



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of foreign Languages
Division of English

**The Impact of Anxiety on EFL
Students' Oral Performance**

**The Case of Study Third Year EFL Students of Khenchela
University**

A Dissertation Submitted to Mohamed KHIDER University of BISKRA in partial
Fulfillment of the Requirements for the Degree of Master 2 in Language Sciences

Supervised by

Mrs. BENIDIR Samira

Submitted by

MESSAI Sara

Members of the Jury

Dr. SAIHI Hanane

Mrs. SALHI Ahlem

June 2016

Dedication

*To my sympathetic father ATHEMAN and thoughtful mother FATIHA who I adore, respect
all of my life*

To my lovely sisters KENZA, ARIDJ, SAMIRA

To my brother BORHANE

*To my closet, truthful, loyal, caring, lovely not only friends but soul sisters that I can't live
without and never forget GHADA, MANEL, IMEN, NOOR*

To my precious DJAMOU

To my dearest KHAOULA, MAISSOUNE, KAOUTHAR, HOUDA

To my second parents AZIZ and SALIMA

To all my aunts and uncles

To my grandmother FAFA

To my dearest nieces SIRINE, MALEK SADDIDA, MERIEM and ANAISE

To all the members of my family MESSAI and GOURMAT

*To all my friends with whom I shared the university life with its lights and shadows
AMOUNA, SOUMIA, HALIMA, DIANA, and IMEN*

To all my teachers especially my supervisor Mrs. BENEDIR

To all those who love me

Acknowledgements

I would like first to thank ALLAH for giving me strength and capacity to complete this work.

I would like to express my sincere gratitude to my supervisor Mrs. BENIDIR for her guidance, support, help and patience.

Also I would like to thank Dr. SAIHI HANAN and Mrs. SALHI AHLEM for accepting to evaluate my dissertation.

I would like to express my warm thanks to Mr. CHEKHEB for his help.

I gratefully wish to thank all the teachers and the third year LMD students of the Department of English at University of KHANCHELA for their help and seriousness in completing the questionnaires.

I would like also to thank and express my deep love to DJAMOU the person who endured, supported and helped me all these years to succeed in my life.

I would like to extend my deep appreciation and love to my parents for their support, my sisters KENZA, ARIDJ and to my second dearest sisters and roommates MANEL and GHADA for their help, support, and being always by my side.

I would also like to thank all my friends for the nice times that we spent together helping each other especially at campus especially IMEN.

An appreciation goes also to all who helped me in one way or another to realize this work.

Abstract

This study aims to deal with the influence of anxiety on EFL students when performing in oral classes. We administrated two hypotheses the first one is that anxiety affect EFL students' oral performance, they feel nervous. This related to many factors, while the second one is that to reduce anxiety students should follow different strategies such as the good preparation and self-confidence. In order to do our research, we based on three chapters, two theoretical chapters and a chapter for the field work. Both theoretical chapters include parts about the speaking skill in classroom, anxiety and oral performance. As for the third chapter, it is devoted for the analysis and interpretation of the questionnaires and results. We have proposed two questionnaires as tools to conduct in our research one for the students and one for the teachers; however we have used qualitative method to analyze them. The findings show that students feel anxious when speaking the target language in front of others; in addition teachers suggested solutions that may help students to enhance their speaking skills and overcome anxiety. It is suggested that in order to overcome anxiety various teaching methods and activities have to be utilized as well a relaxed classroom environment should be established.

List of Abbreviations

EFL: Foreign Language Learners

ESL: English Second Language

FL: Foreign Language

SL: Second Language

L1: First Language

L2: Second Language

CLT: Communicative Language Teaching

List of Figures

Figure 3.1 Students' Age Distribution.....	35
Figure 3.2 Students' Gender Distribution.....	36
Figure 3.3 Students' Choice of Studying English as a Language.....	36
Figure 3.4 Students' Level of English.....	37
Figure 3.5 Students' Interest in Their Study.....	38
Figure 3.6 Students' Opinions on the Importance of Speaking in Learning the Language.....	39
Figure 3.7 Students' Description of Their Speaking Ability.....	40
Figure 3.8 Students and Teachers' Amount of Talking.....	41
Figure 3.9 The Teacher and Learner Interaction.....	42
Figure 3.10 The Learner-Learner Interaction Outside and Inside the Classroom.....	43
Figure 3.11 Teachers' Interruptions for Students' Correction.....	44
Figure 3.12 Students' Reaction to the Teachers' Correction.....	45
Figure 3.13 Students' Reasons for Not Interacting.....	46
Figure 3.14 Students' Self Confidence When Speaking in Class.....	47
Figure 3.15 Students' Stress Frequency When Speaking Without Preparation.....	48
Figure 3.16 Students' Feeling about Oral Presentation in Class.....	49
Figure 3.17 Students' Feeling during Oral Performance.....	50
Figure 3.18 Students' Reasons behind Anxiety.....	50
Figure 3.19 Students' Demotivation from Sever Mistakes and Errors Correction...	51

Figure 3.20 Students' Feeling When Teachers and Classmates Mock their Mistakes.....	52
Figure 3.21 Students' Anxiety in Oral Tests.....	53
Figure 3.22 Causes of Anxiety in Oral Tests.....	54
Figure 3.23 Students' Perception on the Role of Oral Presentation in Reducing Speaking Anxiety	55
Figure 3.24 Students' Perception about the Idea of Practicing More Oral Presentation in Different Modules and Courses	56
Figure 3.25 Teachers' Gender Distribution.....	58
Figure 3.26 Teachers' Degree(s) Held.....	59
Figure 3.27 Teachers' Years of Experience in Teaching Oral Expression.....	59
Figure 3.28 Teachers' Perception of the Most Needed Item for Teaching Speaking.....	61
Figure 3.29 Teachers' Perception on Whether Anxiety Facilitates or Inhabits the Learning Process.....	62
Figure 3.30 Teachers' Perception on What Is Causing Students to Fail to Speak In Class.....	63
Figure 3.31 Teachers' Perception about Using Technology Tools in Oral Expression.....	64
Figure 3.32 Teachers' Use of Technology Tools in their Courses.....	65
Figure 3.33 Teachers' Perception about Using Technology to Enhance Speaking Skills.....	66
Figure 3.34 Teachers' Perception about Using Academic Methods to Enhance the Speaking Skills.....	67

Figure 3.35 Teachers' Opinions Concerning Using Oral Project Presentations in Class.....	68
Figure 3.36 Teachers' Responses to Whether They Use Oral Projects Presentations or Not.....	69
Figure 3.37 Teachers' Opinion about Students' Reaction towards Oral Projects Presentation.....	70
Figure 3.38 Most Challenging Speaking Problems Encountered by Students in the Oral Expression Courses.....	72

Table of Contents

Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of abbreviations.....	V
List of figures.....	VI
Table of contents.....	.IX
General Introduction.....	01
1. Statement of the Problem.....	01
2. Aim of the Study.....	02
3. Research Question.....	02
4. Hypotheses.....	02
5. Methodology.....	03
6. Significance of the Study.....	03
7. Structure of the Dissertation.....	04
Chapter one: Overview of the Speaking Skills	
Introduction.....	07
1.1. Definition of Second Language.....	07
1.2. Why Learning a Second Language.....	07
1.3. Definition of Speaking Skills.....	08
1.4. Importance of Speaking in Classroom.....	08
1.5. Elements of Speaking.....	09
1.5.1. Mental/ Social Processing.....	09
1.5.2. Language Features.....	10

1.6. Integration between Listening and Speaking.....	11
1.7.Types of Speaking Tasks.....	11
1.7.1. Information-Gap Activities.....	12
1.7.2. Dialogues and Role Plays.....	12
1.7.3. Activities Using Pictures.....	12
1.7.4. Storytelling Task.....	13
1.8.Characteristics of Speaking Performance.....	13
1.8.1. Fluency.....	13
1.8.2. Accuracy.....	14
1.8.3. Grammar.....	14
1.8.4. Vocabulary.....	14
1.8.5. Pronunciation.....	15
1.9.Speaking Difficulties in Foreign Language Learning.....	15
1.9.1. Inhibition.....	15
1.9.2. Nothing to Say.....	16
1.9.3. Low or Uneven Participation.....	16
1.9.4. Mother Tongue Use.....	16
1.10. Approaches to Teaching Speaking In the EFL Classroom.....	16
1.10.1. The Direct Approach.....	17
1.10.2. The Indirect Approach.....	17
1.10.3. The Indirect Plus Approach.....	17
1.10.4. The Communicative Approach.....	18
1.11. Learners and Teachers Classroom Interaction and Speaking Skill Development.....	18
Conclusion.....	20

Chapter two: Anxiety and Oral Performance

Introduction.....	22
2.1. Definition of Anxiety.....	22
2.2. Types of Anxiety	22
2.2.1. State Anxiety.....	23
2.2.2. Trait Anxiety.....	23
2.2.3. Specific-Situation Anxiety.....	23
2.3. Sources of anxiety	23
2.4. The Role of Anxiety in Learning a Foreign Language.....	24
2.4.1. Facilitating Anxiety.....	25
2.4.2. Debilitating Anxiety.....	25
2.5. Aspects of Anxiety	25
2.6. Anxiety and Motivation.....	26
2.6.1. Definition of Motivation.....	26
2.6.2. Types of Motivation.....	26
2.6.3. The Relationship between Anxiety and Motivation.....	27
2.7. Anxiety and Oral Presentation.....	27
2.7.1. Definition of Oral Presentation.....	27
2.7.2. Types of Oral Presentation.....	27
2.7.3. Nervousness During Oral Presentation.....	28
2.7.3.1. Causes and Cures of Nervousness.....	28
2.7.3.2. Performance Strategies.....	28
2.8. How Can Oral Presentation Help Reduce Anxiety.....	29
2.9. How to Overcome Anxiety.....	30

Conclusion	32
------------------	----

Chapter three: Analysis and Interpretation of the Questionnaires and

Results

Introduction.....	34
3.1. The analysis of the Students' Questionnaire.....	34
3.1.1. Sample Description.....	34
3.1.2. Questionnaire Description.....	34
3.1.3. The Analysis of the Results.....	35
3.1.4. Findings and Results.....	56
3.2. The Analysis of the Teachers' Questionnaire.....	57
3.2.1. Sample Description.....	57
3.2.2. Questionnaire Description.....	57
3.2.3. The Analysis of the Results.....	58
3.2.4. Findings and Results.....	73
Conclusion	73
Recommendations and Interpretations of the Analysis.....	74
General Conclusion.....	76
References	78
Appendices.....	83
Appendix A.....	83
Appendix B.....	88
الملخص.....	92

General Introduction

Learners, teachers, and researchers of second or foreign languages are well aware that learning and using a foreign tongue can be an anxiety provoking experience. According to Horwitz et al. (1986:126) anxiety is defined as a “distinct complex phenomenon of self-perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” Suffering from anxiety when speaking is a real life issue that some students may experience at different levels and triggered by several performance anxieties such as: “communication apprehension, test anxiety and fear of negative evaluation” (Horwitz& Young, 1991).Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor oral performance. However, the most important thing one should bear in mind is that learning to speak a second language is much difficult than learning to speak the first language for many reasons. In our study we aim to figure out some of speaking anxiety insights in order to help EFL learners enhance their speaking skill and reduce their anxiety since they are using English primarily for communication. Also, to make teachers work on the negative effects of anxiety on their learners’ speaking skills and to suggest some solutions that will be of great help for learners to overcome the issue anxiety while performing.

1. Statement of the problem

The problem in this study concerns the negative influence of anxiety on students’ oral performance. Many learners may experience anxiety because of their perceived inability to adequately express their thoughts, or because, they are afraid of being judged negatively or not being socially accepted. As a result, this study has to be tackled and investigated in

order to come up with some solutions that may reduce its occurrence among EFL students at the English Department of Mohamed Khieder University in the future.

2. Aim of the study

This study aims to deal with the impact that anxiety produces in EFL students and its effect on their speaking skills. Also, it aims to determine the influence of anxiety on EFL students when performing in class which might prevent students from enjoying practicing English, doing oral reports, or engaging in conversations with other English speakers. Besides to find out solutions that EFL students should take into consideration to overcome the issue of anxiety.

3. Research Questions

In this research, we have put the following research questions:

3.1. How does anxiety affect EFL students' oral performance?

3.2. What should EFL students do to overcome anxiety?

4. Hypotheses

On the basis of these questions, we put the following hypothesis:

4.1. We hypothesis that anxiety affect EFL students oral performance negatively that they feel nervous when speaking English and may not be able to recall the words and sentence structures they need due to the lack of self confidence.

4.2. In order to overcome the issue of anxiety we hypothesis that there are many techniques that are useful or worth to take into account of consideration for EFL students.

5. Methodology

In our study, we used the descriptive method in order to discover the impact of anxiety on EFL students' oral performance. We used the descriptive method because it seems to be the appropriate one to acquire and gather data about this problem.

In order to obtain sufficient data for our research, we used two questionnaires one for the students and the other for the teacher. Our work concerned with the students and teachers at University of Khanchela. We administrated a questionnaire to third year (LMD) students we chose only (50) students, since it is impossible to deal with their total number (500) students , this aims to know more about the students' opinion about their teachers as well as their feeling when performing and to know better about their deep fears. Whereas, the other questionnaire administrated for (10) of oral expression teachers, because they are aware about the issue of anxiety that students face especially in this module.

6. Significance of the Study

In this research, the study aims to find out the affects of anxiety on students' oral communication in their classroom. According to Young (1992), speaking is probably considered the most stressful skill among the four (listening, speaking, reading and writing) from the perspective of both FL teachers and learners. Hence, students involved in oral communication activities are generally prone to experience constant anxiety, especially in the classroom where the learners have little control of the communicative situation and their performance is constantly monitored by both their teacher and peers (Horwitz et al., 1986). For that, a great deal of research will be conducted to explore the effects of anxiety on EFL Students.

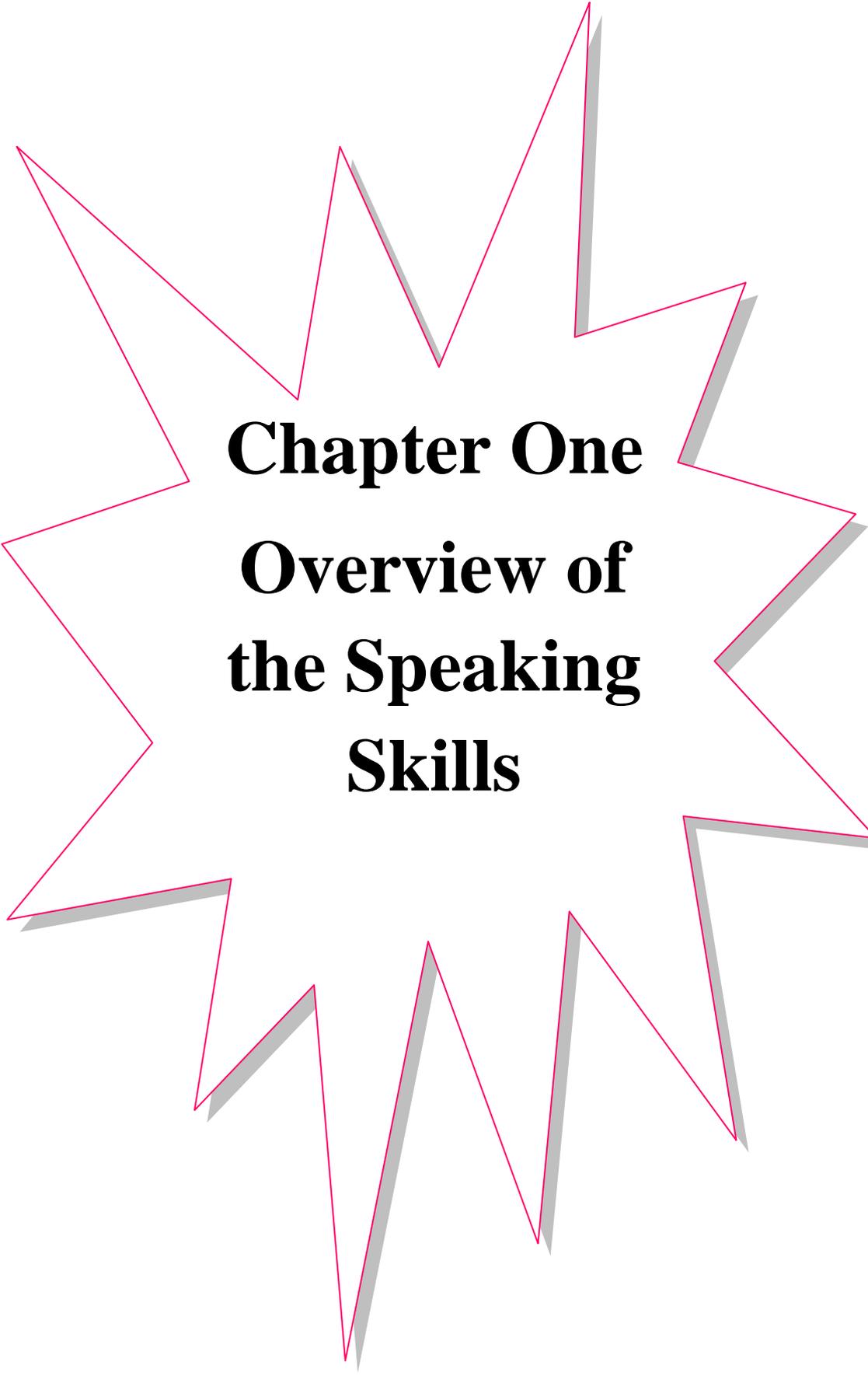
7. Structure of the Dissertation

The present research includes a general introduction about the topic in which it contains the aim of the study, statement of the problem, the significance of the study, the research questions and hypothesis and the methodology used in this research. Also it is basically divided into three main chapters. Chapters one and two will be devoted to the overview of our variables and chapter three will be about the analysis of both quantitative and qualitative responses and the results obtained from the teachers and students questionnaires.

The first chapter is devoted to the overview of speaking skills. It comprised an introduction to the chapter, a definition of speaking skills, its importance, elements, and types of speaking tasks; also, we tried to shed light on the characteristics of speaking performance and the speaking difficulties in foreign language learning. At the end of the chapter, we tried to explore the approaches to teaching speaking in the EFL classroom, learners and teacher's classroom interaction and speaking skills development and a conclusion to sum up what we have in our chapter.

In the second chapter of anxiety and oral performance it contains also an introduction to the chapter, we defined anxiety and we mentioned its types, sources, aspects and its role in learning a foreign language. Also, we discussed the subject of motivation and anxiety; we identified motivation, its types and the relationship between anxiety and motivation. Then we moved to speak about anxiety and oral presentation so we identified oral presentation, its types, nervousness during oral presentation, its causes and cures and strategies to perform. At the end we added those two elements: how can oral presentation help reduce anxiety and how to overcome anxiety. We came up with a conclusion about the basics findings in this chapter.

Finally, the last chapter of the proposed research is mainly an analysis of the research data collected which it is consisted on two questionnaires one for students and the other for teachers. We wanted to figure out causes of anxiety while students perform in class and to get to solutions that may help them to overcome this anxiety.



Chapter One
Overview of
the Speaking
Skills

Introduction

Language educators have long recognized that learning a second language is not an abstract exercise of memorizing vocabulary and applying grammatical rules. The learner must also face the stress and ambiguities of communicating within the parameters of an unfamiliar culture. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. Learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. In this chapter, light will be shed on the speaking skill with more details, including the main characteristics of speaking performance, demonstrating the oral communicative strategies, with some focus on speaking difficulties and finally, how to practice the speaking skill in the classroom.

1.1. Definition of Second Language

In any language we have L1 and L2. L1 refers to the first or the native language while L2 refers to the second or the foreign language that's being studied. A second language is a language that is learned in addition to a person's mother tongue L1. English tend to the L2 associated in the global world. These languages may be acquired by being spoken in the home, or learning it by taking courses. The difficulty shows in learning a second language is when a language differs from a person's mother tongue in terms of alphabet and grammar.

1.2. Why Learning a Second Language

Many researchers such as Mårtensson et al. (2012) and Krizman et al. (2012) also Werker & Galles (2011) suggested some benefits of learning a second language. One of the major benefits of learning a second language is that language centers in the brain actually grow. The better you learn, the more those vital areas of the brain grow. Then,

being bilingual can lead the learner to improve his listening skills, in order to distinguish different types of sounds in two or more languages the brain works harder and it makes you stronger to control over attention and to better be able to limit distractions. Also learning a second language open your eyes to see the world differently. However, learning a L2 can make the learner better at his L1 since; it can draw his attention to the abstract rules and structure of language. In the other hand learning a second language has many benefits especially when it comes to international business and travels also it pave the way for salary increases and open up tons of amazing job opportunities. It has also been associated with better reading ability in the mother tongue, improved test scores, and better performance at a college level, as it seems that the process improves thinking skills in general. (“PSYBLOG-10superb psychological advantages of learning another language”)

1.3. Definition of Speaking

In defining speaking, we may say that it is in its broadest sense a language of human production. Speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Hedge (2000: 261) point out that speaking is “a skill by which they [people] are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

1.4. The Importance of Speaking Skills

Language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations.

In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are supported to talk more in the classroom.

Ur (2000: 12) declares also that

of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as "speakers" of the language, as if speaking included all other kinds of knowing.

Also the importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. 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. Baker and Westrup (2003: 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."

1.5. Elements of Speaking

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1.5.1. Language features: the following elements are necessary for an effective speaking:

a) Connected speech: The speakers of English need it to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

b) Expressive devices: It helps native speakers of English to convey meanings. They use effectively the phonological rules which refer to the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

c) Lexis and grammar: when learners produce some language functions, they often use the same lexical structures. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

d) Negotiation language: learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them.

1.5.2. Mental / social processing: The necessary processing skills of speaking are the following:

a) Language processing: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

b) Interacting with others: most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker needs to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.

c) Information processing: this relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to respond to the others' talk.

1.6. Integration between Listening and Speaking

In discussing aural skills, speaking and listening are two basic skills 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. A speaker has a necessity to a listener because speaking is rarely carried in isolation, as put by Redmond and Vrchota (2007:120) "speakers are at the mercy of listeners." Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers (Ibid.). Therefore, 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 outputs effectively.

1.7. Types of speaking tasks

It is important to give the students a lot of speaking activities so that they will be able to deal with different situations in reality. However, before choosing what task to participate in the classroom, teachers must give priority to their students' needs. As the students have different learning styles, some kinds of activities may suit some of them, while other activities may suit others.

1.7.1. Information-gap

This activity has many advantages; students are required to exchange the information, so negotiation of meaning will play a good part when interacting. Students will not move to information till they understand each other. Therefore, Here, learners are excited to know each other's information; this motivates them to speak English.

However, information gap activity has also its own limitations. In role play all students are obliged to speak while in information gap they are not obliged to.

1.7.2. Dialogues and Role Plays

It is a well known activity in EFL classes. Here, students start first performing simple dialogues in pairs or groups. Then, they move to complex ones. The teacher chooses the setting and the roles to be performed, but the language to be used is the student's choice. Role play activity has many advantages in developing students' speaking skill. According to Brown role play activity gives learners their freedom in choosing what to say and how to say it, whereby creativity will characterize role their linguistic output (174). However, the success of the role play depends on whether students are motivated to take over a role or not. Whether if the roles suits their preferences and attitudes or not. Therefore, teachers are expected to be aware of these limitations in order to achieve successfully their goals behind a role play.

1.7.3. Activities Using Pictures

This task has a clear objective and a short time limit; students produce a good number of sentences rapidly. Ur (1996) claims that when the groups do the task for the second time with the second picture, they almost always come up with more sentences than they did the first time. Also he states that the type of activity described in the task above works well

with beginning level classes. Students from elementary level to advanced level can all benefit from using pictures in speaking activities.

1.7.4. Storytelling Task

In storytelling activity, students may tell about themselves, their families or friends, they may also tell about a film they watched, a book they read, or a place they visited. Their classmates would ask them different questions to know more about what happened. However, teachers should be aware that students need some time to think about what they are going to say in front of their peers. Thronbury comments “story telling is a universal function of language and one of the main ingredients of casual conversation” (95). Storytelling task has many advantages. In addition to the well practice of grammar rules as tenses and the acquisition of new vocabulary, students as they interact during this activity, they will better know each other.

1.8. Characteristics of Speaking Performance

In the communicative approach, fluency and accuracy are of the main characteristics, and they are seen as complementary in accomplishing a given task. Under this title, we try to highlight the main features that should characterize EFL learners in order to be competent in speaking skill, in other words, to score proficiency in speaking English.

1.8.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Fluency is being able to speak and comprehend English as fast and easy as possible without the need for any translation. Hughes (2002:14) defines it as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise one will have a communication breakdown. Because; listeners will lose their interest if one doesn't have a mastery over the spoken language.

1.8.2. Accuracy

Learners seek more to be fluent and they forget about being accurate, therefore teachers nowadays emphasize the term of accuracy in their teaching. Ellis & Barkhuizen (2005:139) defines accuracy as “how well one’s speech is produced in relation to the rule system of the target language”. Therefore, learners should pay great attention to a number of things, the grammatical structure, vocabulary and pronunciation and completeness of the language form.

1.8.3. Grammar

According to Hughes (2002:15) the grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005: 20) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

1.8.4. Vocabulary

According to Harmer (2001) “the knowledge of the word classes also allows speakers to perform well formed utterances”. Being accurate in terms of vocabulary refers to

appropriately choosing words during speech. EFL Students often find it hard when trying to express their ideas, they lack the appropriate vocabulary, and they sometimes use incorrect words like in case of synonyms which do not carry the same meaning in all contexts.

1.8.5. Pronunciation

English language has long been considered, by both native and non native English speakers, as a difficult language to master because of its pronunciation (word sounds). Redmond and Vrchota (2007: 104) argue that “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” So, the speakers will not be understood and the accuracy will not be achieved if the pronunciation is not correct.

1.9. Speaking Difficulties in Foreign Language Learning

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The Following are the problems of speaking skill (Munjayanah, 2004: 17):

1.9.1. Inhibition

Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999: 93) argues that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority.

1.9.2. Nothing to say

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about.

1.9.3. Low or uneven participation

The ignorance of teacher’s motivation is the main reason to the low participation. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

1.9.4. Mother tongue use

SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker & Westrup (2003: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

1.10. Approaches to Teaching Speaking In the EFL Classroom

According to Applegate (1975:271) “communication can only be effective when the student is sensitive to the social and cultural aspects of language use and how these differ between his first and second language.” However EFL classes must be guided by the elements of conversation and the means to generate genuine conversation. In other words,

to succeed in EFL classes, the uses of correct approach, interesting activities, proper equipments, and high motivation are necessary. There are three well known approaches to teaching speaking in a second or a foreign: the indirect approach, direct approach and indirect approach plus.

1.10.1. The Direct Approach

Is based on” information about a systematic program of micro skills, communication strategy, language input, and processes that lead to fluent speaking, which is informed by speaking analysis, second language acquisition and discourse analysis” (Dornyei &Thurrell , 1994:40).This approach includes recording speaking to recognize student deficiencies in observing real speaking transcripts, good speaker, and the differences between non-native and native speaking (McCarthy, 1991:121). However, this approach seems to over-rely on skills and strategies at the expense of linguistics and the teaching of unnecessary functional language in particular contexts (as cited in Thornbury &Slade)

1.10.2. The Indirect Approach

This approach is a part of some language teaching methods, such as the Audio-lingual Method and Communicative Language Teaching. It is assumed that the interactions carried out in class should be meaningful for students speaking proficiency to grow (Brown, 2001:276). The indirect approach is considered less structured and more appropriate for upper level EFL students. All the same, this approach is able to meet the student's desire to practice the speaking skills they already master.

1.10.3. The Indirect Plus Approach

This approach Thornbury (1998:110) remarks that classrooms and textbooks are still widely grammar-driven, and that makes the conversational approaches difficult to apply in classrooms. Is a combination of learner-centered training, language exposure, interactional

activities and teaching speaking as a spoken discourse (Thornbury & Slade, 2006:295). Seeing from its elements, this approach looks similar to the principled communicative approach (Celce-Murcia et al, 1997:148) and Willis' Task-based approach. They are characterized as highlighting specific language input and exposure to real speaking with consciousness-raising time in systematically sequenced activities. In addition to the right approach, speaking classes also require a variety of facilities (textbooks and audiovisual media), activities, adequate training, and opportunities to interact with the target language.

1.10.4. The Communicative Approach

The Communicative approach is firmly grounded into two main methods, a weak one and a strong one. Using English for communicative purposes and designing activities for the same purpose is the first method. The second method is based on the acquisition of the FL by its direct use. The main characteristics of CLT approach are summarized in the following:

- Language is a system for expressing meaning.
- The primary functions of language are interactions and communication.
- Language structure reflects its functional and communicative usage.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (Richards & Rodgers, 1986:71).

1.11. Learners and Teachers Classroom Interaction and Speaking Skill Development

It's known that the main aim of learning any language is communication. Classroom interaction is the key to reach that aim. According to Angelo (1993), classroom interaction

comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching.

Create an active learning environment; focus attention; connect knowledge; help students organize their knowledge; provide timely feedback; demand quality; balance high expectations with student support; enhance motivation to learn; encourage faculty- student and student-student interaction and communication; and help students to productively manage their time. Learners will get more knowledge from the lessons when they actively participate in their learning.

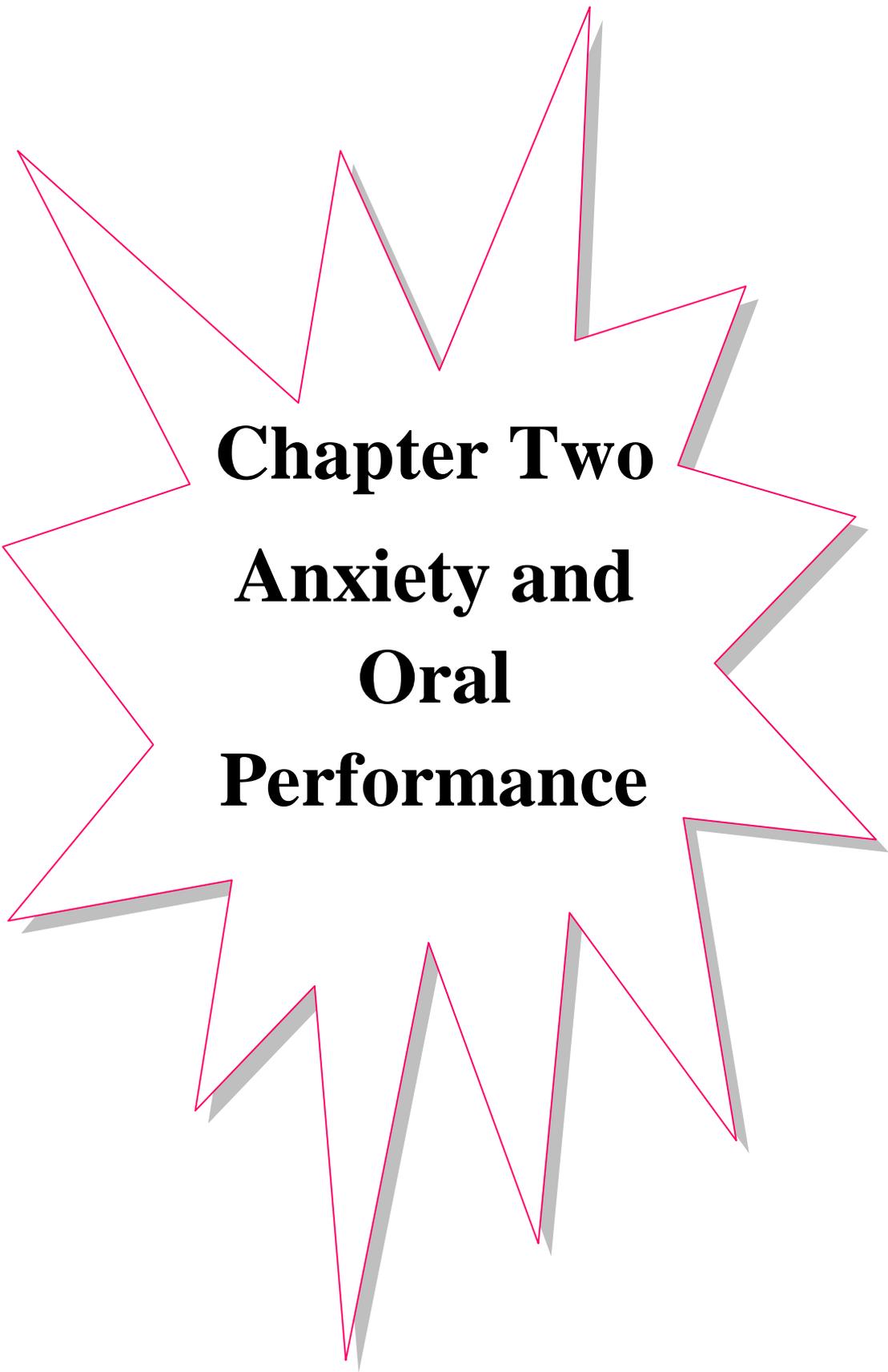
A good teacher encourages his or her students to speak English as much as possible inside and outside the classroom .Also to use it for social interaction in the classroom with him/her or their peers. Brown (1994.n.p) advocates that if students get enough opportunities to practice the language it will help them acquire the language in a more natural contexts. Interaction allows learners to build their own EFL conversations and meanings that they understand and this is considered of a great support and help for them. Krashen & Terrel (as cited in Lightbown & Spada, 1999) find that “communication provides students with opportunities to focus on using the language rather than learning the structure of the language”. So, Teachers’ emphasis according to many experts should be on making meaning, capturing their attention and encouraging them to take initiatives and interact more with each other and not strictly on error correction.

The strategies that teachers use can be fun and enjoyable, and at the same time achieve academic goals. Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers’ and students’ time. According to Brown (1994), if strategies are intrinsically motivating and appeal to students’ goals and interests then it can have a positive impact on their speaking. Murphy adds “Teachers should design

“activities that provide students opportunities for improving oral fluency through interpersonal communication” (Murphy, 1991 p.51).

Conclusion

To conclude with in this past chapter we have reviewed many concepts related to the speaking skill in the EFL context, overview of it and its importance , its relation with second language ,its elements and types, characteristics of its performance, than we talk about the learners and teachers classroom interaction and speaking skill development. As a productive skill, speaking is a very important process that helps to evaluate learners’ proficiency in second language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. So, what we can summarize from the literature provided above is that one can’t master the language just by knowing all the theoretical back ground of it, it needs practice to put all this knowledge in action and to get the best of it.



Chapter Two
Anxiety and
Oral
Performance

Introduction

This chapter is devoted mainly to discuss anxiety from different perspectives. We will define the term anxiety, which is a very common phenomenon within foreign language learning, in order to make it easy for the reader to understand what our research is about and to give more clarification. Then, we will deal with the various types and sources of anxiety by giving a full description for each one of them; and, we will mention the role of anxiety in speaking a foreign language, and the aspects of anxiety. Moreover, we will explain the relation between motivation and anxiety after giving a description and mentioning its types. Also we will mention the relation between oral presentation and anxiety by defining oral presentation, mentioning its types, speaking about nervousness its causes and cures, the performance strategies and how oral presentation helps to reduce anxiety .At the end we will come with solutions to overcome anxiety.

2.1. Definition of Anxiety

Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor oral performance. According to Scovel (1978: 134) anxiety is a complex affective concept associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry. Moreover, it is a mind-body reaction that occurs instantaneously, and its effects are felt physiologically, behaviorally, and psychologically all at the same time.

2.2. Types of Anxiety

Anxiety has acquired models that can be categorized; it is classified into three types: state anxiety, trait anxiety and situation specific anxiety.

2.2.1. State anxiety

According to Spielberger (1983) state anxiety defined as apprehension that is experienced at a particular moment in time as a response to a definite situation. A person who experienced a state anxiety is more likely to feel stress and nervousness or unable to confront any event.

2.2.2. Trait anxiety

According to Scovel trait anxiety is a continual feeling; it is seen to be as an aspect of personality. Unlike other types of anxiety trait anxiety is not related to a specific situation, it has no time limitation. MacIntyre and Gardner (1991:87) describe it as the most permanent feeling of anxiety, i.e. a learner how had this type of anxiety tend to be highly apprehensive in a number of objectively non threatening situations. It is provoked by the confrontation with threat.

2.2.3. Situation-specific anxiety

Situation-specific anxiety refers to the apprehension experienced by EFL learners in oral expression skills in some learning contexts. As MacIntyre and Gardner defined situation-specific anxiety “The probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety)”.

2.3. Sources of anxiety

Many researchers and scholars agree upon Horwitz (1996) that: “Sources of Foreign Language Learning Anxiety are communication apprehension, fear of negative evaluation and test anxiety, Self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process” (cited in Dörnyei 2001, p 364). Students may undergo anxiety due to many factors, such as lack of self-confidence, self-esteem and competitiveness, lack of motivation; sever error

correction, the fear of negative evaluation and test anxiety, students with a poor linguistic competence as well as the shy ones may feel anxious when they are asked to perform in front of the whole class. These two anxieties, interpersonal (competitiveness) and personal (self-esteem) that the learners who consider themselves as having poor language abilities forcefully experience. However, the lack of motivation whether intrinsic or extrinsic might have students feeling, frustrated, depressed and anxious to speak and to learn a foreign language. In addition, learners are more likely to make an infinite number of mistakes in classroom, starting by grammatical mistakes, imperfect pronunciation of individual sounds, wrong word stress; the role of the teacher when encountering these mistakes is to correct them in the most suitable way to motivate students to take active parts in the classroom. The fear of negative evaluation is the main reason that some learners feel anxious, to them their language mistakes are not consider as a natural thing, or as an attempt to learn a new language, but as danger so they tend to keep silent in class. Moreover, test anxiety is apprehension over academic evaluation, which in most cases is traces back to the student's weak performances in the past or it may be generated by deficits in student's learning and study skills.

To conclude with anxiety caused by different learning situations, such as the peers negative judges and fear of being laugh at by others students also lack of preparation and the most important is the behavior of the teachers and their negative evaluation.

2.4. The Role of Anxiety in Learning a Foreign Language

Most people put in their minds the idea that anxiety is a bad thing while learning a foreign language or other subjects because anxiety effect on learners' performance. Researchers such as Wilson, Scovel reported that anxiety is not only a bad factor; it can also be facilitating. Depending on that they make a distinction between those two kinds of anxiety.

2.4.1. Facilitating Anxiety

As Wilson described facilitating anxiety as a kind of anxiety in which it helps learners to extend the level of their learning and performance. If there is no reason to be anxious about the possibility of failure and if we know that success is absolute, it will be hard to do our best. As a result anxiety may help us to do better; it is a way to motivate students to study harder and to improve their levels. So, anxiety is a positive factor that keeps one poised, alert and just slightly unbalanced to the point that one cannot relax entirely.

2.4.2. Debilitating Anxiety

Debilitating anxiety is related to poor learning and performance; here anxiety impedes the language learning process. In contrast having severe anxiety can be debilitating and significantly hinders one's performance through motivating them to assume an avoidance attitude and therefore tends to escape from the learning task (Scovel, 2006, p.1). But some stress can have devastating effects and can lead him to forget several issues at one go during an exam. Also Scovel proposed that facilitating anxiety and debilitating anxiety may work interchangeably to motivate and warn students to better achievements.

2.5. Aspects of Anxiety

To show whether students feel anxious or not we have specific aspects. When students speak in front of others we may distinguish these aspects from his reaction. Young described anxious students' reactions as distortion of sounds, they will not be able to get out the right intonation and the rhythm of the language, when they called to perform they forget words or sentences that they were going to say or simply they refuse to speak and say nothing. "My teacher is kind of nice and it can be fun, but I hate it when the teacher calls on me to speak. I freeze up and cannot think of what to say or how to say it .and my pronunciation is terrible" (Young 1986, p.539).For that, due to the fear inside them when it

comes to perform in front of others students may freak out, have their hearts beating strongly, feel shy and get sweat so, they will lose their ability to control what is happening in communicative activities and feel that others are often evaluating their interventions.

2.6. Motivation and Anxiety

2.6.1. Definition of Motivation

Harmer (2001,51) points out that motivation is an important factor to succeed in learning the language, learners have to be interesting on the task in order to achieve their goals , he add that if there is no motivation learners will be uncomfortable and will fail and have a negative result. So, when there is a motivation student attain greater and better results, development and achievement.

2.6.2. Types of Motivation

Gardner and Lambert (1972) states that motivation divided into two types: intrinsic and integrative motivation

- a) **Intrinsic Motivation:** is the natural curiosity and desire to learn that we are all born with; also it is the energy that pushes towards acting and engaging an activity because that activity is satisfying to do such as learning a foreign language. Learners usually display intellectual curiosity, find learning fun and continue seeking knowledge even after the formal instruction (classes), which is after all the major goal of education. Dörnyei (2001) claimed that intrinsic motivation plays an important part in learning a foreign language.
- b) **Extrinsic Motivation:** According to Dörnyei (2001), it is the superior to instrumental motivation for predicting the success of L2 learning. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual also it refers to behavior that is driven by external rewards such as money, fame, grades, and praise. As Brown argue that

“Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature.” (2007,172)

2.6.3. The relationship between anxiety and motivation

Previous findings on anxiety and motivation vary greatly; the possible opposing effects of anxiety and motivation on behaviours in language learning have drawn the interest of several authors. Some of them such as Gardner et al (1992) said that perhaps anxiety and motivation are opposite ends of the same dimension. Others such as Noels et al (1999, 31) believed that "the more students feel motivated, the less effort they will expend and the more anxiety they will feel". However, most previous thoughts on the relationship between anxiety and motivation are based on observations, rather than real evidence. No existing work has examined in-depth and systematically the way the two constructs are related to each other.

2.7. Oral presentation and anxiety

2.7.1. Definition of oral presentation

The oral presentation is to deliver an address to a public audience. Also it is a brief discussion of a defined topic delivered to a public audience in order to impart knowledge or to stimulate discussion. In the other hand oral presentation is regarded as one of the most common assignments in college courses. Scholars, professionals, and students in all fields desire to disseminate the new knowledge they produce, and this is often accomplish by delivering oral presentations in class, at conferences, in public lectures, or in company meetings. (“Thompson Writing Program”)

2.7.2. Types of oral presentation

According to Brydon, Steven R. and Scott (2000) oral presentation divided into two types:

- a) **Informative Speaking** It has audience learning as its primary goal. It may explain a concept, instruct an audience, demonstrate a process, or describe an event. The informative speech may take many different forms: Individual or Group Report, Oral Briefing, Oral Exams, Panel Discussion, Oral Critique.
- b) **Persuasive Speaking:** It is use to influence what an audience thinks or does. Several forms of persuasive speaking exist in the college environment: the analyses of current events/institutions/policies, literary criticism, scientific data, etc. in an attempt to persuade the audience to accept a particular view, also the debates, within the classroom and the college community, the task-force groups, the advocacy presentations, the professional interviews and the role-playing or s i m u l a t i o n s .

2.7.3. Nervousness during Oral Presentation

2.7.3.1. Causes and Cures of Nervousness

Nervousness when it comes to speaking in front of a group is not only inevitable but also desirable. Nervousness can be controlled; it can be translated into excitement or enthusiasm, and making a presentation exciting and interesting to the audience. Extreme nervousness can take away the pleasure that the presentation might give you and it may have negative effects on you performance. For that, having more information about the impact of nervousness is an important first step to control any negative effect that you may have in your performance or marks. (“Managing Nervousness during Oral Presentation”)

2.7.3.2. Performance Strategies

One of the performance strategies is to accept and expect nervousness and let your knees shaking and be sure that you can carry on with you presentation; for example, you

thinking of your sweating shaking legs instead of your presentation, that's effects on your audience and they will automatically think of your nervousness as well. You can engage your own "inner critic" with something other than evaluating your performance and feeling of your nervousness. So, you have to focus on one aspect of your presentation rather than evaluating and criticizing yourself. To be successful you can free your concentration and energy to complete what you have set out to do – demonstrate you knowledge, educate and motivate your audience. (“Managing Nervousness during Oral Presentation”)

2.8. How Can Oral Presentation Help Reduce Anxiety

No one can refuse the fact that oral presentation projects are in a way or another frightful and provoke anxiety for many non-native speakers. According to Essberger (1998), it may be necessary to introduce the idea of presentations with tact. Imposing presentations on a class of unreceptive students will probably be counter-productive.

The easiest way to pull up fear is to do “the thing” that causes fear as frequently as one can. Thus, it would stop being frightful. As Ross argues, “The key to success in reducing speech anxiety is practice. Your anxiety didn’t develop overnight and it will take considerable effort on your part to undo its effects, but you can make a difference!” So that, practice is very helpful even if they may not be able to perform it because they think it is needless or just to avoid all performances. Practicing in smaller presentations with peers will help you reduce anxiety as well as the fear of oral presentations. It takes you a long way to simplify the task, so instead of giving long individual presentations that keep them wait and raise their anxiety; you can give them shorter presentations or at least make it a pair work.

Cotter (2007,) also argues that language is a part of communication, after all, the only way to reach oral proficiency is to practice it overly by having as conversations as

possible, with both native and non-native speakers, but it is very communicating with other people since conversations are performed through language, listening to the language, processing the information and then responding to it. (“Speaking well-four steps to improve your ESL/EFL students’ speaking ability”). Laskowski (1996) claimed, “He who fails to prepare is preparing for failure” (11). He also adds some simple steps that one should take into account of consideration in order to manage anxiety when presenting or speaking to a group of people:

- Know the place, classroom and stage.
- Know the audience.
- Know your materials and use visual aids.
- Learn how to relax.
- Visualize yourself speaking confidently.
- Always keep in mind that people want you to succeed and don’t ever apologies for making mistakes or for being nervous.

2.9. How to overcome anxiety

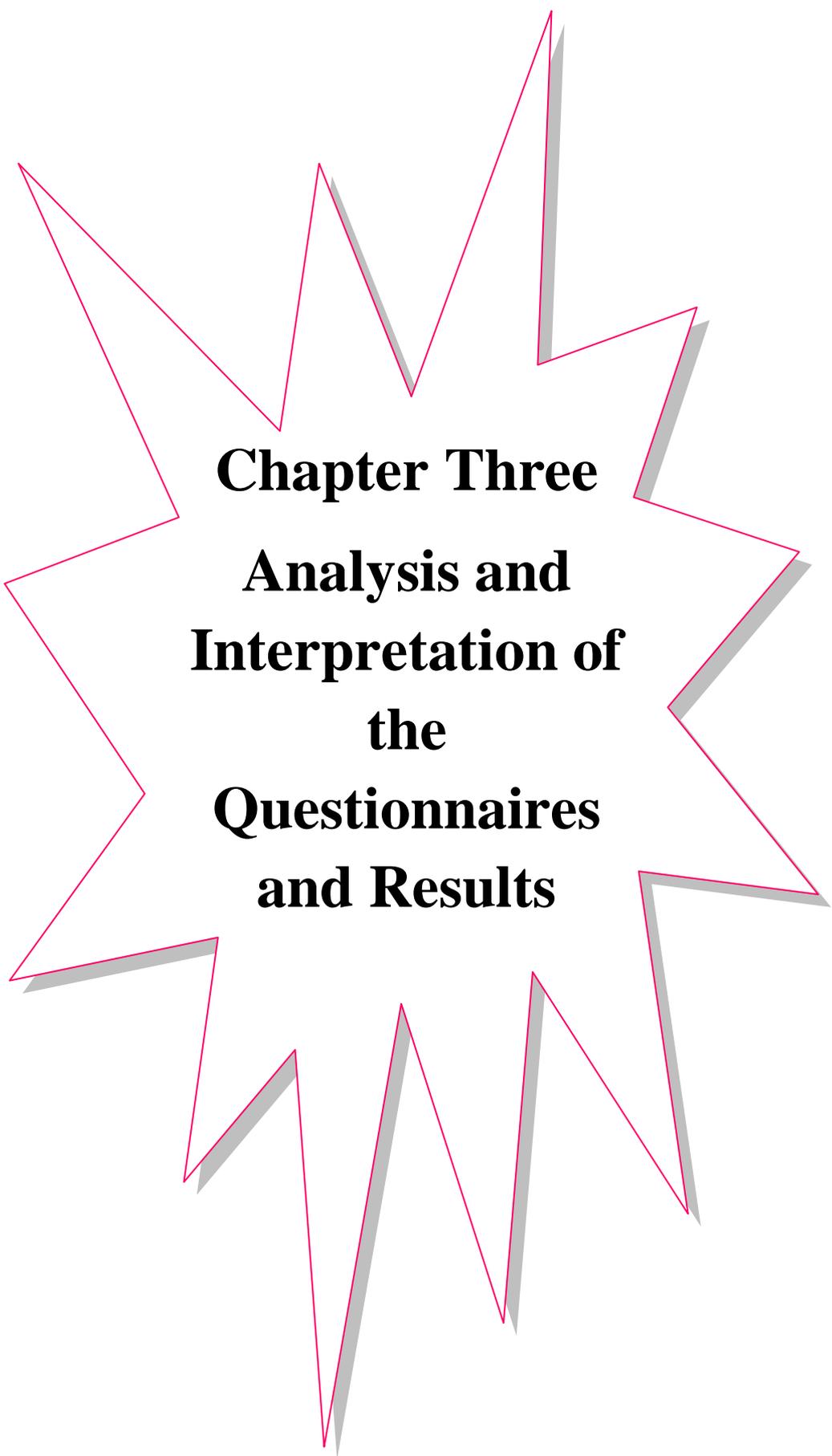
As anxiety is a healthy and normal feeling that everyone gets from time to time, in which it manifest to a mental disorder that reduces a learner capacity to cope with these feelings. When trying to overcome anxiety you should not try to eliminate your feelings of anxiety but should aim to develop your coping mechanisms when you feel it. These are some steps learners should follow to overcome it. (“Wiki How, How to Overcome Anxiety”)

- a) Identify the source of your anxiety:** Whether you have a panic attack or you feel worry and afraid, it is important as a first step to know what is causing your anxiety. For example: Is it something in your environment (the primary source)? Is it an impending activity, meeting, or event (the cause)? You can handle a fear much easier when you are clear about what it is.
- b) Determine if your worry is solvable:** If you know this anxiety is about what, the next step is that you have to determine if it is something you can deal with, or something that only time (or your imagination) can manage. If your fear is largely imagination or cannot be dealt with now, then make the conscious effort to put it out of your mind. If your worry is something that needs to deal with, then take steps to create a course of action. For example:
- What can you do to lessen this fear or worry?
 - Is this a long term or a short-term fix?
 - What can I do to prevent this worry or fear from recurring?
- c) Consider the worst:** If your fear is mind consuming, take a moment to think about the honest and absolute worst thing that could happen as a result of it. For example you have a presentation, and you begin to panic stop and think “what is the worst thing that could happen?” No matter how creative your response may be, thinking critically will lead to find that should it occur, there are few endings that can’t be dealt with in a reasonable manner.
- d) Accept uncertainty:** We can’t know how something will go, or what the ending may be; worrying about the unknown is an unnecessary source of fear that can be avoided with the simple acceptance of chance because it is important to simply accept the ever-present fact of uncertainty.

e) **Consider the use of your worry:** Problems arise when we begin worrying about things that don't actually cause us danger. So, think about the purpose of your worry. So if you're afraid of a legitimately dangerous situation, then your worry is being put to good use. If however, you are anxious without a purpose, then your worry has the best of you.

Conclusion

To conclude with we have reviewed anxiety in terms of concept, constructs, effects, and impact on learners' performance. As there is a very strong link between anxiety and speaking skill; it is considered to be the most anxiety-provoking skill. It is obvious that most of students experience anxiety in certain types of speaking activities; in addition, the lack of motivation and self-confidence are considered as major causes of anxiety. Moreover, we have also set that motivation and anxiety are two interrelated aspect in psychological education, thus the teacher cannot move without take into account those important elements. As a result anxiety is not just one time appearing problem or with a snap of a finger can go away, with some students it lasts a life time, also teachers' efforts are not sufficient without the students helping themselves first, through taking the responsibility for their own learning and with the proper preparation and cooperation in class, positive results will be noticed.



Chapter Three
Analysis and
Interpretation of
the
Questionnaires
and Results

Introduction

In this chapter we aim to investigate the effect of anxiety on E.F.L students' oral performance at the Department of English in the University of Khanchela. Since the teachers and the learners are the main variables of this study; their views and opinions are very important to test our hypothesis, and the most appropriate tool to answer our research questions. For that we have conducted a questionnaire for both third year students and oral expression teachers.

3.1. The Analysis of Students' Questionnaire

3.1.1. Sample Description

In order to get answers for our questionnaire we dealt with (50) students, these students were chosen among the total number of third year students' population of (500) at University of Khenchela. The selection of such sample was based on this level because students have already experienced anxiety with their teachers. However, those students are supposed to graduate this year, so if they happen to teach in the future they must know about this concept of anxiety and its impact on their performance.

3.1.2. Questionnaire Description

This questionnaire administrated for third year LMD students. It consists on (26) questions, these questions are divided into three sections: section one "Personal Information" it includes (05) simple questions, section two "Speaking Skills" with (09) questions, section three "Anxiety and Oral Presentation" includes (12) questions. In all the sections the questions are either closed questions requiring from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. Only (47)

questionnaires were accepted while the other (3) were not answered as well as to use them in the analysis.

3.1.3. Analysis of the Results

Section 1: Personal Information

Item 1: Age

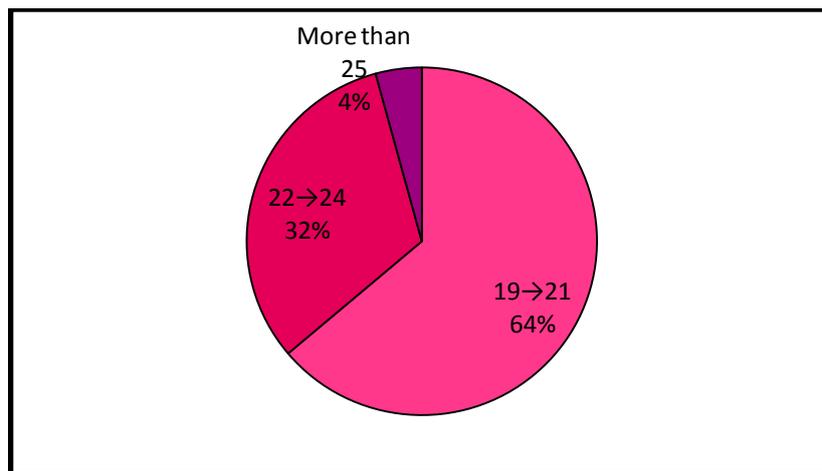


Figure 3.1: Students' Age Distribution

As it is shown in figure 3.1 from the age 19 to 24 years old (64 %) of students, while from 22 to 24 years we have (32%) and more than 25 years takes only (4%) of the total percentage. We notice that the majority of the learners are teenagers and adults while the old ones are few because as it is known this category of people prefer to work than studying.

Item 2: Gender

A-Male

B-Female

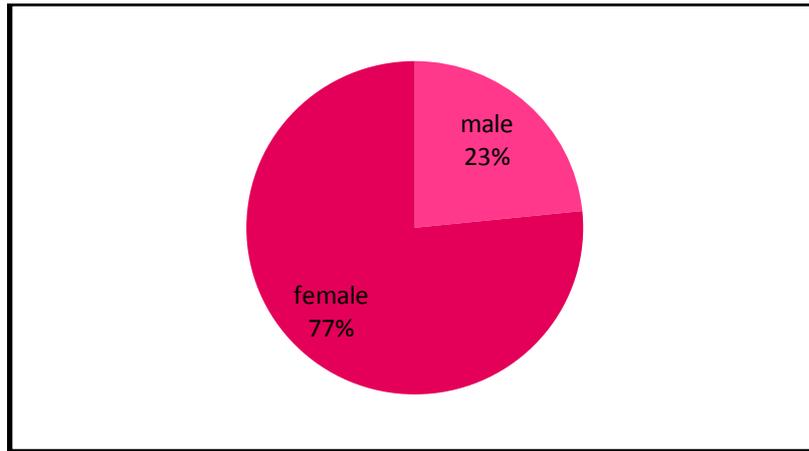


Figure 3.2: Students' Gender Distribution

From this distribution it's obvious that females with a percentage of (77%) are more than males with a percentage of (23%). So girls tend to be more interesting with English as a foreign language more than boys.

Item 03: *Was studying English Language your own choice?*

A-Yes

B-No

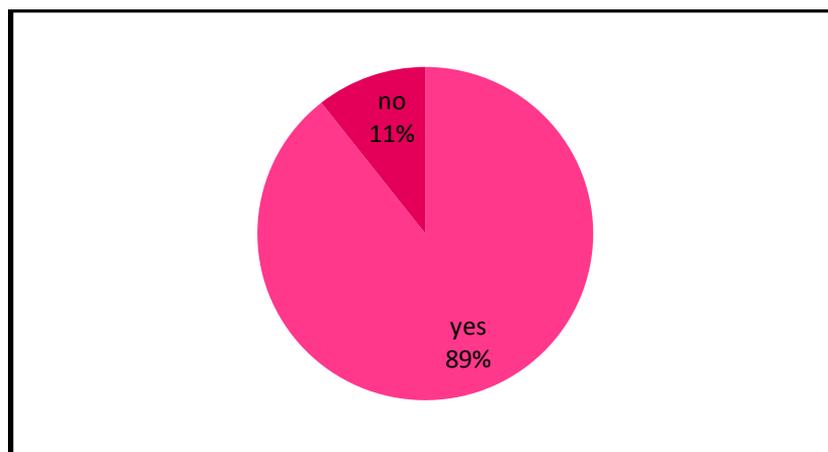


Figure 3.3: Students' Choice of Studying English as a Language

The choice of studying English as a language was personal for (89%) of the students while the (11%) were obliged this may be due to many reasons such as: the average didn't allow them to follow their specialty or it may be their parents' choice.

Item 04: *How do you assess your level of English?*

A-Excellent

B-Medium

C-Weak

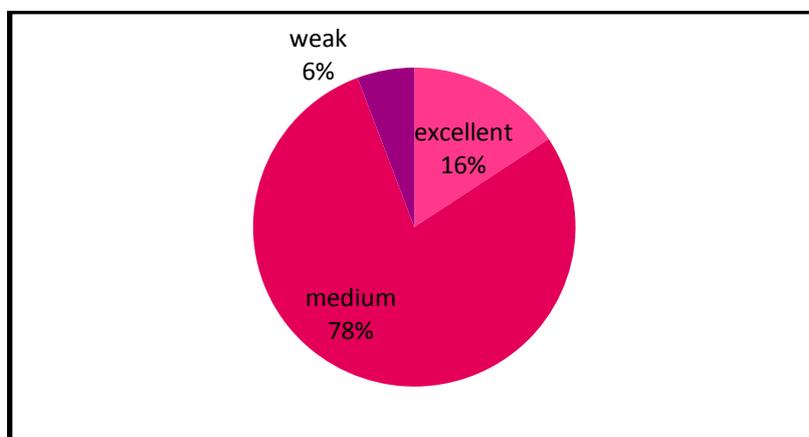


Figure 3.4: Students' Level of English

From the analysis of the students' answers we noticed that most of them (78%) think that their level in English is medium. Only (16%) think that their level is excellent and the last (6%) think that it's weak. This may be as a result of the lack of self-confidence.

Item 05: *Are you interested in your study?*

A-Yes

B-No

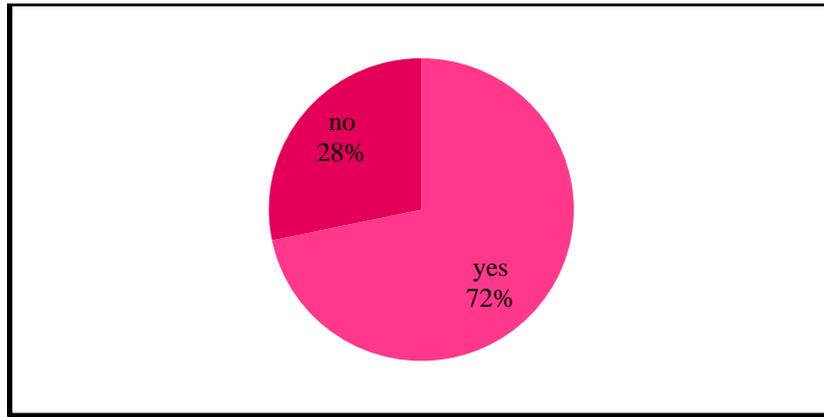


Figure 3.5: Students' Interest in their Study

Most of the participants (72%) chose “yes” they are interested in their study because studying English was their own choice while (28%) chose “no” because they were obliged to study it. The participants who chose “yes” as answer asked to say why, so their answers were because they love English and it is a passion for them. Others said that they want to improve their level and to speak English fluently.

Section Two: Speaking Skills

Item 06: *Do you agree that in order to learn the language you have to speak it?*

A-Agree

B-Disagree

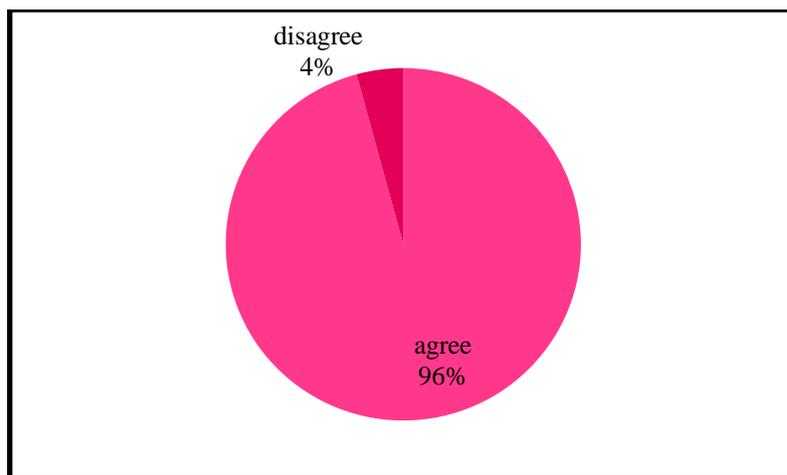


Figure 3.6: Students' Opinions on the Importance of Speaking in Learning the Language

The results indicated that (96%) of the participants agree that in order to learn the language we have to speak it which shows students' awareness of the significance of talking in the target language to better master it, the (06%) of them disagree. So only (02) students from the total number are against this idea they may be have speaking problems but still know how to learn the language.

Item 07: *How do you describe your speaking ability?*

A-Very good

B-Good

C-Not so good

D-Bad

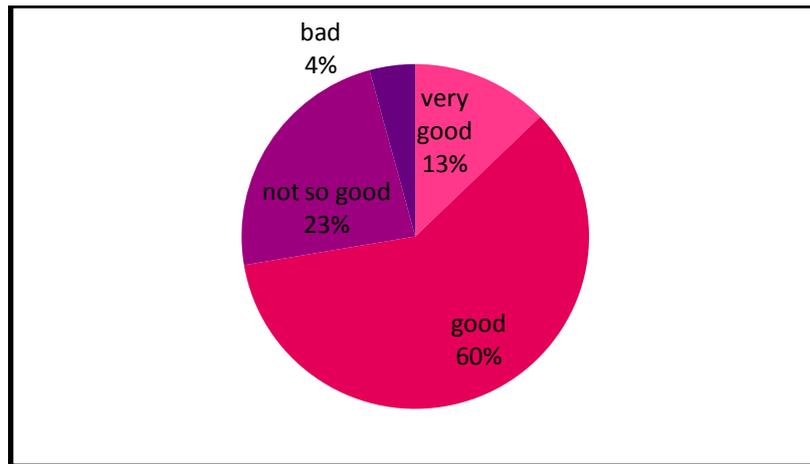


Figure 3.7: Students' Description of Their Speaking Ability

The majority of the students (60%) described their speaking ability with choosing “good” which is an acceptable answer; while (23%) choose “not so good” they think that they are not competent. As a comparison between the highest and the lowest evaluating terms “very good” and “bad” we notice that only a few numbers of participants are quiet sure. (13%) choose “very well” due to their self-esteem, while the (4%) which choose “bad” are the worst with no speaking ability.

Item 08: *Who does most of the talking in Oral Expression session?*

A-Teacher

B-Learners

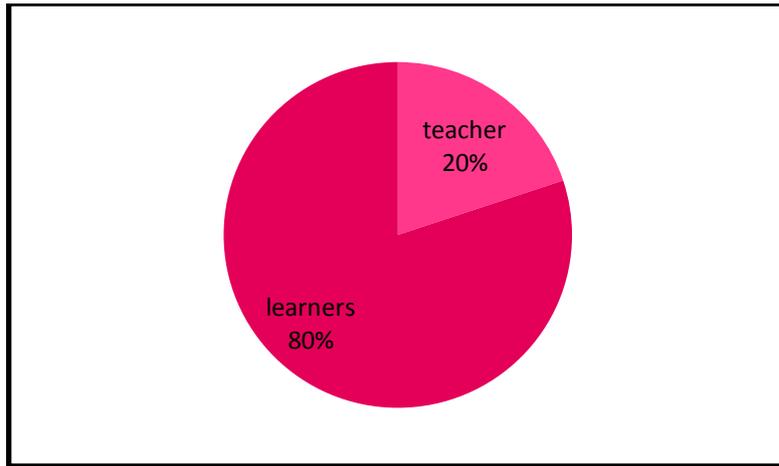


Figure 3.8: Students and the Teachers' Amount of Talking

The results obtained denote that (80%) of participants states that the learners does most of the talking in Oral Expression session. In the other hand (20%) say that is the teacher who speaks most in the class. We obviously can notice that the methods of teaching are changed; all teachers now focus on students to talk more and exchange his thoughts with each other.

Item 09: *Do you interact with your teacher?*

A-Always

B-Sometimes

C-Never

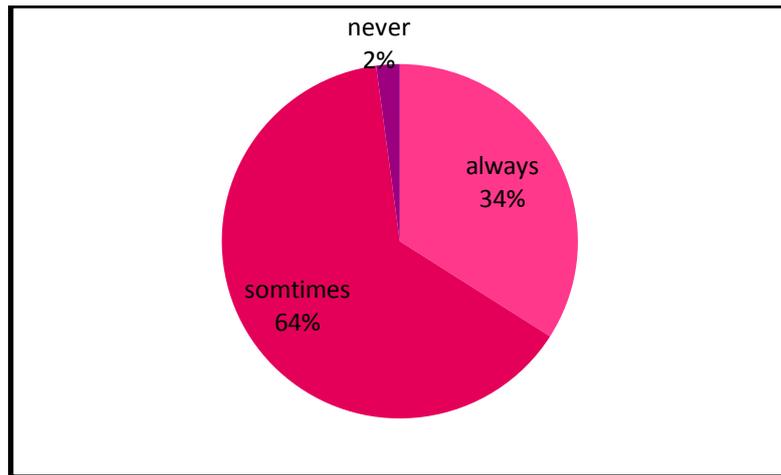


Figure 3.9: The Teacher and Learner Interaction

Most of the students (64%) state that they are sometimes given the opportunity to interact with their teachers, and those who say always are (34%) of students, because this students like to participate and express their ideas. Other (2%) of them state that teachers never give them the opportunity to interact with them; this is because those students hate to participate in class and try always to hide themselves.

Item 10: *How often do you interact with your classmates inside and outside the classroom?*

A-Very often

B-Sometimes

C-Never

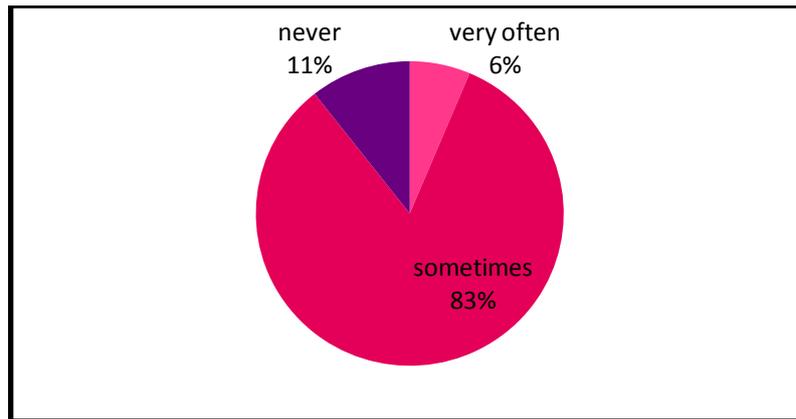


Figure 3.10: The Learner- Learner Interaction Outside and Inside the Classroom

Here (83%) of students say that they sometimes interact with other learners inside and outside the classroom, other (6%) of students state that they very often do that. However, those who say never are (11%) of students. From these results we notice that it may be due to the shyness of using another language or because of their low ability in speaking or simply dislike to interact with their classmates.

Item 11: *How often does your teacher of Oral Expression interrupts to correct your speaking mistakes?*

A-Very often

B-Sometimes

D-Never

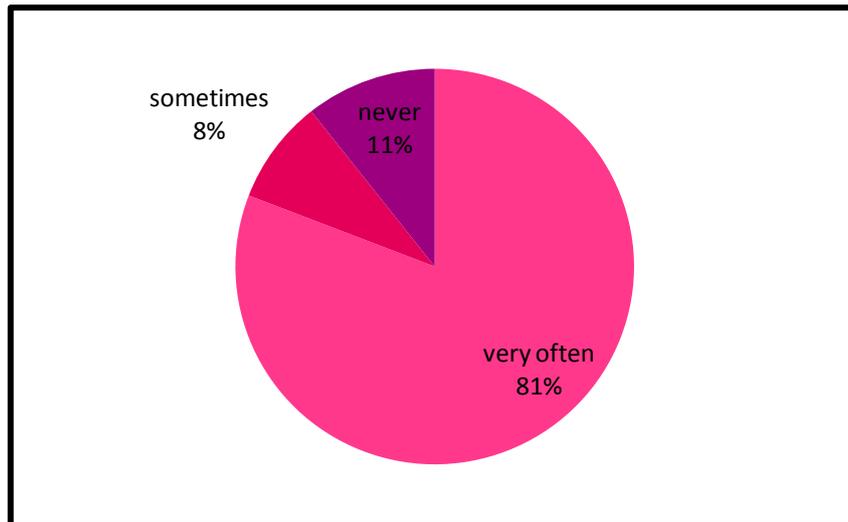


Figure 3.11: Teachers' Interruptions for Students' Correction

We can notice that the highest percentage of students (81%) claims that the teacher “very often” interrupts his students to correct their speaking mistakes. Others (11%) show that the teacher never does so and the lowest one (8%) of the students says “sometimes”. As it’s well known the teachers’ role in class is to be a guider so he should always interrupts to correct his students’ speaking mistakes.

Item 12: *How do you react to this correction?*

A-You like it

B-You do not like it

C-You are indifferent

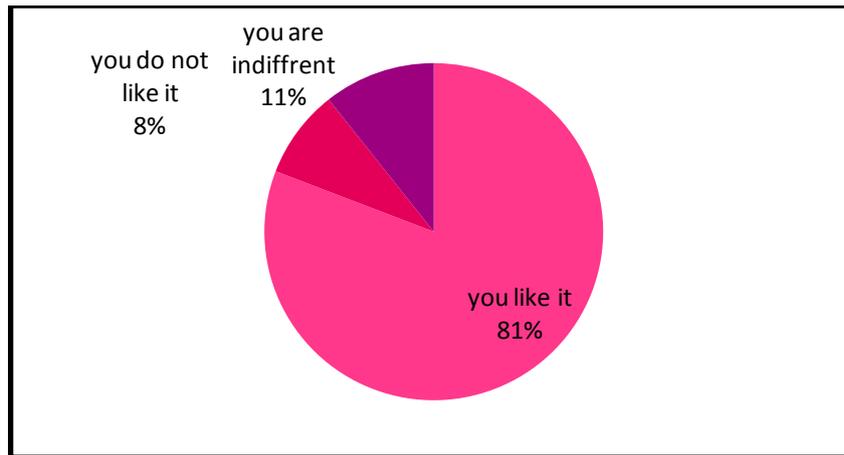


Figure 3.12: Students' Reaction to the Teachers' Correction

The common shared reaction between the majorities of students (81%) is that they like to be corrected by the teacher. Whereas (08%) of the students state that they do not like to be corrected, however, the remaining (11%) are indifferent. To not fall in the same mistake over again students like to be corrected, those how don't like it have problems of being evaluating in front of others they feel nervous.

Item 13: *If you don't interact is it because?*

A-You are not talkative

B-The topic isn't interesting

C-There's no motivation

D-You fear to do mistakes

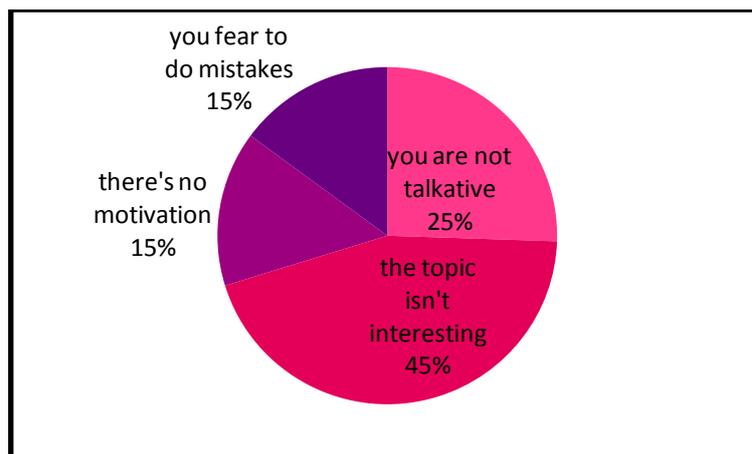


Figure 3.13: Students' Reasons of Not Interacting

We can notice from the results shown in figure 3.13 that (45%) of the students do not interact because the topic is not interesting. Others (25%) state also that they are not talkative, however, (15%) of the students assume that it's because there's no motivation by the teacher. The remaining percentage (15%) of the students says that they fear to do mistakes in the classroom that is why they do not participate.

Item 14: *What are the main activities used by your teacher to present his Oral Expression course? And which activity you prefer the most?*

The main activities used by teacher to present his oral expression course that students propose are videos, audio files (listen and repeat), and discussion of a topic, games, presenting projects, role plays and playing games. The majority of students prefer videos, and discussion of a topic and presentation. This activities helps to master more vocabulary and to be a good listener, know allot about different topics in English, Work in groups, share responsibility also they feel free to say what I want and exchange thoughts and opinions using English.

Section Three: Anxiety and Oral Presentation

Item 15: *Do you feel quite sure of yourself when you are speaking in classroom?*

A-Very often

B-Sometimes

D-Never

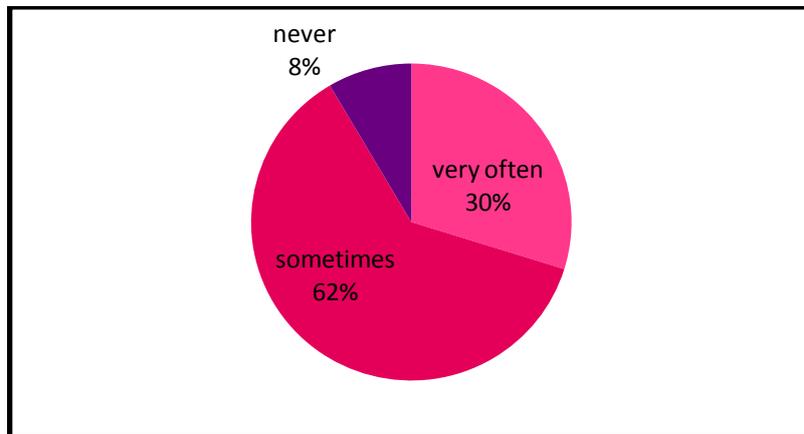


Figure 3.14: Students' Self Confidence When Speaking in Class

In this item students were asked to express how quite sure they feel when speaking in class, (30%) of students said that they very often feel confident; a majority (62%) of students said that they feel confident when speaking in class sometimes. Other (8%) of students said they never feel confident speaking in class. This data really shows how most third year students feel anxious when speaking ,and this might be because, as the previous analyzed items showed, lack of self confidence and fear of making mistakes and worry of not reaching what the teachers are expecting of them.

Item 16: *Do you stress out when you have to speak without preparation in the class?*

A-Very often

B-Sometimes

C-Never

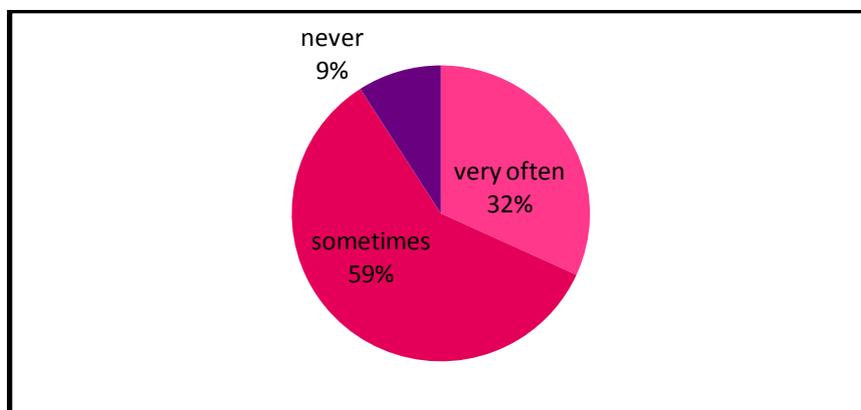


Figure 3.15: Students Stress Frequency When Speaking Without Preparation.

From the analysis of this distribution we assume that students when it comes to speaking with no preparation (32%) of them feel stressed very often, while (59%) of students reported that they sometimes feel stressed if they had to speak unprepared. The last (9%) of students said they denied feeling stressed if not prepared to speak, at all. This implies that preparation in anything concerning the target language matters, gives students a big self-confidence.

Item 17: *How do you feel about oral presentation in class?*

A-Interesting

B-Helpful

C-Frightening

D-Indifferent

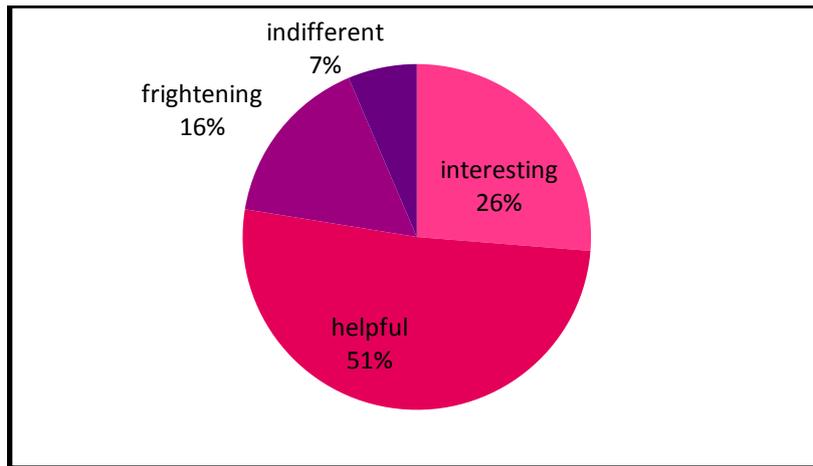


Figure 3.16: Students' Feeling about Oral Presentation in Class

As it's noticed from this item half the students (51 %) feel that oral presentation is helpful for them in class. The Other half divided into three (26%) of students feel that it's interesting, while (16 %) of them felt that oral presentation is frightening, the (7%) of students which is a low percentage feel that it is indifferent for them. Oral presentation is a good teaching activity, fun and enjoyable so students shouldn't get fear of it and take advantage to perform always.

Item 18: *During your oral performance, how do you feel?*

A-Anxious

B-Comfortable

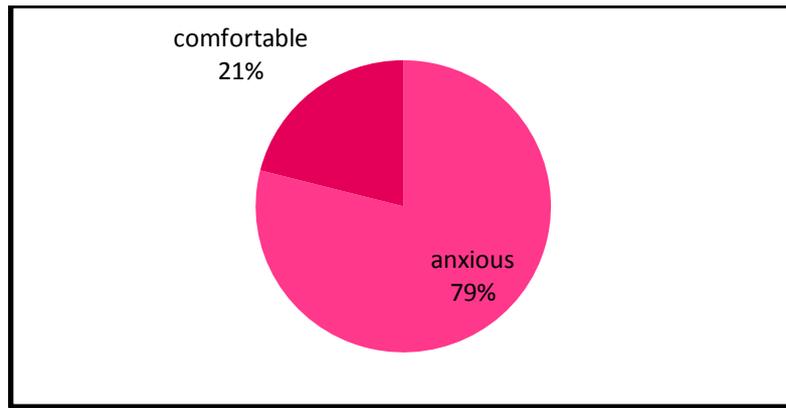


Figure 3.17: Students' Feeling during Oral Performance

The results shows that (79%) of the participants feel anxious during oral performance this percentage refers to the majority of the total number, whereas (21%) of them feel comfortable this is a low percentage. So here performing is frightening for students and freak them out, increase their level of stress and fear.

Item 19: *If you feel anxious, is it due to?*

A-Lack of self-confidence

B-Lack of self-esteem

C-Lack of motivation

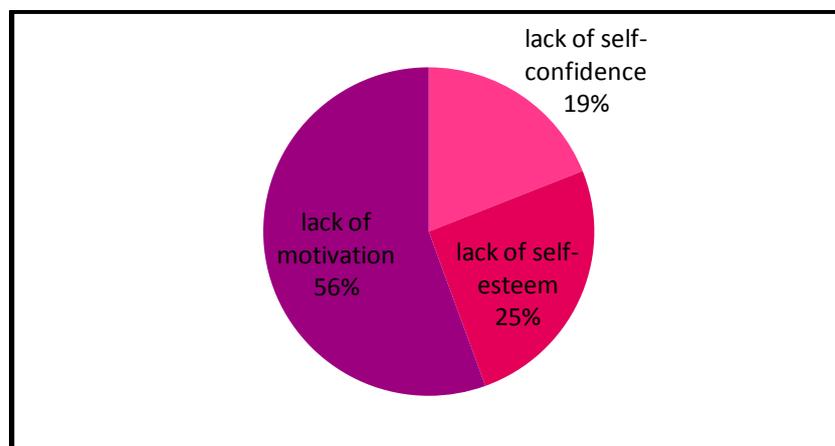


Figure 3.18: Students' Reasons behind Anxiety

When students feel anxious for sure it's due to three reasons, we asked them to choose the appropriate one for them. For that (56%) of students say their anxiety is due to the lack of motivation, (25%) say it is due to the lack of self-esteem, while (19 %) say it is because of the lack of self-confidence. As the most of them assume that in order to not be anxious they should be motivated by their teacher which is a good reason because they feel confident.

Item 20: *Does sever mistakes and errors corrections demotivate you to speak in class?*

A-Yes

B-No

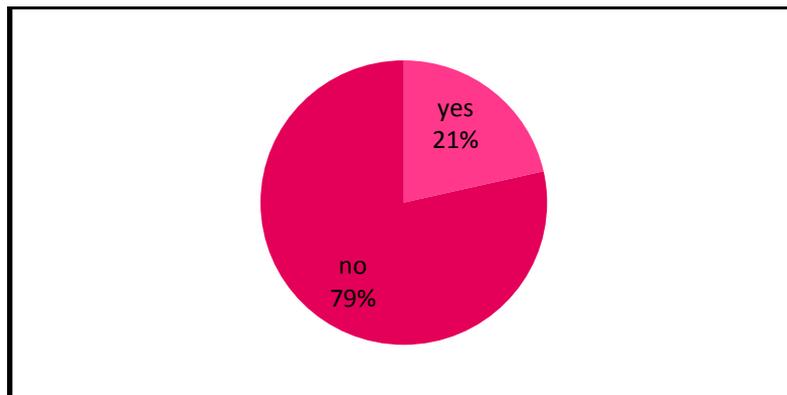


Figure 3.19: Students' Demotivation from Severe Mistakes and Errors Correction

We deduce from this distribution that (79%) of students answered with “no”, so severe mistakes and errors corrections from the part of the teacher motivates them to speak, whereas (21%) of them answered with “yes”, so it is demotivating for them.

Item 21: *Do you feel anxious when your teacher and classmates mock on your mistakes?*

A-Always

B-Sometimes

C-Never

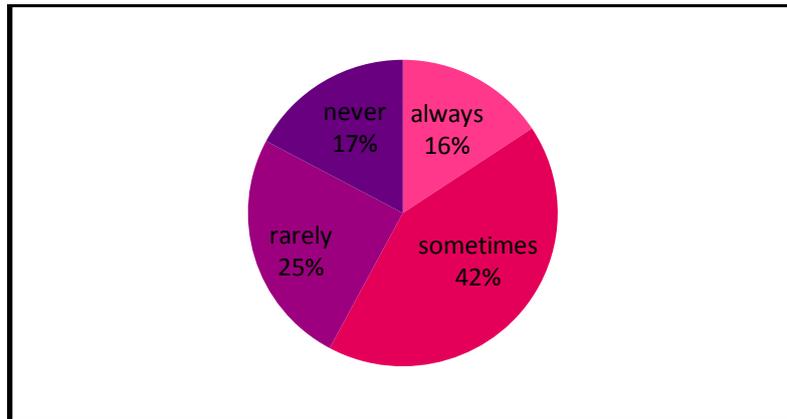


Figure 3.20: Students' Feeling When Teachers and Classmates Mock their Mistakes

As a result of the analysis of the students' answers (42%) of students feel anxious when their teacher and classmates mock on their mistakes, while (25%) said it is rarely to feel anxious, in other hand (17%) of them state that this feeling never shows in this situation, and only (16%) said that they feel anxious always in the same situation. So they remain silent rather than being the laughing stock by their classmates.

Item 22: *Do you feel anxious in oral tests?*

A-Yes

B-No

C-Somehow

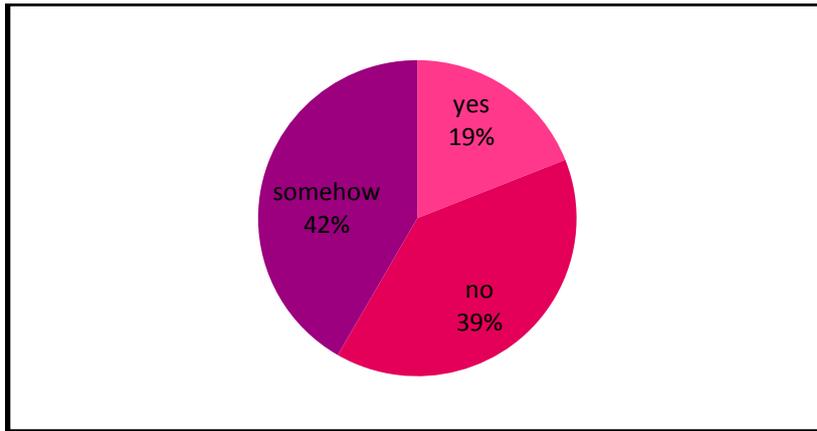


Figure 3.21: Students' Anxiety in Oral Tests

From the investigation about oral tests as a source of anxiety we come up with these results: (42%) of the students state that they somehow feel anxious in oral test, while (19%) of them answered with “yes” absolutely and (39%) of them denied that they feel anxious in oral test. In oral tests students supposed to feel of fear, stress, uncomfortable, anxious even a little bit, it's so normal especially in the beginning of the test.

Item 23: *Is this due to?*

A-Lack of self confidence

B-Fear of negative evaluation

C-Both

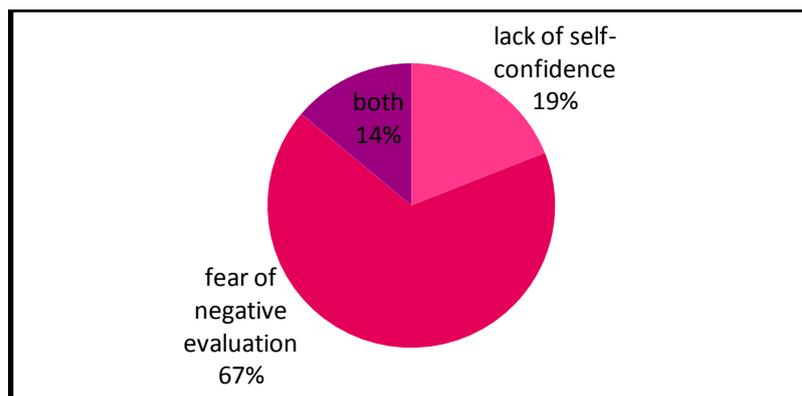


Figure 3.22: Causes of Anxiety in Oral Test

Oral test is one of the most anxieties provoking factor in speaking English. It is obvious from the analysis that the majority of students (67%) feel anxious in oral tests mainly due to fear of negative evaluation and (19%) due to the lack of self-confidence, while the (14%) of them assume that both of this factures causes the feeling of anxiety in oral test.

Others students added as other reasons that it is because they are not talkative persons and hate to talk too much.

Item 24: *What do you think about the role of oral presentation in reducing your speaking anxiety?*

A-Very helpful

B-Helpful

C-Not helpful

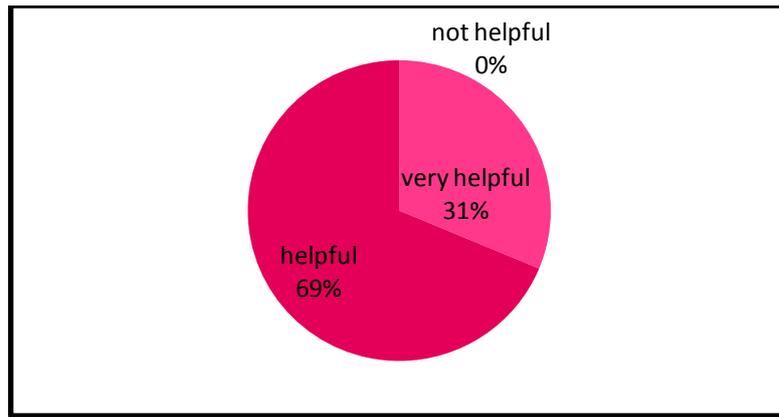


Figure 3.23: Students' Perception on the Role of Oral Presentations in Reducing Speaking Anxiety.

In this item students were asked what they think about the role of oral presentation in reducing their speaking anxiety, remarkably (69%) of students think that oral presentation is helpful to reducing their speaking anxiety, and (31%) of them actually think that it is very helpful to them. None of students reported that they don't think that oral presentation is not helpful to reducing their speaking anxiety. This positive attitude expressed by different students gives a lot of room to students and teachers and even researchers to work on integrating the oral presentation activity in every EFL course to help provide so much more speaking opportunities for the learners.

Item 25: *What do you think about the idea of practicing more oral presentation in different modules?*

A-Very good

B-Helpful

C-Unfavorable

D-I don't know

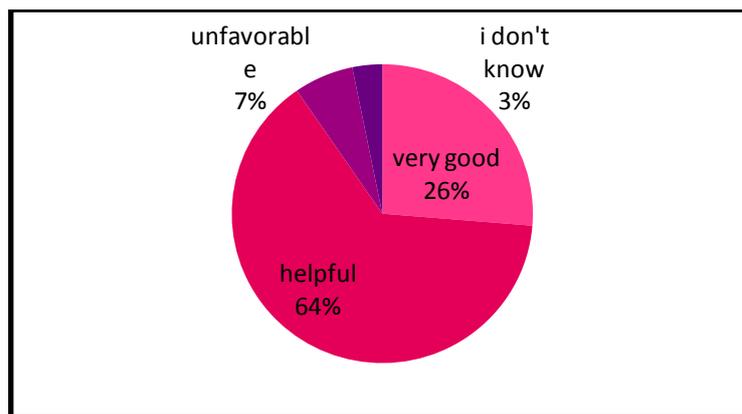


Figure 3.24: Students' Perception about the Idea of Practicing More Oral Presentation in Different Modules and Courses.

In this distribution students we aimed to know views of students about practicing the oral presentation more in other EFL courses at English department, most of students (64%) said that this idea would be very helpful indeed, (26%) of students think that doing this would be very good for them. (7%) of students think of this as bad and unfavorable idea. (3%) of students said that they don't know how this idea may turn out to be helpful. The positive attitude that most students showed towards using oral presentations more in our department, is something encouraging and it should be taken into consideration if we try and help our students to practice speaking the target language more in different modules and courses.

3.1.4. Discussion of the Results

From the analysis of this data we come up with this conclusion: for speaking skills most of students declared that in order to learn the language they have to speak it, besides students do their best always to improve their English level which is good. However for anxiety, most of the students claimed that they had suffered from it in many occasions, and many are still having it. This problem was due to many factors as students suggested: lack of self-confidence and esteem, lack of motivation, while for the oral projects presentation,

students really showed some positive opinions about it, which honestly was a pleasant for the researcher. These students said that despite the fact that they get worried and stressed while doing presentations, they still enjoy it and think it is a good speaking practice and activity and they were really welcoming to the idea of using oral presentations in other modules and courses at our English department and not only confine it to oral expression courses.

3.2. The Analysis of the Teachers' Questionnaire

3.2.1. The Sample Description

The questionnaire is administrated to ten (10) teachers of Oral Expression session at the Department of English, University of Khenchela. The selection of such sample was based on the consideration that the teachers of Oral Expression will benefit and help us more than other teachers since they teach students how to develop their speaking skills and overcome the concept of anxiety which is our concerns.

3.2.2. The Questionnaire Description

The teachers' questionnaire consists of 20 questions which were divided into two main sections: section one "Personal Information" and section two includes both "Speaking Skills and Anxiety". The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers and justify their answers when they asked to, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

3.2.3. The Analysis of the Results

Section one: Personal Information

Item 01: Gender

A-Male

B-Female

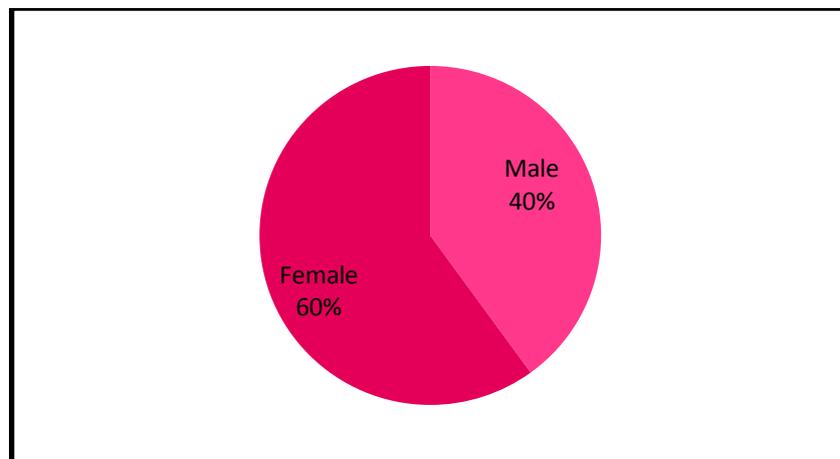


Figure 3.25: Teachers' Gender Distribution

As we notice that females always takes the largest space with (60%) of the teachers' total number, while males only (40%) of the teachers' total number.

Item 02: Degree (s) held:

A-BA (License)

B-MA (Master/Magister)

C-PHD (Doctorate)

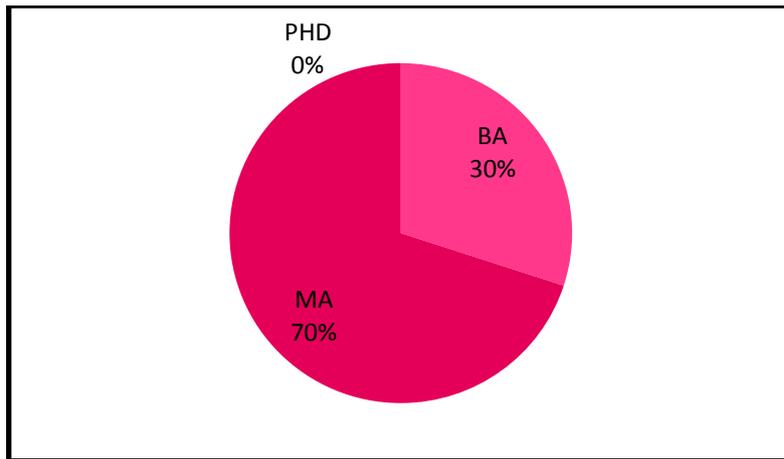


Figure 3.26: Teachers' Degree (s) Held

From the analysis of the results we found that (70%) of the teachers have MA (Master/Magister) degree and (30%) of them has BA (License) degree, while none of the teachers have PHD (Doctorate) degree. This means that an MA degree is really a great importance in teaching classes in Higher Education settings.

Item 03: *How many years have you been teaching oral expression?*

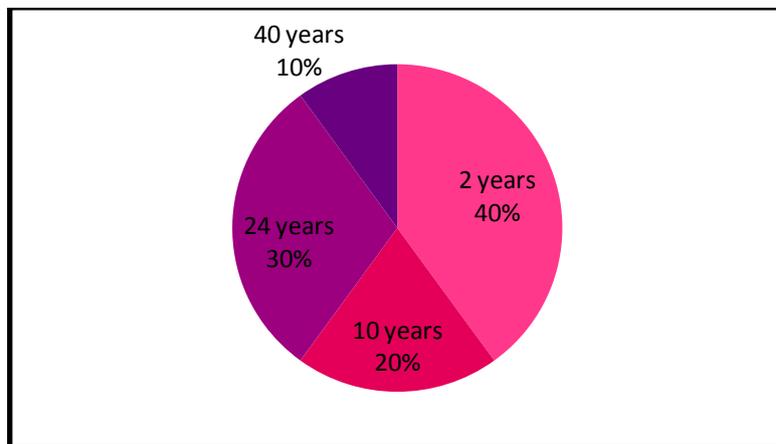


Figure 3.27: Teachers' Years of Experience in Teaching Oral Expression

In this item teachers were asked to state their years of expertise in teaching oral expression. (40%) of teachers stated that their teaching expertise extends 2 years; (30%) of them said it ranges 24 years, while (20%) of teachers extends 10 years the other (10%) of

teachers extends 40 years. Our sample of teachers is mixed of very old and new experienced teachers in teaching oral expression module.

Section two: Speaking Skills and Anxiety

Item 04: *What are the main challenges you face in teaching speaking?*

The teachers' answers show that they face many problems in teaching speaking. Starting by materialistic problems, out of ten, two teachers claimed that they do not have sufficient time and equipments. Also two teachers said that the group size of the students when teaching speaking is huge what makes it difficult for the teacher to meet every student's needs. While six teachers assume that they found difficulties with the lack of motivation, lack of self confidence, and anxiety on the part of their students as the most obstacles they face when teaching speaking. However statistics reveals that most teachers consider anxiety as the main reason for the impediment of speaking skill enhancement.

Item 05: *What do you find most needed item for teaching speaking (Oral Expression)?*

A-Grammar

B-Vocabulary

C-Pronunciation

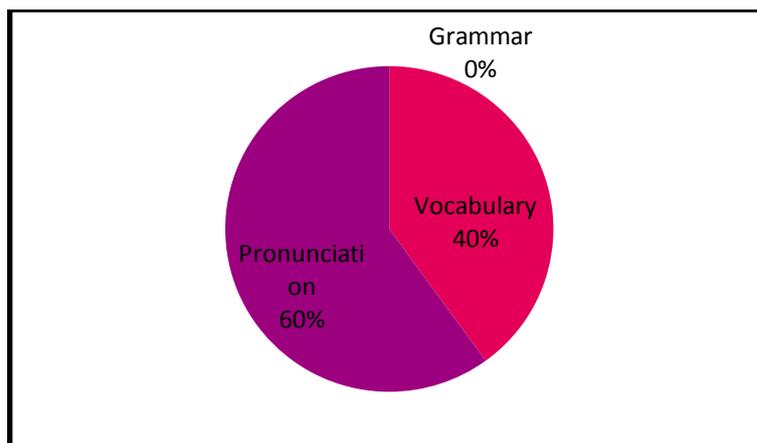


Figure 3.28: Teachers' Perception of the Most Needed Item for Teaching Speaking

According to this results, the majority of the teachers (60%) claim that their student's needs in spoken English are in terms of pronunciation, followed by vocabulary (40%). All the teachers agree that all the language areas need improvement, so vocabulary helps in mastering the language and using it correctly. Also, the more learners practice, the better pronunciation they will get.

Item 06: *Do you think that anxiety facilitates or inhibits the learning process?*

A-Facilitates

B-Inhibits

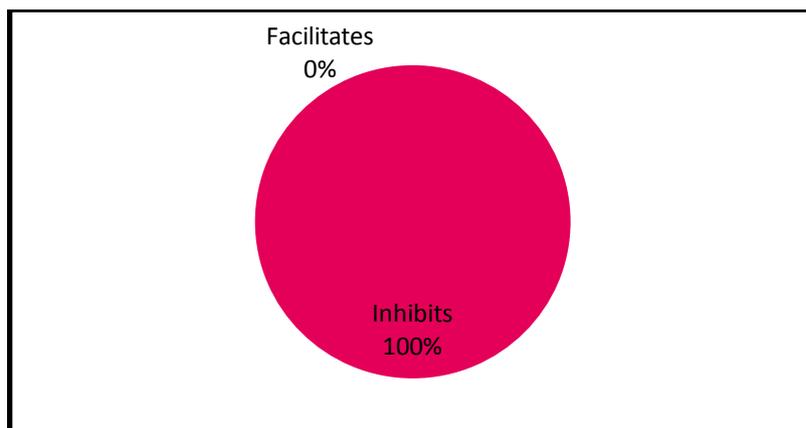


Figure 3.29: Teachers’ Perception on Whether Anxiety Facilitates or Inhibits the Learning Process.

Here In this item teachers were asked about what they think of the learning anxiety in general, is it an inhibiting or a facilitating factor in learning a language. The (100%) of teachers agreed that the anxiety inhibits students learning in many cases, and none of them said that it facilitates. Well indeed anxiety inhibits the learning process.

The teachers justified their answers by saying that learners are always being afraid of oral expression also the lack of self-confidence and self-esteem are a big obstacle for students.

Item 07: *Do you think that students “failure to speak” in classroom is because of?*

A-The difficulty of speaking task

B-The students feeling of low self esteem

C-The students feeling of lack of interest

D-All the above

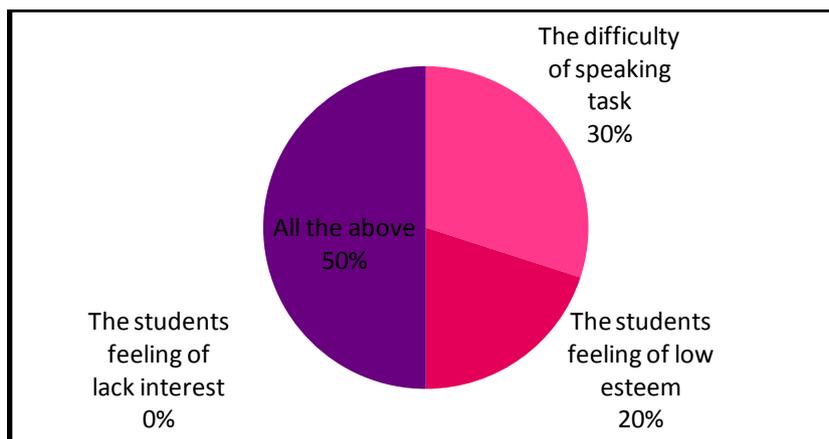


Figure 3.30: Teachers' Perception on What Is Causing Students to Fail to Speak In Class.

According to this distribution half of teachers (50%) said that they think that all this factors causes students' failure to speak, the other (50%) divided between two: (20%) of teachers said that students' low self esteem is what is causing them this failure and (30%) of them agreed on the fact that speaking is a difficult task and it has a part in making the students fear to speak the language.

Teachers justified their answers by saying that the lack of interest from the learners' part may hinder their target language learning and speaking, they agreed on the fact that if the learner is feeling anxious, he is unlikely to learn as fast as his more relaxed confident peers. Also the fear of making mistakes is a major factor of failure to speak.

Item 08: *How do you motivate your students in order to make them speak?*

Teachers assume that in order to make students speak they motivate them through the use of pictures, visual (videos), songs, selecting topics of students' interest which stimulates them to use English. Also, to encourage students to exchange ideas they organize classroom debates about current topics and bring in interesting activities. Moreover, teachers argued that they create a relaxed and friendly environment in which

students feel comfortable to use the language in front of their teachers and classmates. Another teacher answered that role -plays and language games are an excellent ways of motivating students to speak. So, teachers' awareness of different ways of raising students' motivation can be a great benefit in increasing students' oral participation.

Item 09: *When you notice that there's an anxious student in class, how would you help him to get over his/her anxiety?*

In this item teachers said that in order to help an anxious student in class to get over his/her anxiety they follow some strategies. To begin with they look out for the main source of this anxiety than they try to found solutions for this problem, also teachers try to give them advices such as to not be worry, feel fear, and stress, to avoid shyness. Speaking with an anxious student encourage and give him/her a big self-confidence.

Item 10: *What do you think about using technology tools in oral expression?*

A-useful

B-Not useful

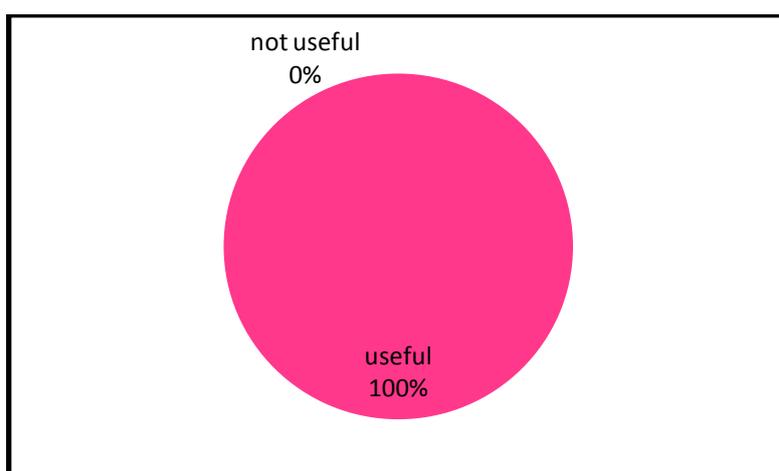


Figure 3.31: Teachers' Perception about Using Technology Tools in Oral Expression

It is obvious from this results that all of the teachers (100%) assume that using technology tools in oral expression helpful, and none of them thinks the opposite. Using these tools helps students to enhance their speaking level.

Item 11: *Do you use this technology tools in your courses?*

A-Yes

B-No

C-Sometimes

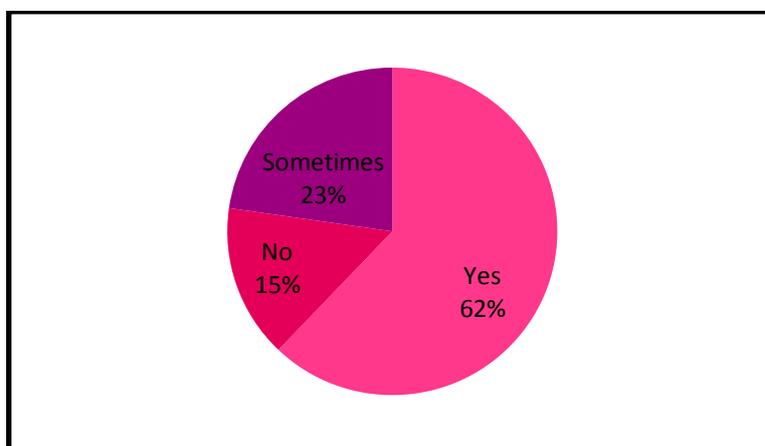


Figure 3.32: Teachers' Use of Technology Tools in their Courses

The analysis of the results shows that (62%) of the teachers answers “yes” that they use technology tools in their courses, while (23%) of them use this tools sometimes; the other (15%) never use it. It is certain that the new teachers tend to use these tools as new methods of teaching, whereas those how use it sometimes or don't use it at all are teachers with old experience in which they tend to use the old methods.

Item 12: *Do you think that technology tools such as listening to music or chatting using social media (Skype, Facebook.....etc) are helpful for anxious students to enhance their speaking skills?*

A-Yes

B-No

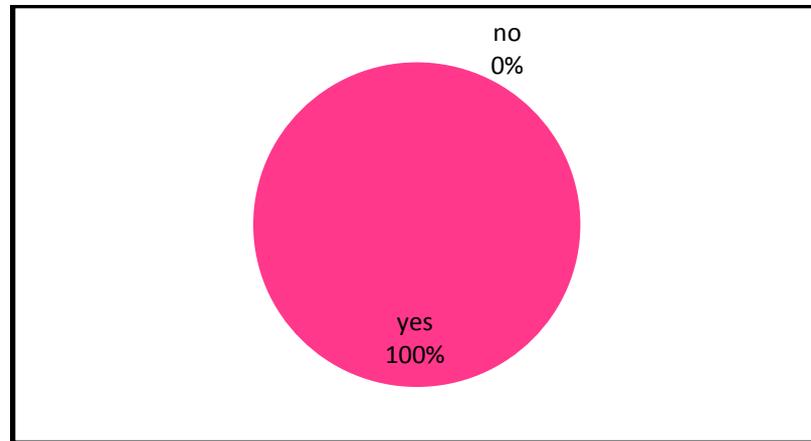


Figure 3.33: Teachers' Perception about Using Technology to Enhance Speaking Skills

It is noticeable that all teachers (100%) think that technology tools such as listening to music or chatting using social media (Skype, Facebook....etc) are helpful for anxious students to enhance their speaking skills and none of them refused the idea. This percentage includes even teachers how use technology tools sometimes and those how don't use it at all.

Item 13: *What about academic methods such as topic discussion, role plays, telling stories....etc. Do you think that they are much better to enhance the speaking skills?*

A-Yes

B-No

C-Depends on the student

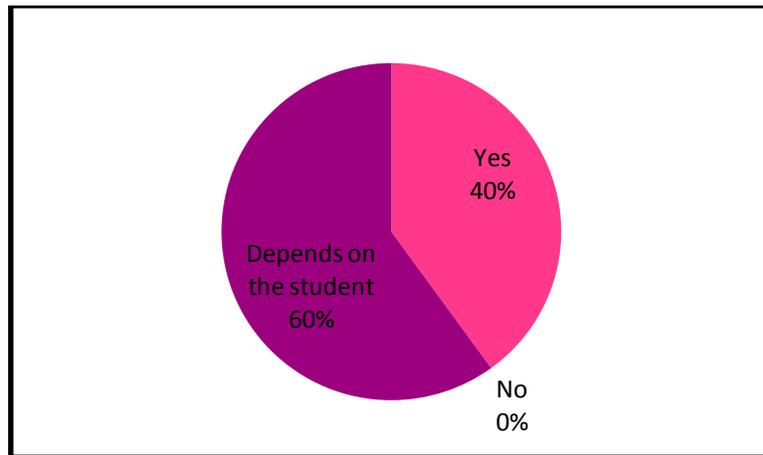


Figure 3.34: Teachers' Perception about Using Academic Methods to Enhance the Speaking Skills

Using academic methods such as topic discussion, role plays, telling stories.....etc are the major methods to enhance the students' speaking skills. The most of teachers (60%) assume that this depends on the student; in other hand (40%) of them answered with "yes" they are much better to enhance students' speaking skills, and none of them against this. This method makes the students a talkative one and the factor of speaking in front of the classmates and teachers helps them to avoid shyness and anxiety.

Item 14: *As a teacher what do you think about oral project presentation as a tool to get students talk in class?*

A-Helpful

B-Not helpful

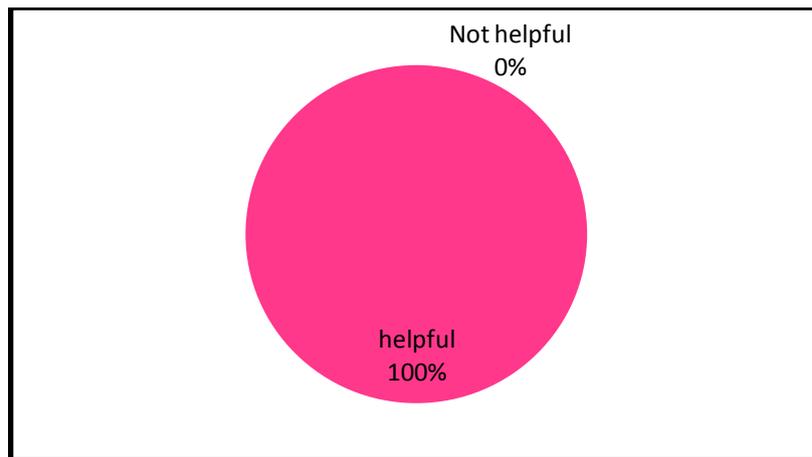


Figure 3.35: Teachers' Opinions Concerning Using Oral Project Presentations in Class.

In this item, all of the teachers (100%) said that using oral projects presentation in class is a good activity and a helpful one too. None of teachers said that oral presentations aren't that helpful for students.

As they justified their answers oral projects presentation gives the students the opportunity to speak more in class and it helps them to break the barrier of being anxious.

Item 15: *Do you use oral project presentation?*

A-Yes

B-No

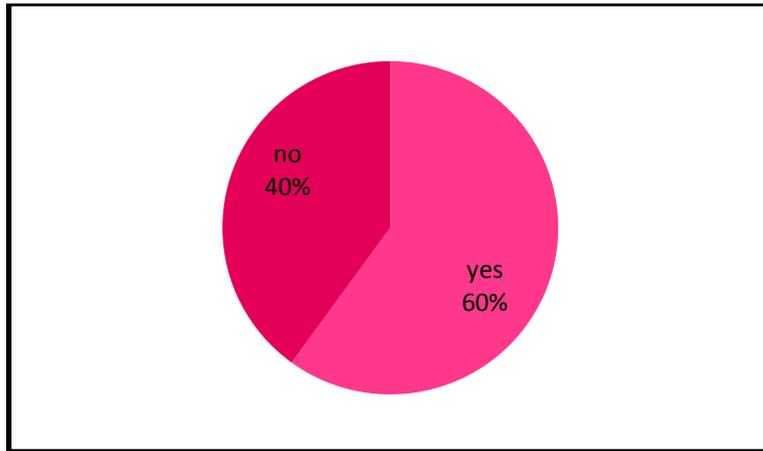


Figure 3.36: Teachers' Responses to Whether They Use Oral Projects Presentations Or Not.

According to the analysis of this item, (60%) Of teachers said “yes” to use oral projects presentations in their courses. (40%) of them said “no” to using it. So we can tell that oral projects presentation is an underrated activity and speaking practice, it is not given that much important within the department’s teaching curriculums, may be because in many cases a time consuming activity, but as mentioned before, oral projects presentations can be modified according to each teacher’s methods and each class’s situation that students can benefit from it in the right way.

Item 16: *How your students react to it?*

A-Positively

B-Negatively

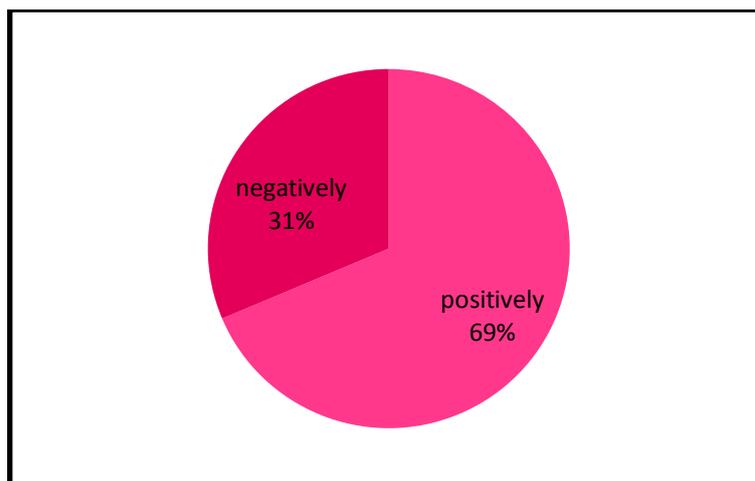


Figure 3.37: Teachers' Opinion about Student's Reaction towards Oral Projects Presentation

The major of teachers (69%) assume that students react positively to the use of the oral project presentation, while (31%) of teachers say the reaction is negatively. Well when a student hears the word “oral” feels of fear, afraid and anxious at many times this gives a bad and negative reaction toward the oral project presentation, whereas the students with a positive reaction is because they show their interest and motivation through their work efforts .

Item 17: *How would you describe the relation between anxiety and its impact on E.F.L student oral performance?*

In this item teachers stated that they deeply believe that oral performance if properly guided prepared and fostered could help in reducing learners' anxiety and worry because it serves as a great practice and a good speaking activity, and others said that anxiety is very harmful because it hinders learners to express themselves fluently by using the target language. Everyone knows that practice makes the performance perfect, it serves the students in the good preparation. Normally students are anxious of speaking and performing in front of their classmates or teachers because of number of factors such as,

low self esteem and fear of negative evaluation. Once students get used to talking and performing their works, they will be more relaxed, and they can see that no one is perfect and all who is in class is here to learn.

Item 18: *As a teacher what would you advice and tell to your students if they're going to present in front of a large public or classmates? (Some techniques to overcome anxiety)*

Here teachers are asked to give some techniques to overcome anxiety, so their answers were as follows: students should be self-confident, have self-control, to not care about making mistakes, and to do the presentation whatever and however things are going to happen just to break the barrier of anxiety.

Item 19: *What are the most challenging speaking problems encountered by students in the oral expression course?*

A-Inhibition because of shyness, anxiety and stress

B-Nothing to say about the chosen topic

C-Laziness in participating

D-Mother tongue use

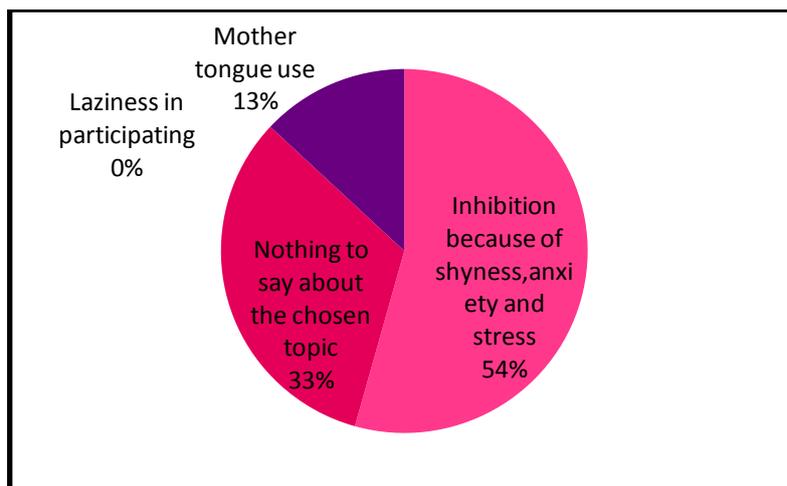


Figure 3.38: Most Challenging Speaking Problems Encountered by Students in the Oral Expression Courses.

We can notice from the results shown that (54%) of teachers assume that their students have an inhibition because of shyness, anxiety and stress during the oral expression courses, which is an absolute problem faced for students, while (33%) of them argue that it is because of nothing to say in that chosen topic, this is due to the low level of culture that shows with many students. In other hand (13%) of teachers said that the mother tongue use interference as a big problem faced across the oral expression courses, and none of them argue that Laziness in practicing is a challenge in speaking problems.

Item 20: *What do you think about the idea of using oral presentation as a part of all the modules, so that all teachers help in developing students speaking ability?*

In this last item, teachers were asked to give us their opinions concerning the idea of using oral presentations as a part of all the modules, so that all teachers help in developing speaking ability at our English department. Teachers said that they strongly believe in the beneficiary aspects of this idea and they added that it is done automatically because each session they pass through oral reminding about what students has been learnt so far. Other teacher said that she can see the good and the interesting aspects of this idea if it is applied

appropriately. None of the teacher said that he doesn't think that this is a good idea. The teachers' positive remarks give extra encouragement and assure that any changing ideas about oral presentations will be welcomed and accepted in the future.

3.2.4. Discussion of the Results

To sum up with we have found that all oral expression teachers are aware of the negative effects of anxiety on their students' level. However, they give importance to speaking tasks in order to meet their students' needs and reduce their anxiety. Along the data analysis the researcher found out that teachers admitted they are facing all kind of problems with their students when it comes to getting them speak in class, from fear of making mistakes to shyness and speech anxiety, and many other problems. Also teachers claimed that they use many techniques, old and technology tools to motivate students to speak and help them to overcome anxiety.

Conclusion

This chapter presents the analysis and interpretation of the data gathered from different stages of the research with regard to the theoretical and practical aspects and the review of literature presented in chapter one and two. The collected data was consisted of two questionnaires, one for students as well as another for teachers. The results of both of the questionnaires were carefully analyzed, interpreted and represented statistically and descriptively in figures and charts. From these results, we found out that students are want to enhance their speaking skills but they feel anxious due to many factors and teachers are trying their best to help them. To conclude with this chapter provides to confirm the hypotheses suggested in the beginning of the research that anxiety has a bad and negative influence on students' performance in class; also that there are many techniques that may help them to reduce and overcome this issue.

Pedagogical Implications and some Recommendations

For this research we propose the following implications and recommendations in order to help both teachers and students of Biskra's University enhance the speaking skill and reduce anxiety:

- Students should know that speaking is an important task in learning a foreign language.
- Students should focus on improving their speaking skills through practice, good preparation and the use of the speaking activities.
- Students should know that feeling anxious is a normal aspect while performing in front of others, and anyone can experience it.
- Students should know that they may make mistakes, errors, but they should not be shy about this, also they should not mock on others' mistakes.
- Students should know how to control anxiety, in order to ameliorate their oral performance and speaking skills.
- Teachers should be aware about the problems that students face in oral courses and try to reduce them.
- Teachers should encourage and give the opportunity for their students to speak more in class in order to enhance their speaking skills.
- Also teachers should motivate students to work in pairs and groups in order to exchanges ideas and thoughts with each other.
- Teachers should prepare the appropriate atmosphere in class for the students to feel comfortable.

- Teachers should be aware about the techniques that help students to reduce and overcome anxiety.

General Conclusion

Our study shed the light on one of the most difficult obstacles that learners face while speaking which is anxiety. We aimed to demonstrate the impact of this issue on EFL students' oral performance, so we hypothesized that this influence goes badly because the student's fear and lack of self-confidence and that there are various techniques to overcome this issue. Enhancing EFL learners' speaking skill while performing is not an easy task and it is in most cases connected to anxiety that face the learners at every level, and no one can deny that. Well, the purpose of teaching oral expression is to develop communicative purposes as to empower students to investigate, articulate, and directly share their ideas with their teachers and classmates.

However our research is a total of three chapters. The first and the second chapters are the theoretical parts, while the third chapter, we have chosen two questionnaires one for students and another one for teachers. The first chapter outlines an overview about the speaking skill. The second chapter provides to discuss anxiety and oral performance from its different angles. The third chapter is concerned with analysis of this issue through interpreting, than analyzing data which we collected from the students and teachers answers and opinions about the two aspects of speaking and anxiety

From the analysis of the questionnaires the researcher noticed that students' feeling of anxiety is due to many factors such as: lack of self-confidence, lack of self-esteem, lack of motivation, teachers' severe error correction and difficult oral tasks. Also the analysis revealed that most of our teachers are aware about this problem, and they suggested some solutions to help their learners to avoid feeling anxious.

It is also interesting to say that the findings confirmed what came in the practical part about the speaking tasks and anxiety and its relation with the oral performance and

answer our research questions. We found that oral expression teacher at University of Khanchela take all those criteria into consideration when teaching speaking. In other words, teachers were aware of anxiety as a psychological problem that face students when speaking English in class; for that, they tried to minimizing the causes of students' foreign language speaking anxiety and help them to develop and promote their oral performance, also they demonstrate various techniques in order to reduce anxiety.

References

Angelo T, A. (1993) .*Teacher's dozen: Fourteen general, research-based principles for improving higher learning in our classrooms.*

Applegate, R.(1978).*The language teacher and the rules of speaking.* TESOL Quarterly 9.

Baker, J. and Westrup. H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers.* London: Continuum International Publishing

Brown, D. (1994) .*Teaching by Principles: An Interactive Approach to Language Pedagogy.* Englewood Cliffs, NJ: Prentice Hall.

Brown, H.D.(2007). *Principles of Language Learning and Teaching.* Pearson Education LTD

Brown, L. V. (2007). *Psychology of motivation.* New York: Nova Publishers

Brydon, Steven R. & Michael D.(2000). *Between One and Many: The Art and Science of Public Speaking.* Mt. View, CA: Mayfield Publishing

Celce Murcia, M.(2001).*Teaching English as a second or foreign language.* Heinle and Heinle.

Cotter, Ch. (2007). *Speaking well - four steps to improve your ESL EFL students speaking*

ability. Retrieved 12 March 2013 from www.Ezinearticles.com.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge:

University Press.

Dörnyei, Z. (2001). *Teaching and Researching Motivation*. England: Pearson Education

Limited.

Dörnyei, Z. & Thurrell, S. (1994). *Teaching conversational skills intensively: course*

content and rationale. *ELT Journal* 48(1), 40-49.

Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford

University Press

Essberger (1998), *English Speaking Practice through Presentations*, Publishing & Printing

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language*

learning. Rowley, MA: Newbury House

Gardner, R. C., Day, J.B., & MacIntyre, P.D. (1992). *Integrative motivation, induced*

anxiety, and language learning in a controlled environment.

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson

Education Ltd.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford

University Press

Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education.

Krashen, S. (1985). *The input hypothesis: issues and implications*. London: Longman.

Littlewood, W. (1999). *Communicate Language Teaching*. Cambridge: Cambridge

University Press.

Managing Nervousness during oral presentation, University of the Fraser Valley. Retrieved 5 April, 2016 from

<http://www.ufv.ca/media/assets/counselling/Managing+Nervousness+During+Oral+Presentations.pdf>

Marlene de Wilde, Wise Geek-What is a Second Language. Retrieved 22 April, 2016 from

<http://www.wisegeek.org/what-is-a-second-language.htm>

Micheal, D.B, 10superb psychological advantages of learning another language .Retrieved

12 September 2013 from <http://www.spring.org.uk/2013/09/10-superb-psychological-advantages-of-learning-another-language.php>

MacIntyre, Peter & Gardner, C. (1991). *Methods and Results in the Study of Anxiety and*

Language Learning. London: Canada.

McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. New York: Cambridge

University Press.

Munjayanah. (2004). *The Implementation of Communicative Language Teaching Speaking*

at LIA SURAKARTA: An Ethnography. Surakarta: UMS.

Murphy, P. (1991) .*Gender and practical work* .ed. Milton Keynes: Open U P

Noels, K.A., Clément, R., & Pelletier, L.G. (1999). *Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation*. The Modern

Language Journal, 83 (1).

Redmond, M.V. & Vrchota, D. (2007). *Everyday Public Speaking*. England: Pearson

Education.

Richards, J. C., and Rodgers, T. (2001). *Approaches and Methods in Language Teaching:*

A Descriptive Analysis. Cambridge: Cambridge UP.

Scovel. (1978). *The Effect of Affect on Foreign Language Learning: a review of anxiety*

research.

Spielberger. (1983). *Manual for the State-trait Anxiety Inventory*. Palo Alto, California:

Consulting psychologists' press.

Thornbury, S. (2005).*Beyond the Sentence: Introducing Discourse analysis* .Macmillan

Education.

Thornbury.(2005) . *How to Teach Speaking*. New York: Longman.

Thompson Writing Program, Oral presentations. Retrieved 19 April, 2016 from
http://twp.duke.edu/uploads/media_items/oral-presentation-handout.original.pdf

UR, P. (2000). *A course in Language Teaching: Practice and Theory*. Cambridge:
Cambridge University Press.

Ur, Penny. (1999). *A Course in Language Teaching: Trainee Book*. Cambridge:
Cambridge University Press.

Wiki How, How to overcome anxiety. Retrieved 22 March, 2016 from
<http://www.wikihow.com/Overcome-Anxiety>

Young.(1986). *The Relationship between Anxiety and Foreign Language Oral Proficiency
Ratings*. Boston: MC Graw Hill.

Appendices

Appendix A Student's questionnaire

Mohamed Kheider University of Biskra

Dear students

The main aim of this questionnaire is to shed light on "The impact of anxiety on E.F.L student's oral performance". Indeed the questionnaire investigates the relationship between anxiety and the student's performance. Your most appreciated contribution is expected to be honest and straightforward. Please read all the questions before answering and you are kindly requested to fill this questionnaire by ticking the appropriate box/boxes.

Thanks for your cooperation / Miss: Messai Sara

Section one: Personal Information

1-Age:

2-Gender:

A-Male

B-Female

3-Was studying English Language your own choice?

A-Yes

B-No

4-How do you assess your level of English?

A-Excellent

B-Medium

C-Weak

5-Are you interested in your study?

A-Yes

B-No

If "yes" why.....

Section two: speaking skills

6-Do you agree that in order to learn the language you have to speak it?

A- Agree

B-Disagree

7-How do you describe your speaking ability?

A-Very good

B-Good

C-Not so good

D-Bad

8-Who does most of the talking in Oral Expression session?

A-Teacher

B-Learners

9-Do you interact with your teacher?

A-Always

B-Sometimes

C-Never

10-How often do you interact with your classmates inside and outside the classroom?

A-Very often

B-Sometimes

C-Never

11-How often does your teacher of Oral Expression interrupts to correct your speaking mistakes?

A-Very often

B-Sometimes

D-Never

12-How do you react to this correction?

A-You like it

- B-You do not like it
- C-You are not indifferent

13-If you don't interact is it because?

- A-You are not talkative
- B-The topic isn't interesting
- C-There's no motivation
- D-You fear to do mistakes

14-What are the main activities used by your teacher to present his Oral Expression course? And which activity you prefer the most?

.....

.....

Section three: Anxiety and Oral Presentation

15-Do you feel quite sure of yourself when you are speaking in classroom?

- A-Very often
- B-Sometimes
- C-Never

16-Do you stress out when you have to speak without preparation in the class?

- A-Very often
- B-Sometimes
- C-Never

17-How do you feel about oral presentation in class?

- A-Interesting
- B-Helpful
- C-Frightening
- D-Indifferent

18-During your oral performance, how do you feel?

- A-Anxious
-

B-Comfortable

19-If you feel anxious, is it due to?

A-Lack of self-confidence

B-Lack of self-esteem

C-Lack of motivation

20-Does sever mistakes and errors corrections demotivate you to speak in class?

A-Yes

B-No

21-Do you feel anxious when your teacher and classmates mock on your mistakes?

A-Always

B-Sometimes

C-Never

22-Do you feel anxious in oral tests?

A-Yes

B-No

C-Somehow

23- Is this due to?

A-Lack of self confidence

B-Fear of negative evaluat

C-Both

Other raisons

.....
.....

24-What do you think about the role of oral presentation in reducing your speaking anxiety?

A-Very helpful

B-Helpful

C-Not helpful

25-What do you think about the idea of practicing more oral presentation in different modules?

A-Very good

B-Helpful

C-Unfavorable

D-I don't know

Appendix B Teacher's questionnaire

Mohamed Kheider University of Biskra

Dear teachers,

This questionnaire is devised to collect information about "The impact of anxiety on EFL student's oral performance ". We would be grateful if you could answer these questions to help us in our research for the Master's degree in Language Sciences. Please, use a cross (×) to indicate your chosen answer and specify your option when needed.

May I thank you in advance for your collaboration / Miss: Messai Sara

Section one: Personal Information

1-Gendre:

A-Male

B-Female

2-Degrre (s) held:

A-BA (License)

B-MA (Master/Magister)

C-PHD (Doctorate)

3-How many years have you been teaching oral expression?

.....
.....

Section two: Speaking skills and anxiety

4-What are the challenges you face in teaching speaking?

.....
.....

5-What do you find most needed item for teaching speaking (Oral Expression)?

A-Grammar

B-Vocabulary

C-Pronunciation

6-Do you think that anxiety facilitates or inhibits the learning process?

A-Facilitates

B-Inhibits

-Justify your answer

.....

.....

7-Do you think that students “failure to speak” in classroom is because of?

A-The difficulty of speaking task

B-The students feeling of low self esteem

C-The students feeling of lack of interest

D-All the above

Justify your answer

.....

.....

8-How do you motivate your students in order to make them speak?

.....

.....

9-When you notice that there’s an anxious student in class, how would you help him to get over his/her anxiety?

.....

.....

10-What do you think about using technology tools in oral expression?

A-useful

B-Not useful

11-Do you use this technology tools in your courses?

A-Yes

B-No

C-Sometimes

12-Do you think that technology tools such as listening to music or chatting using social media (Skype, Facebook.....etc) are helpful for anxious students to enhance their speaking skills?

A-Yes

B-No

13-What about academic methods such as topic discussion, role plays, telling stories....etc. Do you think that they are much better to enhance the speaking skills?

A-Yes

B-No

C-Depends on the student

14-As a teacher what do you think about oral project presentation as a tool to get students talk in class?

A-Helpful

B-Not helpful

-Justify your answer

.....
.....

15-Do you use oral project presentation?

A-Yes

B-No

16-How your students react to it?

A-Positively

B-Negatively

17-How would you describe the relation between anxiety and its impact on E.F.L student oral performance?

.....
.....

18-As a teacher what would you advice and tell to your students if they're going to present in front of a large public or classmates? (Some techniques to overcome anxiety)

.....
.....

19-What are the most challenging speaking problems encountered by students in the oral expression course?

- A-Inhibition because of shyness, anxiety and stress
- B-Nothing to say about the chosen topic
- C-Laziness in participating
- D-Mother tongue use

20-What do you think about the idea of using oral presentation as a part of all the modules, so that all teachers help in developing students speaking ability?

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

المخلص

تهدف هذه الدراسة لتعامل مع تأثير القلق على طلاب اللغة الانجليزية كلغة أجنبية عند التقديم في حصص التعبير الشفهي افتراضنا فرضيتين الأولى هو أن القلق يؤثر على أداء طلاب اللغة الانجليزية كلغة أجنبية عن طريق التعبير الشفهي فإنها تشعر بالتوتر و هذا يعود إلى عدة عوامل , أما الثانية فنفترض انه للحد من القلق و التوتر أثناء التقديم هناك عدة استراتيجيات منها التحلي بالثقة في النفس و التحضير الجيد.

الدراسة مبنية على ثلاثة فصول , فصلين نظريين و فصل لدراسة الميدانية . تشمل كلا الفصلين النظريين أجزاء حول مهارة التحدث في الحصص التعبير الشفهي, و القلق أثناء الأداء , أما الفصل الثالث فقد خصص لتحليل و تفسير النتائج, اقترحنا اثنين من الاستبيانات كأدوات مساعدة لنا واحدة من اجل الطلاب و الثاني من اجل الأساتذة المدرسين لكننا

استعملنا الطريقة النوعية لتحليلها.

وأظهرت النتائج أن الطلاب يشعرون بالقلق عندما يتحدثون باللغة الانجليزية أمام الآخرين . بالإضافة إلى ذلك اقترح الأساتذة المدرسين عدة حلول التي تساعد في التغلب على القلق من خلال مختلف الأنشطة لإنشاء محيط دراسي مريح.

