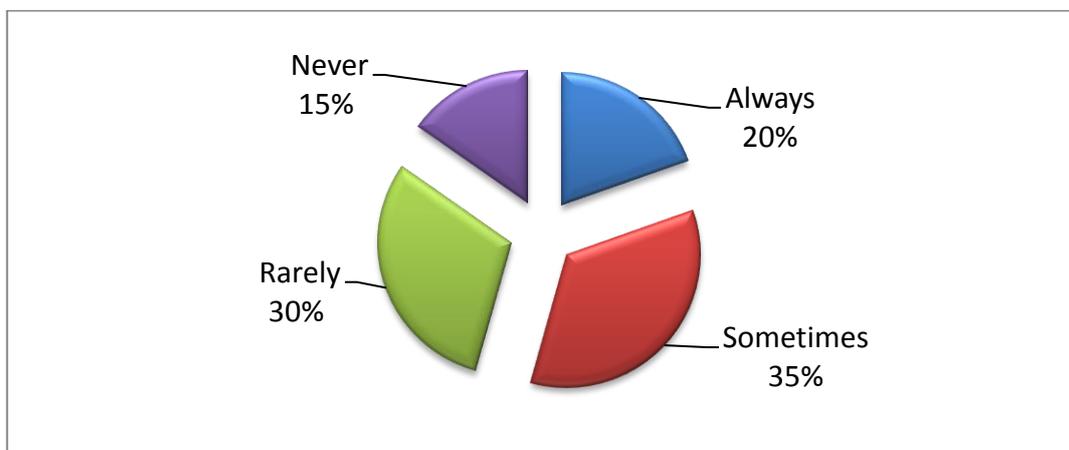


Figure 12: Fear of Others' Laughter

The table above shows that (09) students from the whole population fear from others to laugh on them while they are speaking, while sixteen (16) students feel that only sometimes. They referred to silly mistakes which they commit, lack of vocabulary, low self-confidence, and shyness, fear of criticism. Besides, (14) students said that it is rarely appearing and (7) students said never. This question shows a there are students' can not support being in a position to be laughed on, so they will adopt the avoidance behavior and their participation in oral expression will be very low which will lead to low speaking skill. As we mentioned in chapter four, here it comes the role of OE teacher as “a confidence builder” and a facilitator where he/she has many ways to boost their students' self-confidence and facilitate their speaking and make them feel that no one is perfect except Allah.

Question 12: In your opinion, what should be the qualities of a good oral expression teacher?

Options	Capable	Fair	Reliable	Strict	Imaginative	Open minded	Total
Frequency	21	16	15	08	17	26	46
Percentage	45.65	34.78	32.60	17.39	36.95	56.52	100

Table 15: Learners’ Preferences for the Teachers of OE

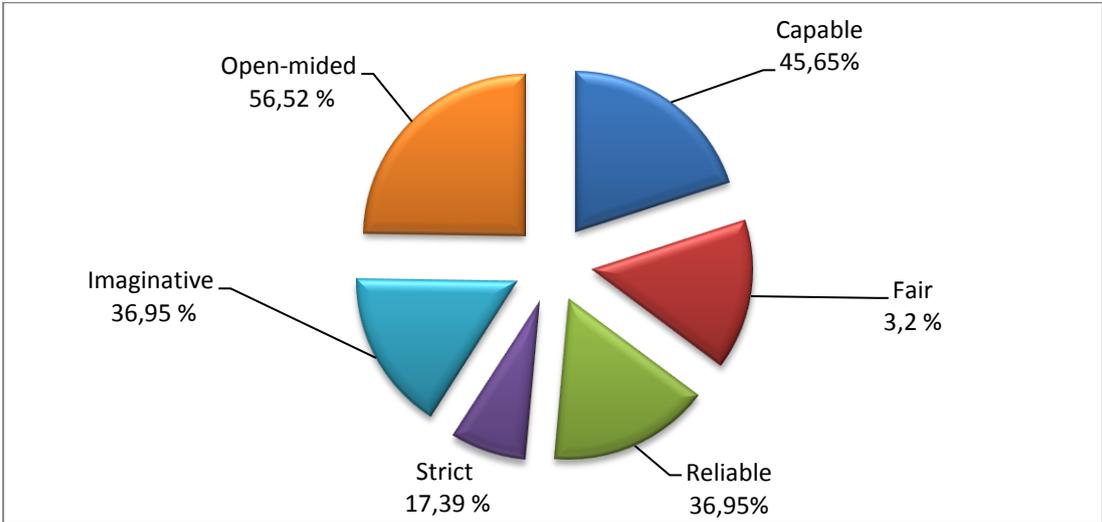


Figure 13: Learners’ Preferences for the Teachers of OE

As we can notice in the 14 we notice that open-mindedness and capability of the teacher are the most two desired qualities that students want their teachers to have. Other qualities were suggested by the learners: Honesty, creativity, nobility, responsibility, organization, regularity, friendship, and pessimist. An open mindedness and capability are required qualities that create a balanced and relaxing classroom. Being an open minded and with not capable will not work good and vice versa.

Question 13: What do you dislike in oral expression?

Only thirty five students (76%) answered this open question and eleven students (23%) avoided to answer it. As we noticed in the given answers, three students said that there is nothing to dislike in the oral expression while four students declared that they like it and they are happy to attend oral expression lesson. However, we noticed also (28) students have

different things they dislike in OE such as: performing plays, working with careless students in groups, lack of materials, uninteresting and imposed topics, laughter on students mistakes, boredom. The teacher's disorganization.

Section 3:

Question 14: Classify in order of importance the following skills (1,2,3,4)

Options	Writing	Speaking	Reading	Listening	Total
Number	07	18	07	14	46
Percentage	14.6	40.2	14.6	30.6	100

Table 16: The Most Desired Language Skills to be Mastered

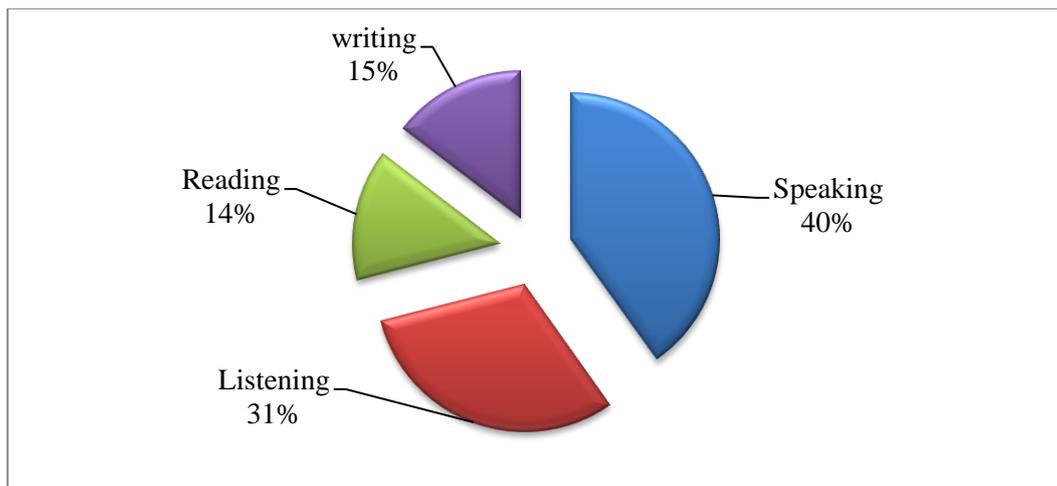


Figure 14: The Most Desired Language Skill to be Mastered

The aim of this question is to determine the students' needs to the different language skills. Therefore, we have asked the students to pick the most needed skill (Speaking, listening, writing or reading). The table indicates that (18) respondents (40%) prefer the speaking skill to master most, other (14) respondents (31 %) state that they wish to master the listening skill; while some others (7) respondents (15%) wish to master the writing skill. The remaining (7) respondents (14%) would like to master the skill of reading. The majority of the students have the speaking skill as a priority to develop the most,

Question 15: Which of the following describes your level of oral proficiency?

Options	High	Average	Low	Total
Number	05	35	06	46
Percentage	10.87	76.08	13.05	100

Table 17: Students' Level of Oral Proficiency

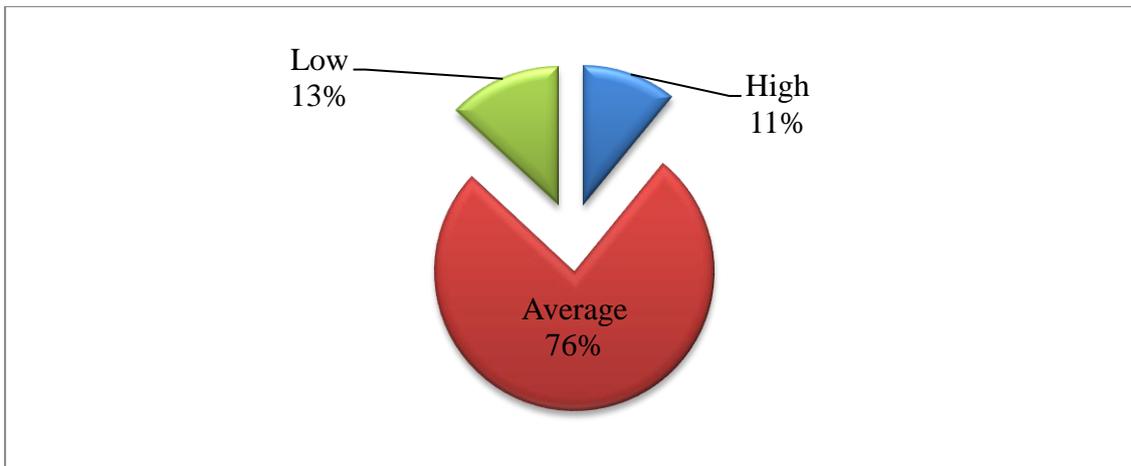


Figure 15: Students' Level of Oral Proficiency

Thirty five students (35) (76%) have admitted that they are average in oral proficiency and only (11%) have a high level while (13%) confess that they have a low level of oral proficiency. Therefore, these are not likely to participate verbally in the classroom. And if they stay silent without any attempt to participate, then they will not advance any further.

Question 16: Do you feel satisfied with the way you have been taught oral expression?

Options	Yes	No	Total
Number	27	19	46
Percentage	58.69	41.31	100

Table 18: OE Learning Satisfaction

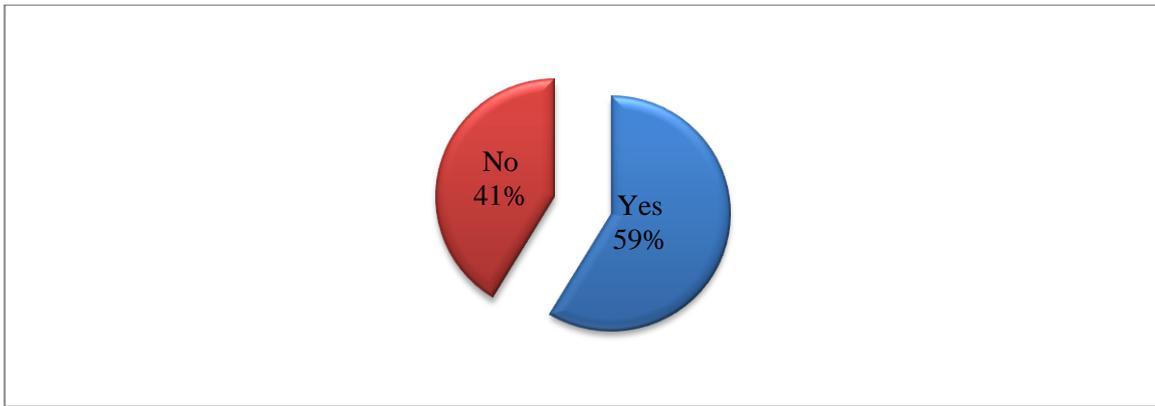


Figure 16: OE Learning Satisfaction

Table above 18 illustrates that (59%) of the students are satisfied with the way they have been taught oral expression, while (41%) they are not satisfied because they do not actually find their teachers' courses helpful as they confess, Many students do not contribute to language input partly because the courses are not interesting enough to stimulate their verbal participation and communication. It goes without saying that if the courses are motivating enough, students are seeing struggles to express themselves using the language to express their ideas and like this they will have poor level of speaking skill.

2. The Teachers' Questionnaire

2.1. The Sample

The teachers' questionnaire was administered to ten (10) OE teachers at the Department of English, University of Biskra. The population selected taking into consideration that the teachers of OE will help us more than other teachers since they always try to overcome classroom anxiety and enhance their students' oral skills which are our concerns.

2.2. Description of the Questionnaire

The teachers' questionnaire consists of (17) questions which are organized into two (2) main sections. The first section concerns teachers' background information while the second one concerns their opinions about dealing with their students' classroom anxiety. There are four closed questions requiring from the OE teachers to pick up the appropriate answer from a number of a given options. The rest fourteen (14) questions are open-ended ones, where OE teachers are asked to pick up the answer from a given options and to give explanation or suggest further recommendations, solutions, or advices.

Section One: Background Information

This section is devoted to get background information about the chosen sample of teachers. They are asked in (Q1) to specify their age, and (Q2) is about the degree(s) if it is a bachelor of arts, Master of arts or Ph.D. Teachers were also asked about the years they have been teaching Oral Expression in (Q3), because we need to know whether those teachers have already experienced in teaching the oral skills or not.

Section Two:

The aim of such section is to investigate teachers' knowledge of classroom anxiety in oral expression lesson and how they are dealing with their students. First of all, they are asked in (Q4) about whether they are creating a relaxing atmosphere or not. (Q5) is put to know whether they discuss with their students about their learning problems. Then, the aim of (Q6) is to know if they use humor in oral expression. Another important question which we want to get the teachers opinion about whether students feel anxious while teachers correct their oral mistakes in (Q7). (Q8) is designed to get information about if they motivate their learners or they think it is the student's role to come motivated.

Teachers are asked then to mention the nature of their relationship with the students; friendly, neutral or not good (see Q9). (Q10) concerns the way the OE teachers correct their students' oral mistakes, directly for each mistake or only some mistakes or after the learner finishes speaking. Moreover, teachers are asked in (Q11) if they create their students' sense of belonging to the group and involvement to raise their oral engagement and if yes how . (Q12) is designed to know if the OE teachers accept and encourage creativity in classroom. Then, they are asked in (Q13) whether they use humanistic techniques or not. In the question (14), teachers are asked whether they make some self disclosure, being friendly, sharing close caring, understanding. The aim of (15) is to see the teacher if he/she is the one who talk most, sometimes or when it is necessary. Then the nest question (16) is to know the way the OE teacher makes his/her teachers work whether in groups, pairs or individually. For the last question (17) the OE teacher is free to add any suggestions or shares further experiences he sees that it is helpful.

2.3. Analysis of the Results

Section One: Background Information

Question 1: Teachers' Age

Years	25-30	30-35	35-40	40-45	45-50	Total
Number	03	02	01	01	03	10
Percentage	30	20	10	10	30	100

Table 19: Teachers' Age

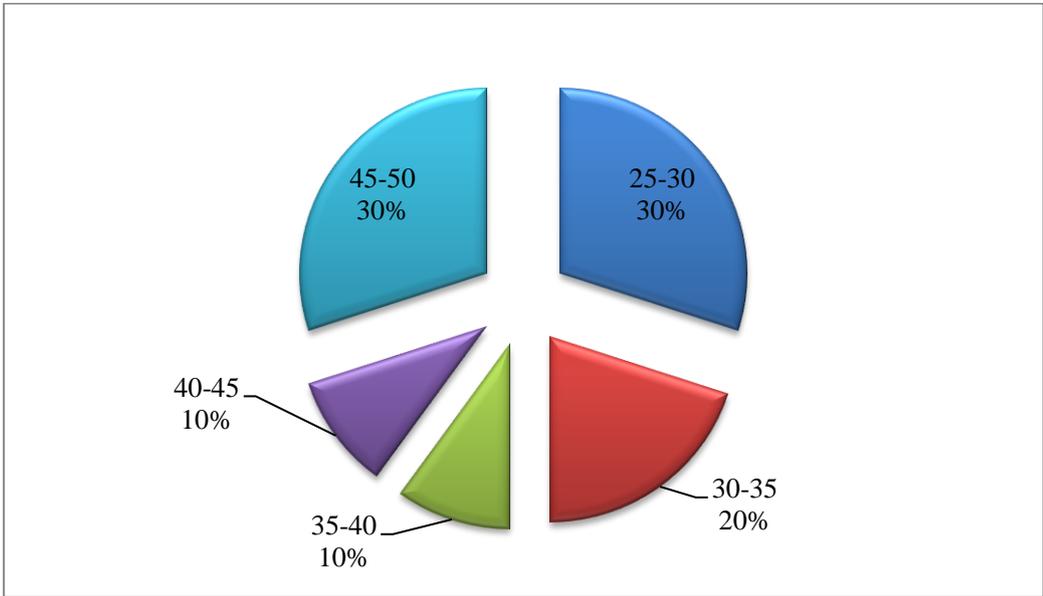


Figure 17: Teachers' Age

A quick look at this table will reveal that there are five (5) age groups in our selected sample. We have (30%) between 45-50 years old, (30%) between 25-30 years old, (20%) between 30-35years old , finally we have (10%) between 40-45, and (10%) between 35-40 years old.

Question 2: Teachers Degrees

Options	BA	MA	Ph.D	Total
Number	02	06	02	10
Percentage	20	60	20	100

Table 20: Teachers’ Degree

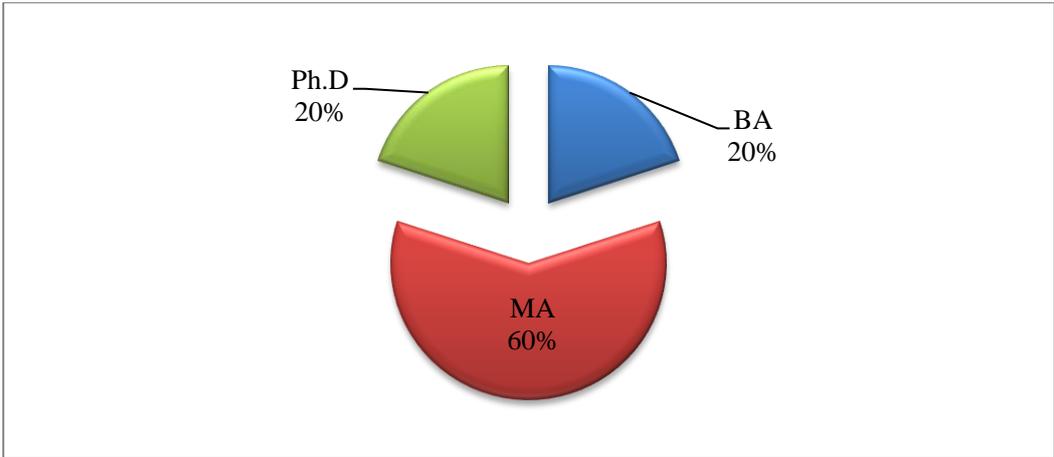


Figure 18: Teachers’ Degree

One can notice from the results shown above that (60%) of the teachers have MA (Master/ Magister) degree. However, (20%) have PHD (Doctorate). And (20 %) are bachelors. Teachers, who were given the questionnaire, are highly experienced educators, and have been teaching different modules. Their experience and the degree they hold let us consider their testimony and suggestions as very reliable and especially the vital role they play and their evaluations and observations of learners’ needs and requirement.

Question 3: Teachers’ Experience:

Years	1-5	10-15	15-20	25-30	Total
Number	04	01	01	04	10
Percentage	10	10	40	40	100

Table 21: Teachers’ Experience

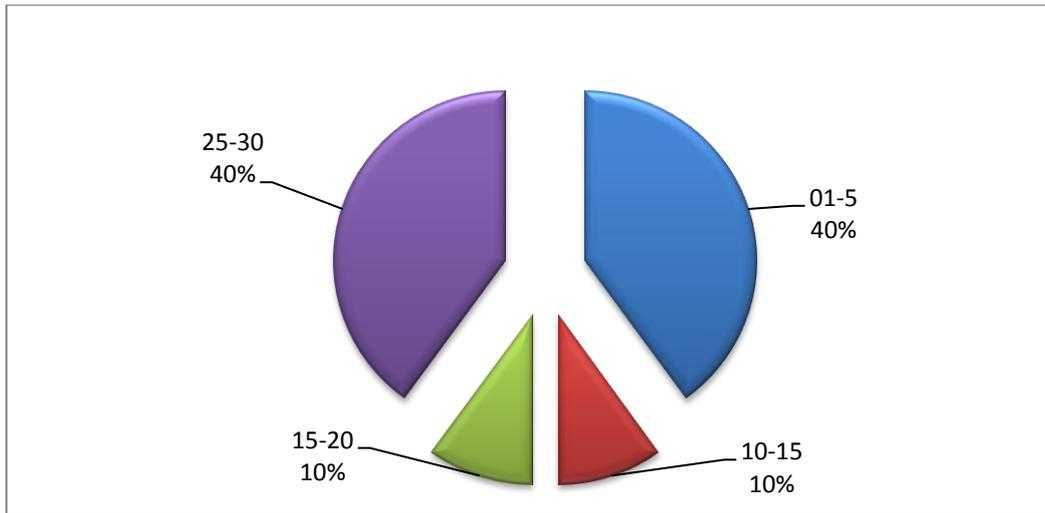


Figure 19: Teachers' Experience

As we can notice from the results shown above in table (19) that four teachers have a long teaching experience in OE since they have spent from 25-30 years. also, one teacher spent between 10-15 and another one between 15-20 whereas four teachers have between 1-5 years experience. So to make a balanced and clear idea, we have chosen barely all the levels from the novice until the very experienced and sophisticated teachers.

Section two

Question 4: Do you try to establish a relaxing atmosphere in the class?

Options	Always	Sometimes	Rarely	Never	Total
Number	08	02	00	00	10
Percentage	80	20	00	00	100

Table 22: Establishing a Relaxing Atmosphere

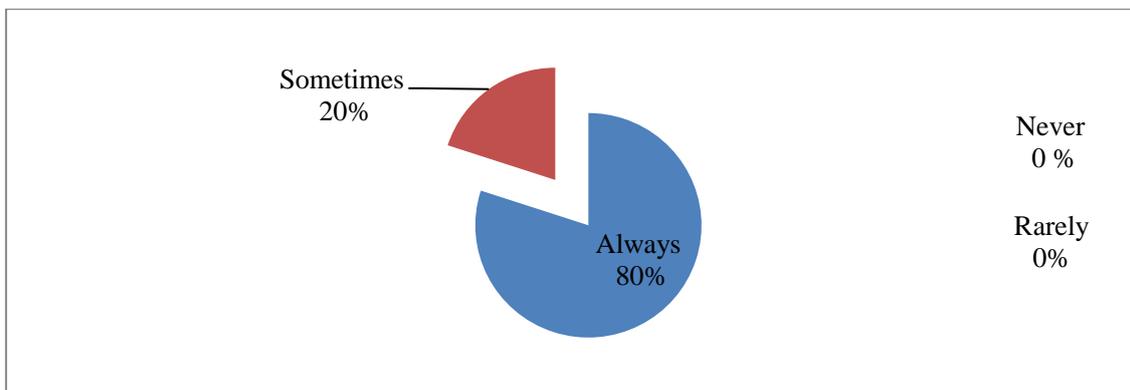


Figure 20: Establishing a Relaxing Atmosphere

The great majority of teachers (80%) have declared that they try to establish a relaxed atmosphere in the class. This type of atmosphere is an important affective factor in learning. Not only does it contribute to eliminating anxiety and creating motivation in learners, but it also encourages creative use of English and meaningful learning because in the existence of such an atmosphere, students are not inhibited to learn and to take an active role in learning. However, (20%) of teachers have declared that they sometimes try to establish a relaxed atmosphere in the class. This is due to the fact that if they try to do so, but they will be faced with a problem of discipline because of the large number of students per class.

Question 5: Do you discuss with your learners about their learning problems?

Options	Always	Sometimes	Rarely	Never	Total
Number	04	05	01	00	10
Percentage	40	50	10	00	100

Table 23: Discussing Students' Learning Problems

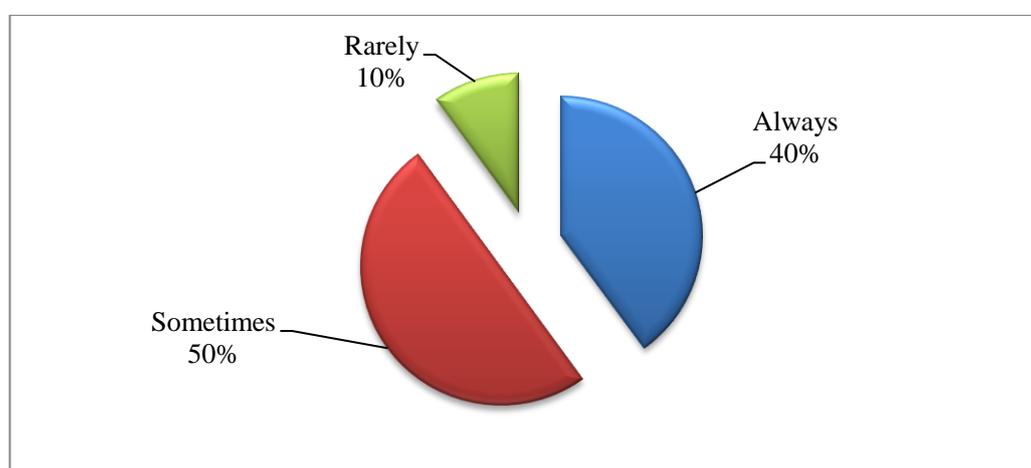


Figure 21: Discussing Students' Learning Problems

As the results in the table above indicates that (50%) of teachers declare that they sometimes allow their students to talk about their learning problems. This is due to the fact that lack of time for this or because students are not interested in talking about their learning problems. However, (40%) of the teachers say they consider it as an important procedure which motivates the students and they see it even more as needs analysis. Teachers also see

discussing students learning problems from two different perspectives; psychological and physiological in which the students can relax their nerves and see the teacher as a friend. And only (10%) said rarely.

Question 6: Do you use humor during class with your learners?

Options	Always	Sometimes	Rarely	Never	Total	Total
Number	05	03	02	00	46	10
Percentage	50	30	20	00	100	100

Table 24: The Use of Classroom Humor

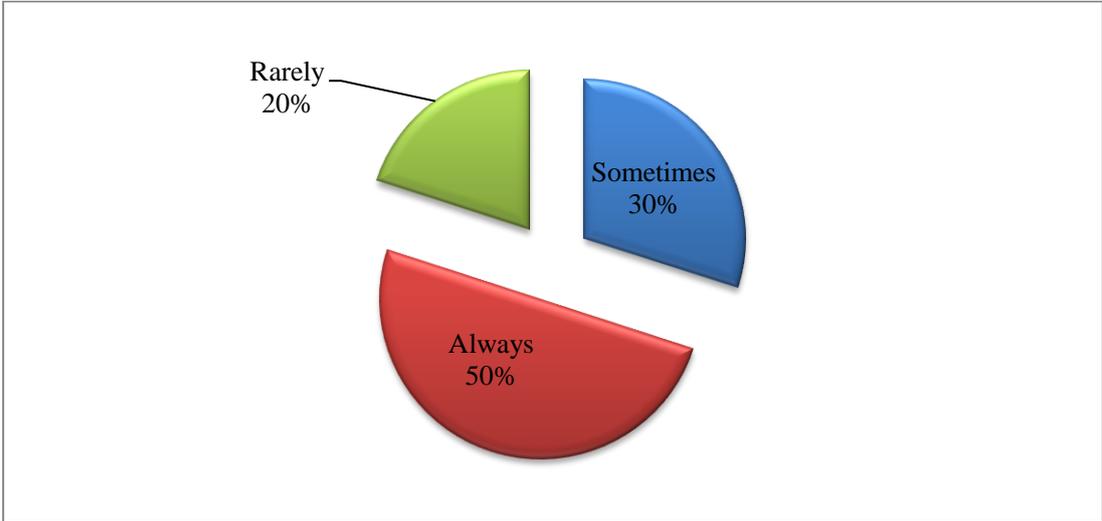


Figure 22: The Use of Humor in the Classroom

The results in the table above reveal that about (50%) of the teachers use humor always during oral expression class. They do agree with the fact that the use of humor fights boredom, minimises stress and anxiety, increases motivation, attracts attention, adds intimacy between teachers and students (partnership), lightens the pressed atmosphere and adds a genre in oral expression. Then, (30%) of the teachers in our sample say sometimes they use humor in the classroom and the rest (20%) of the teachers who chose (rarely) claim that they do not have a sense of humor, however, students are allowed to use it in the classroom if they can or want to.

Question 7: Do you think that there are some learners feel anxious when you correct their oral mistakes?

Options	Always	Sometimes	Rarely	Never	Total
Number	06	02	02	00	10
Percentage	50	30	20	00	100

Table25: Teachers opinion about their students' anxiety while correcting their oral mistakes

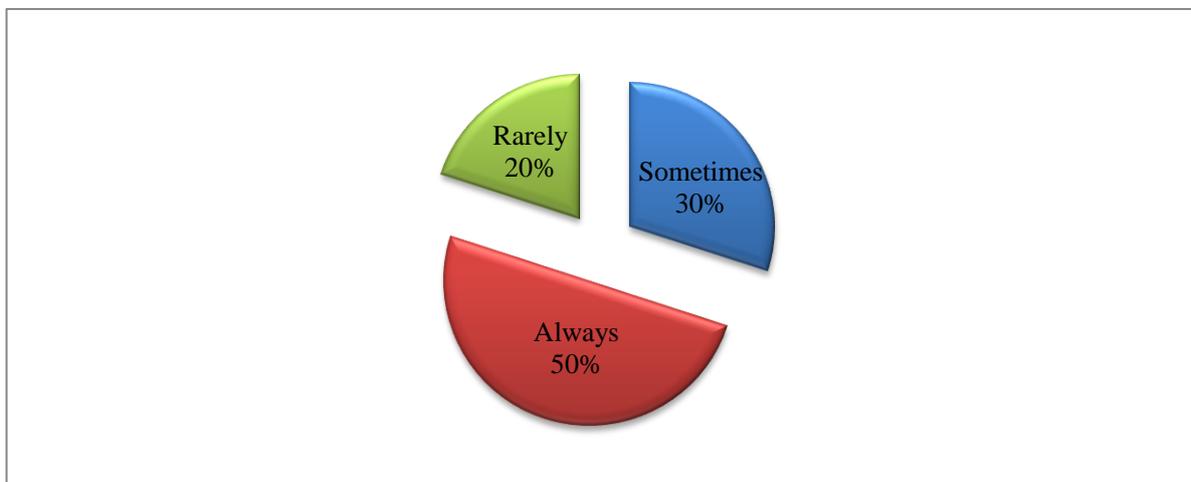


Figure 23: Teachers opinion about their students' anxiety while correcting their oral mistakes

From the results obtained in the table above that (50%) of the teachers who participate in this questionnaire do agree that there are always students who feel anxious when their teachers correct their oral mistakes and (30%) Sometimes while (20%) says rarely. This question reveals the fact that anxious learners are less able to interact and correct their own mistakes, especially in front of their teachers and classmates. And here, we emphasize what we have mentioned in (chapter 3) that OE teachers are asked always to provide their learners with positive feedback. So, like that anxious students will not avoid interacting or fear of committing mistakes or even to speak.

Question 8: Do you motivate your learners or you think it is their role to motivate themselves?

Options	Always	Sometimes	Rarely	Never	Total
Number	08	02	00	00	10
Percentage	80	20	00	00	100

Table 26: Teachers' Attitude towards Students Motivation

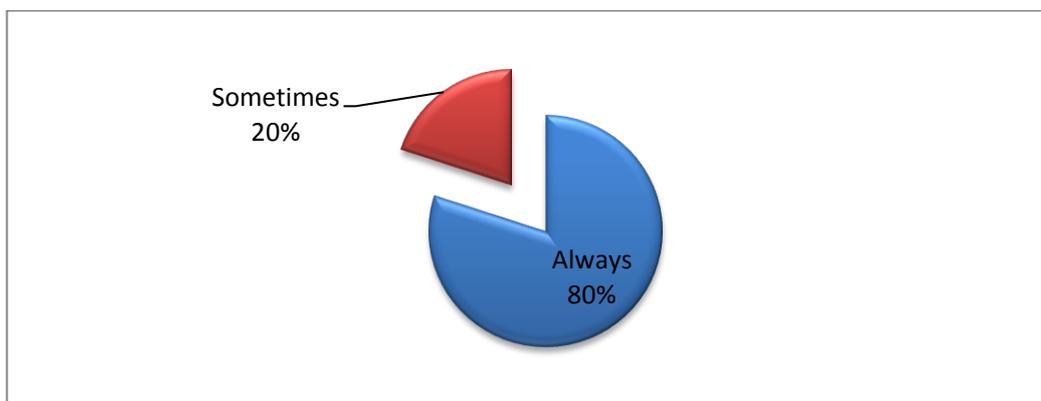


Figure 24: Teachers' Attitude towards Students Motivation

As it was expected, the majority of the teachers (80%) said that students need to be motivated and they mentioned various solutions as follows:

- To help them decide for themselves what they want to learn.
- By challenging, prizing, rewarding them and enhancing their self confidence.
- Through intrinsic and extrinsic motivation.
- Providing very updated interesting topics that draw their attention.

The (20%) who said sometimes, they believe that the teacher is not always the motivator but could be a 'Catalyser' since learners come to class with various tempers so motivating them would yield different scales.

Question 9: What is the nature of relationship between you and your learners?

Options	Neutral	Friendly	Not good	Total
Number	00	10	00	10
Percentage	00	100	00	100

Table 27: Teacher- Student Relationship

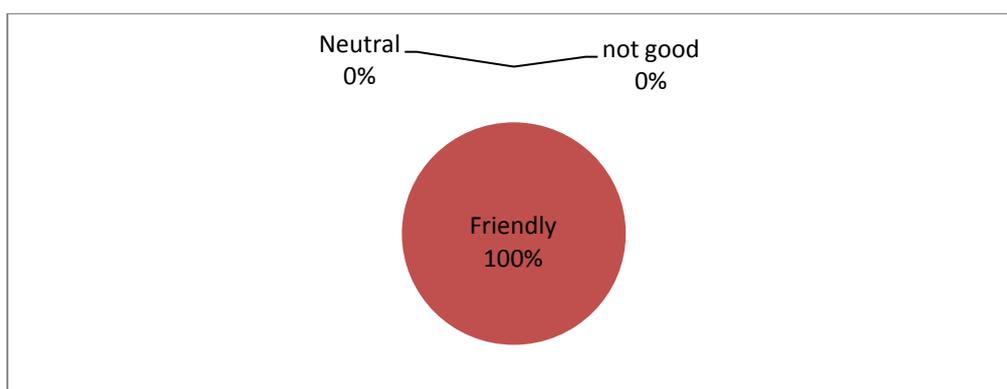


Figure25: Teacher- Student Relationship

As the results in the table shows, (100%) of the teachers have a friendly relations with their students. Pedagogically, a communicative class atmosphere should be friendly, and anxiety free to stimulate students, encourage them take risks and feel less inhibited and raise their oral engagement. In short, it has to be motivating. We assume that teachers declared so because of the benefits that they experienced in previous years. As we mentioned in chapter (4) the role of the teacher' sociability is very important in building such friendly relation to encourage students to speak freely. Discussing learners' learning problems can also help in establishing friendly relationships.

Question 10. How do you usually correct your learners' oral mistakes?

- a. Directly for each mistake
- b. After the learner finishes speaking
- c. Only some mistakes

Options	a	b	c	Total
Number	04	01	05	10
Percentage	40	10	50	100

Table 28: Correcting Students' Oral Mistakes

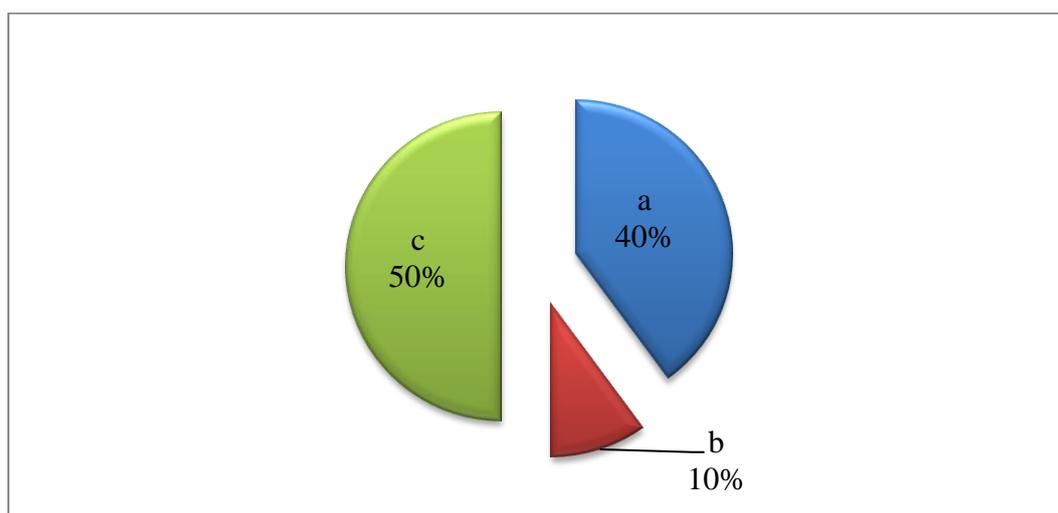


Figure 26: Correcting Students' Oral Mistakes

The results in the table (28) show that, teachers responses to this question revealing that about (40%) of them have chosen to correct their student's oral mistakes directly for each mistake because this will make them remember and not to forget the correction as they claimed. (50%) of the teachers said that they correct them after they finish speaking to avoid embarrassing them as they noticed some students feel so as they have said. The rest (10%) declared that they correct only some mistakes. However, all the teachers do agree on giving a positive feedback that should not make the student feeling anxious and afraid to say something in the future. Also they have declared that it is better to avoid the over correction of mistakes because this will inhibit students and hinder their speaking mechanisms claiming that 'The message is often important than the medium'. As we mentioned in chapter four, a humanistic language teacher does not view errors as the result of faulty learning but as outcomes of students' efforts to learn which can be used to guide and direct the students' language learning (Underhill 1989, p.253).

Question 11: Do you create students' sense of belonging to the group and involvement to raise their oral engagement?

Options	Yes	No	Total
Number	10	00	10
Percentage	100	00	100

Table 29: Creating Sense of Belonging and Involvement

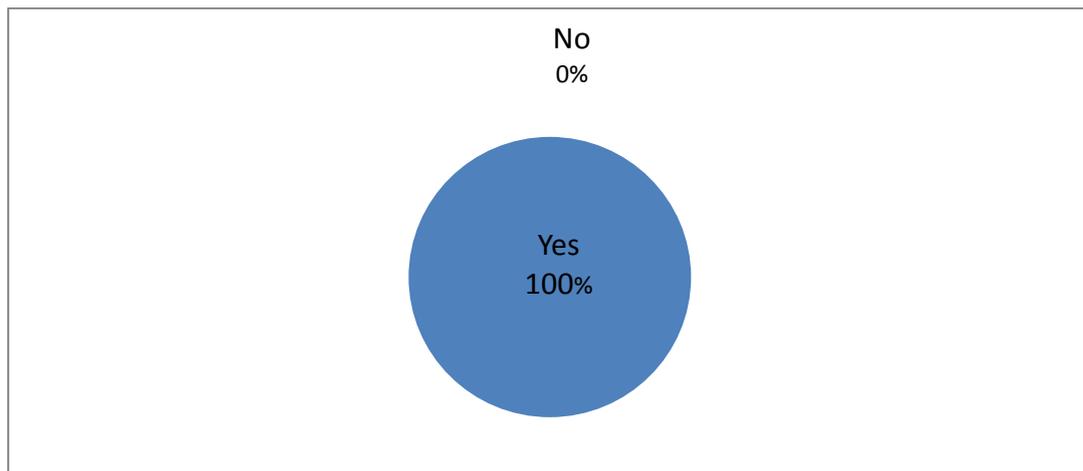


Figure 27: Creating Sense of Belonging and Involvement

It seems from the results obtained in the table above that (100%) of the teachers do agree about the importance of creating their learners' sense of involvement and belonging to the class to raise their oral engagement. Teachers declared that they can achieve that through various ways like corporations and collaboration, making them feel that their presence in classroom is for their benefit not a duty which will help in having more knowledge and not escape from participation. Another way to create students' sense of belonging and involvement as we mentioned in chapter (4) is by the teacher's role of caring.

Question 12: Do you encourage creativity in the classroom?

Options	Yes	No	Total
Number	10	00	10
Percentage	100	00	100

Table 30: Encouraging Creativity in Classroom

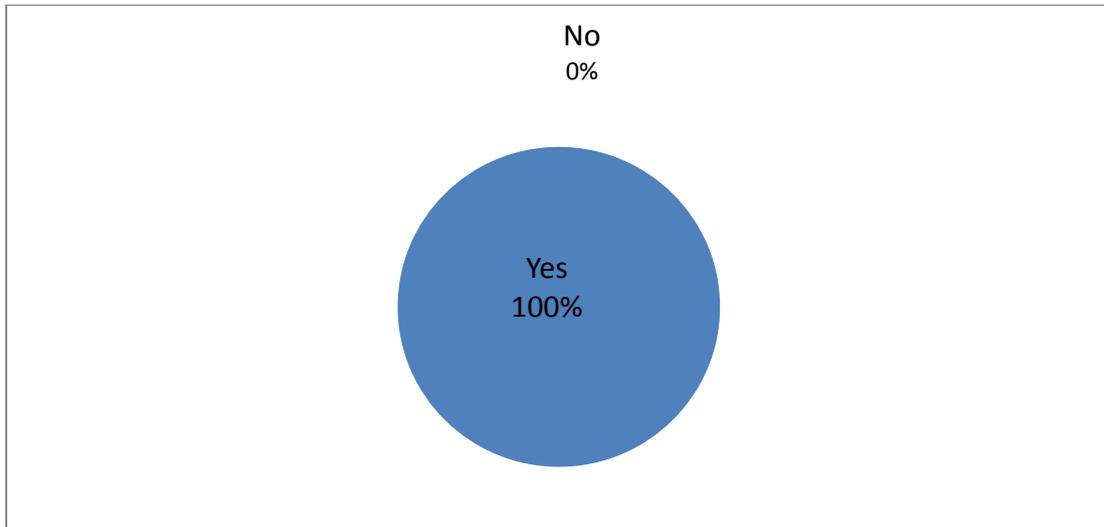


Figure 28: Encouraging Creativity in Classroom

We can notice that all the teachers (100%) encourage their students' creativity in the classroom. Besides to that we noticed (4) teachers mentioned that they ask their student to use their higher order thinking or critical thinking. The teachers also declared that they do not want their students to be spooned; it is through creativity they work. As a result, creative and positive ideas are welcomed in the classroom, so students can bring their own plays, materials, topics to be discussed in the classroom or used.

Question 13: Do you use the humanistic techniques? (Teachers assisting students in a sensitive way, the teacher is a facilitator and guide... students working in small groups...).

Options	Always	Sometimes	Rarely	Never	Total
Number	05	05	00	00	10
Percentage	50	50	00	00	100

Table 31: The Use of Humanistic Techniques

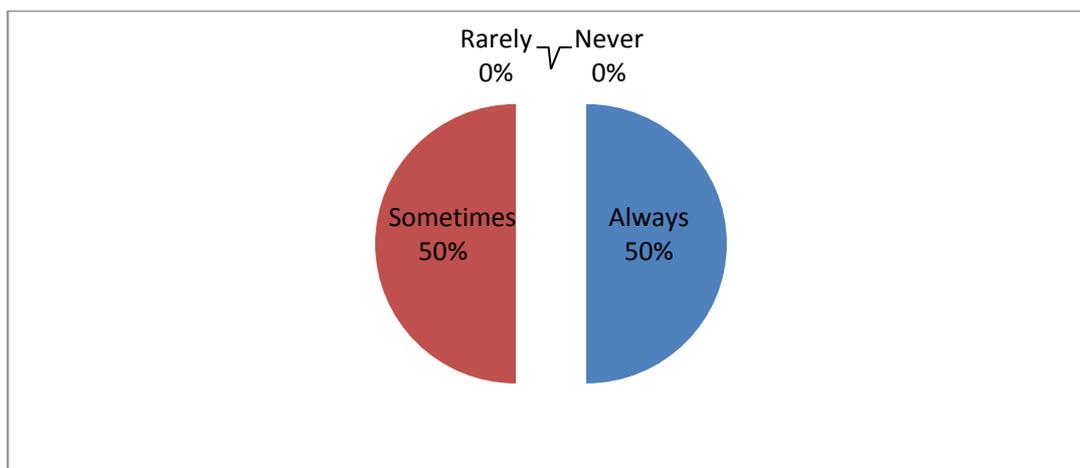


Figure 29: The Use of Humanistic Techniques

Through the table 31 above, we noticed that (50%) of the teachers use the humanistic techniques always, whereas, the rest (50%) use them sometimes. So the humanistic techniques are known and used with teachers in classroom. As it mentioned all the details about humanistic techniques in chapter (4). We emphasize that the use of such techniques is very helpful for OE teachers and that will help them in facilitating their task to lower their students' speaking anxiety.

Question 14: Do you make some self disclosure, being friendly, sharing close caring, understanding, attentiveness, being empathetic, enthusiastic, constructed, and having respectful interpersonal relationships?

Options	Always	Sometimes	Rarely	Never	Total
number	07	03	00	00	10
percentage	70	30	00	00	100

Table 32: OE Teacher Qualities

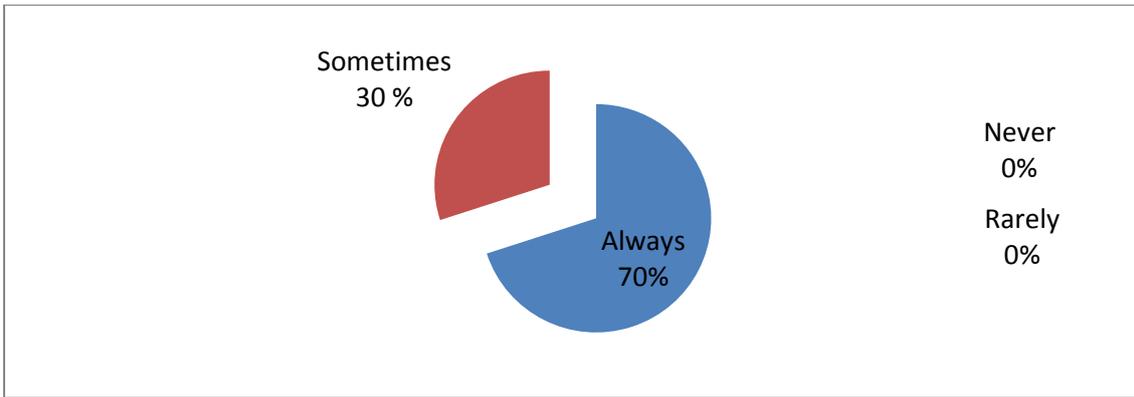


Figure 30: OE Teacher Qualities

Table (32) shows that (70%) of the OE teachers sharing close caring, understanding, attentiveness, being empathetic, enthusiastic, constructed, and having respectful interpersonal relationships with their students as a humanistic techniques to reduce anxiety and discuss learning problems to raise motivation and the students’ oral engagement. All this qualities are very useful for teachers in order to establish a friendly relationship that helps in creating a relaxing atmosphere which is very important to help anxious students to speak with confidence. (30%) of the teachers said it is only sometimes because it is quite difficult due to the overcrowded classes.

Question 15: In the classroom, you are the one who talks:

Options	Most	Sometimes	When it is necessary	Total
number	01	04	05	10
percentage	10	40	50	100

Table 33: OE Teachers’ Amount of Classroom Talking

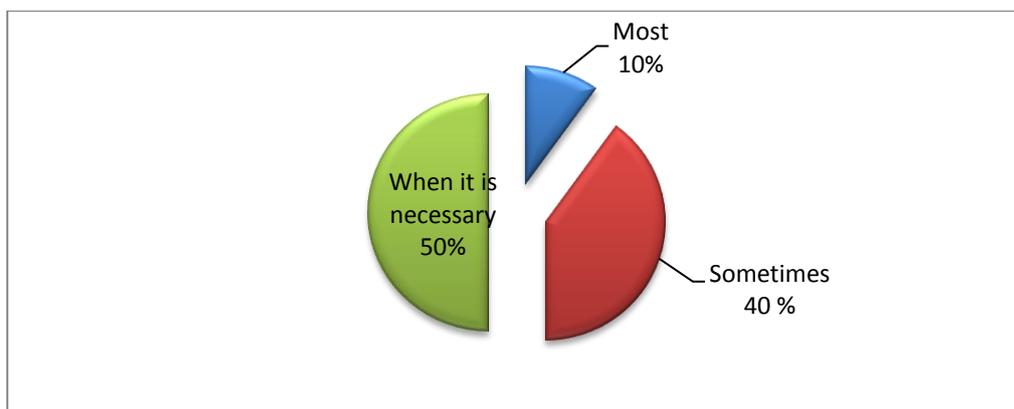


Figure 31: OE Teachers' Amount of Classroom Talking

The results obtained in table (33) denote that the majority of the teachers (50%) have declared that during oral expression class they speak only when it is necessary for giving instructions or feedback and organizing. Besides, (40%) of the teachers, said that they sometimes speak in the classroom and (10%) are the most one who talk. One of the main characteristics of OE teachers' talk as they say that their amount of talking should be less than of the learners. Consequently, the learners will have the complete opportunity to talk and enhance his/her speaking skill.

Question 16: Do you make your students?

Options	Work in groups	Work in pairs	Individually	Total
Number	08	02	00	10
Percentage	80	20	00	100

Table 34: OE Teacher's Way of Making Students Work

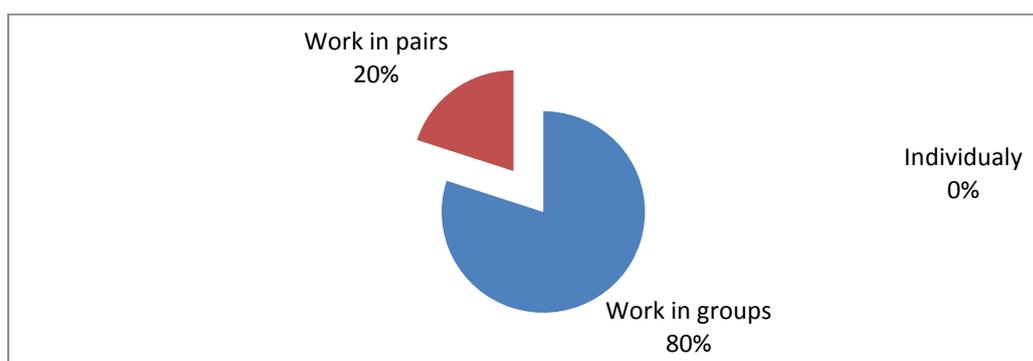


Figure 32: Oral Expression Teacher's Way of Making Students Work

It seems from the results obtained in the table above (80%) of the teachers declare that, they make their students work in groups. In a part it is because of the big number of students, in the other part, they see it as a way to lower their students anxiety where they can feel self confident and secure. For the rest (20%) of the teachers who selected working in pairs, they said that it is beneficial for them, where they can exchange personal knowledge and share responsibilities more better than groups where the good students would lead the group and the less good would not benefit because disregarded, discarded so, disinterested as they said. besides, as we mentioned in chapter (4), group working facilitates and help the anxious students to raise their engagement in speaking and being more comfortable.

Question 17: Any suggestions you would give to oral expression teachers to reduce their learner's anxiety?

All and the teachers provide us with advices suggestions according to their experience:

- Motivation is the key instrument to push students to their best to improve their oral skill
- Being honest and friendly
- Focus on language and ways to transmit the waves, decrease interest on content until mastering of vehicle content.
- Never point at individual learners.
- Give them options.
- Simplify the task.
- Encourage corporative learning.
- Make them feel at ease study individual learners personality.

Discussion and Recommendations

The analysis of the students' questionnaire revealed that many students wanted to master the speaking skill but they were facing anxiety in oral expression. This hindered and influenced the level of the students' motivation towards oral performance and consequently, were resulted in low level of oral skill. The learners' answers also, demonstrated that those who are really willing to study the English language and master the speaking skill show a great deal of interest and enthusiasm during an oral class.

The analysis of the students' answers showed also that there is a strong link between the students' personality and participation in the classroom in a part, and the students' personality and the OE teacher in the other part. Students who have a high level of self confidence help a

lot the OE teachers to lower their students' anxiety if it appears and creating a positive atmosphere and bettering their level of performance in an oral class and raise their oral engagement and sense of involvement.

The Students' answers also describe the teacher's most unfavorable behavior such as Never make laugh of students, Don't focus on learners' mistakes, Don't make harsh public comment, do not impose unwanted topics on them to be discussed, in the other part, close and preferred qualities have been combined together (e.g. *Creative, Imaginative, Conducts interesting classes, and Competent, open-minded, have a sense of humor and caring, Friendly with the students, Understanding, Helpful...*)

We have noticed through the students' answers that the thirteen per cent who have confess that they have a low level of oral proficiency, in their answers to questions that test anxiety revealed that they are the most anxious students also. Besides, they claimed that they have a low self confidence too. Thus, the anxiety in classroom negatively correlates to students' oral proficiency .

The analysis of the teachers' questionnaire confirm that OE teachers have various positive roles to play in class during oral expression besides providing students with knowledge. Teachers are asked to take into consideration all the physiological and psychological signs of anxiety that appears on the students (victim) which is our main concern in this Work.

The analysis of the teachers' answers also demonstrated that all teachers seemed to agree that in order for their learners to feel relaxed and less inhibited; they should play many roles to guide and encourage them. The well-established and close interpersonal relationships and humanizing the pedagogical settings and rapport with learners the more learners will raise their potential engagement in classroom with less feeling fearful or anxious.

General Conclusion

The present study deals with the close links that exist between oral proficiency and foreign language classroom anxiety. Its main concern was to investigate the different roles of the OE teacher to reduce and minimize the maximum this psychological phenomenon. Considering the teacher as a crucial variable to motivate students to perform better orally on first year students of English at the University of Biskra.

Creating warm and friendly relationships and atmospheres in the English academic settings, especially in the classroom, is an important prerequisite to language learning success. The results from the collected data show that the main important provoking FL oral classroom anxiety factors for the students are test anxiety, fear of negative evaluation, classroom anxiety, and communication anxiety, respectively from a higher level to a lower one. Therefore, the teachers can take the lead in helping anxious learners to cope with students' anxiety.

OE teachers will certainly succeed in lowering their learners' anxiety when they pay more attention to those provoking anxiety aspects through reconsidering the immense positive role of their sociability in building close interpersonal and respectful relations, and establishing good rapport with the students in the learning place, in a professional sense. In other words, teachers should help anxious students cope with the existing anxiety-provoking situations and try to make the learning atmosphere less stressful.

This study raises the English OE teachers' awareness about the crucial negative effect of FL oral anxiety among EFL learners at a first year level. By understanding the extent of learning anxiety the students have, the teachers will then be more aware of how to help their students reduce it and maintain and even promote their learning process, especially for highly anxious learners.

The negative effect of language anxiety on the skill of oral communication and on oral testing can be countered by the use of selected humanistic techniques which take account of the whole-person and attempt to create a positive, affective atmosphere in which to learn a language. These techniques are suggested in the current study in order to help OE teachers as we noticed that they can be beneficial to reduce the students' anxiety.

Finally, as we mentioned in this descriptive study the various multifunction of the OE teacher which help in reducing EFL learners' anxiety. We would say that we must not forget that the teacher is a humble creature who Allah gifted him/ her by one of the most honorable and difficult tasks. So, we can not urge him to do more than he/she can, it will be very beneficial if it is a shared responsibility. Thus we point out the learners to show enthusiasm towards learning to help the teacher and themselves, and Allah help those who help themselves.

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APPENDICES

Appendix 1: Teachers' Questionnaire

Appendix 2 : Students' Questionnaire

7. Do you think that there are some learners feel anxious when you correct their oral mistakes?

Always Sometimes Rarely Never

How?.....
.....
.....

8. Do you motivate your learners or you think it is their role to motivate themselves?

Always Sometimes Rarely Never

How?.....
.....
.....

9. What is the nature of relationship between you and your learners?

Neutral friendly not good

Other.....
.....

10. How do you usually correct your learners oral mistakes?

Directly for each mistake

Only some mistakes

After the learner finishes speaking

Please explain.....
.....
.....

11. Do you create students' sense of belonging to the group and involvement to raise their oral engagement?

Yes No

If yes, briefly say how:.....
.....
.....

12. Do you encourage creativity in the classroom?

Yes No

Please explain.....
.....
.....

13. Do you use the humanistic techniques? (Teachers assisting students in a sensitive way, the teacher is a facilitator and guide... students working in small groups...).

Always Sometimes Rarely Never

14. Do you make some self disclosure, being friendly, sharing close caring, understanding, attentiveness, being empathetic, enthusiastic, constructed, and having respectful interpersonal relationships?

Always Sometimes Rarely Never

15. In the classroom, you are the one who talks:

Most Sometimes When it is necessary

16. Do you make your learners

Work in groups Work in pairs Individually

Please explain
.....
.....
.....
.....

17. Is there any suggestions you would give to oral expression teachers to reduce their learner's anxiety

.....
.....
.....

Thank you dear Teacher
We wish you all the best in your career

Students' Questionnaire

Dear students,

The current questionnaire is an attempt to gather the needed information for the accomplishment of Master dissertation. We designed this questionnaire to assess the degree to which students struggle with anxiety in oral expression sessions and to highlight the different roles of the teacher in reducing the levels of anxiety. We would be very grateful if you could help us to accomplish our research by filling in the questionnaire.

Please, tick (✓) the choice that corresponds to your answer.

1. Male Female

2. Choosing to learn English is :

_Your choice Imposed on you

Section 1

3. Do you feel anxious when you give an oral presentation in front of the whole class?

Always Sometimes Rarely Never

Please explain.....
.....
.....

4. Sociable and friendly teacher makes you feel relaxed and perform better orally?

Yes No

Please explain:
.....

5. Do you feel embarrassed when the teacher of oral expression correct your oral mistakes ?

Always Sometimes Rarely Never

Please in each case say why
.....

6. Do you feel anxious when you give an oral presentation in front of the whole class

Always Sometimes Rarely Never

Please say why?.....

.....

7. In the oral expression lesson, do you get nervous and forget things you know?

Always Sometimes Rarely Never

Please say why?.....

.....

8. Do you feel that your teacher is facilitating your speaking performance and makes you speak better?

Always Sometimes Rarely Never

Explain:

.....

9. Do you feel your heart pounding when you are going to be called on in oral expression session and you avoid the eye contact with the teacher?

Always Sometimes Rarely Never

Please explain.....

.....

10. Do you prefer working in groups?

Always Sometimes Rarely Never

Please say why.....

.....

.....

11. Do you feel afraid that the other students in the class will laugh at you when you speak in English?

Always Sometimes Rarely Never

Please say why?

.....

.....

12. In your opinion, what should be the qualities of a good oral expression teacher ?

Capable Fair Reliable Strict Imaginative
Open-minded

Other:.....

.....
.....

13. What do you dislike in Oral expression lesson?

.....
.....
.....

Section 3

14. Classify in order of importance the following skills? (1,2,3,4)

Writing Speaking Reading listening

15. Which of the following describes your level of oral proficiency?

High Average Low

16. Do you feel satisfied with the way you have been taught oral expression?

Yes No

Please say why.....

.....
.....

Thank you

Summaries

الملخص

تهدف هذه الدراسة في مجملها إلى وصف يتمحور حول دور أستاذ مقياس التعبير الشفوي المتمثل في تخفيض و درء القلق الذي يظهر على الطلبة خلال هذه الحصة مما يؤدي إلى انخفاض نسبة مشاركتهم و ارتباكهم. و بذلك يمكن للأستاذ أن يسهل لنفسه تدريس هذا المقياس و يطور لطلابه مهارة الكلام في اللغة الإنجليزية لترتقي إلى أعلى المستويات. فتعتمد هذه الدراسة عموما على تسليط الضوء على قلق و توتر الطلبة أثناء هذه الحصة و شرح تفاصيل مهارة الكلام أيضا هذا من جهة. من جهة أخرى تعنى هذه الدراسة على وجه الخصوص في إعادة النظر في مختلف أدوار أستاذ التعبير الشفوي الإنسانية الفعالة التي من خلالها يكون بمقدوره أن يخلق جو ملائم مميز و محفز أيضا. فلقد اعتمدنا في الدراسة الحالية على طرح فرضية أن الأستاذ و من خلال العديد من أدواره الحاسمة و مختلف التقنيات يمكنه تخفيض خشية المشاركة في الكلام للطلبة إلى أدنى مستوياتها. بعد قيامنا بتحليل المعطيات التي حصلنا عليها و كذا ترجمة نتائج استمارات الأسئلة التي أعدناها تأكد لنا صحة ما افترضناه و قاننا أيضا إلى اقتراح مجموعة من الأفكار الهادفة و حلول إلى هذه الإشكالية. و يخلص البحث إلى توصيات بالاهتمام بهذه الظاهرة النفسية السلبية و التأكيد على أهمية إقامة جو مناسب و محفز لتخفيض نسب التوتر للطلبة لتطوير مهارة الكلام لديهم .

Le résumé

Le but de cette études est de décrire le rôle de l'enseignant d'expression orale afin de réduire l'anxiété qui apparait sur les étudiants menant a un faible taux de participation. Pour faciliter l'enseignement de ce module, le professeur doit développer la compétence orale en anglais chez les étudiants. Cette étude est basée d'une revue de divers rôles d'un professeur d'expression orale ce qui permet de créer une atmosphère conviviale et stimulante pour réduire l'anxiété des étudiants et accroitre leur participation au discours. Selon notre hypothèse, l'enseignant a travers beaucoup différentes techniques et des rôles efficaces peut réduire l'anxiété au plus bas niveau. Apres avoir analysé des donnes et de interpréter les questionnaires, nous avons confirmé la vérité de ce que nous supposons, elle aussi nous a conduit a proposer un série d'idées visant a réduire l'anxiété et améliorer les compétences orales des étudiants. Nous concluons la recherche par des recommandations concernant le phénomène psychologique négatif pour créer une atmosphère favorable pour améliorer la compétence orale a un niveau plus élevé.