

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  
Section of English



**The Impact of Language Anxiety on EFL Students'  
Speaking Skill**

**The Case of first year LMD students at the English  
Branch in The University of Mohamed Kheider Biskra**

**A Dissertation submitted to the department of foreign language as the requirement  
partial fulfillment for the master degree in sciences of languages**

**Submitted by:**

Mrs. Abibsi Aya

**supervised by:**

Mr. Temagoult slimane

**Broad of Examiners:**

Mr. Temagoult slimane

Mr. Bouhitem Taib

Mrs. Bekhouche Rim

University of Biskra

University of Biskra

University of Biskra

Academic Year: 2017

## ***Declaration***

I hereby declare and sign bellow that the present Master dissertation in science of language is only the fruit of my personal effort. Not any single word, phrase, clause, paragraph, text, or any other kind of others' work is reproduced here without being cited, quoted and dated according to the scientific requirements of the research.

Signature:

Date: 28-05-2017

## ***Dedication***

*I dedicate this work to*

*My dear mother laimeche Khawla*

*And*

*My father Abibsi Ahmed*

*Thank you for all your encouragement and love*

*To my husband Abd El Hak*

*To my sons Tadge Elddine and Raid*

*To my daughter Malak*

*Thank you for your patience, understanding and help during my study*

*May Allah bless you now, and forever*

*To my brothers: Fadi and Thamer*

*To my sisters: Sara and Sabaâ*

*Whom I wish the best*

*To my friends*

*Hassina, Karima, Radhia, Naima, Amina, Amel, Rima, Widad*

*To all my family*

*For their encouragement and help*

## **Acknowledgements**

I acknowledge this research to my Supervisor Mr. Temagoult Slimane for his valuable information and suggestions. I am grateful to the members of jury Mr. Bouhitem Taib and Mrs. Bekhouche Rim for their interest they are giving to my work. Finally, I acknowledge all the participants, students and teachers who have collaborated in answering the questionnaires.

**Abstract:**

The present study aims to report the impact of English Foreign language (EFL) students' anxiety on speaking skill. It attempts to shed light on the negative influence of this phenomenon on students while they communicating orally in their classroom. We opted a quantitative method of the research to confirm or refute our hypothesis, we design two questionnaires as a tool to collect data about the issue. The first questionnaire was designed for first year LMD students of English at the Division of foreign languages in Biskra University. The second one was designed to five oral expression module teachers at the same division. The main objectives of our research are to shed some lights on three main points. First, to provide students with strategies through which they reduce their anxiety and get involved in classroom interaction in order to achieve better results. Second, to find strategies and techniques that are used by instructors to decrease their students' speaking anxiety. Third, identifying the sources that cause foreign language learners' anxiety in speaking skill. The findings confirm our hypothesis, which state that if first year LMD students of Biskra university are aware of their difficulties in the mastery of speaking English as a foreign language, they will overcome their anxiety and develop their speaking skill.

## **List of Abbreviations**

**LMD:** License, Master, Doctorate

**FLA:** Foreign Language Anxiety

**FL:** Foreign Language

**EFL:** English as a Foreign Language

**TA:** Test Anxiety

**FNE:** Fear of Negative Evaluation

**EVTA:** Expectancy Value Theory of Anxiety

**CA:** Communication Apprehension

**LAD:** Language Acquisition Devise

## List of tables

Table 01: Primary characteristics of Anxiety	18
Table 02: Relations between language skills	22
Table 03: difference between spoken language and written language	23
Table 04: Features of spoken language	24
Table 05: Participants' gender distribution	42
Table 06: Students' choice to study English at University	43
Table 07: Students' attitude toward Oral Expression cause	44
Table 08: Students' Frequency of participation in classroom	44
Table 09: Students' expression about anxiety	45
Table 10: Reasons of Students' anxiety in Oral class	46
Table 11: The influence of the type of activities on the students' anxiety	46
Table 12: Activities that may cause Students' anxiety.	47
Table 13: The role of oral expression in improving Students' oral performance.	48
Table 14: The students' use of strategies to cover their communication breakdowns.	49
Table 15: Students' feelings about speaking English in their oral class.	49
Table 16: Students' attitude toward making mistakes in front of their classmates.	50
Table 17: The students' preferences of error correction methods.	51
Table 18: The students' preferences of error correction methods.	51
Table 19: Students' expectation to overcome anxiety.	52
Table 20: Teachers' gender	53

Table 21: Teachers' degree	54
Table 22: Teachers' degree experience in Teaching EFL at university	54
Table 23: Teachers' experience in teaching oral expression	55
Table 24: teachers' opinions about teaching oral expression module	56
Table 25: teachers' activities in teaching oral expression module	56
Table 26: teachers' answer about students' possibility to experience anxiety	57
Table 27: Teachers' about how often students' possibility to experience anxiety.	56
Table 28: Factors that cause students' anxiety	58
Table 29: Teachers' most important items for teaching the speaking skill.	59
Table 30: The role of the teacher in promoting students' performance.	60
Table 31: Speaking activities that teachers use to reduce anxiety.	61
Table 32: Teachers' opinions about the relationship between and performance	61
Table 33: Teachers' strategies to reduce students' anxiety	63

## List of figures

Figure (01): Anxiety theories	14
Figure (02): Inverted U. Shaped Relationship Between anxiety and performance.	11
Figure (3): Types of research.	33

## Table of contents

Declaration	II
Dedication	III
Acknowledgements	IV
Abstract:	V
List of Abbreviations	VI
List of tables	VII
List of figures	IX
<b>Chapter 01: General Introduction</b>	
1- Introduction	01
2- Statement of the problem	01
3- Aim of the study	01
4- Related Literature	02
5- Research questions	03
6- Hypotheses	03
7- Research method	04
8- Sampling and population	04
9- Data gathering Tools	04
10- Limitation Of The Study	05
11- Definitions Of Terms	05
12- Organization of the study	07
13- General conclusion	09
<b>Chapter 02: The Review of Related Literature</b>	
Section1: Anxiety in EFL Classes	
Introduction:	10

1-1- Definition of foreign language anxiety	10
1-2- Types of foreign language anxiety	11
1-2-1- Trait anxiety	12
1-2-2- State anxiety	12
1-2-3- Situation-specific anxiety	13
1-3- Theories of anxiety	13
1-3-1- Generalized Theories	14
1-3-2- situation – specific theories	15
1-3-3- contextual theories	15
1-4-Sources of foreign language anxiety	16
1-4-1- Communication apprehension	16
1-4-2- Test anxiety	16
1-4-3- Fear of negative evaluation	16
1-5- Characteristics of foreign language anxiety	17
1-6-The impact of anxiety in learning a foreign language	17
1-6-1- Facilitative anxiety	18
1-6-2- Debilitating anxiety	18
1-7- Strategies to reduce classroom speaking anxiety	18
1-7-1- Strategies used by learners to reduce their speaking anxiety	20
1-7-2- Strategies used by instructors to reduce learners’ speaking anxiety	20
Section2: Overview of Speaking Skill	
2-1- Definition of speaking skill	22
2-2- Differences between productive skills	22
2-2-1- Speaking and writing	22
2-3- Types of speaking	24

2-3-1- Imitative speaking	24
2-3-2- intensive speaking	24
2-3-3- Responsive speaking	25
2-3-4- Interactive speaking	25
2-3-5- Extensive speaking	25
2-4- Speaking difficulties	25
2-4-1- Slips of the tongue	26
2-4-2-Slips of the ear	26
2-4-3-Colloquial language	26
2-4-4-Stress and rhythm	26
2-5-EFL students participation problems	27
2-5-1-Linguistics problems	27
2-5-1-1- Grammar mistakes	27
2-5-1-2- Pronunciation mistakes	27
2-5-1-3- Lack of vocabulary	27
2-5-2- psychological problems	28
2-5-2-1- Shyness	28
2-5-2-2- Lack of-confidence	28
2-5-2-3- Fear of making mistakes	28
2-5-2-4- Lack of interest in the subject	29
2-5-2-5- Poor listening activities	29
2-6-Teachers' strategies to promote speaking	29
2-6-1- Discussion	29
2-6-2- Role-play	29
2-6-3- Group work	30

2-6-4- Story-telling task	30
2-6-5- Communication games	30
Conclusion	30
<b>Chapter 03: Research Methodology</b>	
Introduction	32
1- Research design and methodology	32
1-1- Quantitative research	35
2- Population	35
3-Sampling	36
4-Data Collection procedure	37
4-1- Learners	38
4-1-1- Description of the students' questionnaire	38
4-1-2- Description of the teachers' questionnaire	39
4-1-3- Piloting of the students' questionnaire	40
4-1-4- Piloting of the teachers' questionnaire	40
Conclusion	41
<b>Chapter 04: Data analysis</b>	
Introduction	
1- Analysis of students' questionnaire	42
Section one : General Information	42
Section Two: Anxiety in EFL classes	42
Section Three: Foreign Language Speaking Anxiety	45
2- Analysis of teachers' questionnaire	48
Section one : General Information	53
	53

Section Two: Anxiety in EFL classes	55
Section Three: EFL students' speaking difficulties in class	59
Conclusion	63
<b>Chapter 05: Discussion, Summary, Recommendations And Conclusion</b>	
Introduction	65
1- Discussion	65
2-Summary	68
3- Recommendations	69
4- Conclusion	71
-References	73
-Appendixes	83
- Appendixe one	83
-Appendixe two	86

## **Chapter 1: General Introduction**

### **1- Introduction**

speaking the foreign language is a difficult task for most learners, this difficulty in speaking is a result of various factors especially the psychological ones ,such as ;shyness ,fear of making mistakes, anxiety. This foreign language anxiety has a major effect on students achievement in learning process it can be a predictor of success in learning the foreign language as stated by MacLntyre and Gardner (1991) that anxiety can have a negative influence on language learning consequently on learners' achievement .Thus EFL teachers are in continuous search of what may help their students to reduce and overcome their speaking anxiety .In addition, many researchers proposed different motivational strategies, which take a great part in the process of teaching and learning English as a foreign language.

### **2- Statement Of The Problem:**

FLA is a common problem that foreign language learners often suffer from, they claim to have a mental blockage against learning this foreign language. Which is caused by affective factors that prevent input reaching the LAD .This problem needs a deep investigation and careful data analysis. This area of research has been the main concern of many researchers and us as well. So we desired to conduct this research as to look for the causes of foreign language anxiety, and the strategies that ought to be used by the teacher to reduce this affective factor.

### **3- Aim of the study:**

Reducing language anxiety becomes an essential aspect that lead to a better involvement in the learning process.

The present research aims to:

- 1- Finding strategies through which First year English students can easily reduce their anxiety, get involved in classroom interaction and develop their speaking skill.
- 2- Identifying the sources that cause anxiety by the learners of English as a foreign language; especially in the case of speaking it.
- 3- To provide students and teachers with recommendation to overcome their anxiety and achieve better results.

### **-Signification Of The Study:**

This study is about foreign language anxiety, many students claim that they have problems in learning the speaking skill. Learners are anxious of being part in conversation and that leads to the lack of practice .Teachers have to do great efforts to develop their students speaking skill by using different strategies and techniques. We find this area of research beneficial for us as future teachers. On this work we will tackle, the causes of foreign language learners' anxiety while speaking the English language. Also the signs which show to teacher, that student are anxious, this would be a stimulus for him/her to create a relaxed learning atmosphere for learners.

### **4- Related Literature:**

Recently, there has a great attention of research in language anxiety.

Foreign language learners are often not satisfied about being anxious when it comes to speaking skill, most of them claim to have a mental blockage that prevents them to achieve their desired goal. This problem attracted our attention as many other researchers. For example, Rod Ellis whose book about “ The Study of second Language Acquisition”, which deals with sources and types of anxiety in speaking a second language. In addition to Stephen

Krashen' theory about the affective filter and his role in second language acquisition and in his work "Anxiety in Learning English as a foreign language" other works about this subject made by students of master degree in their dissertations. Also, zhang (1996) have said that when students practice activities that demand productive skills, they experience considerable amount of anxiety.

## **5- Research Questions:**

The present research seeks to answer a number of questions

- 1\_ Do students have sufficient knowledge about how to perform some strategies of speaking skill?
- 2\_ What makes foreign language students feel anxious during oral expression sessions?
- 3\_ How can teachers reduce their students' foreign language classroom anxiety?

## **6- Hypotheses:**

- 1- If first year LMD English students of Biskra University are aware of their difficulties in the mastery of speaking English as a FL, they will overcome their anxiety and achieve better results.
- 2- FL students feel anxious during oral expression as a results of having psychological or linguistic problems.
- 3- If teachers follow certain strategies such as discussion, role play, storytelling, group work, they will reduce their students' foreign language anxiety and achieve better results.

## **7- Research method:**

We find it appropriate to choose the descriptive method in the present research because of the nature of the subject. Descriptive method is opted for this study for exploring our hypothesis since this method is used to give a general description of the phenomenon, and for gaining a better understanding of how should teachers reduce their students' anxiety to enhance English foreign language learners' speaking performance.

## **8- Sampling and population:**

### ✓ Learners:

Working with students who are select from the Department of English at Biskra University seems appropriate to this study. The sample of the study consists of one group of students (30) chosen randomly from the whole population.

### ✓ Teachers:

We have chosen to work with five teachers from the Department of English at Biskra University in order to know to what extent English Foreign Language learners practice the English language speaking skill inside the classroom and to be aware about the impact of anxiety on their speaking proficiency.

## **9- Data gathering Tools:**

The descriptive method in the research relies on a structured questionnaire for the students.

The students' questionnaire can provide information about their attitudes toward language anxiety, and to identify the main causes of anxiety and its influence on their speaking abilities.

The second questionnaire is a structured one which will be devised to oral teachers to collect data about students' feeling of anxiety in oral expression module and to see their opinion about the causes of speaking anxiety they may observe through students' performance.

## **10- Limitation Of The Study:**

The current study have the following limitation:

1\_ This study is limited to 1st year student of English Department in Biskra University. So he results can not be generalized to other students' sample.

2\_ The study is also limited to investigating only the speaking skill and cannot be generalize

3\_ One more limitation of the study is time, this study occurs over 3weeks.

## **11- Definitions Of Terms:**

### **Affective Filter:**

A mental block caused by affective factors that prevents input reaching the LAD.

### **Foreign Language Anxiety:**

«is a distinct complex of self-perceptions , beliefs , feelings, and behaviors related to classroom language learning arising from the uniqueness of the foreign language learning process » Horwitz et al , (1986, p. 128)

**LMD** :License, Master, Doctorate.

### **Anxiety:**

Oxford advanced learners dictionary present 2 different definitions one is negative as “the state of feeling nervous worried that something is going to happen” Whereas the positive is as “a strong feeling of wanting to do something or wanting something to happen”

### **Shyness:**

It is defined as the tendency to feel tense, worried, or awkward during social interactions, especially with unfamiliar people (cited in Ray and Manning, 1993,p,179)

### **Speaking Skill:**

Nunan (2003) defined speaking skill as: “is productive oral skill it consists of producing systematic verbal utterances to convey meaning” (p.48)

### **Language Anxiety:**

Is the feeling of unease, worry nervousness and apprehension experienced when learning or using a foreign language.

### **EFL:**

Is an abbreviation for English as a Foreign Language. Richards, Platt, and platt (1996) stated that it refers to English learning by nonnative speakers living in non-English speaking country.

### **Affective factors:**

Wang (2005) suggests two types of affective factors, on one hand individual factors including anxiety, inhibition, extroversion-introversion, self-esteem and motivation, on the

other hand, rational factors comprising empathy, classroom transaction, and cross-cultural process.

**LAD:** is abbreviation for Language Acquisition Device.

According to Vantatten et al (2010) the LAD concept is an instinctive mental capacity which enables an infant to acquire and produce a language.

## **12- Organization of the study:**

The present research is divided into five main chapters the first chapter introduces the study and states the focus of it, begins with background information about the impact of language anxiety on English foreign language students' in speaking skill. We state the statement of the problem which provide the reader by the purpose of our study and it determines the variables of this issue. After that we present a three main research questions that this study seeks to answer them. Also, we explain potential of the study and how the results will be beneficial in the significance of the study. In addition giving definitions to common terms and some abbreviation such as. Foreign language anxiety, affective filter, and LMD, anxiety, shyness, speaking skill, language anxiety, EFL, affective factors , and LAD. Also we provide our study with its limitation, which is limited to 1<sup>st</sup> year students of English Department in Biskra University, it is also limited to investigation only the speaking skill. Finally, we present the organization of the study to summarize the content of each chapter.. The organization of the study to summarize the content of each chapter. The second chapter contains the review of related literature, which is divided into two main sections, the first one is the overview of Anxiety in EFL classes. It deals with definition of anxiety and definition foreign language anxiety, its types, its theories, sources of foreign language anxiety, its characteristics and the last one will be about strategies to reduce classroom anxiety. The second section deals with overview of speaking skill. It deal with definition of skills,

definition of speaking skill, its types, speaking difficulties, EFL students participation problems (psychological problems linguistics problems), and the last part is teachers' strategies to promote students' speaking skill (discussion, role play, group work, story-telling task; and communication games). The third chapter is the methodology that we follow in order to confirm or reject our hypothesis, it contains population and sample. It begins with restatements. The research problem and it describes the population used in selecting a sample to investigate this study, which is randomly selected from the population to avoid any subjectivity. Also we deal with instrumentation which describes the procedure used to gather data. In addition to data collection which is a structured questionnaire will be administrated (randomly) to first year LMD students of English Department at Biskra University. The second questionnaire is a structured one which will be administrated to oral teachers. Then we deal with data analysis which describes the analysis of the collected data. After that we state the research method which is descriptive method. It is used to give a general description of the phenomenon. The fourth chapter is more practical since it is concerned with providing results of data analyses and finding of data collected from teachers' students' questionnaire, it begins with an introduction. The fifth chapter contains four sections, The first section is discussion. This section provides a from within we attempts to explain findings and conclusions that emerged from the study. the second one is summary which provides a brief recap of our entire study. The third section is recommendations, contains recommendations that emerge from the study. The final section is conclusion. It presents conclusions dram from the findings and results of the data analysis.

### **13- Conclusion:**

Anxiety of learners has become a central concern of foreign language learning research, it refers to the complex set of negative emotion. To conduct this study we have used a descriptive method because it is the most appropriate to deal with this theme. Indeed we to attempt to describe the situation and provide information concerning the problem of anxiety and to suggest some strategies to reduce it as relying on certain motivational strategies. This study dealt with the impact of language Anxiety on English foreign Language students' speaking skill. Which aims to investigate The problem of English speaking anxiety that the majority of English Foreign Language students suffer from.

## **Chapter 02: Related literature**

### **Introduction:**

A considerable number of foreign language learners experience a feeling of anxiety in learning English as a foreign language, especially when they speak in front of an audience. It hinders them from developing their speaking proficiency. This chapter contains two sections, in the first one, we try to give clear view about this issue of foreign language anxiety. We begin by exposing the definition of foreign language anxiety, its types (trait anxiety, state anxiety and situation-specific anxiety). In addition to its theories (generalized theories, situation-specific theories and contextual theories). Also its sources (communication apprehension, test anxiety and fear of negative evaluation). Moreover we present the characteristics of foreign language anxiety. After that, we show the impact of anxiety in learning a foreign language (facilitative anxiety and debilitating anxiety). Finally, we shed the light on the strategies used by both the instructor and the learners to reduce classroom speaking anxiety. Concerning the second section, we will deal with speaking skill, its different definitions types (initiative, intensive, extensive, responsive, interactive) and the differences between the two productive skills (speaking and writing). Some speaking difficulties (slips of the tongue, slips of the ear, colloquial language, stress and rhythm) as well as students' participation difficulties (psychological and linguistics problems). And last point we will deal with teachers' strategies to promote speaking skill.

### **Section one: Anxiety in EFL classes**

#### **Definition on anxiety:**

According to Scovel (1991) stated that anxiety is the state of being anxious, or worry in threatening situation (cited in Koksai, 2014). Anxiety has being defined as the feeling of

stress worry in using second language contexts, including speaking, listening, learning (MacLntyre and Gardner, 1994). Moreover Arnold and Brown (1999) pointed out that anxiety is a affective factor that prevents the learning process.

### **Definition of language anxiety:**

According to Scovel (1978) language anxiety is connected with feeling of uncomfortable, dissatisfaction, uncertainty, fear, and worry (cited in Brown, 2000).

### **Definition of Foreign language anxiety:**

Kond and Young (2004) said that foreign language anxiety have a negative influence on learner's achievement. (cited in Kao Graigie, 2010). In more recent paper, Sparks and Ganschow (2007) stated their findings that students with the highest levels of anxiety in learning foreign language means that perhaps it have a relation with their lowest levels of native language skill particularly in reading, and spelling. They stated also that foreign language anxiety is related to a student's native language learning. Moreover, Horwitz et al (1986) pointed out that foreign language anxiety is a distinct complex of self-perceptions, emotions, behavior, and beliefs that is in relation to classroom language learning increasing from the uniqueness of the language learning process (cited in lian and Budin, 2014, p 70). Also, in (1996) she stated that "in spite the fact that anxiety has no influence on the effectiveness of the language instruction, it would seem to be a big detriment to the mental well-being and job"(p.367)

### **1-2- Types of foreign language Anxiety:**

Foreign language learners experienced anxiety at different levels. According to MacLntyre and Gardner (1989), anxiety is often classified into three main types: trait, state and situation-specific anxiety (cited in Huang, 2012, p 152).

### **1-2-1- Trait Anxiety:**

Such type of anxiety is related to the person's character, also it is difficult to deal with and hard to overcome it, for that trait anxiety will hinder language learning (cited in Riasati, 2011, p 908). According Spielberg, (2005), people who experience more anxiety-trait have more opportunities to suffer from reacting to a big level of stimuli and they be anxious in less dangerous situations, Unlike Woodrow (2006) points' of view who claim that a person who has trait anxiety he feel worry in a variety of situation expected. As Levitt (1980), said Trait anxiety is a constant condition without time limitation. According to this definition people, who develop an anxiety trait, are in the risk to experience it all the times whatever the situation is.

### **1-2-2- State anxiety:**

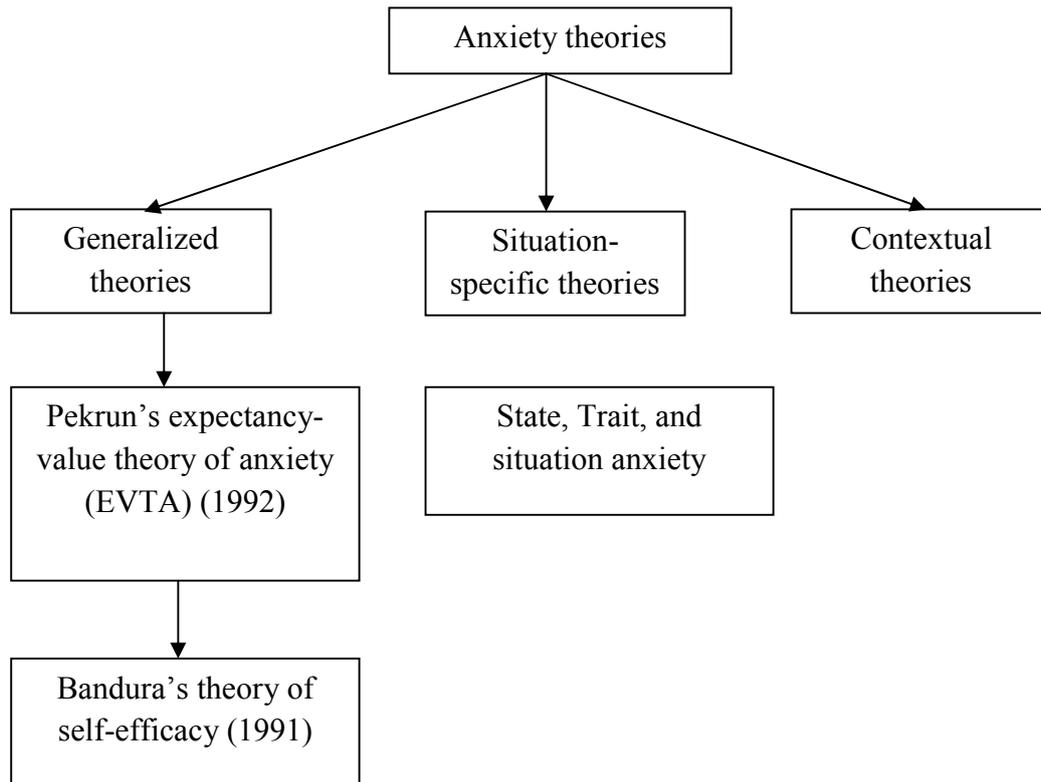
The second type of anxiety called state anxiety, unlike trait anxiety, state anxiety is not related to person's personality as Spielberg (1966) stated “ transitory state or condition of the organism that varies in intensity and fluctuates overtime”, for instance, the apprehension that a learner experiences before taking an examination (cited in Wilson, 2006, p 42). MacLyntyre (1999) defined it is “the moment to experience of anxiety” (cited in Zsuzsa Toth, 2010, p 6). According to this definition state anxiety happens in a specific situation. For instance, when, students feel anxious while they have an examination which affects their ability to succeed. Carver and Scheier (1986) stated that when individuals develop state anxiety they are more sensitive to what people are thinking of them. MacLntyre and Gardner (1989) said that it appears in a particular situation and happened when the learners are exposed and responses to a specific situation that is stressful to them. For example, in the classroom, when learners in the situation to speak, he feel anxious cannot express his ideas.

### **1-2-3- Situation-specific anxiety:**

According to Ellis (1994) situation-specific anxiety increased in a specific type of situation such as class participation, test taking, or public speaking. In addition, MacLntyre and Gardner (1994) who considered situation specific-anxiety to be the individual's likelihood to be anxious in specific type of situation for example, while solving mathematics problem (math anxiety), during tests (test anxiety), or when speaking second language (language anxiety). MacLntyre and Gardner (1991) pointed out that situation specific anxiety refer to the permanent and multi faced nature of some anxieties (cited in Djebari 2013). It can be classed as a subcategory of trait anxiety developed at a given context (cited in Yusuke Kond, p.130). To conclude this point, the three type of anxiety, trait, state or specific-situation have an influence on the learner's performance.

### **1-3- Theories of anxiety:**

According to Pappamihiel (2002) anxiety theories comprise of three basic theories; Firstly, generalized theories, which contains two models Pekrun's (1992) expectancy-value theory of anxiety (EVTA) and Bandura's theory of self-efficacy (1991). Secondly, situation-specific theories concerned with trait, state, and situation anxiety, and the last one is the contextual theories.



**Figure (01): Anxiety theories**

**Source: Pappamihiel (2002 p.329)**

### **1-3-1- Generalized theories: Theory of self-efficacy and appraisal:**

As Pappamihiel (2002) generalized theories consists of two models: Pekerun's expectancy value theory of anxiety (1992) and Bandura's theory self-efficacy (1991). These models use different ways of evaluation to give explanation about anxiety responses in people.

#### **- Pekrun's EVTA model (1992):**

According to Pappamihiel (2002) who insisted on the assessment of a threatening or nonthreatening situation, an appraisals of situation if being threatening or not.

- **Bandura's self-efficacy theory (1991):**

Bandura's (1991) stated that when somebody is in a threatening situation the result is anxiety. In other word, he concentrated on an individual's ability to react positively in a threatening situation. As cited in Pappamihel (2002) he argues that self-esteem can mitigate anxiety.

**1-3-2- Situation-specific theories:**

It consists of two different theories state and situation theories, situation-specific anxiety.

- **State, trait, and situation theories:**

As it is cited in Pappamihel (2002), Vasey and Daleiden (1996) viewed that the level of anxiety is not the same that is why we must differentiate between people who are often anxious and those who are not, because some individuals are more prone to anxiety, it is when the individual can predict the situation in which anxiety occurs, whereas trait anxiety is the high level of anxiety.

- **Situation-specific anxiety:**

MacLuntyre and Grander (1991) illustrated another type of anxiety which is situation-specific anxiety, it happens when individuals faces a threat in any situation. Horwitz and Cope (1986) pointed out that foreign language anxiety is a result of three factors: communication apprehension, fear of negative evaluation, and anxiety. According to McCrosky (1977) communication apprehension is a type of shyness, it is when the individual is afraid and anxious of being a part in a communication. In addition, Shams (2006) pointed the fear of negative evaluation comes from the reaction and gestures of the teacher or from

classmates. For Sarason (1984) test-anxiety is the prone while an evaluative situation an individuals' performance is insufficient as a result of anxiety.

### **1-3-3- Contextual theories:**

Bandura (1991) claims that high level of anxiety is related to indirect experiences and social perspective. Cummins (1996) pointed out often students lack vicarious experiences and social views which provide successful models.

### **1-4- Sources of Foreign language anxiety:**

Toth (2008) found that communication apprehension, fear of negative evaluation, and test anxiety are the main sources of foreign language anxiety.

#### **1-4-1- Communication apprehension:**

Hortwitz, Hortwitz, and Cope, (1986) defined communication apprehension, as a type of shyness characterized by the state of being worry or anxious of communicating with people. Hortwitz et al (1986) agreed that communication apprehension happens while communicating with others accompanied with the feeling of shyness and uncomfortable. As cited in Ohata (2005) it is related to EFL classes in which learners were evaluated by both classmates and teacher and they face many problems. MacCrosky (1977) asserts that communication apprehension is the fear of built a conversation with others, it happens when the learners haven't sufficient amount of ideas.

#### **1-4-2- Test anxiety (TA):**

Sarason (1984) states that test anxiety occurs during a test, the learner suffers from the fear of bad evaluation by the instructor. As Hortwitz et al (1986) stated that test- anxiety refers to the learner's fear of failure and doing bad in a test.

**- Fear of negative evaluation (FNE):**

According to Horwitz et al (1986) fear of negative evaluation is an extension of test anxiety they are nearly the same, Fear of negative evaluation occurs in any social evaluation. In addition, Shams (2006) the fear of negative evaluation comes from the teachers' reaction and gesture. All of these components: communication apprehension, test anxiety, and fear of negative evaluation are obstacle on the foreign language learning.

**1-5- Characteristics of foreign language anxiety:**

Anxiety is always related with worry which is the main feature of anxiety. Vasey Crnic, and Carter (1994) defined it as cognitive process related to threatening outcomes and their expected consequences. Huberty (2009) suggested that students who are facing the problem of language anxiety are characterized by three feature that affected them cognitive, behavior, and psychological.

Huberty 2009 drew this table to show the different dimension.

<b>Cognitive</b>	<b>Behavioral</b>	<b>Physiological</b>
Concentration problems	Motor restlessness	Tries
Memory problems	Fidget	Recurrent, localized pain
Attention problems	Task avoidance	Rapid heart rate
Oversensitivity	Rapid speech	Flushing of the skim
Difficulty solving problems	Erotic behavior	Perspiration
worry	Irritability	Headaches
Cognitive dysfunctions	Withdrawal	Muscle tension
- Distortions	Perfectionism	Sleeping problems
- Deficiencies	Lack of participation	Nausea

Attribution style problems	Failure to complete tasks	Vomiting
	Seeking easy tasks	Enuresis

**Table 01: Primary characteristics of Anxiety**

**Source: (Huberty, 2009, P.14)**

In this way anxiety affects foreign language learners cognitively, behaviorally, and physiologically, it hinders them from participating in the level of classroom and it prevent them from improving their level of proficiency speaking skill. If Anxiety is not reduced it can increased into phobia or other harmful disorders.

### **1-6- The impact of Anxiety in learning a foreign language:**

As cited in Rebecca (2011), Kleinmann (1970) divided anxiety into two main constructs: facilitating and debilitating anxiety.

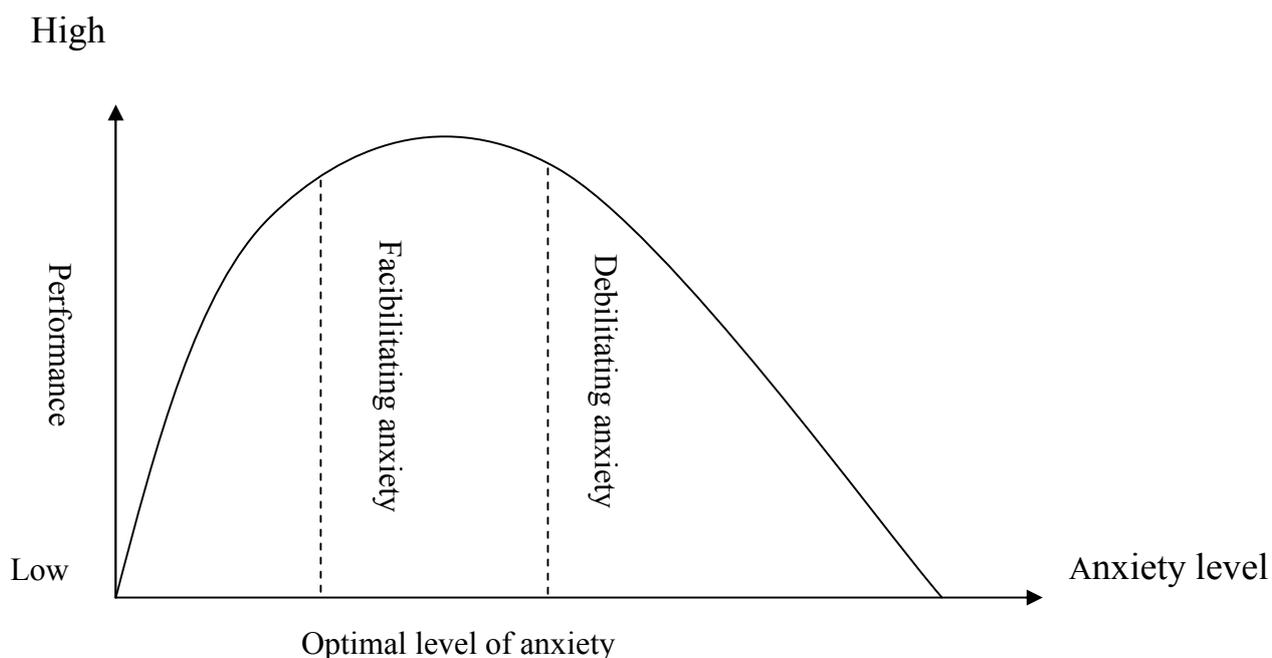
#### **1-6-1- Facilitative anxiety:**

According to Scovel (1978), facilitating anxiety help the learner to overcome the negative impact of anxiety and give him motivation to struggle the new information. More ever, Brown (2000) claimed that facilitative anxiety is beneficial because it affects language learning positively. According to Scovel (1978), facilitative anxiety has an important role in keeping the student aware about his achievement in the foreign language (cited in Arnold, 1999, p 61).

#### **1-6-2- Debilitating anxiety:**

Eherman (1996) pointed out that debilitating anxiety prevents the learning process (cited in Tahayuki, 2008). Horwitz et al (1986) stated that debilitating anxiety influences

learner's speaking performance negatively. (cited in Tahayuki, 2008). In addition, Arnold (1999) claimed that debilitating anxiety affects learner's achievement negatively that is why they must avoid it. Yerkes – Dodson law (1908) presented a graph describing the relationship between the level of anxiety and performance.



**Figure (02): Inverted U- Shaped Relationship Between anxiety and performance**

**Source: (cited in Takayuki, 2008, p 14)**

To conclude this point, the difference between the two types of anxiety is that facilitating anxiety affects positively on the language learning, while debilitating anxiety affects negatively on the language learning.

### **1-7- Strategies to reduce classroom speaking anxiety:**

Anxiety plays the role of an obstacle that inhibits students from reaching their goals in the learning process. In order to find solution to anxiety's consequences, researches such as:

Tseng (2012), and Jane Arnold (1999) have suggested some strategies that may help students to reduce their speaking anxiety.

### **1-7-1- Strategies used by learners to reduce their speaking anxiety:**

In order to overcome student's anxiety, it is important to use some strategies that may help them. Tseng (2012) suggested some points to follow:

- Learners' must avoid thoughts that cause anxiety, they must think positively and know that mistakes are a part of the learning process.
- In order to decrease anxiety the learner must relax by following some steps which will turn anxiety into positive energy for example take a deep breath, make some muscle relaxing exercises, and sit in a comfortable way.
- Students must organize their ideas before expressing them.
- The learners must concentrate on the message on itself to obtain a successful communication.
- The learner must be kind and behave in a pleasant way with his classmate.
- Having a good relationship with the teacher during class time.
- Have a set in front of the classroom.
- Enhancing learner's level depends on having self-confidence, the more learner practice speaking English the more he increase his self-confidence.

### **1-7-2- Strategies used by instructors to reduce learner's anxiety:**

- Tseng (2012) proposed some steps that teacher use to help their students to diminish, anxiety such as:
- Make your students motivated by showing them that you are interested on their attempts to increase their level.

- The sense of humor is one of the good teachers' characteristics.
- Use story-telling tasks, communication games, and group work in order to give opportunities to your students to speak.
- Create a relaxed atmosphere in the classroom such as using song activities, and vary your classroom activities.

Moreover, Jane Arnold (1999): proposed other strategies that used by the teacher:

- Increase the student's self-esteem and self-confidence.
- Be clear about classroom goals and help students to develop strategies in order to meet those goals.
- Test your students with familiar items, no trick, and clear tasks.
- Reinforcement and positive rewards to motivate your students.
- Give activities to the learner taking in consideration variety of learning style.
- Using certain strategies in the classroom help students to diminish negative emotions (anxiety) and boost self-esteem and self-confidence. While, the most important thing is the role of the teacher in making the students involved in the learning tasks.

## Section two: Over view of speaking Skill

### Definition of speaking skill:

Nunan (2003) said that to convey a meaningful thought orally we have to use the productive skill speaking. Moreover, Brown (1994) Burns and Joyce (1997) said that speaking process involves produce and receive and manipulate information in order to built meaning (cited in Florez, 1991, p 1). As noted by Gumperz (1991) in the speaking process hypothesis and translating play a major role because it is an interactive process. (cited in Nazara, 2011, p.30). According to Hedge (2000) speaking reflects people's ideas and personalities for that it deserves more attention (p.261).

### 2-2- Differences between productive skills:

#### 2-2-1- Speaking and writing:

According to Widowson (1978)

*“language contains four skill: speaking and writing are productive or active skills. Whereas listing and reading are receptive skills. If we classify them according to the medium, speaking and listening are related to the language expressed via the oral medium and reading and writing are related to language expressed via the visual medium” (p.57)*

The diagram bellow shows how the four skills are related:

	<b>Productive / active</b>	<b>Receptive / passive</b>
Aural medium	Speaking	Listing
Visual medium	Writing	Reading

**Table 02: Relations between language skills**

**Source: (Widowson, 1978, p 57)**

we can deduce that in speaking and writing we have to encode the message while in listening and reading we have to decode that message.

According to Van Lies (1995), the main differences between spoken language and written one are shown in the following table.

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

**Table 03: difference between spoken language and written language**

**Source: (cited in Nunan, 2003, p 48)**

Thornbury (2005, p 21) summarizes the features of spoken grammar in the follow table:

<b>Written grammar</b>	<b>Spoken grammar</b>
Sentence is the basic unit in construction	Clauses is the basic unit of construction
Clause are often embedded (subordination)	Clauses are usually added (co-ordination)
Subject + verb + objet construction	Head + body + tail construction
Reported speech favored	Direct speech favored
Precision favored	Vagueness tolerated
Little ellipsis	A lot of ellipsis

No question tag	Many question tag
No performance effects	Performance effects, including: <ul style="list-style-type: none"> <li>- Hesitation</li> <li>- Repeats</li> <li>- False starts</li> <li>- Incompletion</li> <li>- Syntactic blends</li> </ul>

**Table 04: Features of spoken language**

**Source: (Thornbury, 2005, p 21)**

### **2-3- Types of speaking:**

Brown (2004) has stated “five types of speaking according to the speaker’s intentions; imitative, intensive, responsive, interactive, extension” (p.141)

#### **2-3-1- Imitative speaking:**

According to Brown (2004) imitative speaking refers to the ones’ ability to repeat words, phrases and sentences. This kind of speaking is related to drills, it is designed for classroom interaction (between the teachers and learners through listening and repeating.

#### **2-3-2- Intensive speaking:**

Brown (2001) stated that intensive speaking involves particular concern on grammatical or phonological aspects, which help to increase the learners’ performance. As cited in Brown (2004) “examples of intensive assessment tasks include directed response tasks, reading aloud, and sentence and dialogue completion” (p.141)

### **2-3-3- Responsive speaking:**

According to Brown (2001) it is a good deal of student to initiate questions or comments, these responses are sufficient and do not extend into dialogues. In particular, this type of speaking involves providing certain responses: comments, remarks, or feedback.

### **2-3-4- Interactive speaking:**

Brown (2004) stated that interactive speaking is similar to responsive, but we can differentiate between them in term of the length and complexity of the interaction. Interactive speaking includes multiple exchanges and/or multiple participants. The interaction has two forms of transactional language (its purpose is exchanging specific information), or interpersonal exchanges (its purpose maintaining social relationship).

### **2-3-5- Extensive speaking:**

This type of speaking is also called a monologue. Brown (2004) claimed that extensive oral production (storytelling, speeches, and oral presentation), in which it boost to exchange the interaction from listeners which is either very limited or excluded. Language style is more formal for extensive tasks but we cannot omit certain informal monologues such as casually delivered speech.

### **2-4- Speaking difficulties:**

Crystal (2003) noted that

*“ if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other*

*language: but at the same time you know it will take a great deal of effort to master it”(p.3)*

which means speaking English is not an easy task because it involve a great power and big effort to deal with.

### **2-4-1- Slips of the tongue:**

Yule (1985) defined slips of the tongue as a speech error in which people articulate sounds in wrong way. Roach (2002) pointed out that a lot of slips phonemes occurred in the wrong place, such as: through perseveration.

### **2-4-2- Slips of the ear:**

Yule (1985) defined slip of the ear as an error of hearing a word or phrase instead another one; as in hearing *great ape* instead of gray tape.

### **2-4-3- Colloquial language:**

As cited in Zapata (2005) in his paper of English Idioms and Colloquial expressions, O’Grady et al. (1997) provided us with some examples of slang that used in US college: bent means angry, hummed means depressed, chicken means coward, and homeboy means very close male friend.

### **2-4-4- Stress and rhythm:**

In one hand Piter Roach (2002) said that some linguists said that the setence tress must be placed on the most important word while others said that the placement of the stress is determined by the underlying syntactic structure. In the other hand, according to Piter Roach

(2002) clear examples of vocal rhythms are repeating as a part of a game (e.g. football crowds calling their team' name).

## **2-5- EFL students participation problems:**

### **2-5-1- Linguistic problems:**

According to Thornbury (2005) who emphasizes on linguistic knowledge which play a major role in speaking skill. Which means that the lack of any aspect of this knowledge, students can find problems within their speaking development. These difficulties are due to grammar mistakes, pronunciation mistakes and lack of vocabulary.

#### **2-5-1-1- Grammar mistakes:**

Davis and Pearce (2000) stated that foreign language classes people often prefer keep silent rather than producing wrong grammatical structure in front of their teachers and classmates.

#### **2-5-1-2- Pronunciation mistakes:**

According to Bada, Genc and Ozkan (2011) asset the importance of pronunciation in speaking skill with taking in consideration limited time to recall words.

#### **2-5-1-3- Lack of vocabulary:**

Liu (2007) extracted through a survey study with Chinese English learners that the learners in this study think "Vocabulary is a big obstacle for their English learning". For instance, one of those learners stated, "I'm a little afraid of speaking English because my vocabulary is poor...". Another learner stated, "I can't speak English when suddenly come to

a new word I never knew. How shy I will be”. Thornbury (2005) stated that learning a foreign language requires a great knowledge of its vocabulary.

### **2-5-1- psychological problems:**

Foreign language learners can encounter many psychological obstacles especially when they speak in front of an audience. Knowing these psychological problems should be the main concern of both student and teachers. Shyness, lack of self-confidence, fear of making mistakes, lack of interest in the subject, and poor listening activities are the major psychological problems.

#### **2-5-1-1- shyness:**

Cheek and Biggs (1993) defined shyness as the tendency to feel worry and afraid or awkward during social interactions, especially with people we don't know (cited in Ray and Manning, 1993, p 179). Cooper (2009) mentioned that shyness is not our choice; it is nearer to fear and no more that.

#### **2-5-1-2- Lack of self-confidence:**

Baker and Westrup (2003) stated that the lack of self-confidence may affect the learner's language learning progress this can cause speaking difficulties.

#### **2-5-1-3- Fear of making mistakes:**

Ur (2000) stated that learners are often worried about participating in foreign language in the classroom, they feel fear of making mistakes or being criticized.

#### **2-5-1-4- Lack of interest in the subject:**

Thornbury (2005) stated that the more the topic is familiar the more the learner is interested in the learning task. Many students remain silent because they have no ideas about the topic.

#### **2-5-1-5- Poor listening activities:**

Anderson and Lynch (1988) pointed out the relationship between speaking and listening skills. L<sub>2</sub> learner in conversation, needs to be skilled as both speaker and listener. He can communicate effectively only if he chooses the appropriate L<sub>2</sub> utterance and deal effectively with replies that he receives.

#### **2-6- Teachers strategies to promote speaking:**

In order to develop students' speaking skill, teachers use the following strategies:

##### **2-6-1- Discussion:**

According to Macpherson (2007) to well working group discussion, large groups must be avoided. The group member can be decided by the teacher or the students, and groups must be rearranged in every discussion activity in order to make students exposed in a variety of student so that they learn to be open to different ideas.

##### **2-6-2- Role-play:**

Hung (2008) stated that role-play is the most interesting technique for the students comparing to others techniques (cited in Rachmanati, 2013, p 60). According to Johnson and Morrow (1981) role-play give opportunity for language practice and encourage the interaction among the students inside the classroom (cited in Oradee, 2012, p 534). In addition to Quing

(2011) who stated that role-play should serve real situations without imagination. (cited in Prisilla Istam and Tazria Islam, p 219 – 220).

### **2-6-3- Group work:**

According to Baker (2003); Northem and Kurland (2001), group work is a method of social work which occur when three more people work together for a common purpose. (cited in Palma Trevithick, 2005, p 82).

### **2-6-4- Story-telling task:**

Barzag (2009) viewed that story telling is a series of events that may occur in real life or just from the imagination of the teller. (cited in Pravamayee Samantaray B. Ed, M. phil, 2014, p 41). In addition to Hamer (2001) pointed out that personal experience stories are the best stories because it raises the curiosity for their classmates.

### **2-6-5- communication games:**

As cited in Chandra (2008) communication game is strategy that is used to motivate students, overcome their anxiety, and raise the interaction between them. It plays an important role in promoting EFL students' speaking skill (cited in W.R.Lee in Uberman, 2002). As cited in kid an Tang p.134 communication games are useful because it gives the students opportunity to speak, share ideas, and maximize interaction in the language in the language classroom.

### **Conclusion:**

To sum up, this chapter dealt with two sections, the first one contained definition of language anxiety, and foreign language anxiety, its types (trait, state, and situation-specific anxiety). In addition, we explored the theories of anxiety (generalized theories, situation-

specific theories, and contextual theorized them, we moved to the main sources of anxiety (communication apprehension, test anxiety, and fear of negative evaluation). Moreover, we dealt with some characteristics of anxiety (cognitive, behavioral, psychological, In addition, we express the impact of anxiety in learning a foreign language. (Facilitating and debilitating). The last point we dealt with in this chapter is, some strategies that can be used by both instructors and learners to diminish FL classroom anxiety. The second section dealt with differences sources to give definitions of speaking of speaking skill. The differences between productive skills (speaking and writing). Also we dealt with the difference types of speaking (imitative, intensive, extensive, and interactive). In addition the speaking difficulties (slips of the tongue, slips of the ear, colloquial language stress and rhythm). Another phenomenon that we have dealt with is EFL student's participation problems, we started by introducing the psychological problems which have (Shyness, Lack of self-confidence, fear of making mistakes, lack of interest in the subject, poor listening activities). Then, the linguistics problems (grammar mistakes, pronunciation mistakes, lack of vocabulary). Finally, we have proposed some strategies for enhancing students' speaking skill (discussion, role-play, group work, story-telling task, communication games).

## **Chapter 03: Research Methodology**

### **Introduction:**

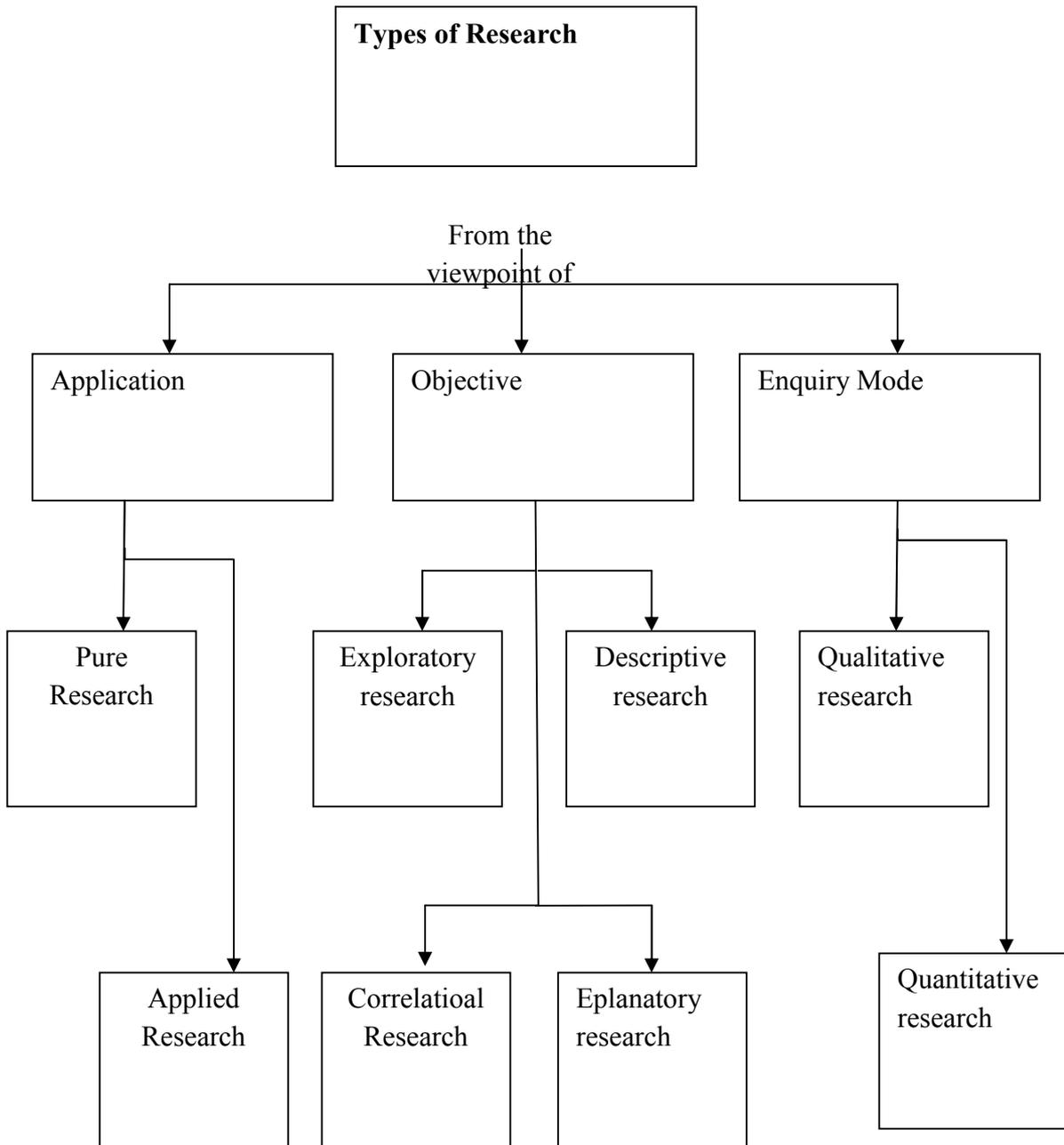
This chapter is about the research methodology of this dissertation, it devoted to explain the method used for this study. Then, we will talk about the population and the sample of the study. After that, we will talk about data collection procedure, it is about the questionnaire as a research tool used for this study, a detailed description of first year students' questionnaire is given in this chapter. Also, we will talk about the pilot study of the students' questionnaire and the teachers' questionnaire. Finally, we will talk about the results collected from the questionnaire and analyzed scientifically, to answer the research questions.

### **1- Research Design and Methodology:**

The current study aims to show the impact of foreign language anxiety on students' speaking skill. According to Ranjit Kumar (2011) a research “ is a process for collecting, analyzing and interpreting information to answer questions, the process must have certain characteristics: controlled, rigorous, systematic, valid and verifiable, empirical and critical” (p.28). Ranjit Kumar (2011) stated that there are three types of Research:

- 1- Applications of the findings of the research study.
- 2- Objectivity of the study.
- 3- Mode of enquiry in conducting the study .

As it is illustrated in the figure



**Figure (3): Types of research.**

**Source: Ranjit Kumar (2011) .p29**

According to Leedy and Ornrod (2011) a research is the process of collecting analyzing, and interpreting data in order to understand a phenomenon. Geaffrey Marczyk et al (2005) defined a research as: “it is the primary tool used in virtually all areas of science to expand the frontiers of knowledge” (p.1) We have to follow certain methodology in order to carry out our objectives. According to Creswell (2014) there are three broad classifications of

research methods which are: qualitative, quantitative and mixed methods. John W. Creswell (2014) pointed out that “Quantitative methods involve the process of collecting writing the results of a study” (p.23). In addition to, Geoffrey Marczuk et al (2005) stated that “Qualitative research involves studies that do not attempt to measure quality their results through statistical summary or analysis. Qualitative studies typically involve interviews and observations without formal measurement” (p.17). He also said that “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. (p.32). According to John W. Creswell (2014) “mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumption and theoretical frameworks” (p.32). He said that “mixed method involves the collection and mixing or integration of both quantitative and qualitative data in study” (p.23). According to Axinn, Frick & Thornton (1991) “Mixed method design presents unique opportunities to use multiple sources of information from multiple approaches and gain new insights into social world”. John W.Grewell (2014) claimed that: mixed methods research “ is an approach to inquiry involving collecting both quantitative and qualitative data, integration the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks” (p.32). Quantitative method is opted for this research. A quantitative research tool “questionnaire” allows us to give a general description of the phenomenon. This study is based on concept of descriptive statistics method which refers to the type and the nature of research questions, designs and data analysis. According to Karasar (2009) a descriptive research is used to describe a current situation that existed in the past or exists now in the way it is. Firstly, we admister a questionnaire to first year LMD students in English Department at the University of Biskra, mainly to know the impact of language anxiety on their speaking skill.

## **1-1- Quantitative research:**

In order to fulfill our objectives we find it appropriate to choose the quantitative method. According to John W. Grewell (2014) quantitative research “ is an approach for testing objective theories by examining the relationship among variables”. (p.32). He said “Quantitative method involve the process of collecting, analyzing, interpreting, and writing the results of a study” (p.23). In addition to, Geoffrey Marczyk & all (2005) said that “quantitative research involves studies that make use of statistics analyses to obtain their findings” (p.17). Beside that, Leedy & Ormrod (2001) claimed that “quantitative research seek explanations and predictions that will generate to other persons and places, the intent is to establish, confirm, or validate relationships to develop generalizations that contribute to theory” (p.102). Moreover, Greswell (2003) stated that “quantitative research employ strategies of inquiry such as experimental and surveys, and collect data on predetermines instruments that yield statistical data” (p.18). Research can use integration of both quantitative and qualitative method. John W. Grewell (2014) stated that “Quantitative research as an approach for exploring and understanding the meaning individuals on groups ascribe to a social or human problem” (p.32).

## **Population:**

We have chosen to work with first year English Foreign Language students, who are in different genders, since they are the most influenced ones by the problem of anxiety because they are new at university, and anxiety can be noticed easily on their case. For those reasons, we think that they are the most appropriate ones who work well with our study. According to, Zoltan Dornyer (2003) population is “the group of people whom the survey is about” (p 70 – 71). Then, Geoffrey Marczyk et al (2005) define population as “it is all individuals of interest to the research” (p 18). Ranjit Kumar (2011) stated that “The class, families in the living in

the city or electorates from which you select your sample are called the population” (p.177). The population of this research will be limited to first year LMD EFL learners. Hence, the population for this study is 15 groups that divided into three sections, 885 students in the faculty of letters and language at the Department of foreign language Division of English studies in Biskra University.

## **2- Sampling:**

The sample consists of (20) females and (10) males. Whereas, the five teachers who collaborated in answering the questionnaire, had Magister degree, and one of them was a doctor. We included those in current study because of their long experience in teaching EFL students, so we get more reliable data. According Geoffrey Marczyk et al (2005) a sample is “a subset of the population” (p. 18). Furthermore Kazdin (1992) regards “The assignment of sample as the central issue in group research” (p.85). In addition, Zoltan Dörnyer (2003) said that “sampling is the group of people whom researchers actually examine” (p.70). Furthermore, ranjit kumar (2011) said “it is a subgroup of the population you are interested in” (p.177). He said that “The small group of students, families or electors from whom you collect the required information to estimate the average of the class, average income or the election outcome is called the sample” (p.177). He added that “sampling is the process of selected a few (a sample) from a group (the population) to become basics for estimating or predicting the prevalence of an unknown piece of information” (p.177). He said that “In quantitative research you are guided by a predetermined sample size that is based upon a number of other considerations in addition to the resources available” (p.176). He stated that “The purpose of sampling in quantitative research is to draw inferences about the group from which you have selected the sample” (p.176). The study is concerned with a limited number of students selected randomly. As a sample we choose 30 students from one classroom

consists of 40 learners. It is chosen from the whole students of first year LMD in English Department at the University of Biskra. And we have chosen to work with 5 teachers of oral expression classes.

### **3- Data collection procedure:**

At the beginning of the second semester of the academic year 2016 – 2017, we distributed the questionnaire during a lecture composed of all participants that are interested our study. After the students' agreement to answer the questionnaire, they were provided with full instructions by their teacher, about how to answer the questionnaire, and they were given clarifications about the purpose of its design, and they were informed that their answers would be very appreciated. For the second questionnaire used in this study, it was for oral expression teachers. In order to know the impact of language anxiety in English foreign language (EFL) students' speaking skill we distribute a structured questionnaire to five oral expression teachers at the English Division Biskra University. We informed them that their answers will be very beneficial, and it will help us.

In this study we will use one tool which is two questionnaires, the first one is administered for first year LMD students and the second one for oral expression module teachers. According to Ranjit Kumar (2011) "A questionnaire is a written list of questions, the answers to which are recorded by respondents" (p.138). Moreover, Brown (2011) defined "questionnaires are any with instruments that present respondents written a senses of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer" (cited in Dorney, 2003, p.6). We have chosen this research that are largely taken by researchers in the field of education to gather data from respondents in order to analyze them, and to give a clear overview about the impact of foreign

language anxiety on students' speaking skill. Another aim of using this instrument is to obtain final results that check the validity and reliability of our research questions at the end.

### **3-1- Learners:**

We choose to work with students who are selected from the Division of English at Biskra University, who seems appropriate to this study. The sample of the study consists of group of (40) students. (30) students from group one section one. They are chosen randomly from the whole population.

#### **- Teachers:**

We have chosen to work with 5 teachers from the Department of English at Biskra University in order to know to what extent English Foreign language learners practice the English language speaking skill inside the classroom and to be aware about the impact of anxiety on their speaking proficiency. This research relies on a structured questionnaire for the students. Which can provide information about their attitudes toward language anxiety, and to identify the main causes of anxiety and its influence on their speaking abilities. The second questionnaire is a structured one. It will be devised to oral teachers to collected data about students' anxiety in oral expression module and to see their opinion about the causes of speaking anxiety they may observe through students' performance.

#### **4-1-1- Description of the students' questionnaire:**

We have designed the students' questionnaire in order to get learner's responses to statement about the sources of foreign language anxiety and the impact of foreign language anxiety on students' speaking skill with collaboration of (30) LMD students chosen from the Department of the foreign language Division of English at Biskra University. The present questionnaire aims to collect data and to maintain objectivity of the scientific research. The

questionnaire consists of three sections, the majority of questions are close-ended questions. Which requires “ yes/no” answer or “pick out” the right answer from many options. The questions are classified under three sections:

The first part was a general Information (Question 1 to 4): it was composed of four questions aiming to get personal information about students such as their gender, if their choice to study English at university was imposed, personal, or advised by parent, whether they like to attend oral English classes, and how often do they participate?

However the second part “specification questions” was titled: Anxiety in EFL classes (questions 5 to 8). In this section, we try to show how student speak in the English oral class and identifying the causes of anxiety and types of activities which make them anxious.

Concerning the third part was titled: Foreign language speaking anxiety which contain six question (from 9 to 15). this section deals with speaking anxiety that hinders the students’ participation during oral expression course. Moreover, we focus on the effects of anxiety on students’ performance and the students’ attitudes toward anxiety. In addition to identify the most enjoyable activities for students during oral course according to EFL teachers.

#### **4-1-2- Description of the teachers’ questionnaire:**

The teachers’ questionnaire was designed for five oral expression module teachers. It consist of (14) main questions. the current questionnaire aims to gather data and to maintain objectivity of the scientific research. This questionnaire is consists of three sections, almost questions are close-ended questions. Which requires “yes/no” answer or pick out the right answer from many options.

Firstly, the first section was titled: general information (question 1 to 4). This section aims to get personal information about teachers’ gender, and their experience in teaching oral expression. Secondly, the second section was named: anxiety in EFL classes (questions 5 to

8). It consists of four questions, through this section, we try to identify the causes of anxiety. Also knowing the role of the teacher in raising the students' awareness towards anxiety.

Finally, the last section was titled: EFL student speaking Difficulties in class (questions 9 to 14). This section aims to explore the difficulties that face EFL students' participation. Moreover the attitudes of teachers about their students anxiety in speaking, and their opinions about the strategies that they use to decrease their students' anxiety.

#### **4-1-3- Piloting of student's questionnaire:**

The pilot study have been done in order to check if students can understand terms used in the questionnaire and to ensure that the questions can be answered. We have conducted this study to pretest our questionnaire, and to check if there is a wrong interpretation on the part of learners. Cohen. Manion and Morrison (2005) claimed that "in order to check the questionnaire's validity, reliability, and practicability we must pilot it" (p.260). we have done the pilot study three (3) days before the main questionnaire through administering it to ten (10) first year EFL students just after their session of written expression. Who are selected randomly, all of them turned it back, the students answered all items of the questionnaire. Our pilot study was in form of questionnaire. We told the students to ask us if they do not understand something in the questionnaire.

#### **4-1-4- Piloting of teachers' questionnaire:**

We pilot our questionnaire through administering it to one teacher of oral expression classes. Who is selected at the English division of Biskra University randomly, he turned back it, he answered all items of the questionnaire.

## **Conclusion:**

Though this chapter, we have emphasized in clarifying the research methodology, as well as the tools that used, sample and population that interest this research. Also we gave detailed description of both students' and teachers' questionnaire.

## Chapter 4 : Data Analysis

### Introduction:

This chapter is about the analysis of the results obtained from the questionnaires as tools used in the current study. Those questionnaires are administered to first year LMD students and English oral expression teachers at the University of Mohammed Kheider of Biskra. This research aims to show the impact of foreign language anxiety on students' speaking skill, and hopefully to provide students with some solutions that help them to improve their speaking abilities.

### 2- Analysis of students' questionnaire:

#### Section one: General Information

##### Item 01: your gender is

Responses	Participants	Percentage
Male	10	33,33%
Female	20	66,66%
<b>Total</b>	30	100%

**Table 05: Participants' gender distribution**

### Results:

The table represents the rate of males and females students at English section. The majority of our sample (66,66%) (20 participants) represent female students. Thus, the female

students prefer studying foreign languages. However, male students (33,33%) (10 participants) are not motivated to study foreign languages, they prefer scientific branches.

**Item 02: why have you chosen to study English at university?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Imposed	0	0%
Personal choice	26	86,66%
Parents choice	4	13,33%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 06: Students’ choice to study English at University**

**Results:**

The table above shows that the majority of our sample (86,66%) are convinced with their choice of studying English at university. This number can reflect many things about these participants, they are motivated to learn the language, or because English is an international language. For others, it is because they get good marks in BAC exam or they need it to get a job in the future. While 13,33% are advice by their parents to study English. In addition, we provide students with the option with the choice of imposed by administration, and no one choose it.

**Item 03: Do you like to attend your oral English class?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Yes	23	76,66%
No	7	23,33%
<b>Total</b>	30	100%

**Table 07: Students' attitude toward Oral Expression course**

**Results:**

From the table a considerable number of students (23 students) (76,66%) like to attend oral expression course. Which means that they are motivated and willing to learn and participate, this may reflect on shy and anxious students. So they can create a good atmosphere for the rest of students. The second percentage (23,33%) represents the answer of the students who do not like oral expression course. Those students may find the course stressful, boring, or not interested at all.

**Item 04: In the oral expression session, how often do you participate?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Always	6	20%
Sometimes	18	60%
Often	4	13,33%
Never	2	6,66%
<b>Total</b>	30	100%

**Table 08: Students' Frequency of participation in classroom**

## Results:

The table above shows that 60% (18 participants) said they sometimes participate in classroom. While 20% (6 participants) said they participate always, so they are active members in their classes and they create a motivating atmosphere and encourage their peers to speak. Then, 13,33% (4 participants) claimed that they often participate and most of the time they remain passive members in their class. However 6,66% (2 participants) said that they never participate in classroom. Which may mean they do not attend all the session.

## Section two: Anxiety in EFL classes

### Item 05: Have you ever been anxious during oral performance?

Responses	Participants	Percentage
Yes	27	90%
No	3	10%
<b>Total</b>	30	100%

**Table 09: Students' experience about anxiety**

## Results:

The majority of the sample (90%) answered by “ Yes”. Which means that they agree that anxiety has a negative influence on the speaking performance. this means that students have some factors which make them anxious embarrassed this lead them to remain passive. However 10% from the rest sample answered by “No” which means that anxiety is not an obstacle to speaking performance. By saying “No”, they may show that they are confident or perhaps competent to hold a discussion.

**Item 06: If yes, is it because of:**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Fear of making mistakes	15	50%
Lack of self confidence	3	10%
Lack of vocabulary	7	23,33%
Fear of being laughed at	2	6,66%
<b>Total</b>	<b>27</b>	<b>90%</b>

**Table 10: Reasons of Students' anxiety in Oral class**

**Results:**

The table above shows the reasons that make students anxious. More than the half 15 student (50%) out of 27 student (90%) are afraid and anxious because of the fear of making mistakes. For that they perform poorly in front of their peers. And (23,33%) of the participants said they are anxious because of the lack of vocabulary. Then 10% choose the lack of self-confidence which is an affective factor that make students anxious and prevents them from trying to say a word, For the rest of participants (6,66%) said that they feel anxious because they feel fear of being laughed at, for that reason they choose to be passive students and keep silent during oral expression class.

**Item 07: Is this anxiety due to the type of activities?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Yes	28	93,33%
No	2	6,66%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 11: The influence of the type of activities on the students' anxiety**

## Results:

It is obvious from the table above the vast majority of the students (93,33%) agree “Yes” that the main cause of anxiety is the type of activities while the rest of our sample (6,66%) answered with “No” which means that there are other causes for students anxiety. Teachers’ personality may make the students anxious.

### Item 08: If yes, which type of activity?

Responses	Participants	Percentage
Speaking individually	17	56,66%
Speaking in small groups	2	6,66%
Speaking in large groups	9	29,99%
<b>Total</b>	28	93,33%

**Table 12: Activities that may cause Students’ anxiety.**

## Results:

The table above shows that more than the half of the sample (56,66%) said that they feel anxious when the teacher call them to speak individually, because when the teacher points a student to answer, he does not give him time to prepare his answer. While (29,99%) of the students claimed that they suffer from anxiety when they speak in large groups, because when the teacher ask a student, all the group turn to him, and that make him anxious. The rest of the sample (6,66%) assert that they are anxious even when speaking in large groups.

### Section three: Foreign language speaking anxiety:

**Item 09: To what extent did the improvement of your oral performance related to oral expression module?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Very much	19	63,33%
Not very much	7	23,33%
Some what	4	13,33%
Not at all	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 13: The role of oral expression in improving Students' oral performance.**

#### **Results:**

From the table, more than the half (63,33%) of the participants said that oral expression session is very important to develop the students' speaking skill. While (23,33%) from the sample assert that it is not very much, and the rest (13,33%) reported that oral expression is not sufficient to enhance the speaking skill. The last option (Not at all) no participant choose it.

**Item 10: when you forget some ideas while oral performance, do you try to cover your communication gaps?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Yes	24	80%
No	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 14: The students' use of strategies to cover their communication breakdowns.**

**Results:**

From the table above, the majority of students (80%) focus on using some techniques to cope with communication breakdowns. Whereas the minority of students (20%) do not use any strategy, because of lack of motivation, shyness, or anxiety.

**Item 11: In the English Oral class, how do you speak?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
I speak confidently	6	16,66%
I feel nervous when I start speaking	19	63,33%
I sit at the back and keep silent	3	10%
I do not feel motivated at all	2	6,66%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 15: Students' feelings about speaking English in their oral class.**

## Results:

The table above shows the psychological status of the students while speaking in front of their peers. (63,33%) from the sample reported that they feel nervous when they start speaking because they are anxious or shy. However, (16,66%) assert that they are confident when speaking in front of their classmates, this due to high level of self-confidence which is a crucial part in the speaking process that lead to the success or failure of the process. Than 10% from the sample said that they sit at the back and keep silent, and that means they are passive members and do not participate, they try to avoid any public contact with teachers and peers.

## Item 12: Have you experienced the fear of making mistakes in front of your classmates?

Responses	Participants	Percentage
Yes	19	63,33%
No	11	36,33%
<b>Total</b>	30	100%

**Table 16: Students' attitude toward making mistakes in front of their classmates.**

## Results:

The table above shows that more than the half (63,33%) are worried about making mistakes when speaking in front of their classmates, this due to grammatical, vocabulary, pronunciation, or even psychological reasons. While the rest (36,66%) do not feel afraid when

talking in class. By answering with “No” means that they are competent to hold discussion and speak freely without any problem.

**Item 13: when you make mistakes, what do you prefer your teacher to do?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
To correct the mistakes directly	18	60%
To correct the mistakes indirectly	9	30%
To ignore the mistake	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 17: The students’ preferences of error correction methods.**

**Results:**

From the table above, the method of correcting mistakes directly was the most preferred one by students (60%) which means they accept correction and evaluation from their teacher. Then (30%) less than the half support the indirect method of error correction. While the rest of participants (10%) who answered with “ignore the mistakes”, maybe it is because anxiety or shyness.

**Item 14: What can you do in order to decrease your anxiety**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Preparation	10	33,33%
Building self-confidence	14	46,66%
Encourage yourself to take Risks	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 18: students’ opinion about how to reduce anxiety.**

**Results:**

According to the data in the table above, (46,66%) of the participants who said that building self-confidence is the suitable way to reduce their speaking anxiety. While (33,33%) from the sample agree that preparation is the best technique for reducing anxiety, because with preparation the student can speak confidently. Whereas the rest of the sample (20%) assert that they encourage themselves with take risks which lead to minimize anxiety.

**Item 15: What do you expect from your teacher use to overcome your anxiety?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Creating a relaxed atmosphere	18	60%
Using group work	6	20%
Varying speaking activities	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 19: Students’ expectation to overcome anxiety.**

**Results:**

In the table above, more than the half (60%) said that creating a relaxed atmosphere is the best way of reducing students’ anxiety because it helps them to be motivated and involved in the learning tasks. while (20%) from the participants choose using group work which may help them and make them feel comfortable and motivated to learn. The same percentage

(20%) of the participants choose the third opinion; varying speaking activities in order to practice all of them interchangeably.

## **2-Analysis of Teachers' Questionnaire:**

### **Section one: General Information**

#### **Item 01: Gender**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Male	1	20%
Female	4	80%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 20: Teachers' gender**

#### **Results:**

The table above shows that the vast majority of the sample are females (80%) and the minority (20%) are males. This percentages can reflect that females are more interested in teaching oral expression module, or perhaps males are not interested in teaching English in the first place.

#### **Item 02: Your degree**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
BA (license)	0	0%
MA (Magister/Master)	4	80%
PhD (Doctorate)	1	20
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 21: Teachers' degree**

**Results:**

According to the data in the table above, the majority of the sample (80%) have (Magister/Master degree), and (20%) one teacher has (Doctorate degree). That is to say that they are qualified and competent enough and able to teach successfully FL classroom.

**Item 03: Length of experience in Teaching EFL at university**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Less than one year	0	0%
More than two years	5	100%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 22: Teachers' experience in Teaching EFL at university**

**Results:**

The table above shows that (100%) which represents the whole sample of five teachers who have experience more than two years in teaching EFL at university. This means that they

have certain experience. This indicate that, they can deal with different students' levels and expect students' reaction.

**Item 04: length of experience in teaching oral expression**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
One year	1	20%
More than two years	4	80%
<b>Total</b>	5	100%

**Table 23: Teachers' experience in teaching oral expression\***

**Results:**

The table above shows that the majority of the sample (80%) said that they had been teaching oral expression module more than two years. While the minority (20%) which represents one teacher from the whole sample said that he taught oral expression module for one year. That is a good sign that show they have enough experience which allow them to solve different students' problems such as anxiety.

**Section Two: Anxiety in EFL classes**

**Item 05: As a teacher of oral expression, do you think that oral expression is a difficult module to teach?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Yes	5	100%
No	0	0%
<b>Total</b>	5	100%

**Table 24: teachers’ opinions about teaching oral expression module**

**Results:**

The table above represents teachers’ opinions toward teaching oral expression module in terms of difficulty. The whole sample (100%) answered with “Yes”. Oral expression module is difficult module to teach means that teachers find many obstacles during teaching it, because it is not easy to improve students’ oral skill.

**Item 06: During oral expression sessions, your activities are:**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Form - focused	2	40%
Meaning- focused	3	60%
<b>Total</b>	5	100%

**Table 25: teachers’ activities in teaching oral expression module**

**Results:**

The table above shows that more than the half of the sample (60%) of oral expression teachers based on meaning focused. While the rest of the sample (40%) claims that they based

on form-focused. Which means that they give more importance to meaning focused than form-focused.

**Item 07: Have your students experienced anxiety during your session?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Yes	5	100%
No	0	0%
<b>Total</b>	5	100%

**Table 26: teachers’ answer about students’ possibility to experience anxiety**

**Results:**

The whole sample of teachers (100%) answered with “Yes”. They reported that their students suffer from anxiety during oral expression sessions, so they try to find solutions at list to minimize this negative phenomenon.

**Item 08: If yes, how often?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Always	1	20%
Sometimes	4	80%
Never	0	0
<b>Total</b>	5	100%

**Table 27: Teachers’ answer about how often students’ possibility to experience anxiety.**

## Results:

The table above shows that the majority (80%) (4 participants) said that students sometimes experience anxiety in classroom. Whereas (20%) (1 participant) said that his students always experiencing anxiety. And the rest option no one choose it, so teachers need to create a relaxed atmosphere in order to minimize anxiety and help students to be active members and encourage them to practice their speaking skill and achieve better results.

### Item 09: which of the following factors that cause your students' anxiety?

a/ Lack of vocabulary

b/ Lack of self-confidence

c/ Worry of making mistakes

d/ Fluent students laugh at the reluctant student

Responses	Participants	Percentage
A + B + C	3	60%
A + B	1	20%
B + C	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 28: Factors that cause students' anxiety**

## Results:

From the table, three teachers (60%) selected the first three options (A+B+C). the two options (A+B) (20%) selected by one teacher as factors that cause anxiety, and one teacher



**Item 11: Do you think that the teacher plays an important role in promoting students' performance?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Yes	5	100%
No	0	0%
<b>Total</b>	5	100%

**Table 30: The role of the teacher in promoting students' performance.**

**Results:**

The results in the table above show that, the whole sample (100%) which represents five teachers agree that the teacher plays an important role in promoting students' performance. Teachers should create a motivating atmosphere and encourage their students in order to minimize their anxiety and enhance their performance.

**Item 12: which of the following activities you use you to reduce students' anxiety and enhance their speaking skill?**

- a- Discussion
- b- Role-play
- c- Communication games
- d- Story telling

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
a + b + d	1	20%
a + b	2	40%
a + c	1	20%
b + c	1	20%
<b>Total</b>	5	100%

**Table 31: Speaking activities that teachers use to reduce anxiety.**

**Results:**

The results in the table above show that, (40%) of the sample which represents two teachers focus on discussion and role-play to create a relaxed atmosphere. While 20% of the sample (one teacher) rely on discussion, role-play and storytelling in order to give the student time to prepare his answer. Whereas the same percentage (20%) (one teacher uses discussion and communication games. The last teacher with the same percentage (20%) choose role-play and communication games in order to give the student opportunity to speak because he cannot perform under pressure.

**Item 13: Do you think that if student reduced their anxiety, their oral performance will be promoted?**

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
Yes	4	80%
No	1	20%
<b>Total</b>	5	100%

**Table 32: Teachers' opinions about the relationship between anxiety and performance**

## **Results:**

The table above shows that, the vast majority of the sample (80%) four teachers' agree that students' speaking performance will be promoted if anxiety is reduced. Whereas (20%) of the sample which represent one teacher ticks the second option which is "No". By answering with "No" he means that there are other factors that influence students' oral performance

### **Item 14: What do you advice your students in order to overcome their speaking anxiety?**

Only four teachers provided advice to anxious learners to overcome their speaking anxiety.

- To practice speaking English as much as possible, extensive reading.
- Build their self-confidence.
- Build a pleasant teacher-student relationship.
- Do extensive reading.

### **Item 15: Which of the following strategies you use to keep your students involved in class?**

- a- Creating a relaxed atmosphere.
- b- Encouraging group work.
- c- Varying speaking activities.
- d- Giving students opportunities to speak.

<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
a + c + d	1	20%
b + c + d	2	40%
a + b + d	2	40%
<b>Total</b>	5	100%

**Table 33: Teachers' strategies to reduce students' anxiety**

**Results:**

From the table above, only one teacher (20%) focuses more on strategies that are balanced between creating a relaxed atmosphere, varying speaking activities, and giving students opportunities to speak. whereas (40%) from the participants choose encouraging group work, varying speaking activities and giving students opportunities to speak, considering them the most affective techniques that help student to reduce his anxiety and make him involved in classroom. The same percentage (40%) (two teachers) tick the options creating work and giving students opportunities to speak. These answers indicate that teachers use different techniques in order to help their students to reduce their anxiety and achieve better results.

**Conclusion:**

This chapter was about the analysis of the results obtained from the students' questionnaire and teachers' questionnaire which were used to know the influence of language anxiety on Foreign language learners' speaking skill. Those questionnaires were administered to first year LMD students' and English oral expression teachers at English Division of Mohamed Kheider University. Through this chapter we confirmed our hypothesis by the

analysis of the results obtained from the questionnaires. By the analysis of students' questionnaire, students use some techniques in order to reduce their anxiety. In addition to the results that are obtained from teachers' questionnaire, we deduce that teachers play an important role in improving students' speaking performance.

## **Chapter 5 : Discussion, Recommendations, Summary, and Conclusion**

### **Introduction:**

This chapter contains four main sections: discussion, summary, recommendations, and conclusion. We try to give a clear insight about the findings obtained from students' questionnaire and teachers' questionnaire in the first section. Concerning the second section, we try to shed some light on some recommendations for foreign language oral expression teachers that are recommended to overcome students' foreign language anxiety and develop their speaking fluency. Also we provide our study with summary about our research which will be the main concern of the third section. Finally, the fourth section is a conclusion.

### **1- Discussion:**

The aim of the current study is to show the impact of language anxiety on English foreign language students' speaking skill. Anxiety is an obstacle that hinders students from reaching their goals which is learning English as a foreign language. The findings of students' questionnaire and teachers' questionnaire have confirmed our hypothesis. The findings obtained from students' questionnaire confirmed that anxiety has a negative influence in learning the target language. There are two main implications in the students' questionnaire findings.

First, foreign language students feel anxious during oral expression sessions as a result of having psychological or linguistic problems. Lack of self-confidence, fear of making mistakes, and shyness, are psychological problems that are negatively related to anxiety which is a problem that the majority of foreign language students suffer from. Concerning the linguistic problems which are: grammar mistakes, pronunciation mistakes, and lack of

vocabulary. Those problems lead to anxiety that influence significantly and negatively students' achievement.

Second, language students are aware of their difficulties in the mastery of speaking English as a foreign language and use some strategies such as: being a part in group work during oral expression sessions and practice English as much as possible not only inside the classroom but also outside the classroom, also knowing that making mistakes is a part of the learning process, they will overcome their anxiety and achieve better results. Findings obtained from teachers' questionnaire have showed that teachers can reduce their students anxiety through following certain motivational strategies such as: discussion, role-play, story-telling task, group work, and communication games. We can deduce that teachers play an important role in reducing this negative phenomenon.

Therefore, teachers with the collaboration of students have to work hand in hand to minimize foreign language students' anxiety through creating a supportive and relaxed atmosphere, encouraging group work, varying speaking activities, building the students' self-confidence, setting goals, and building a good students-teacher relationship.

Hence, the present study was conducted to show the negative influence of anxiety on foreign language students' speaking skill. Indeed, using certain motivational speaking strategies overcome students' anxiety and develop their speaking fluency that lead them to succeed in their target language.

Through the analysis of students' and teachers' questionnaires we observe that there are many opinions concerning the impact of language anxiety on English foreign language students' speaking skill. Foreign language anxiety has a negative effect on students' achievement in the learning process, it can be a predictor of success in the target language. As it is shown in the questionnaires' results that has revealed from students' questionnaire. The

first section dealt with general information of students. We notice that the majority of the sample was females. Thus female students prefer studying foreign languages while male students prefer scientific branches. Then, the students' choice to study English at university, the vast majority chose the second option which was personal choice because English is an international language. Concerning the second section dealt with anxiety in EFL classes, the results showed that the majority of the sample have experienced anxiety during oral experience sessions because of many reasons such as: fear of making mistakes, lack of self-confidence, lack of vocabulary, fear of being laughed at, or it is due to the type of activities such as speaking individually, speaking in small groups, or speaking in large groups. The last section was titled foreign language speaking anxiety, the majority of the students face problems in learning to speak a foreign language. They reported that they feel nervous when they start speaking because they are anxious or shy. Also they indicate that this anxiety due to fear of making mistakes in front of their classmates and they prefer correcting the mistakes directly by their teacher. Also they use some techniques to decrease their anxiety such as: preparation, building their self-confidence, and student encourage himself to take risks. The teacher has an important role to overcome his students' anxiety by creating a related atmosphere using group work, and varying speaking activities. The analysis of teachers' questionnaire has revealed that anxiety is an obstacle that hinder students from reaching their objectives in learning to speak a foreign language.

The first section was a general information about the teachers gender. The majority of teachers were females. I think it can reflect that females are more interested in teaching oral expression module. Then, the teachers' degree question, it was answered that the majority of teachers have MA (Magister/Master) degree which means that they are competent enough and able to teach successfully FL classroom.

The second section was named: anxiety in EFL classes. Teachers reported that students sometimes suffer from anxiety during oral expression session because of lack of vocabulary, lack of self-confidence, worry of making mistakes, or fluent students laugh at the reluctant students or perhaps it is due to the combination of all these factors.

Concerning the third section EFL students' speaking difficulties in class. The results show that the teacher plays an important role in promoting students' performance by using some speaking activities such as: discussion, role-play, communication game, and storytelling to create relaxed atmosphere. Finally, the teachers tick (√) the strategies that they use to keep their students involved in classroom such as: creating a relaxed atmosphere, encouraging group work, varying speaking activities, and giving students opportunities to speak. The teachers answer indicate that teachers use different techniques in order to help their students to reduce their anxiety and achieve better results.

## **2- Summary:**

A descriptive method is opted to conduct this study in order to give general description of the phenomenon, we try to give a clear view about the problem of anxiety and its impact on the student's speaking skill, and we have suggested some strategies that teachers and students use to reduce it. Our study comprised five main chapters: the first chapter was the research proposal which include the aim and significance of the study, literature review, research questions, hypothesis, research methodology, sampling and population and data gathering tools. Concerning the second chapter was divided into two main sections.

The first section was about literature review of anxiety in EFL classes, it contained the definitions of foreign language anxiety, its types, theories of anxiety, its sources, its characteristics, its impact in learning a foreign language, and some strategies that learners and instructors use to reduce their students' anxiety.

Then the second section is an overview of speaking skill. It contained several definitions of speaking skill, differences between productive skills, types of speaking, speaking difficulties, EFL students' participation problems (psychological, linguistic problems), and some teachers' strategies to promote speaking skill. The third chapter, included the analysis of both students' and teachers' questionnaire. The first questionnaire is directed to first year LMD students section of English at Biskra University and oral expression teachers at the same division. The third chapter include research methodology, it contained definitions of quantitative research, population, questionnaire sampling, description of students and teachers' questionnaire, and piloting of students' questionnaire and teachers' questionnaire. Concerning the fourth chapter, it included the presentation and discussion the results of both students' and teachers' questionnaire. Finally, the fifth chapter contained four section which are: discussion, summary, recommendations, and conclusion. Finding have generally shown that anxiety affected students' oral communication when being in front of others. It is due to different factors such as: lack of vocabulary fear of making mistakes, and fear of negative evaluation.

To sum up , this study has confirmed our hypothesis, which stated that if first year LMD students of English Department of Biskra University are aware of their difficulties in the mastery of speaking English as a foreign language, they will overcome their anxiety and achieve better results.

### **3- Recommendations:**

After analyzing students' questionnaire we noted that students suffer from anxiety. Which is an obstacle that hinder the learning process. In order to help students to minimize their anxiety and achieve better results, we suggest some recommendations.

- Students have to practice speaking English as much as possible, not just inside classroom but also outside classroom.
- Students should do extensive reading because it helps so much in enriching students' vocabulary.
- Being a part in group work during the oral expression session helps to a great extent to reduce students' anxiety
- Students should build the new knowledge relying on their prior knowledge.
- A good relationship student-teacher can help student to overcome their anxiety.
- Students should have high self-confidence.
- Fluent students should not laugh on their classmates.
- Students should be aware that anxiety is natural feeling and it can be controlled.

After analyzing teachers' questionnaire we have deduced that teachers faced some problems during the teaching process. In order to lessen the issue of anxiety while learning English as a foreign language, we present some suggestions.

- Teachers should create a relaxed atmosphere in order to make students engaged and involved in the learning tasks.
- Teachers should deal immediately with discipline problems.
- Teachers should give students opportunity to choose the topic that they are interested in.
- The teachers should be friendly but not a friend.
- Teachers should use positive reinforcement.
- Teachers should avoid subjectivity in there evaluation.
- Teachers should address all types of learners.
- Teachers' method of teaching and type of activities must fit students' needs.

- Teachers should be aware about anxious students, encourage them to speak, and try to find solution to lessen their anxiety.

#### **4- Conclusion:**

To conclude, the present study aims to examine the impact of language anxiety on English Foreign Language students' speaking skill in the case of first year LMD students in the English Division in the Department of foreign languages at Biskra University. The study is revealed that the majority of foreign language students suffer from anxiety which influence negatively in their progress. Students claim that they have a mental blockage while learning to speak. This negative issue happens due to linguistic problems such as: grammar mistakes, pronunciation mistakes, and lack of vocabulary. Also it is related to psychological problems which are: lack of self-confidence, fear of making mistakes, and shyness, those problems influence on students' achievement. The present study divided into five chapters.

The first chapter contained the statement of the problem, research questions, significance of the study definitions of terms, hypothesis, limitation of the study, research methodology and finally the structure of the dissertation.

The second chapter was theoretical part. It was titled: The review of related literature, it was divided into two sections. The first one was named: Anxiety in EFL classes, we have presented definition of foreign language anxiety, its types, theories of anxiety, sources of anxiety, its characteristics, its impact in learning a foreign language, and finally we have suggested some strategies to help students to reduce their speaking anxiety. The second section has dealt with overview of speaking skill. We have started with the definitions of speaking skill and presented differences between productive skills, types of speaking, speaking difficulties, EFL students participation problems, and finally teachers strategies to promote speaking.

The third chapter has dealt with the research methodology, it defines the population, the sample the tools used to collect data the pilot study, and finally, it contained a detailed description of first year LMD students' and teachers' of oral expression questionnaires.

Concerning the fourth chapter was more practical, it was the field work of this study. In order to confirm or reject our hypothesis we used two questionnaires which have been distributed randomly to first year LMD students and teachers in English Department at Biskra University.

The fifth chapter has been devoted to four main sections. Discussion of the study, it was about the findings obtained from the students' and teachers' questionnaires. The second section recommendations for foreign language oral expression teachers in order to overcome their students' anxiety. The third section, summary about the whole work. Finally, the fourth section was a conclusion to the current study.

## References:

- Anderson B. and Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.
- Arnold, J. (1999). *Affect in language learning*. Cambridge, U.K: Cambridge University Press.
- Bacha, R. (2014). *Discussion as an Enhancing activity for the Speaking Abilities* (Unpublished masters' thesis). Mohamed Kheider University of Biskra, Biskra.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248--287. 10.1016/0749-5978(91)90022-L
- Barker, J. and Westrup, H. (2013). *Essential Speaking Skill: A Handbook for English Language Teachers* (Googl Books Version). Retrieved from.
- Bayne, R (1997). *The Myers-Brigg s type indicator: A critical review and pratical guide*. London: Stanley Thorns.
- Bintiabdul Aziz, N.H. (2007). *ESL Stuedents' Prespectives on Language Anxiety* (Unpublished doctoral dissertation). Putra Malaysia university.
- Brown, D.H. (2000). *Principles of language learning and teaching*. White Plains, NY: Longman.
- Brown, D.H. (2001). *Teaching by Principles/ An Interractive Approach to Language Pedagogy* (2<sup>nd</sup> ed). UK: Longman.
- Brown, D.H. (2004). *Language Assesment: Principles and Classroom Practice*. UK: Longman.
- Bygate, M. (1987). *Speaking*. Oxford University Press.

Byrne, D. (1986). *Teaching Oral Communication: Longman Handbooks for Language Teachers*. Cambridge: Cambridge University Press.

Carver, C. S., & Scheier, M. F. (1986). Functional and dysfunctional responses to anxiety: The interaction between expectancies and self-focused attention. In R. Schwarzer (Ed.), *Self related cognition in anxiety and motivation* (pp. 111-142). Hillsdale, NJ: Erlbaum.

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. Routledge.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom" in *The Modern language journal*, 78:273-284.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20, 559-562

Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365-372.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132

Hurd, S. (n.d). *Learners Differences in Independent Language Contexts*. Centre for Language, Linguistics and Area Studies. retrieved from <http://www.llas.ac.uk/resources/1573>.

Kao, P. and Craigie, P. (2010). Foreign Language Anxiety and English Achievement in Taiwanese Undergraduate English-Major Students. An Empirical Study. Deakin University, Australia.

Karasar, N. (2009). Scientific Research Methods , Nobel Publishing, Ankara, Turkey.

Kit, E, and Tang. L. (n.d). developing Speaking Skills with Games: Towards a co-Operative Learning Approach. Proceedings of the 16<sup>th</sup> conference of Pan-Pacific Association of Applied Linguistics.

Klippel, F. (1983). Keep Talking-Communication Fluency Activities for Language Teaching. Cambridge: : Cambridge University Press.

Koksal, O. (2014). An Investigation into Foreign Language Anxiety, Stress and Personality in Higher education. International Journal on New trends in education and their implications. Selcuk University, 5(2).

Kondo, Y.(n.d). A Study on relationship Between Language Anxiety and Proficiency: In case of Japanese Learners of English. Wasida University.

Levit, E.F (1980). The Psychology of Anxiety. Hillsdale, NJ: Lawrence Associates.

Lian, L.H and Budin, M.B. (2014). Investigation the Relationship between English Language Anxiety and the Achievement of School based Oral English Test among Malaysian form Four students. International Journal of Learning, Teaching and educational research 2, 70.

Lightbown, P.M and Spada, N. (2006). How Language are Learned. Oxford University Press.

Luoma, S. (2004), Assessing speaking. Cambridge: Cambridge University Press.

MacLntyre, P. D. and Gardner, R. C. (1994) ‘The subtle effects of language anxiety on cognitive processing in the second language’, Language Learning, Vol. 44, pp 283-305.

MacLntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 32, 251-275.

MacLntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 32, 251-275.

MacLntyre, P.D and Gardner, R.C. (1991). Investigations Language Classroom Anxiety Using the focused essay Technique. *The Moderne Language Journal*, V.75, 296 – 304.

MacLntyre, P.D and Gardner, R.C. (1994). The Stuble effects of Language Anxiety on Cognitive Processing in the Second Language.

Macpherson, A. (2007). *Cooperative Learning Group Activities for Colleague courses: A Guide for instructors.*

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology.* John Wiley & Sons Inc.

Nuanan, D. (2003). *Practical English language teaching.* New York: McGraw-Hill/Contemporary.

Ohata, K. (2005). Potential Sources of Anxiety for Japenese Learnersof English: Preliminary case interview with Five Jappanse College Students in the U.S. *International Christian University*, 9, 3.

Oradee, T. (2012). Developing Speaking Skills Using Three communicative Activities (Discussion, Problem-solving, and Roleplaying). *International Journal of Social Science and Humanity*, 2.

Orbeta, E. (2013). Apprehension in Language Anxiety as Significant Correlate of Oral Performance in English of College Freshmen. *International peer Journal. Oxford Advanced Learners Dictionary*. (2000). Oxford: Oxford University Press.

*Oxford Dictionary of Current English*. (2004). Oxford: Oxford University Press.

Ozkan, Y, Bada, E, and Gene, B. (2011). Speaking The Real. New articles as Major source for Oral Competence. David, J. *English as a Second Language: Language and Linguistics*. New York.

Pappamihiel, N.E. (2002). English as a Second Language Students and English Language Anxiety: Issues in the Main Stream Classroom. *Research in the Teaching English*.

Pavamayee Samantaray, B. Ed, M. phil. (2014). Use of story Telling Method to Develop Spoken English Skill. *International Journal of Language & Linguistics*, 1.

Pazouki, M.A. and Rastegar, M. Ph.D. (2009). Extroversion – Introversion, Shyness, and EFL Proficiency. *Psychological Research. University of Kerman*, 12, 1.2.

Qian, H. (2012). Study on Correlation of Foreign Language Anxiety and English Reading Anxiety. *Theory and Practice in Language Studies*, 2, 1520.

Rachmanwati, Y. (2013). Teaching Speaking by using Role play of the Fifth Grade Students of Minukh-Muknin sidorajo. *Journal Pendidikan Bahas Inggris STRIPPGR I Sidorajo*.

Ranjit kumar (2011) *Research Methodology a step-by-step guide for beginners*.

Rebbica, H. (2011). Language Anxiety in International Students. How can it be overcome? *Griffith Working Pappers in Pragmatic and International Communication*, 41, 6.

Riasati, M, J. (2011). Language Learning Anxiety from EFL Learners' Prespective. *Middle East Journal of Scientific Research*, 7. 6, 908 – 914.

Richard, J.C and Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

Roach, P. (1991). *English Phonetics and Psychology. A Practical Course*. (2<sup>nd</sup> ed). Cambridge. Cambridge University Press.

Sparks ,R. and Ganschow ,L (2007) Is the Foreign Language Classroom Anxiety Scale measuring anxiety or language skill. *Foreign Language Annals* 40 ,260-287.

Spielberger, C.D., & Sarason, I.G. (Eds.) (2005). *Stress and emotion: Anxiety, anger, and curiosity* (Vol. 17). New York: Hemisphere/Taylor & Francis.

Takayuki, N. (2008). *Going Green... Can It help Foreign language Learning too?* (Doctoral Dissertation).

Tanveer, M. (2007). *Investigation of the Factors that cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skill and its casts on Communication in the Target Language* (Unpublished masters' thesis). University of Glasgow.

Thorndury, S. (2005). *How to teach speaking*. Harlow, England: Langman.

Toth, Z. (2010). *Foreign Language Classroom: A Study of Hangarian Students of English as a Foreign Language*. Cambridge Scholars Publishing.

Trevithck, P. (2005). The Knowledge base of Group work and its Importance within Social Work. *Group Work*; 15. 2, 80 – 107.

Tseng, S.F. (2012). The Factors cause Anxiety for ESL/EFL Learners in Learning Speaking. *Whampao-An Interdisciplinary*, 63, 75-90.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Widdowson , H.G. (1978). Teaching language as communication. Oxford: Oxford University Press.

Wilson, J.S. (2006). Anxiety in Learning English as a Foreign Language: It Associations with Students Variables, with Overall Proficiency, and with Performance on an oral test (Doctoral dissertation, University of Granada).

Woodrow, L. (2006). Anxiety and Speaking English as a second Language. RELC Journal. Retrieved from <http://rel-sagepub.com>

Yahia, M. (2013). Measuring Speaking Anxiety among Speech Communication Course Students at the Arab American University of Jenin (AAUJ). European Social Science research Journal, 1.3, 229 – 247.

Young, L.E. PhD, RN and Paterson, B.L. PhD, RN. (2007). Teaching Nursing. Developing a Student-Centered Learning Environment. University of New Brunswick.

Yule, G. (1985). The study of language: An introduction. Cambridge (Cambridge shire: Cambridge University Press).

## Website References

Barker, J. and Westrup, H. (2003). Essential Speaking Skill: A Handbook for English Language Teachers (Google Books Version). Retrieved from Bayne, R. (1997). The Myers-Brigg. Retrieved from:

[http://www.google.dz/webhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq=Barker%2C+J.+and+Westrup%2C+H.+\(2003\).+Essential+Speaking+Skill%3A+A+Handbook+for+English+Language+Teachers+\(Googl+Books+Version\)+Retrieved+from+Byne%2C+R.+\(1997\).+The+Myers-Brigg.](http://www.google.dz/webhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq=Barker%2C+J.+and+Westrup%2C+H.+(2003).+Essential+Speaking+Skill%3A+A+Handbook+for+English+Language+Teachers+(Googl+Books+Version)+Retrieved+from+Byne%2C+R.+(1997).+The+Myers-Brigg.)

Chandra, N.E. (2008). Teaching Speaking Skill through Language Games. Retrieved from <http://bingkipunlam.wordpress.com/2008/10/21/teaching-skill-through-language-games.>

Contraction. (n.d). The American Heritage Newe Dictionary of Cultural Literzcy, (3<sup>rd</sup> ed). Retrieved May 11, 2016 from Dictionary. Com.website.

<http://www.dictionary.com/brouse/contraction.>

Cooper, S. (2009). Stop your Shyness. Retrieved from

[http://www.google.dz/search?q=Cooper%2C+S.+\(009\).+Stop+your+Shyness.&oq=Copper%2C+S.+\(009\).+Stop+your+Shyness.&aqs=chrome..69i57.13985j0j4&sourceid=chrome&ie=UTF-8](http://www.google.dz/search?q=Cooper%2C+S.+(009).+Stop+your+Shyness.&oq=Copper%2C+S.+(009).+Stop+your+Shyness.&aqs=chrome..69i57.13985j0j4&sourceid=chrome&ie=UTF-8)

Horwitz, E.K, et al. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, 70.2. Retrieved from

[http://www.google.dz/search?q=Horwitz%2C+E.K%2C+et+al.+\(1986\).+Foreign+Language+Classroom+Anxiety.+The+Modern+Language+Journal%2C70.2.Retrievedfrom&oq=Horwitz%2C+E.K%2C+et+al.+\(1986\).+Foreign+Language+Classroom+Anxiety.+The+Modern+Lan](http://www.google.dz/search?q=Horwitz%2C+E.K%2C+et+al.+(1986).+Foreign+Language+Classroom+Anxiety.+The+Modern+Language+Journal%2C70.2.Retrievedfrom&oq=Horwitz%2C+E.K%2C+et+al.+(1986).+Foreign+Language+Classroom+Anxiety.+The+Modern+Lan)

[guage+Journal%2C70.2.Retrievedfrom&aqs=chrome..6969i57.13985j0j4&sourceid=chrome&ie=UTF-8](#)

Huberty, T. (2009). Test and performance Anxiety. Principal Leadership. Retrieved from

[http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq\\_8q=.%2FAnxiety\\_NASSP\\_Oct09.pdf](http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq_8q=.%2FAnxiety_NASSP_Oct09.pdf).

Islam.P, and Islam, T. (nd.). Effectiveness of Role in Enhancing The Speaking Skills of the Learners in a Large classroom: An Investigation of Teratiary level Students. Retrieved from

<http://www.banglajol.info/index.php/SJE/article/view/14475/10280>.

Kayi, H.(2006). Teaching Speaking Activities to promote Speaking in a Second Language.

The Internet TSL Journal University of Nevada (USA). Retrieved from

[http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq\\_8q=Kayi%2C+H.+\(2006\).+Teaching+Speaking+Activities+to+promote+Speaking+in+a+Second+Language.+The+Internet+TSL+Journal.+University+of+Nevada+\(USA\)](http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq_8q=Kayi%2C+H.+(2006).+Teaching+Speaking+Activities+to+promote+Speaking+in+a+Second+Language.+The+Internet+TSL+Journal.+University+of+Nevada+(USA)).

Liu, M. (2007). Anxiety in Oral English Classroom: A Case Study in China. Indonesian Journal of English Language Teaching, 3.1. Retrieved from

[http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq\\_8q=Liu%2C+M.+\(2007\).+Anxiety+in+Oral+English+Classrooms%3A+A+CaseStudy+in+China.+Indonesian+Journal+English+Language+Teaching%2C+3.1](http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq_8q=Liu%2C+M.+(2007).+Anxiety+in+Oral+English+Classrooms%3A+A+CaseStudy+in+China.+Indonesian+Journal+English+Language+Teaching%2C+3.1).

Nazara, S. (2011) students' Perception on EFL Speaking Skill. Developpement Journal of English Journal. Retrieved from

[http://www.academia.edu/776982/Students\\_Perception\\_on\\_EFL\\_Speaking\\_Skill\\_Development](http://www.academia.edu/776982/Students_Perception_on_EFL_Speaking_Skill_Development).

Ray, G. and Manning, Ph. (1993). Shyness-Self-confidence, and Social Interaction. *Social Psychology Quarterly*, 56, 178-192. Retrieved from

<http://www.jstor.org/stable/2786777>.

Zapata, A.A. (2005). English Idioms and Colloquial Expressions. 17-22 de Octobre de 2005. Retrieved from

[http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq\\_8q=English  
h+Idioms+and+Colloquial+Expressions+Prof.+Argenis+A.+Zapata.](http://www.google.dzwebhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTFq_8q=English+Idioms+and+Colloquial+Expressions+Prof.+Argenis+A.+Zapata)

## Appendixes

### Appendix one:

#### Students' questionnaire

Dear students,

This questionnaire is a part of our research. It aims to show the impact of learning EFL anxiety on student's speaking skill and know the causes of this anxiety, and explain the importance of using some strategies in order to overcome this anxiety and enhance student's oral performance in EFL class. Read each of the following questions carefully and tick (✓) the right answer (s), use the lines provided to write answers. Please, give your answers sincerely because it will be very useful in our research.

Thanks for your collaboration

#### Key terms:

**Anxiety:** the state of feeling worried that something bad is going to happen

**Anxious:** feeling worried or nervous.

**EFL:** English as a Foreign Language

#### Section One: General information.

1. Gender:

a) Male  b) Female

2. Why have you chosen to study English at university?

a) Imposed by administration

b) Personal choice

c) Parents

3. Do you like to attend your oral English class?

a) Yes  b) No

4. In the oral expression session, how often do you participate?

a) Always

b) Sometimes

c) Often

d) Never

**Section Two: Anxiety in EFL classes**

5. Have you ever been anxious during oral performance?

- a- Yes                       b- No

If yes, is it because of:

- a- Fear of making mistakes   
b- Lack of confidence   
c- Lack of vocabulary   
d- Fear of being laughed at

6. Is this anxiety due to the type of activities?

- a- Yes                       b- No

If yes, which type of activity?

- a- Speaking individually   
b- Speaking in small groups   
c- Speaking in large groups

**Section Three: Foreign language speaking anxiety**

7. To what extent did the improvement of your oral performance related to oral expression module?

- a- Very much   
b- Not very much   
c- Somewhat   
d- Not at all

8. When you forget some ideas while oral performance, do you try to cover your communication gaps?

- a- Yes                       b- No

9. In the English oral class, how do you speak?

- a. I speak confidently
- b. I feel nervous when I start speaking
- c. I sit at the back and keep silent
- d. I do not feel motivated at all

10. Have you experienced the fear of making mistakes in front of your classmates?

- a- Yes                       b- No

11. When you make mistakes, what do you prefer your teacher to do?

- a- To correct the mistakes directly
- b- To correct the mistakes indirectly
- c- To ignore the mistake

12. What can you do in order to decrease your anxiety?

- a- Preparation
- b- Building your self –confidence
- c- Encourage yourself to take risks.

13. What do you expect from your teacher use to overcome your anxiety?

- a- Creating a relaxed atmosphere
- b- Using group work
- c- Varying speaking activities

\* Thank you for your participation \*

**Appendix two:**

**Teachers' questionnaire**

Dear Teachers',

This questionnaire is a part of our research. It aims to show the impact of learning EFL anxiety on student's speaking skill and know the causes of this anxiety, and explain the importance of using some strategies in order to overcome this anxiety and enhance students' oral performance in EFL class. Read each of the following questions carefully and tick (✓) the right answer (s), use the lines provided to write answers.

Thanks for your collaboration

**Section one: General information**

1. Gender:

a) Male

b) Female

2. Your degree

a) BA (license)

b) MA (magister /master)

c) PHD (Doctorate)

3. Length of experience in teaching EFL at university ..... year(s)

4. Length of experience in teaching oral expression ..... year(s)

**Section Two: Anxiety in EFL classes**

5. As a teacher of oral exp, do you think that oral expression is a difficult module to teach?

a) Yes

b) No

6. During oral expression sessions, your activities are:

a) Form-focused (teaching grammar structure)

b) Meaning-focused (teaching language and communication)

7. Have your students experienced anxiety during your session?

a) Yes

b) No

- If yes, how often?

a) Always

b) Sometimes

c) Never

4-Which of the following factors that cause your students' anxiety?

a) Lack of vocabulary

b) Lack of self-confidence

c) Worry of making mistakes

d) Fluent students laugh at the reluctant students

### **SECTION THREE: EFL student speaking difficulties in class**

5- What is the most important item for teaching the speaking skill?

a) Grammar

b) Pronunciation

c) Vocabulary

6-Do you think that the teacher plays an important role in promoting students' performance?

a) Yes

b) No

7. Which of the following acts you use to reduce students' anxiety and enhance their speaking skill?

a) Discussion.

b) Role-play.

c) Communication games.

d) Story telling.

8. Do you think that if student reduced their anxiety, their oral performance will be promoted?

a) Yes

b) No

9. What do you advice your students in order to overcome their speaking anxiety?

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

10. Which of the following strategies you use to keep your students involved in class?

- a- Creating a relaxed atmosphere
- b- Encouraging group work
- c- Varying speaking activities
- d- Giving students opportunities to speak

\* Thank you for your participation \*

## الملخص:

تهدف الدراسة الحالية إلى معرفة تأثير خوف الطلاب من تعلم اللغة الأجنبية كلغة أجنبية على مهارة التحدث، تحاول هذه الدراسة تسليط الضوء على التأثير السلبي لهذه الظاهرة على الطلاب أثناء الحوار الشفوي في الفصل الدراسي. اخترنا استخدام الطريقة الكمية لتأكيد أو رفض فرضيتنا. قمنا بتصميم استبيانين كأداة لجمع البيانات حول هذه الظاهرة، وقد تم تصميم الاستبيان الأول لطلبة السنة الأولى في شعبة اللغة الإنجليزية (ل.م.د) من كلية الآداب واللغات الأجنبية في جامعة بسكرة، وقد تم تصميم الاستبيان الثاني لخمسة معلمين لوحدة التعبير الشفوي في نفس القسم. الأهداف الأساسية لهذه الدراسة هو تسليط الضوء على ثلاث نقاط رئيسية: أولاً التزويد الطلاب ببعض الاستراتيجيات التي من خلالها يستطيع طلاب اللغة الإنجليزية تقليل قلقهم والمشاركة في الفصول الدراسية والتحصيل على أفضل النتائج. وثانياً إيجاد استراتيجيات وتقنيات يستخدمها المعلمون لتقليل قلق طلابهم. وثالثاً التعرف على المصادر قلق الطلبة من تعلم اللغة الأجنبية التي تؤثر على مهارة التحدث. وتؤكد نتائج فرضيتنا التي تنص على إدراك طلاب السنة الأولى (ل.م.د) من جامعة بسكرة الصعوبات التي يواجهونها في إتقان التحدث باللغة الإنجليزية كلغة أجنبية، سيساعدهم في التغلب على قلقهم وتطوير مهاراتهم في التحدث.