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The Effects of Anxiety on Foreign Language

Learners' Oral Proficiency

The Case of First year English Students at Hamma Lakdhar University of Eloued

A Dissertation Submitted in Partial Fulfillment of the Requirements for theMaster

Degree in Sciences of Language

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Dedication

I dedicate this work to:

my dearest people to my heart

To my beloved family especially my dearest parents,

my brothers especially my handsome brother "Zeid",

my beautiful and lovely sister "Fatma Elzahra "

And my faithfully and extraordinary friends :

"Nadira", "Rokia", "Rabiaa", "Saara", "Iman", and "Abire"

Acknowledgements

Abstract

The current study essentially aims to investigate one of the pedagogical and psychological difficulties that affect foreign language learners in their learning process which is anxiety and its influence on foreign language learners' oral proficiency. This study seeks to investigate the effects of anxiety on foreign language learning. Furthermore, it aims to discover the sources and factors that cause learners' language anxiety, and its impact on their oral proficiency. Ultimately, our study aims to find the most appropriate strategies that can reduce learners' anxiety and encourage them to communicate orally. In order to answer our research questions we adopted the descriptive methodology that aims to describe two variables: anxiety in the learning process and the relation between the speaking skill and the language anxiety. Our research relies on one main data gathering tool which is a questionnaire that was addressed to the both teachers and first year English learners from the division of English at Hamma LAKDAR University. It also aims to confirm our hypothesis that is, if foreign learners can overcome their anxiety they will improve their speaking skill. The study reveals that most of foreign language learners have a witness a high level of anxiety, especially in the speaking skill. Moreover, there are many causes that increase the learners' speaking anxiety such as, communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perceptions, and others sources that affect their learning and leads to a weak performance in oral skill. The results also illustrate different strategies and recommendations in which the students and teachers can rely on to alleviate foreign language speaking anxiety such as: self and teacher motivation, using group work, varied and selective classroom activities, eliminate fear of making mistakes and others strategies.

List of Abbreviations

CA: Communication apprehension

EFL: English as foreign language

ESL: English as second language

FL: Foreign language

FLL: Foreign language Learning

OE: Oral Expression

SL: Second language

SLA: Second language acquisition

TL: Target language

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General introduction

Second language acquisition process is strongly influenced by individual personality traits residing within the learner. The way we feel about ourselves and our capabilities can either facilitate or impede our learning; accordingly, the learners' intrinsic factors will have basically positive or negative influence and they seriously affect language learning and teaching.

Anxiety is regarded as one of these factors that played important role in Second language acquisition and in students' learning and academic performance (Tobias, 1979). It is quite possibly the affective factor that most pervasively obstructs the learning process. Generally, it can either be a trait which is a stable characteristic or trait of the person or state anxiety which is aroused by some temporary condition of the environment such as academic anxiety which is the core of our study. This study focuses on the impact of anxiety i.e., The negative feeling and unpleasant emotions that the learners feel during the process of learning and the poor performance that it may result especially on foreign learners' communicative skills (listening, speaking ,reading ,and writing). In the current study, we particularized our study on speaking skill, this latter, plays a big part in learning foreign language because it the most anxiety-provoking skill and much of anxiety is associated with the understanding and speaking the target language. As it is proved by Horwitz & Cope (1986, p.130) "Speaking is the most provoking anxiety aspect of language learning in some situations and it is one of the most negatively influential affective variables. It plays a significant role in language learning and contributes in reducing learners' oral engagement and performance".

Hence, in this dissertation, we will investigate the effects of anxiety on foreign language learners' oral proficiency aiming to shed light on this issue in foreign classes in one hand, then to provide the appropriate solution and strategies in order to overcome it on

other hand. All that under the main aim of improving foreign language learners' proficiency, efficiency as well as creativity.

Aims of the study

This study aims to achieve the following main objectives: Firstly, to shed light on the effects of anxiety on foreign language learners' oral proficiency and what should be done to help them overcome it. Furthermore, it aims to investigate foreign learners' speaking problems and difficulties then to help them improve their oral proficiency. Besides on that, this study seeks to raise teachers' awareness towards the fact of anxiety and how they can encourage foreign learners to develop their oral communicative skill.

Statement of the problem

Anxiety in educational setting is one of the pedagogical difficulties that affect foreign learners' language teaching and learning. It can seriously inhibit their proficiency in oral skill particularly in front of others as in oral expression sessions. Hence, attending an oral classroom session is a source of anxiety for many English learners because they usually show many negative emotions and behaviors as: fear, stress, uneasiness, clear hesitation, shaking and losing words to the extent that they skip the oral classroom minutes before the session start.

Additionally, it makes us nervous, afraid, frustrated and thus contributes to poor performance especially the oral one as it is confirmed by Horwitz &cope (1986:130) "Speaking is the most provoking anxiety aspect of language learning in some situations and it is one of the most negatively influential affective variables. It plays a significant role in language learning and contributes in reducing learners' oral engagement and performance".

Anxiety can typically affect learners during the period of exams in this case anxious students may have difficulty learning in the first place difficulty using or transferring knowledge and difficulty demonstration their knowledge on tests. Therefore, teachers should be aware of the fact of anxiety and know how to deal with anxious learners in order to improve their oral skill. According to Widaiti and Cahyono (1997, p. 283) " an important aspect of speaking activities is how students are made ready to speak".

Hypothesis

Our research is directed by the following main hypothesis:

We hypothesize that if foreign learners can overcome their anxiety in learning, they will be able to improve their speaking skill.

Research questions

The present study is carried out to answer the following main questions:

1. Does anxiety affect foreign language learners ' speaking skill?

2. What are the main sources of anxiety that may affect the foreign learners' oral proficiency?

3. What are the main symptoms of foreign language anxiety that can hinder learners' oral performance ?

4. What should be done to make foreign learners avoid anxiety and improve their oral communicative   skill?

 Research methodology

In the present study the descriptive method is the appropriate one to adopt which means to provide the necessary information about the issue studied; I chose this method because of the following reasons: to understand the subject I'm going to study then to

describe the effects of anxiety on foreign language learners' oral proficiency first year students of Hamma LAKDHAR Eloued University.

Population and Sampling

The population

First year students of English at the University of Hamma LAKDHAR(2016 /2017) are the whole population of our study. They are about (150) students divided into four (4) groups of learners. The reason behind choosing this level, because they are specialized in English language for the first time, it means that they are beginner in university and they should be aware of the psychological problems and pedagogical difficulties that can face them, besides on that the level of anxiety is higher than in the other level. Also, teachers of English at Hamma LAKDAR university are the total population. They were about (30) English language teachers in the division they have taught different modules while the representative sample of our study were teachers of oral expression or has taught oral expression module in previous years, in addition to teachers of study skills and cognitive psychology.

The sample

Since it needs much time to carry out the research on a whole population of the division of foreign language at Eloued University, I selected a representative sample from the whole population to be under the study. This sample consists of (50) first year English students at Hamma LAKDAR university (2016 /2017). I chose them to be the sample of our study because they have a great relationship with our subject and they can be the suitable sample of our study. In other hand we dealt with sample of ten (10) teachers of English language at the same university, the majority of them were teachers of oral expression teachers about (6) or has taught oral expression module in previous years, in

addition to (2) teachers of study skills and (2)cognitive psychology all of them have been selected from the whole population about thirty (30) teachers. The aim behind choosing those teachers is: in such modules the learners are usually asked to present oral tasks even discussion or debate, stories, plays and, researches, and other oral tasks. Hence, the teachers can clearly examine learners' oral difficulties mainly the effect of anxiety. So from them we can collect different views about the effects of anxiety on foreign language learner' speaking skill.

Data gathering tools

The major aim of this study is to show" how anxiety can inhibit foreign language learners' oral proficiency"; therefore, we intend to adopt descriptive method. We will administer two (2) questionnaires one to the students of first year English learners at Eloued university who have been facing different problems in speaking a foreign language mainly anxiety and the second questionnaire submitted mainly to oral expression teachers of English in the same university. So, through this tool we aimed to investigate the effects of anxiety on foreign language learners' oral proficiency and to be guided by their answers in analyzing our research.

After collecting the required data for our research we would analyze them quantitatively and qualitatively to shed more light on the impact of anxiety on foreign language learners' oral proficiency.

Limitations of the study

There is no research study without problems or difficulties that face the researcher during his research. The limitations of this study commonly refer to the time because we couldn't generalize this study on the whole population of first year English learners at Eloued University i.e., they are huge number and they need much time to collect their results then to qualify and quantify them thoroughly. So, I selected a representative sample

around (50)from the whole population since it is the appropriate number to fulfill my study aim and it can give me concise and precise result. Furthermore, I chose a descriptive method instead of experimental one and just one research tool (questionnaire) instead of others because of the time allowed and the lack of my experience in the field thus, I limit ate my study in those research means according to the requirements of my study.

Structure of the study

Our study is basically divided into three main chapters. The first two chapters constitute the literature review while the third one is devoted to the practical part of the study the "field work". It gives descriptive analytic statistics of the results obtained from the administered questionnaire to the both teachers and learners.

The first chapter is concerned with a brief theoretical overview of anxiety, types of anxiety, its causes and symptoms, in addition to the main strategies used by both teachers and learners to minimize the effects of anxiety in order to improve their speaking skill. The second chapter is devoted to the speaking skill, its definition, importance, difficulties in addition to the relation between anxiety and speaking skill and how foreign learners can improve their speaking skill and in foreign language. The last Chapter is concerns with the analysis and interpretations of the collected data by means of the teachers and learners' questionnaire.

Chapter One: Anxiety in the learning process

Introduction

The importance of anxiety in foreign language learning has led to significant research and discussion on the topic because it is the quit possibly the affective factors that most pervasively obstructs the learning process. Accordingly, the purpose of the current chapter is to shed some light on the concept of anxiety in language learning whether it is harmful or helpful, which symptoms and   factors correlate with language anxiety and how we can minimize its effect on foreign learners' oral performance.

1.1. **Definition of Foreign language anxiety**

During " the age of anxiety"   it is commonly that everyone can suffer from anxiety in one situation or another and in varying degrees typically in FL situation. Therefore; it was regarded as one of the psychological aspect that affects FLL and inhibits foreign learners' achievement. Generally, FL anxiety associated with negative feeling such as uneasiness, frustration, self-doubt, apprehension and tension (Arnold, 1999). Furthermore; it is considered as an unpleasant state evoking avoided behaviors and defenses, it can also be defined as specific emotion necessary for individual to prepare himself for potential danger and threatening situations.

The concept of foreign language anxiety was introduced by Horwitz (2001) as "a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language"(p.113). Also, it was defined by Horwitz & cope as "it is a distinct complex of self- perception, beliefs, feeling and behavior related to classroom language learning arising from the uniqueness of language learning process. " (Horwitz et al.,1986) . A similar definition was provided by Scovel (1978) is argued that anxiety in learning is as

"an emotional state of apprehension, a vague fear that is only indirectly associated with an object" (p. 113)

MacIntyre &Gardner (1994) were defined foreign language anxiety as " the feeling of tension and apprehension specifically associated with second language / foreign language contexts including speaking, listening, and learning." Accordingly, Foreign Language anxiety has been identified as one of the major obstacles to acquisition and fluent production of foreign languages. (Dewaele & Furnham, 2008)

Speilberger (1983) also defined it as: " the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic system. " (p.1)

Mussen et al.,(1974) concluded that: " anxiety is not pathological condition is itself but a necessary and normal physiological and mental preparation for danger …anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results . "

Another definition given by the Cambridge Dictionary that is "an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry."(*Cambridge online Dictionary of English*, 1995). In other hand, many researchers found that anxiety is still unclear and not easy to define it in simple sentences. (Brown, 2007)

1.2.**Types of anxiety**

Anxiety is like other effective factors such as tiredness, bordom, anger and emotional disorders, it entirely related to the psychology of the individual and it acquires forms of manifestation that is it can be classified into several types according to their function and effect on learner psychology. It sometimes arises in response to particular

situation or event (situational or state anxiety), but it can be major character trait. This idea it was confirmed by Dörney(2005) when he points out that there are two dimensions in literature that are relevant to understanding anxiety beneficial / facilitating vs. inhibitory /debilitating anxiety and trait vs. state anxiety. The first dichotomy refers to whether or not anxiety can be positive or negative force in learning while the second refers to whether or not anxiety is part of an individual's makeup across any situations or whether it is a reaction in a particular situation.

1.2.1. **State and Trait anxiety**

Some researchers considers anxiety as state anxiety, i.e. an emotional state while others believed anxiety can be attributed to the personality trait of the student. This dichotomy refers to whether or not anxiety is part of an individual's makeup across any situations or whether it is a reaction in a particular situation.

1.2.1.1. **State anxiety**

The first type of anxiety called ″ state anxiety ″ this latter is a unique emotional case characterized by feeling of distress and tension about real or future anticipated threats. i.e., an emotional state or "a social type of anxiety that occurs under certain conditions" (cited in Pappamihiel, 2002, p. 330). According to Salkind (2008) □ it may have cognitive, behavioral, or physiological manifestations and it may negatively influence FL learning and learner' performance .□ (p.38). In this case, language anxiety can start as transitory episodes of fear in a situation in which the student has to perform in the language, so, in this time, anxiety is simply a passing state (Arnold, 1999) .

People with state anxiety are more likely to feel stress and nervousness or unable to confront any event. For example; when the person hears bad news about a very close friend, in such moments, the person may feel anxious, nervous and with equilibrium

emotion, in addition, he can easily react to external stimuli. To sum up, state anxiety is an unpleasant feeling which can seriously disturb the individual's ability to react positively to any situation and in a certain environment.

1.2.1.2. **Trait anxiet**y

Trait anxiety is the second type of anxiety it refers to the general characteristic of an individual' personality. It developed by Speilberger (1983, cited in Pappamihiel, 2002), trait anxiety is a part of one's character and such students have a general predisposition to become anxious in various situations. MacIntyre & Gardner (1991, p. 87) describe it as permanent feeling i.e., a learner suffering from this type is likely to be highly apprehensive in a number of objectively non threatening situation, it provoked by the confrontation with threat. Furthermore; people who experience a trait anxiety, will tend to have an attitude and reaction which reflects their ability to understand as more or less difficult or threatening. In this case, language anxiety diminishes over time, However language anxiety does not decrease over time for all students. If repeated occurrence cause students to associate anxiety with language performance, anxiety becomes a trait rather than a state (Gardner & MacIntyre, 1993). Once language anxiety has evolved into a lasting trait, it can have pervasive effects on language learning and language performance.

People who develop a more anxiety- trait are much more prone to reacting to large level of stimuli and will be more able to worry in less dangerous and hard situations. These individual are more likely to present state-anxiety in some circumstances, especially in normal day-to-day activities, for example; people who are accustomed to facing tremendous amount of difficulties in their everyday life.

1.2.1.3. **Situation-specific anxiety**

It is another type of anxiety that focuses on the situations in which anxiety is aroused. It refers to the apprehension experienced by EFL learners in oral expression skills in some learning context. Also it is related to the general orientation of anxiety and certain situations, or on a learning context in which the learner does not find himself capable to be proficient in a second language in speaking or reading passages. Therefore, Situational anxiety is caused by new situations or changing events. It can also be caused by various events that make that particular individual uncomfortable.

Individuals suffering from situation-specific anxiety may consider a certain situation as anxiety producing, yet only under certain circumstances. The sources of anxiety may differ from student to student: it may be a written exam for some students, but speaking in front of the whole class for others (MacIntyre & Gardner, 1994; Phillips, 1991; Phillips, 1992).In other case, some learners become uneasy in crowds' places, so may cause them to experience extreme anxiety, possibly a panic attack. Others, however, may experience anxiety when major changes in life occur, such as entering college, etc. Most of the studies of language anxiety have been of the situation-specific type, i.e. not in connection with personality (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Young, 1990; Chan & Wu, 2004; Woodrow, 2006; Tóth, 2011).

The majority of students claimed that the teacher's characteristics and interaction with teacher are major causes of anxiety. Some of the students discuss specific issues, such as: teachers' explaining a subject in a way that does not make sense, teachers over-correcting students when they speak. Consistent with these students' claims that the teachers are partially responsible for their students' anxiety, Price (1991) suggested that the teacher plays an important role in increasing or decreasing student anxiety in the foreign language

classroom. The students need for the teacher to offer encouragement, support, and attention to their efforts without being excessively critical of the students' error.

1.2.4. **Facilitating and debilitating anxiety**

The second dichotomy of anxiety was called Facilitative vs. Debilitative. This dichotomy depends on the relationship between anxiety and performance whether they help or harm learners' performance and in what way it can be positive or negative . It is obviously that anxiety can be either facilitating or debilitating. Facilitating anxiety motivates the student to approach and confront the new learning task. Debilitating anxiety, in contrast, motivates the student to avoid the new learning task and escape from it (Horwitz et al., 1986).

1.2.4.1. **Facilitative / Helpful anxiety**

Eysenck (1979) suggested there is a curvilinear relationship between anxiety and performance depending on the task difficulty (cited in MacIntyre, 1995, p. 92) and thus, some level of anxiety may actually improve performance and facilitate or help learning process. Some researcher suggested that language anxiety was actually helpful or facilitating in some ways such as: keeping students alert and pushing them to do more efforts to reduce the negative impact of anxiety (Scovel, 1978). Helpful anxiety can be a good motivator because it leads learner to forget several issues at one go during an exam. Hence, it has been shown in a few studies to be related to :

- ❖ High language proficiency and self confidence among a hand-picked group of excellent language learners (Ehrman & Oxford cited in Arnold, 1995).
- ❖ Oral production of difficult English structures among native Arabic - speakers and Spanish speakers (Kleinmann, 1977 cited in Arnold , 1999).

❖ Good grades in language classes for students in regular French ,German ,and Spanish classes but not for students in audio lingual classes (Chastain,1975 cited in Arnold, 1999).

Language researchers hold different views about the existence or significance of helpful anxiety. In one hand, MacIntyre and Gardner (1994) point out that this type of result has been observed very rarely. They report that anxious students put more effort into language learning and study more than relaxed students, but it has not been documented that they show higher levels of achievement, suggesting that extra effort and extra time cannot compensate for the interference created by anxiety. In other hand, Horwitz (1990) stated that anxiety is only helpful for very simple learning tasks, but not with more complicated learning such as language learning. Yong (1992) interviewed language learning experts Rardin, Omaggio Hadley, Terrell and Krashen about their views on helpfulness of language anxiety. Rardin responded that a positive aspect of anxiety operates all the time but we only notice when a negative imbalance occurs. Omaggio Hadley suggested that a certain amount of tension might be useful for language learning. Krashen contended that there is no helpful aspect to anxiety in language acquisition, which almost by definition requires that anxiety be zero, but that helpful anxiety might exist for language tasks in formal language learning situations. Clearly, the jury is still out concerning the existence of helpful anxiety. (Arnold, 1999)

1.2.4.2. **Debilitative / Harmful anxiety**

Though some language researchers assert that a positive mode of anxiety exists, most language research shows a negative relationship between anxiety and performance. The negative kind of anxiety called 'debilitative anxiety' because it harms learners' performance in many ways, both indirectly through worry and self doubt and directly by

reducing participation and creating overt avoidance of the language. Also, it drives the students to escape from the learning tasks to hide their worry. "It stimulates the individual emotionally to adopt avoidance behavior" (Scovel, 1978). Furthermore, it has a negative impact on students' motivation and their preparation before and during exams, like waiting until the last minute to revise and prepare for a big test or exam, feeling anxious and unprepared or arriving at a test late and having to answer all of the questions in time (Arnold, 1999).

 (Scovel, 1978 cited in Moira, 2006) gave an example about this type of anxiety when he said: a student can become slightly anxious before a major exam; the slight anxiety felt can motivate the student to study for the exam and do better because of the time spent preparing for it. However high levels of anxiety may interfere with the student's ability to concentrate, remember information and it lead to law performance /achievement on exam. (P.1-2). Gardner & MacIntyre (1993) stated that the strongest (negative) correlate of language achievement is anxiety. Studies show the negative correlation of anxiety with the following :

- ❖ Grades in language courses (Aida, 1994; Horwitz, 1986; Trylong, 1987)
- ❖ Proficiency test performance (Gansshow et al., 1994; Gardner et al., 1987)
- ❖ Performance in speaking and writing tasks (Trylong,1987 ; Young, 1986)
- ❖ Self-confidence in language learning (MacIntyre &Gardner, 1991; MacIntyre & Gardner, 1993)
- ❖ Self-esteem,ie., the judgment of one's own worth (Horwitz & cope, 1986; Price, 1991; Scarcella & Oxford, 1992).

The relationship between language anxiety and language performance is not simple and sometimes it is negatively related to one skill not another that is way many researchers

as : (Skiller, Sparks, Javosky and others) suggested that high anxiety might be a result of language learning problems rather than the cause. Accordingly, debilitative anxiety can be related to plummeting motivation, negative attitudes and beliefs, and language performance difficulties. Generally, it is possible that the two side's effects of anxiety may appear mutually and interchangeably to damage or construct language accomplishments (Bailey et el.,2010). The teacher's role is to help students keep sufficient anxiety, neither too high nor too low; because a appropriate level of anxiety acts a positive role and can motivate students to preserve their efforts in process of learning (Na, 2007).

1.3. **Factors /causes of foreign language anxiety**

According to (Horwitz et al., 1986: p.128, cited in Dörney 2001: p.364) foreign language anxiety consists of: 'Self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process'.

In order to fully understand the construct of foreign language anxiety, and to provide anxious learners with effective strategies to overcome it, sources of FL anxiety must first be investigated. There are potential sources of anxiety in the classroom have been identified by Young (1991): personal and interpersonal anxieties (e.g., self-esteem, communication apprehension); learner beliefs; instructor beliefs; instructor-learner interactions (e.g., teachers' harsh manner of correcting student mistakes); classroom procedures (e.g., speaking in front of peers); and language testing. Among those potential sources, Young states that personal and interpersonal anxieties have been the most commonly discussed in many anxiety studies.

1.3.1. **Self-esteem:**

Young examined studies by other scholars such as Baily (1983) who agree that students with low self esteem and self-perceived low ability are the most likely subjects of

foreign language anxiety. Anxiety is also related to confidence and self esteem (Dörney et.al, 1994; MacIntyre & Gardner, 1994; Mack & White, 1997).

Accordingly, Self-esteem is self-judgment of worth or value , based on feeling of efficacy, a sense of interacting effectively with one's own environments. Unsuccessful language learners often have lower self-esteem than successful language learners (Price, 1991cited in Arnold, 1999) whether this affects their overall self-esteem, or only their situational self- esteem partly depends on how important language learning is to individuals involved. self esteem is vulnerable when the learner perceives himself or herself as very competent in the native language and totally inadequate or limited in the target language (Price, 1991). Horwitz & cope (1986) argue that FLL can cause a threat to self-esteem by depriving learners of their normal means of communication, their freedom to make errors, and their ability to behave like normal people. Among highly anxious language students, those with high self-esteem might handle their anxiety better than those with low self-esteem, resulting in better performance. like anxiety, self-esteem can be a trait or state. A person can feel good about himself / herself globally or generally, yet at the same time experience low self-esteem in particular situation or environment (Scarcella & Oxford, 1992).

1.3.2. Tolerance of ambiguity

Second language learning has a great deal of ambiguity about meanings, referents and pronunciation, and this can often raise language anxiety. Therefore, a degree of ambiguity-tolerance is essential for language learners. Students who are able to tolerate moderate levels of confusion are likely to persist longer in language learning than students who are overly frightened by the ambiguities inherent in learning a new language (Chapelle & Roberts, 1986 cited in Arnold, 1999).

1.3.3. **Risk taking**

Students who are highly anxious about the frequent ambiguities of language learning often suffer reduced risk-taking ability. It is more useful for language learners to take moderate but intelligent risks, such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes rather than taking no risks at all or taking extreme uniformed risks (Oxford, 1990)and (Brown, 1994). Language students who fear ambiguity or whose self-esteem is low, frequently 'freeze up', allowing their inhibitions to take over completely (Beebe, 1983). Decreases in risk-taking frequently occur when students feel extreme discomfort in the language classroom(Ely, 1986). Students who avoid risks are stalled by actual or anticipated criticism from others or by self-criticism that they themselves supply. when they do not have enough practice, their language development becomes seriously stunted.

1.3.4. **Competitiveness**

Using diary studies of language learners, Bailey (1983) asserted that competitiveness can lead to language anxiety. This happens when language learners compare themselves to others or to an idealized self-image, which they can rarely attain. Scarcella & Oxford (1992) agreed that competitiveness can relate to language anxiety but suggested that this link does not occur in all students. Similarly, Oxford (1999) argued that competitiveness may relate to language anxiety but they suggest that it largely depends on the learners themselves, their learning style preferences, the kind of the competition, demands and rewards of the environment and (p.216). Some students, particularly those in competitive cultures, thrive on competition. The emotional import of competitiveness for a given individual depends on the learning style preferences of the student, the precise nature of the competition, and the demands and rewards of the environment.

1.3.5. **Communication apprehension**

Communication apprehension defined as "a person level of fear or anxiety another associated with either real or anticipated communication with another person or persons" (McCroskey, 1984), or "a type of shyness characterized by fear of anxiety about communicating with people" (McCroskey,1984 , cited in Horwitz et al., 1986). Horwitz & Cope (1986) have stated that communicative apprehension is as " a type of shyness characterized by fear or anxiety about communicating with people, the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood." (p. 127-128).

Regarding the effects of CA a conducting a speech in front of people can strongly stir feelings of fear and apprehension, therefore; learners who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in an foreign language class, where they have little control over the communicative situation and where their performance is constantly monitored. Learners who exhibit CA do not feel comfortable communicating in the TL in front of others, due to their limited knowledge of the language especially in relation to speaking and listening skills.

In the language classroom, Those learners are more likely to avoid or-draw from social situations in which others, they often fail to take the initiative or participate only minimally in conversation. (Aida, 1994). This is observable in behaviors such as keeping silent, responding only when necessary, being passive or avoiding class entirely. According to McCroskey, people who experience a high level of CA or suffer from it are more reluctant to converse or interact with others; hence, they tend to avoid communication or withdraw from it as possible □ withdraw from and seek to avoid communication when possible □

that is why they are likely to be less able to learn a SL and develop their communicative skill. Introverted and reserved learners tend to be quieter and less willing to communicate (McCroskey, 1997) while individuals with low communication, controversy, are more likely to communicate and to possess the internal drive and external opportunity needed to improve ability (Daly, et al., 1977).

Oral communication apprehension can impede a person's willingness and ability to communicate and, as a result, can diminish the opportunity for communication skills development(Daly et al., 1997; McCroskey, 1983). MacIntyre and Gardner (1991) stated that speaking apprehension is associated with the student's negative self-concepts which comes from the negative experiences, and the learners failure to perceive and transmit information to others. Therefore, communication apprehension certainly acts a main role in FL anxiety which affects negatively the process of learning foreign language, and affects also learner's accomplishments in oral communication. CA may not only adversely affect one's overall academic performance, but it can also be a crippling factor in an one's daily life, posing a barrier to work opportunities, social interactions, and even personality development (Horwitz & Young, 1991).

1.3.6. **Test anxiety**

Another type of anxiety related to foreign language anxiety is test anxiety. It defined as □a type of performance anxiety stemming from a fear of failure□ (Gordon & Sarason,1955 cited in Horwitz, et al., 1986.,p 127). It can be a part of social anxiety, particularly in an evaluate situation where the student is asked to communicate in the target language. However, tests anxiety can occur in communicative situations, too. Test anxiety is □ the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation□ (Sarason, 1984), regardless of whether the fears are realistic.

Students with test anxiety frequently experience cognitive interferences and have a difficult time focusing on the task at hand (Aida, 1994) also, they feel the fear of failure and doing badly in tests and they consider FL process especially oral production, as threatening situation, rather than an opportunity to improve their communicative competence and speaking skills (Horwitz, et al., 1986). Besides on that, they often demand more of themselves than they are capable of achieving and worry about their performance. Research on test anxiety suggests that anxiety can affect an individual's performance both positively and negatively and some research indicates that an individual's objectively measured ability to perform the task at hand can determine the effect of anxiety on performance(Young, 1986). Such findings indicate that while learners with "adequate capacity to perform the tasks "are not affected by anxiety in all controlled and reinforced conditions. Test anxiety must be taken seriously in ESL/EFL context in that foreign language learners might be particularly susceptible to this form of anxiety(Young, 1991).

1.3.7. **Fear of negative evaluation**

Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. is defined as □the worry about other's evaluations, the avoidance of evaluative situations, and high expectation that others would evaluate oneself negatively□ (Watson and Friend, 1969). It involves apprehension about others' evaluations, avoidance of evaluative situations and expectation that others would evaluate oneself negatively (waston & Friend, 1969, cited in Horwitz et al., 1986). Like individuals with communication apprehension.

In the language classroom context, students who experience fear of negative evaluation " tend to sit positively in the classroom context, withdraw from activities that could increase their language skills, and may even avoid class entirely. " (Gregersen &

Horwitz, 2002). As well as they do not consider their language mistakes as natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their peers. As a result, they rarely initiate conversation and interact minimally (Gregersen & Horwitz, 2002) and they keep silent most of the time and refuse to participate in language classroom activities. Consequently, it may be the most debilitating factor in improving language competence and performance in that learners with such characteristics tend to be passive. The major concern is that the nature of the foreign language classroom makes the presence of fear of negative evaluation inevitable, in which learners are "constantly evaluated by the teacher and possibly the peers"(Horwitz et al., 1986). Those learners merely resort to listening because they are afraid of being looked upon unfavorably by their peers, whether such negative looks are real or imagined (Leary, 1983) and their fear of making mistakes in front of their classmates inhibit students from participating (Young, 1990) in addition to the anxiety level of advanced students was more strongly affected by fear of negative evaluation than that of lower levels of proficiency which implies that fear of negative evaluation does not depend on language proficiency.

1.3.8. **Beliefs**

According to Laine (1987) Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object" (p.15). Research suggests that the beliefs of both learners and instructors are linked to language anxiety (and possibly to learner performance through instructors classroom procedures and students responses to those procedures discussed later). Foreign language learners in Horwitz's (1988) study believed that they should be able to speak with great accuracy and excellent accent, language learning consists mainly of translation from English, two years is long enough to become fluent, and some people could learn languages more easily than

others some of beliefs were extremely unrealistic and led to language anxiety. Many language teachers maintain the belief that they should be directive, authoritarian and even intimidating and that they must correct every error. However, these behaviors can lead to language anxiety (Young, 1991)

1.3.9. Classroom activities and methods

Koch and Terrell (1991) found that more than half of their subjects reported oral skits and oral presentation in front of the class as the most anxiety- producing activities and that oral quizzes and being called to respond orally were also anxiety-producing. Similar results were found by Horwitz and Yong (1991). Price (1991) asserted that students react in an apprehensive way to speaking due to the fear of being laughed at by their classmates, or making pronunciation mistakes and not being able to speak fluently. While others when are engaged in speaking a foreign language, are very "self-conscious and feel that such activities will expose their inadequacies" (Horwitz et al., 1986, p.128). Therefore, the significant influence of speaking activities on learners' anxiety should be taken into consideration from teachers when planning activities to their learners. Yet speaking tasks are not the only anxiety triggers. For some language students writing, reading or listening can also create fear, depending on the student. Some teaching methods such as community language learning, can reduce language anxiety for many learners (Samimy & Rardin, 1994).

1.3.10. Instructor-learner interactions

Many researchers relate language anxiety to instructor-learner interactions, harsh error correction ridicule and the uncomfortable handing of mistakes in front of a class are among the most important instructor-learner interaction has frequently been overlooked style conflicts between teachers and students. Teacher- student learning style conflicts have

been shown to relate to lower grades for students and to contribute to stress in the classroom (Oxford et al., 1991 cited in Arnold, 1999).

1.4. Symptoms of foreign language anxiety

According to Michael et., al (cited in Salkind, 2008, p.40), there are some common features across the different types of anxiety among EFL learners. These common features of anxiety include the both physical and non physical symptoms. Accordingly, there are three parts of anxiety or manifestations : physical symptoms (how our body responds), thoughts or emotional (what we say to ourselves), and behaviours (what we do, or our actions), and these manifestations can differ with each individual. Krinis (2007, p.1)
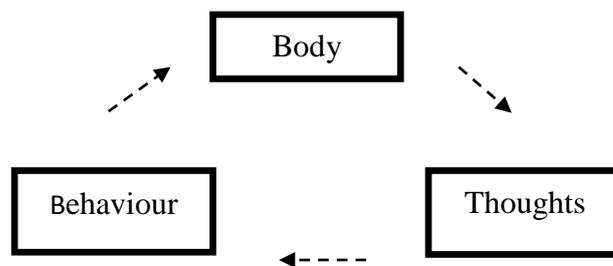
Figure 01: Features of foreign language anxiety (Krinis, 2007, p.1)

1.4.1. Physical symptoms

There are many physical symptoms of anxiety are very unpleasant and sometimes seem to appear for no reason. It is important to know that these symptoms are not dangerous and will not do any damage to you even if they are severe. Learners with physical symptoms of anxiety appear physiological body changes as: complaining about a headache, experiencing tight muscles, feeling unexplained pain or tension in any part of the body and invisible sight commonly are appeared. Anxious students may experience accelerated rapid heartbeat and rapid breathing when your body is preparing itself for an answer "for instance", in addition to sweating cools, the body sleep disturbance, fatigue and unexplained illness. Digestion is other symptoms that is not needed at times of anxiety

because of this, anxiety might lead to feelings of stomach upset, nausea, or diarrhea as well as feeling of muscle tension, increased respiration, facial expressions and the like as a result of the activation of the nervous. Moreover; feeling of tight or painful chest and muscles tense when your body prepares for response. So your chest may feel tight or painful when you take in large breaths while those chest muscles are tense also increased muscle tension around the neck or rapid breathing dries out the throat, which may make you feel like you are choking.

Finally, fingers and toes may also feel numb/tingly as blood flows away from places where it is not needed (like our fingers) and towards major muscle groups that are needed (like our arms). (Krinis, 2007)

1.4.2. Behavioral symptoms

Anxious learners may show different behavioral breadths which can differ from one person to another and correlate to the certain degree of learner' anxiety. They can appear as physical actions as: squirming, fidgeting, playing with hair or clothes, nervously touching objects, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds or intonation of the target language even after repeated practice (Arnold, 1999). These learners erroneously perceive situations as threatening and show anxious behavior and symptoms, for instance; the feeling of higher resting heart rate, higher blood pressure, higher skin conductance (tension) and higher free Cholesterol (stress hormone), palpitations (quick heart beat), avoidance of eye contact, and sweating also can be others behaviours. Furthermore, they may snap at people (fight) or "freezing up" when they called on to perform and have a hard time thinking clearly (freeze) short answer responses. Feeling of dizzy or lightheaded is other features of anxiety because we breathe much faster in order to move oxygen toward those muscles. However, this response can cause hyperventilation (too much oxygen from breathing very rapidly to prepare the body for

action), which can make you feel dizzy or lightheaded. Additionally, they prefer avoidance behaviours such as: escaping and avoid anxious situation, missing class, postponing homework or studying, refusing to speak or remaining silent, and coming to class unprepared. Uncomfortable and freeze feelings can become overwhelming enough that make them want to avoid doing the interview . Consequently, they stop doing things or going places that make them feel anxious. As symptoms are real there is an increase in missed school days reducing learning opportunities.

1.4.3. **Emotional symptoms**

These symptoms related to the idea how we think when anxiety is out of control. Generally, FL anxiety in this case, associated with negative feeling such as uneasiness, frustration, hesitation, worry, tension, self- doubt, apprehension, lack of concentration, and forgetfulness. People describe having thoughts such as: These thoughts flash automatically into their heads when they are anxious. Two things should be remembered about automatic thoughts.1- They are irrational and unrealistic you will not die or go mad. 2- They end up making you feel more. (ipid). Furthermore, anxious students prefer general avoidance as: Forgetting the answer, showing carelessness, avoid class, coming late, arriving unprepared, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest question (Arnold, 1999). In addition to the sensations of numbness, tingling and Hyperventilation (taking in too much oxygen) can also cause numbness and tingling sensations. The tingling sensations can also be related to the fact that the hairs on our bodies often stand up when faced with anxious situation to increase our sensitivity to touch or movement.

Arnold, (1999), suggests other signs which might reflect language anxiety, depending on the culture over studying, perfectionism, social avoidance conversational with drawl, lack of eye contact hostility, monosyllabic or noncommittal responses image

protection or masking behavior, failing to interrupt when it would be natural to do so, excessive competitiveness, excessive self effacement and self- criticism.

1.5. **The impact of language anxiety on foreign language learning**

Learning a second language means acquiring new techniques that are used in this foreign culture. This can be seen as a threatening to a learner's consciousness, rather than encouraging him to perform well.

Anxiety stands as one of the main influential factors for effective language learning. (Brown, 2007). According to Speilberger et., al (2005) language anxiety is the fear that an individual feels when he has to use a second or a foreign language in which he is not fully proficient. He considers language anxiety as a stable personality trait related to the individual's tendency to react nervously when speaking, listening, reading or writing in the second language (SL). Anxious students have been shown to be less likely to volunteer answers in class and to be hesitant in expressing personally relevant information in the target language (TL). Speilberger have explained the negative effects of anxiety on second or foreign language learning by the fact that anxiety deviates attention and cognitive recourses that could otherwise be effectively used to improve performance in the second language. It is claimed that the more anxious the learners, the less proficient in speech skills they are. Moreover, Speilberger (ibid) predicted that the existing of several variables can affect the learning process. Two of these variables are trait anxiety i.,e the case of some learners to become anxious in any situation, and the other one is state anxiety for example when the learner has to present an oral production in front of his classmates or when the teacher authorizes him to correct his own mistakes. All this is experienced in relation to some particular event or activity. There is also an other variable that affects language acquisition, which is that of students' perception for their own communicative competence in second language acquisition (SLA), however; these students tend to

underestimate their competence in relation to less anxious students, and therefore become themselves anxious about their performance. Therefore, since the detrimental effects of anxiety on achievement are evident, efforts should be made to lower levels of anxiety in the class. This can be done if teachers or educational board attempt to create a more relaxed atmosphere and to have a less authoritative attitude towards their students (Speilberger et al., 2005).

Impact of language anxiety on foreign language learning several studies have demonstrated that there is a negative correlation between foreign language anxiety and achievement (Aida, 1994; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Phillips, 1992). Anxious students tend to receive lower grades than students with lower anxiety and students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy, antisocial and aggressive learners. Since these students do not cause any discipline problems their "calls for help" are seldom noticed, which contributes to them sinking in to a deeper and deeper silence. These students usually give up very early and continue to be quiet throughout their years in school. Margaretha Lanerfeldt argues that nevertheless, the causal link remains unclear while Gansshow et., al (1994) suggested that poor language learning is a cause rather than a result of language anxiety. Students who do poorly in language classes would become anxious. On the other hand, Horwitz (2001) contends that anxiety is a cause of poor language learning. Correspondingly, MacIntyre and Gardner (1991) claim that learners do not start learning the foreign language with language anxiety according to them, learners need to first form attitudes toward the language learning experience and only then anxiety occurs. Their theory implies that the problem is not so much in the learner but in the language learning experience. They further suggest that as foreign language proficiency increases, anxiety decreases. Gregersen (2003) concludes that foreign language anxiety is

of cyclical character: "as errors are made, learners become more anxious, and the more anxious they are, the more errors they make. High anxious learners will protect their social image with diminishing participation. Without participation, anxious students reinforce the cyclical dilemma of negatively affected performance due to the lack of practice" (p. 29). Young (1991) also sees the link between anxiety and proficiency as reciprocal. She assumes that students who avoid speaking activities will not progress as quickly as non-anxious students and their level of anxiety will remain high.

Most of the studies focused on secondary school or university students. Chan and Wu (2004) investigated, by contrast, foreign language anxiety among elementary school students. They found that their foreign language anxiety reached the same level as that of students at different school levels (Aida, 1994). Their results also showed a significant negative correlation between the level of anxiety and achievement, that is, the higher students' anxiety level, the lower their English achievement. However, it cannot be said that the better command of a foreign language students have, the lower their speaking anxiety is since they can communicate in it efficiently. It may seem logical that foreign language anxiety should interfere more at the beginning stages than at the more advanced levels. Yet, Tóth (2011) suggested that the relationship between learners' proficiency and anxiety is not as straightforward as it seems. Even though MacIntyre and Gardner (1991) conclude that "as experience and proficiency increase, anxiety declines in a fairly consistent manner" (p. 111), anxiety does not have to be highest at the early stages of language learning. Tóth (2011) found that anxiety is still a problem even for more advanced learners. She investigated foreign language anxiety of English major students and the interviewees reported feeling anxious in their advanced level courses because they found the atmosphere of their university classes very demanding and competitive. Thus, the development of foreign language anxiety is an area where further research is necessary.

1.6. Anxiety Management Strategies

In addition to exploring the counterproductive effects of anxiety on language achievement, researchers and instructors should strive towards devising strategies help learners overcome fears and apprehensions about learning a foreign language in the classroom. Most of the research on language anxiety has offered, directly and indirectly, suggestions for reducing anxiety in the classroom. Young (1991) is among those who have provided such suggestions. In order to successfully create a low-anxiety classroom environment, Young (1991) first acknowledges the need to examine students' manifestations of anxiety. She cites Leary's (Leary, 1982) social anxiety behavior categories as a base: arousal mediated responses, disaffiliative behavior, and image-protection behavior. Based on these and other scholars' work (Horwitz, 1988; Bailey, 1983, as cited in Young, 1991).

1.6.1. **Strategies to reduce anxiety in the classroom environment**

In order to help facilitate a low-anxiety classroom environment, Young suggests main strategies **instructors should adopt a friendly and relaxed attitude towards the students** (Young, 1991). With students anxious about class performance, Hadley (Young, 1991) recommends not to try putting one student on the spot, not to interrupt them while speaking, to accept students' answers and errors in a warm, nonthreatening fashion, and to reward student's communication of a message. She asserts that such a warm and accepting manner will gain students' trust, and they will consequently know that they can take risks with the teacher and that they are not going to be penalized in any way (Young et al., 1992). Regarding error correction, Young also advises teachers to use **approaches that do not provoke anxiety** (Young, 1991). Young contends that **modeling is the most effective error correction method**, yet there is no sufficient empirical support. Hadley (Young et al., 1992) suggests that pointing out correct responses instead of focusing on correcting

errors would be more anxiety-reducing. She provides some practical tips, such as **finding and teaching appropriate responses and directing students to correct their own work** (Young, et al., 1992), and teaching activities that allow for multiple answers rather than one "right" answer, thus increasing flexibility in the classroom. To deal with test anxiety, it may be useful to **let students know that oral practices are not going to be construed as a test-like situation**, and that it's not going to be counted against them. Krashen, in his interview with Young (Young et al., 1992) recommends teachers not to force students to speak before they are ready, and not to ask them to perform beyond their acquired competence (Young et al., 1992).

Another action teachers may take as noted by Young and others is that they **have students work in small groups or pairs** (Young, et al., 1992) in speaking and listening. **Pair work** would especially be helpful for **less proficient students**, because only having the partner who has the same level of language proficiency in front will provoke less self-consciousness. Having students use **self-talk** and participate in supplemental instruction and support groups, playing **language games in class**, or **keeping a journal** are also suggested.

Others have proposed **dispelling student beliefs about language learning** (Horwitz, et al., 1986), sensitizing students to their fears and anxieties associated with language learning (Crook all & Oxford as cited in Horwitz et al., 1991; Foss & Reitzel 1988), tailoring activities to the affective needs of the learners, attempting to **focus on topics that interest students and are familiar to them**, helping students relax and recover from bad experiences in language classes, **by using Suggestopedia**, a teaching method that aims to enhance learning by **lowering the affective filter of learners**. Suggestopedia uses strategies such as **relaxation techniques**, **deep breathing**, **meditation and music**, and **having students discuss their feelings** with **someone else**. The strategies

and suggestions made above include methods that researchers and instructors have used and succeeded in reducing anxiety to varying extents. There may be other more **useful and valid anxiety-reducing techniques**, and further research should be conducted to test the effects.

1.6.2. **Teacher ' role to reduce foreign language anxiety**

After diagnosing anxious behavior, language teacher can act to reduce anxiety, depending on students' needs and cultural background. Teachers can use any or all of the following suggestions for diminishing language anxiety.(Arnold, 1999)

❖ Help students understand that language anxiety episodes can be transient and don't inevitably develop into a lasting problem.

❖ Boost the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in language.

❖ Encourage moderate risk-taking and tolerance of ambiguity in a comfortable, non threatening environment.

❖ Reduce the competition present in the classroom.

❖ Be very clear about classroom goals and help students develop strategies to meet those goals .

❖ Give students permission to use the language with less than perfect performance .

❖ Encouraging students to relax through music, laughter or games .

❖ Use fair tests with unambiguous , familiar item types.

❖ Help students realistically assess their performance .

❖ Give rewards that are meaningful to students and that help support language use .

❖ Provide activities that address varied learning styles and strategies in the classroom.

❖ Enable students to recognize symptoms of anxiety and identify anxiety - maintaining beliefs.

❖ Help students practice positive self-talk self encouragement and cognitive reframing of negative or irrational ideas.

❖ Creating a relaxed classroom Language and Create good teacher- student relationship

❖ Use pair or group work

Using suggestions such as these, teachers can enable students to deal more effectively with language anxiety. when teachers help their students reduce language anxiety, situation such as Ressa's and Maurice's can be halted before becoming full blown disasters. Students like and many others can experience what it means to succeed in the language classroom (Arnold, 1999).

1.6.3. **learners' role to reduce their speech anxiety in their foreign language learning**

Learners' play a big role in reducing their feeling of anxiety in their learning process by using several strategies provided by many researchers to help them overcome Fl particularly during oral tasks. Here, we will mention some of them.

1.6.3.1. **Practice and preparation**

Practice and preparation are effective ways that may help learners to cope with their anxiety in oral performance, because they develop learners' self-esteem in speaking which can minimize the level of anxiety. Learners should try to practice speaking at least once before they present it. Practice in an environment that is as similar as possible to where they will be giving the presentation. Practice in front of their classmates by using the foreign language. According to Kanar (2011) "preparation and practice are the keys to feeling confident about giving a speech or presentation" (p.293). So, practice and

preparation can improve students' proficiency of the language, helping them in decreasing their anxiety. In addition, students should develop their self-confidence to diminish their anxiety, and that will be done through the good preparation and practice due to practice makes perfect. Students have to exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and to ameliorate their communication in foreign language.

1.6.3.2. **Positive self-talking**

Bassett (1989) believed that self-talk can be useful, especially for dealing with state anxiety, which refers to learner's anxiety because of a specific evaluative situation, e.g., a test, a competition, an oral performance. Positive self-talk is considered as an effective strategy for students to alleviate their speaking anxiety. According to Young (1991) positive self-talk is a strategy which anxious students use to help themselves. For example, "I can handle this .... Just relax. .. Take a deep slow breath and I'll start as I rehearsed it."(p.431). In addition, Bassett also (1989) asserted that learners have to stop their negative thinking "To begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts" (p.3-1). Moreover, it is encouragement way that helps learners to overcome their negative thoughts. Therefore, they must learn how to talk to their selves in relaxing manner with using positive dialogues instead of negative ones.

1.6.3.3 **Relaxation techniques**

Relaxation techniques are effective ways that help students in coping with worry and anxiety in the classroom. Students should follow these ways before performing their speeches in order to decrease their anxiety. In addition, according to Bryan (2001) there are several relaxation techniques learners can use. For instance, anxious students should breathe deeply with relaxing the muscles which may help them feel more comfortable, and

they can also use visualization as a relaxation way of speaking anxiety. Lloyd (2010) defined as a mental image that students draw in which they see their selves more confident when speaking the foreign language "See yourself performing as a confident presenter who is enjoying the performance" (Bryan, 2001, p.44). They can also feel comfortable by forgetting everything and repeating words such as: I am calm, I am good and relaxed, I can finish.

1.6.3.4 **Minimizing fear of making mistakes**

Minimizing a fear of making mistakes is another strategy that students should follow to reduce their oral performance anxiety. According to Bassett (1985) assumed that to have some fear of mistakes can be an effective thing which can help learners to improve their performance. But exaggerated fear causes problems. Thus, learners should have knowledge about how to control their worry, because such these negative ideas about making mistakes can lower students' self confidence. In addition, in order to overcome the fear of making mistakes, students must understand that making mistakes is an essential step for learning, and it is not sign of weakness. Bassett (1985) also said "mistakes are opportunities for growth nothing more" (p.3-9), because they will never be able to develop a new skill in their learning without making some mistakes. Students have to focus more on transferring the information without being anxious. Therefore, they must understand that making mistakes is normal part of the human nature. (Dörney, 2001).

Conclusion

Communicating in the foreign language class may be a frightening causing feelings of anxiety and worry. Many researchers in the field of language education and psychology such as Horwitz and Cope have been asserted that foreign language anxiety has been almost correlated with oral performance of language use.

The researches tried to seek the causes of foreign language speech anxiety have showed different reasons such as: communication apprehension, test anxiety, fear of negative evaluation, negative self perception, tolerance of ambiguity, risk taking speaking activities, and competitiveness etc. The majority of researchers agree that foreign language speech anxiety has a negative impact on students' learning and speaking performance. So, foreign language anxiety can inhibit or affect foreign language learning. Moreover, teachers have a vital role in diminishing anxiety of their learners in their foreign language classrooms through various procedures as: creating a relaxed classroom, establishing the teacher-student relationship, varying speaking activities, boost and encourage learners' positive self-talk, forming group works and others strategies. In addition, learners also can help their selves to reduce their speaking anxiety by using some beneficial tips such as: practice and preparation, use relaxation techniques, positive self-talk, as well as through minimizing their fear of making mistakes.

Therefore, reducing students' anxiety can enhance their speaking skill and improve their foreign language learning.

Chapter Two: The Speaking Skill and language Anxiety

Introduction

Of all the four skills (listening, speaking, reading and writing) speaking, seems intuitively the most important; people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of language course, yet it is difficult to design and administer such activities; more so, in many ways, than to do so for listening reading or writing. We shall come on to what the problems are successfully are presently. However let us first try to define what is meant by an effective speaking activity its sub-skills and features, then we are going to see learners characteristics of successful speaking activities and their problems and difficulties in dealing with this skill. Moreover, we will shed light on the relationship between foreign language anxiety and oral skill then we will provide certain strategies in order to enhance and improve foreign learners' oral proficiency.

2.1. **The Speaking Skill**

Second Language Learners speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004) argues that "speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms

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

2.1.1. Definition of the Speaking language skill

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, **the bottom-up** and **the top-down** approach. Explaining the bottom up view*,* (Bygate, 1987, p.5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as "the production of auditory signals designed to produce differential verbal responses in a listener". It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units-sounds-and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001, p. 18).

Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill. Alternatively, Bygate (1998, P. 23) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top-down view of speaking*.* Adopting this view, (Eckard and Kearny,1981), (Florez, 1999) and (Howarth, 2001) define speaking as " a two–way process involving a true communication of ideas, information or feelings". This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then-putting

these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989, p. 32).

Besides on that, an attempting to elaborate more on the interactive nature of speaking, Luoma et al., (2004) define speaking as "an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking". (p.2) It is often spontaneous, open-ended, and evolving, however, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. It is this latter approach that is adopted in the current study, and speaking is defined as " the learner's ability to express himself / herself orally, coherently, fluently and appropriately in a given meaningful context. " (Torkey, 2006)

Speaking skill defined according to the Oxford (2009) pocket dictionary speaking is " the action of covering information or express ones thought and feeling in spoken language". Another definition of speaking skill is " using language for purpose". (Baker &Watsrup, 2003, p.7).

According to Chaney (1998) defines speaking skill as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context".(p.13). In the whole, speaking is to express, every day, occurrence for most of us, and preparation.

Hedge (2000) defines speaking as " a skill by which they [people] are judged while first impressions are being formed."(p. 261). So, speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions.

2.1.2. **The speaking - sub skills**

That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and many people believe that informal everyday conversation is random. Moreover, unfortunately, most ELT course books do not deal with speaking by breaking it down into micro-skills. Instead, they often have the vague aim of "promoting learner's fluency" (Sayer, 2005, p. 14). However, a fundamental issue to understand the nature of speaking is to analyze it in terms of competencies, underlying abilities and characterize the speaking proficiency. It is generally assumed that such underlying abilities have some sort of structure, made up of different components, with some sort of interaction and interrelationship between them. It is also assumed that different performances draw upon these underlying abilities in different but comprehensible ways (Bachman, 1990 &Widdowson, 1998).

Eventually, some of the taxonomies used to define speaking sub-skills adopt a communicative stance assuming that speaking is mainly used for communication. These are mainly general models of language ability that are used to analyze speaking as well as other skills. However, there are other taxonomies that are considered speaking-specific which concentrate on distinguished characteristics of speaking. These taxonomies are based on analyzing competencies underlying conversational skills. (Richards, 2012).

The skills adopted in the present study are mainly based on Canale & Swain and Bachman communicative competence models. However, some skills are drawn from conversational models to cater for the gaps in the communicative competence model and to enrich its underlying competences with further details and skills. In other words, all the models presented are benefited from to determine the identified speaking skills. Thus, a clear investigation of the communicative competence model underlying skills in terms of speaking and how this relates to conversational skills models is necessary. Procedurally,

based on the communicative competence model, Scarcella and Oxford (1992, p.154) defines the skills underpinning speaking competences in the following figure:

Grammatical Competence:
Grammar
Vocabulary
Pronunciation

Strategic competence: use of communication strategies when words are unknown use of conversation

Speaking proficiency

Sociolinguistic Competence:
Appropriate use of language including register, speech acts, intonation

Discourse Competence:
Coherence in speech and Cohesion in speech
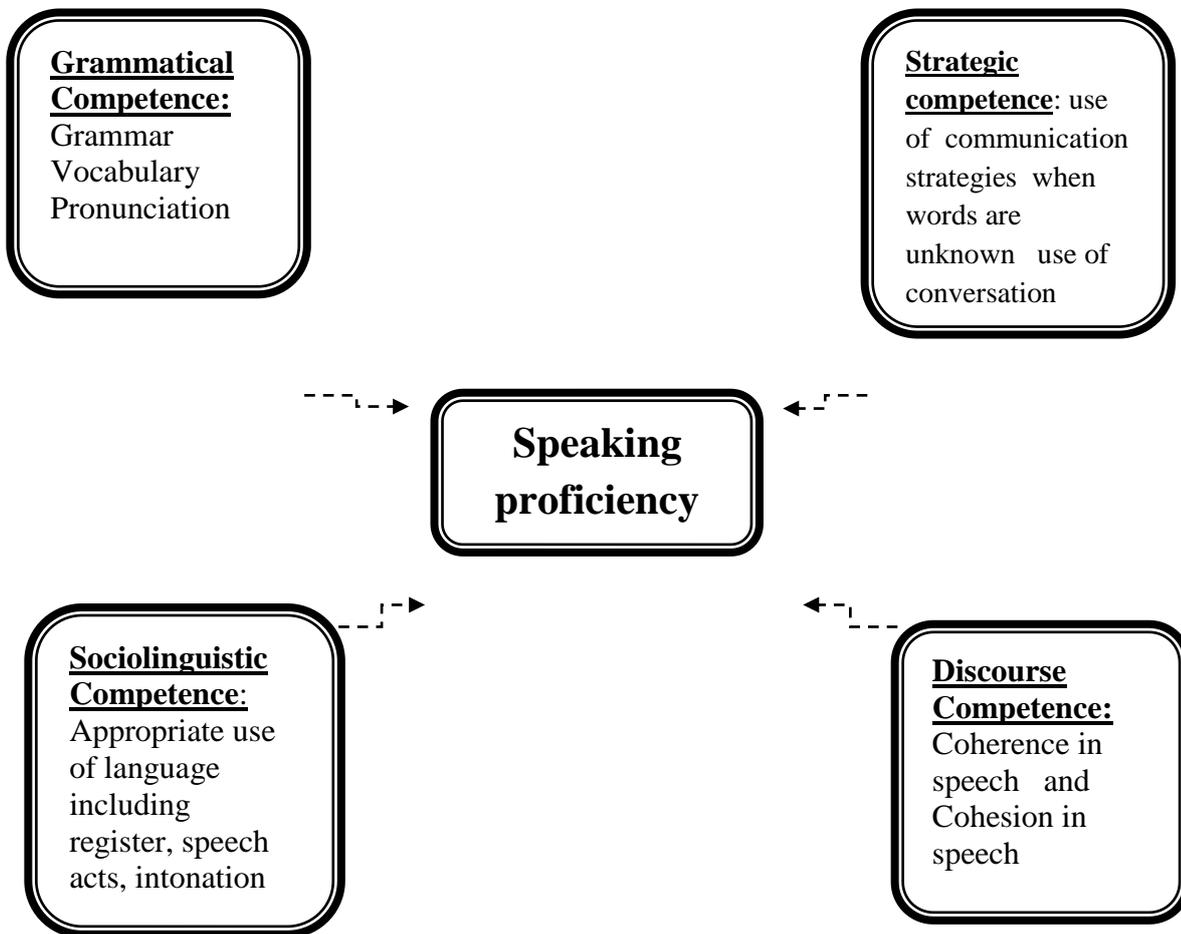
Figure 02: Skills underlying speaking proficiency

Scarcella and Oxford (1992, p.154)

2.2. **Features of learners' speech:**

Learner' speech characterized by certain features named: fluency, accuracy and complexity are features of learner speech production and the outcomes of learning these outcomes occupy a central position in methodological framework.

2.2.1. **Fluency**

Are features of learner speech production and the outcomes of learning these outcomes occupy a central position in methodological framework. Fluency should be the

target for beginning learners and should continue to be the target as learners move towards more advanced stages in their language acquisition. Fluency is sometimes mistakenly thought to be the least challenging aspect of speaking development. If learners can express meaning with few pauses and hesitations, they are often considered to be fluent, even when they make many grammatical mistakes. In this sense of the word, fluency should be an attainable target in early stages of learning. (Richards, 2012)

It's the ability to produce speech without hesitation. According to Hedge (2000) who claims that Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation (p.261). Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury (1999) " fluency is a skill, it is the ability to process the language speedily and easily". (p.91) In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

2.2.2. **Accuracy**

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner need to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter need to time. Researchers suggest that learners are more accurate the more time they have available (ibid: 93). Among other difficulties have a difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to

some groups of learners. (Trunbury, 2002, p. 27).So, intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication.

2.2.3. **Complexity**

Speech where the message is communicated precisely. More advanced grammatical forms are used, such as subordination and clausal embedding, which are appropriate for speech in relation to the social and cultural context, as well as the roles of , and relationships with, interlocutors. It focuses on the form and meaning of language .The extent to which complexity is seen in speech will depend on various aspects of the sociocultural context where talk is produced, such as the relationships between speaker and listeners, the extent to which they are familiar with each other, their feelings towards each other, and the distance of the speakers in time and space from the topics being discussed. (Richards, 2012).

Language learners speaking proficiency (and even the proficiency of native speakers) is not a monolithic construct. There are different level of performance, with some tasks being completed more(or less) fluently and accurately than others. Most of the time, however, teachers need to plan different types of activities at different times in order to develop fluency (meaning focused), accuracy (form focused) and complexity (form and meaning focused) However; teachers must judge the abilities of the learners and extent to which the learners are capable of complexity, when learners such as beginners, can only focus on either meaning or form at any time, expecting them to do well in both may frustrate and discourage them. (Richards, 2012).

2.3.**The importance of speaking skills**

Ulrika Tornberg (2000, p. 25-27) explains that the ideas regarding "knowledge" and "learning" are always affected by the social groups that have the political authority in society. These groups affect the view on what " important knowledge " is, which in turn affects the school system and what kind of "knowledge" it should convey. Tornberg argues that this is something that changes from time to time since politics also changes. However, society's view on "important knowledge" is often expressed in curriculums and syllabuses. Since Those are the prescriptions that should guide teachers they automatically affect what we teach and how. This means that the language courses in schools also are influenced by how politicians and other authorities view language skills. As Tornberg points out, we live in a time of internationalization and therefore the ability of communicating in other languages is very central. It is obvious that this situation has also contributed to the development of new language learning theories and language teaching methods. Tornberg, however, argues that many language teaching methods today are influenced by old language learning theories which focus on either formal or active language qualities. The methods we use today are therefore influenced by what kind of language qualities our time demands. (Lightbown and Spada, 2003, p.60-61) and (Tornberg, 2000, p.25-27): The fact that the time we live in demands comprehensive communicative skills is noticeable and it contributes to a focus on active language qualities such as speaking Internationalization has put pressure on language skills and therefore also in our communicative capacity. This importance of oral communication is also reflected in the way we teach language. It is nowadays natural for almost every teacher to use the target language in the classroom and there are several language learning theories that support the idea of exposure to the second language.

"If students are not using English everyone is wasting their time." The above cited quotes from Jeremy Harmer's book The practice of English language teaching. He explains that a situation where students are not speaking English is often seen as a theories it is evident that using target language in the classroom is very central. Harmer also argues that it is a question of the age of students, how much English they can already speak and what tasks they are doing. He states that code-switching is acceptable belief it is done to further students' understanding of English, or in pedagogical situations such as explaining grammar or giving instructions. If the students are doing oral fluency activities however, the use of English becomes more significant. He also explains that teachers have a lot of responsibility in language acquisition since they are the source of comprehensible input and therefore it is important that the teacher speaks as much English as possible in the classroom.

In agreement with Harmer, Ulrika Tornberg argues that it is crucial to stick to the target language in the classroom in order to be able to use it outside the classroom as well. She states that it is important to integrate language in all possible communicative situations in order to conform to reality and make speaking the target language in the classroom a "natural thing". If we want to learn a language we have to develop our means of communication. By using the target language we give students opportunities to use the language .To conclude, we can say that the importance of speaking skills, is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstanding and problems.

❖ For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking .

❖ Inorder to become a well rounded communicator one needs to be proficient in each of the four language skills but the ability to speak skillfully, provides the speaker with several distinct advantages as Robert Frost once said :

"I'm a writer of books in retrospect, I talk in order to understand, I teach in order to learn."

❖ An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills also enhance one's personal life.

2.4. **Characteristics of successful speaking activity**

To make students communicate and to become aware of their language use can not only be achieved by input from the teacher. Teachers need to create situations where students get the chance to speak and communicate with each other. Speaking activities in the classroom are an important part of teaching English since they help students to develop their language and fluency when talking. Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language.

Therefore, activities that develop learners' speaking skills are an important part of a language course. Penny Ur (2000, p.120) writes about four characteristics for a successful speaking activity**:**

2.4.1. **Learners talk a lot**: As much as possible of the period of time allotted to the activity as in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses .

2.4.2. **Participation is even:** classroom discussion is not dominated by a monitory of talkative participants: all get a chance to speak, and contribution are fairly evenly distributed .

2.4.3. **Motivation is high learners are eager to speak** : because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objectives.

2.4.4. **Language is of an acceptable level**: learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Additionally, Jack RICHARD in his book Teaching Speaking gave thee important keys factors require in successful speaking activity. He confirms that the successful teaching activities takes into account three key factors in language learning: teachers, materials, and learners, and their role to enhance foreign learners' speaking skill.

2.5. **The factors of successful speaking activity**

The aim of teaching and learning language is to be successful and this requires certain factors or parameters mainly are: teacher and its role to guide and control the speaking skill process, materials and their role to facilitate the learning process and the learners is the core of speaking activity which they should be aware of the speaking activity and take responsibility for managing their learning and improving their speaking.

2.5.1.**Teachers**

Teachers need to be aware of their students learning and the demands they face when communicating through the spoken language. teachers can understand more about language learners cognitive, affective, and social needs from theoretical ideas, as well as personal observations. the observations can be based on conversations with students,

information about their background and learning goals and assessment results. Teachers also need to intervene activity in students' learning so as to provide input, scaffolding or support and feedback. In addition, Teacher role is to structure students learning experiences so as to support their speaking development, in and outside the classroom.

2.5.2. **Materials**

Materials include activities and resources for facilitating SL speaking development these materials fall into three categories:

1) Those that provide speaking practice.

2) Those that promote language and skills learning .

3) Those that facilitate meta cognitive development.

They provide contextualized, varied and interesting prompts and scenarios for talk place. They for language and skill learning focus on selected elements of the talk or model spoken texts to increase learners' relevant linguistic knowledge and control of speaking skills. Materials can be ″ Instructional, experiential, elicitative, or exploratory″ in that they″ inform learners about the language″, "provide experience of the language in use", ″stimulate language use or help learners make discoveries about the language for themselves ″ (Tomlinson, 2003, p. 2)

2.5.3. **Learners**

Successful language speaking development depends as much on teachers and materials, as it does on the learners themselves, they should be encouraged to take responsibility for managing their learning and improving their speaking. They can do this by developing awareness about themselves as second language speakers by better understanding the nature and demands of speaking and by critically considering strategies that can facilitate their oral communication or through working collaboratively with his or

her peers. Moreover, learners should not be felt alone to struggle through the learning process their efforts must be supported by teachers who can provide the necessary scaffolding, input and guidance.

The figure below illustrates the interrelationships between the three key factors in successful language speaking development .
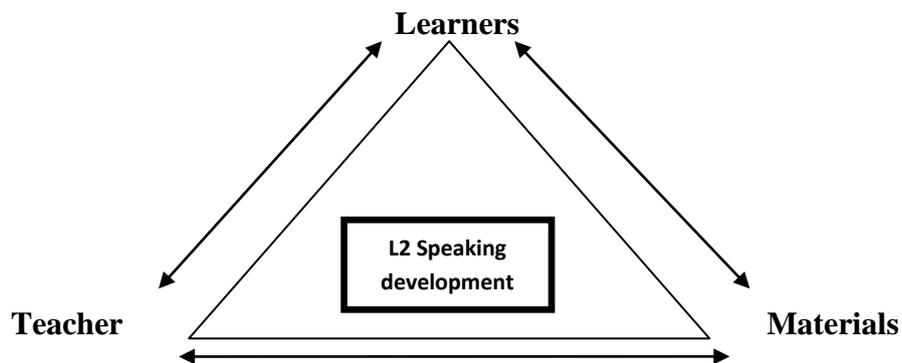
Figure 02 : Three key success factors in SL speaking development.   (Richard, 2012)

2.6. **Problems with speaking activity**

Speaking difficulties and obstacles hat hinder Fl speaking proficiency primary related to what make them fear to speak? and secondary what make speaking skill difficult?

2.6.1.**What causes fear of speaking?**

Speaking anxiety has to do with fear, which in most cases has developed from bad prior experiences. It is frequently suggested that children who have not been encouraged to speak from an early stage also create a weaker communicative behavior pattern. Becoming silent at an early stage also contributes to limited opportunities to practice oral skills. Parents' behavior and views on out spoken have therefore a great impact on children's speaking development. When children that are not used to speaking out are confronted with schools' challenging requirements in oral proficiency, their inhibition often results in

silence and withdrawnness. Arne Skiöldisa methodology lector who confirms that speaking-anxious people are often those who are self-conscious and afraid of making fools of them, being laughed at or bullied. Fear of speaking is very closely connected to fear of exposure since fear of speaking is often triggered by the surroundings. Studies have shown that speaking anxiety is often triggered by other people that the speaking anxious person does not feel comfortable with.

Skiöld points out that it is important to remember how complicated our speech process really is. Most of us forget how much time and effort it took to master speaking, since it is something that becomes automated and natural as we learn to speak. It takes only a few simple mishaps to remind us about how complex the mechanism of speech really is. An individual's experience of his own speaking ability and voice is very closely connected to the picture of one's own personality. Therefore it is quite normal that stress and low self-confidence occur in connection with negative experiences from speaking activities. A few negative experiences can trigger stress on later occasions.

In a classroom full of different individuals it is not easy to make sure that everyone attains successful learning. Penny Ur mentions not only characteristics for success but also problems with speaking activities. The four most common problems according to her are:

2.6.1.**Inibition.**

Unlike reading , writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and

they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (ibid: 121) who claims that Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts. We can claim that inhibition is a bridge to the psychology of the students to be shy, fearful, and feel embarrassment when they try to speak in the classroom.

2.6.1.2. **Nothing to say**

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond they should be speaking. The teacher may have chosen a topic which is uncongenial to him (the learner)or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language. Moreover, the poor practice of the SL can contribute to create this problem. Backer and (Westrup, 2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

2.6.1.3. **Low or uneven participation**

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Low uneven Participation This problem refers to the amount of each student' time of talking. Rivers (1968) claims that some personality factors can affect participation in FL and teachers then should recognize them.

There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. (Harmer, 2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al,. (1989)support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching." (p. 40). Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

2.6.1.4. **Mother- tongue use**

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they are talking in small groups it can be quite difficult to get some classes - particularly the less disciplined or motivated ones- to keep to the target language. SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003) " barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." (p.12). Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language Lightbown and Spada also discuss learner characteristics. They argue that

teachers nowadays are convinced that outgoing students who find opportunities to practice language skills and interact without inhibition also are the most successful learners.

Inhibition or anxiety is a frequent problem with adolescents because they are more self-conscious than younger learners. This problem discourages their risk-taking in speaking, which they argue, is very important for progress in language learning. Characteristics such as a learner's willingness to communicate also have a direct connection to self-confidence. Researchers say that people who are willing to communicate are able to do so because of pleasant experiences from prior language learning. Learner characteristics that have to do with one's personality are also strongly connected to oral communication skills rather than acquisition of literacy or academic skills. This can explain why many researchers argue that personality plays an important role in language learning. "In a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal." The above quote expresses Lightbown's and Spada's view of motivation in the classroom. They claim that a teacher has a lot influence on students' motivation since teachers are those who manage the lessons and the atmosphere in the classroom.

Research has shown that if a teacher varies activities, task and materials and motivates students before starting activities the interest will rise. It has also shown that tasks where students have to work together are more stimulating since they have a positive effect on students' self-confidence. The teacher should how ever take cultural and age differences in consideration when choosing activities.

2.6.2.**What Makes Speaking Difficult**?

Learning how to speak is very difficult for second language learners, Brown (2000, p.270-271) identified some problem that May students face in their learning process:

2.6.2.1. **Clustering**

According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

2.6.2.2**. Redundancy**

The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood.

2.6.2.3**. Reduced Forms**

The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying "full forms" of the language

2.6.2.4. **Performing Variable**

Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

2.6.2.5. **Colloquial Language**

It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge) the role of the teachers is to get his students communicate using these forms.

2.6.2.6. **Rate of Delivery**

Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently.

2.6.2.7. **Stress and Rhythm and Intonation**

These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

2.6.2.8**. Interaction**

Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words.

2.7. **Foreign language anxiety and the speaking skill**

Many researchers in the field of language education and psychology have been asserted that foreign language anxiety has been almost totally correlated with oral performance of language use when looking up the word anxiety it is described as: □ an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.(Horwitz, Horwitz and Cope, 1986, p.125).

Lightbown and Spada also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension. Lightbown and Spada claim however that one should distinguish temporary (Lanerfeldt, 1992, p.53-545) anxiety interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

Students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy. These students usually

give up very early and continue to be quiet throughout their years in school. Margaretha Lanerfeldt argues that speaking anxiety is a speaking disorder such as stuttering. However, in contrast to stuttering, speaking anxious people's handicap is not acceptable. The difference is that other speech impediments have an advantage, because teachers and students can be aware of them and therefore not demand the same type of oral presentation. In contrast, students with speaking anxiety are seen as weaker as and less motivated than others, also, some students may have their hearts beating strongly; others may feel nervous and sweat, so this is the stress that comes from having to speak in front of a group which also have an effect on their grades. So, speaking is the major source of anxiety that expressed by most of learners especially when they have to speak in front of their classmates. According to Horwitz, Horwitz &cope (1986) "Speaking is the most provoking anxiety aspect of language learning in some situations and it is one of the most negatively influential affective variables. It plays a significant role in language learning and contributes in reducing learners' oral engagement and performance". (p.130)

That is why the relationship between anxiety and oral performance after a number of studies and experiments with second and foreign language context is negative. This is asserted by Allright and Baily who have concluded that "the more anxious learners are, the less likely they are to do well at speech skills" (p.173). Therefore, researchers and teachers perceive foreign language anxiety as a hindrance o language learners' achievements in the learning process. Although, it is not clear yet whether it is the increasing anxiety which prevent learners from improving the speaking skill, or whether it is the weakness in speaking skill that provoke anxiety (Allright & Baily, 1991, p.173).

Therefore it is very important to establish good climate in the classroom where everyone's voice is equally heard and respected. which is a necessary precondition for a group to socially function and learn together.

2.8. **The teacher' role to decrease learners' speaking problems**

Teachers have an ability to improve learners' speaking skill and minimize their speaking difficulties in such ways and by using different strategies according to the learners' level of anxiety, tasks as well as the requirements and they differ from one situation to another.

2.8.1. **Teacher- Student relationship**

Much of recent studies, suggest that a close, and positive relationship between teachers and learners is an important key for successful learning. Interpersonal relationships with learners influence the classroom climate, and therefore affect students' performance and engagement. Pianta (1999) claimed that psychologically close relationship between teacher and learner supply students with a feeling of security in the classroom atmosphere that lowers the level of anxiety which leads to well achievements. Moreover; the strong link between teachers and students is a vital component in the recipe for student success. It is assumed that this sense of wellness encourages motivation and comfort, as well as an academic positive competition between students. Similarly, Birch and Ladd (1997) asserted also that students who had closer relationships with their teachers were better adjusted academically than students with conflicted teacher-student relationships. Consequently; positive and supportive relationship results in students with greater sense of competence and motivation without fears or anxieties in their learning process.

Therefore, according to Harmer and Pianta (2001) students who feel a strong personal relationship to their teacher, talk with them, and receive more constructive guidance. The student is likely to trust the teacher more, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and guide their desire to learner.

2.8.1. 2. **Use of group work**

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the anxiety of learners who are unwilling to speak in front of the full class, it is true that group work means the teacher cannot supervise all learner speech m so that not all utterances will be correct , and learners may occasionally slip into their native language, nevertheless; even amount of time remaining for positive, useful oral practice is still likely to be far more than in the full- class set-up.

2.8.3. **Base the activity on easy language**

In general , the level of language needed for a discussion should be lower than that used in intensive language - learning activities in the same class it should be easily recalled and produced by the participants, so that they can speak fluently with minimum of the anxiety. it is a good idea to teach or review essential vocabulary before the activity starts.

2.8.4 **Make a carful choice of topic and task to stimulate interest**

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

2.8.5 **Give some instruction or training in discussion skills**

If the task is based on group discussion then include instructions about participation when to introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion, appoint a chairperson to each group who will regulate participation.

2.8.6 **Keep students speaking the target language**

You might appoint one of the group a monitor, whose job it is to remind participants to use the target language and perhaps report later to the teacher how well the group

managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful. However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself there is no substitute for nagging.

A teacher can also appoint a group or person in class as monitors who will remind others in class to stick to the target language. Jeremy Harmer argues that succeeding with speaking in class mostly depends on a good atmosphere where students get along with each other. Harmer states that the teacher's role is very important in those situations. It is essential that the teacher is gentle when giving feedback or correcting students while they are speaking. Sometimes students may get stuck in a speaking activity and it is important that the teacher helps out in a discrete way without exposing the student. Feedback should always be given at the end of the activity. Harmer argues that it can be effective if the teacher is a participant in the discussion as long as he/she doesn't take over the discussion which means less time for students to speak.

Besides that, Jack C. Richards in his book **"Teaching Speaking"** suggests a number of stages that work together to develop learners speaking competence, it focuses on the skills and knowledge that learners need to develop their speaking, he also focuses on types of speaking tasks that can be use to develop fluency, accuracy and complexity in learner's speech production. So, he provide the following cycle as model to develop students' speaking:

```
                    ┌────────────────────┐
                    │ 1 - Focus learners'│
                    │ attention on       │
                    │ speaking           │
                    └────────────────────┘
   ┌──────────────┐                      ┌──────────────┐
   │ 7-Facilitate │                      │ 2-provide    │
   │ feedback on  │                      │ input        │
   │ learning     │                      │ and or guide │
   └──────────────┘                      └──────────────┘

   ┌──────────────┐                      ┌──────────────┐
   │ 6-direct     │                      │ 3 -  conduct │
   │ learners     │                      │ speaking     │
   │ reflection   │                      │ tasks        │
   │ on learning  │                      └──────────────┘
   └──────────────┘
        ┌────────────────┐    ┌──────────────────────┐
        │ 5-repeat       │    │ 4-focus on language  │
        │ speaking       │    │ discourse,skills,    │
        │                │    │ strategy             │
        └────────────────┘    └──────────────────────┘
```
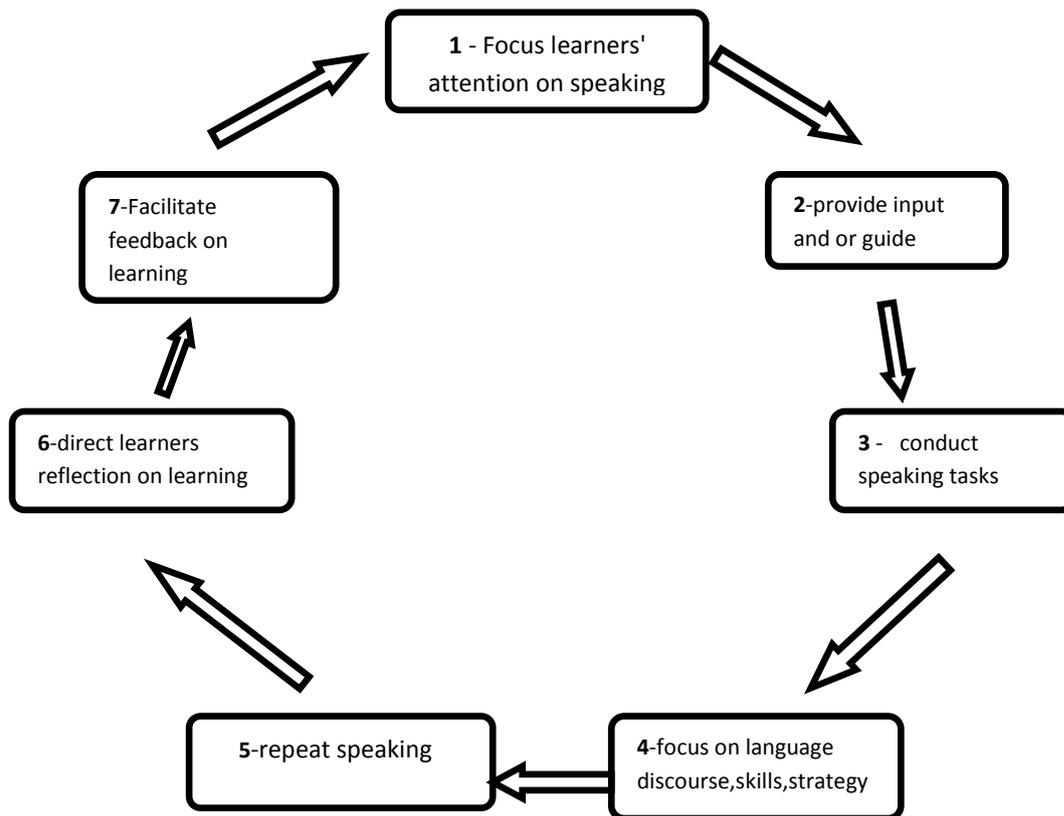
Figure 03: The teaching- speaking cycle to develop students' speaking

(Richards, 2012**)**

2.8.2. **Activities for the enhancement of the speaking skill**

As it is suggested by Aamer Qureshi on his thesis "The Importance of Speaking Skills" for EFL Learners:

2.8.2.1. **The context of foreign language learning**, however there is a problem which teachers have been aware of for a long time. it is the problem of the student who is structurally complement but who cannot communicate appropriately. In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with.

2.8.2.2. **The methodologies for language teaching** therefore are to be based on the linguistic insights as the nature of the language and also on the psychological insights as to

the processes involved in its use, for the development of communicative competence in the learners.

2.8.2.3.**The researcher conducts activities in the class which aims to develop communicative competence in her students**. The instructions, related to these activities are passed to the students in English .The activities are as follows:

❖ **The use of authentic materials**:

The researcher provides authentic materials to the learners. It contains write-ups which are based on reality. Reading a newspaper, provides an opportunity to study language, as it is used in real context **….(Freeman D.L., Techniques and Principles in Language Teaching,** Psycholinguistics & Language Teaching Methodology).

❖ **The scrambled sentences**

the researcher gives the students a short story with scrambled pg 430 that the ability to identify and check one's own mistakes is, according to (Bartlett, 1947ʺ   ) ☐ the best single measure of mental skill☐ .

❖ **The language games**

   The researcher uses the technique of language games .The language games that are truly communicative according to (Morrow , 1981) have the 3 features of communication information gap, choice and feedback . The researcher divides the class into two groups A /B. The students of group A teach the students of group B topics, already assigned to them. The topics may be tasks like preparing reports on weather, living conditions in rural areas, current problems faced by cit. Group B later on give feedback . This game allows the students to use vocabulary which is of wide range and they learn how to mould their ideas into words.

❖ **Role play**

As we have seen in the first chapter, role play Is very good technique to be used in the classroom. It engage the learners in real life communication and reduce their fears because the students even the weak ones they would be working in groups and will have the chance to choose the role that feel comfortable with. Simply; role plays can encourage students to practice their speaking skill and develop their communication skills.

❖ **Discussion and Debate**

Discussion and debate are, usually, the most used activities in oral classes. Actually, "Panel discussion" is what teachers prefer. Usually used in pairs or in groups; students on the panel give their arguments about a given issue, and those students (from the audience) either agree or disagree. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it.

Conclusion

To conclude this chapter; we have attempted to provide an overview about speaking process in EFL classes, Which is considered as the most difficult skill among the others (listening, reading and writing).also, we have dealt with the main difficulties that face EFL students in learning speaking skill which stand as an obstacle in their learning process. Speaking skill goes through certain characteristics of successful speaking activity, therefore; we have also shed light on the relation between anxiety and speaking which can be the most anxious skill. Foreign language students believe that anxiety has great influence on their performance in the classroom as well as their achievement which decrease their language abilities, and make them difficult for them to express their ideas in the foreign language. In addition, learners need to overcome their speaking anxiety by using different strategies that help them control their anxieties and achieve better results.

These strategies are: use. Furthermore, teachers also can contribute in minimizing their learners' speaking anxiety through varying speaking activities, practicing positive error correction and show understanding, creating a relaxed atmosphere, group work, and through the good relationship between the teacher and the student.

Chapter Three: Field Work

Field work: Analysis and Interpretation of the Questionnaires

Introduction

The principal aim of this research is to investigate the effects of anxiety on foreign language learners' oral proficiency. To carry out this research, two questionnaires were administered for the teachers and students at the division of English at ElOUED University. Inorder to answer our research questions and examine this hypothesis, if foreign learners can overcome their anxiety in learning, they can improve their speaking skill. As a first step, we will introduce the population of the research. Secondly, we will describe, analyze and interpret the results of the questionnaire. Finally, we will present our research findings about the effects of anxiety on foreign language learners' speaking skill.

3.1 **Population and Sampling**

3.1.1The Students

First year students of English at the University of Hamma LAKDHAR are the whole population. We dealt with sample of fifty (50) students have been chosen randomly out of the total population about1(50) students divided into four (4) groups of learners . The reason behind choosing this level, because they are specialized on the English language for the first time, so the level of anxiety is higher than in the other level.

3.1.2. The Teachers

Teachers of English at Hamma LAKDAR university are the total population. We dealt with sample of ten (10) teachers have been selected randomly from the whole population about thirty (30) teachers. The majority of participants were teachers of oral expression, in addition to teachers of study skills and cognitive psychology. The aim behind choosing those teachers is: in such modules the learners are usually asked to present oral

tasks even discussion or debate, stories, plays, researches and other oral tasks. Hence, the teachers can clearly examine learners' oral difficulties mainly the effect of anxiety. So from them we can collect different views about the effects of anxiety on foreign language learner' speaking skill.

3.2. **Description of the Questionnaire**

In order to conduct this research we used the questionnaire as the main tool of our study, one for the students and another for the teachers. The questionnaires contain multiple choices questions are either closed questions requiring from the participants to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them where in some cases we asked them to give their suggestions. The result of these questionnaires will help both teachers and learners in their learning process.

3.2.1. **Students' questionnaire**

The students' questionnaire is composed of (19) questions and it consists of (06) sections. The first section is about the background information of the students, their choice to study English language at university, gender and the evaluation of their level. The second section is about anxiety in learning process and aims to discover the role of anxiety in the learners' learning process. The third one is entitled the impact of FL anxiety on oral performance and aims to recognize the impact and the negative effects of foreign language anxiety on the students' oral performance. The fourth one is entitled reducing anxiety in the classroom environment and it aims to discover learners and teachers strategies to reduce their foreign language speaking anxiety. The fifth section is entitled anxiety and oral proficiency aims to show how the anxiety can inhibit speaking skill . The final section is entitled reducing anxiety and improving oral proficiency aims to find

solutions by choosing the appropriate strategies to reduce students' speaking anxiety and enhance their oral proficiency . Finally, we have used tables and graphs (charts) in order to organize our statistics and make the results that we have found more understood.

3.2.2. Teachers' questionnaire

The teachers' questionnaire is composed of (19) questions and it consists of four (04) sections. The first section is devoted to the background information of the teachers, their gender, qualification and years of teaching English at university. The second section is about anxiety in learning process and it aims to show how it related to students and their learning. The third part is entitled anxiety and foreign learners' oral proficiency aims to confirm the relationship between anxiety and oral proficiency and the difficulties or challenges that face the teacher in teaching oral expression. The fourth one is discussed the causes and symptoms of foreign learners oral anxiety this section is to clarify the main sources and factors that lead to the fear of self and oral expression and decrease their proficiency. The final section is entitled reducing learners' oral anxiety and improving their oral proficiency this latter aims to provide the helpful solutions and teacher' strategies that aid them to minimize their anxiety and improve their speaking skill.

3. 3.The Administration of the Questionnaire

3.3.1. The students questionnaire

As we have mentioned before, fifty (50) first year students were selected randomly for our study since it's difficult to work with the whole population. The students were given some explanation and instruction before they complete the questionnaire and it took students 15 minutes to complete.

3.3.2. **The teachers questionnaire**

Teachers' questionnaire was basically administered to ten (10) teachers of oral expression, some of them have taught oral expression in previous years and others still teach it until now, and other teachers of study skills and cognitive psychology. It took more than week to hand the questionnaire back.

3.4. **Analysis of the Students' Questionnaire**

Section One: Background Information.

Item.1. Students' Gender

Gender	Participants	Percentage %
Male	14	28%
Female	36	72%
Total	50	100%

Table 01: Students' Gender
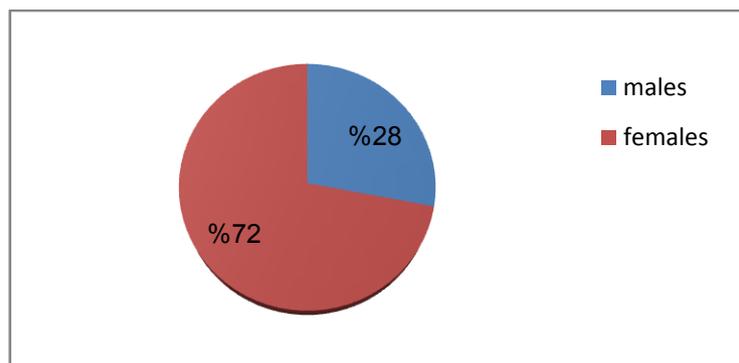
Figure 01: Students' Gender

The results of this question show that females students are numerous than males. (36) Participants in this study are females making up (72%) of the whole sample (50) students. Whereas; (14) participants are males making up (28%) of the whole sample. This result

shows that girls tend to study foreign languages better than males do. And this maybe because boys prefer to study other branches.

Item.2.: Your choice to study English at university was?

Options	Participants	%
Voluntary	43	86 %
Obliged	7	14 %
Total	**50**	**100 %**

Table 02: Participants' choice to study English
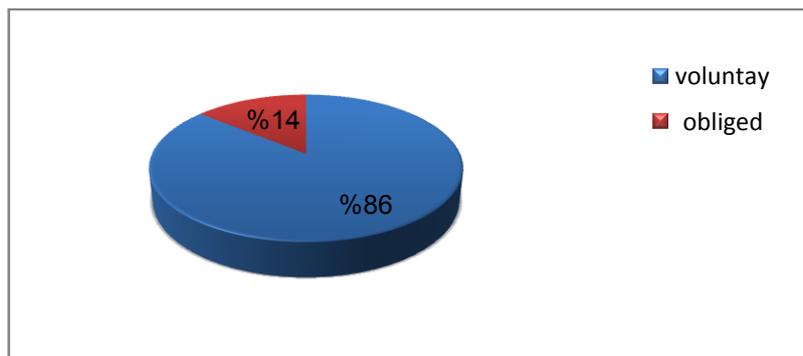
Figure 02: Participants' choice to study English

According to the results above found that the students who were obliged to study English at university are 7 (14%) and those who were voluntary to study it are 43(86%). The number of learners who want to study English voluntarily is more than those who are obliged to study it; therefore, studying English is the desire of the majority of the students and it is their choice. Although the majority of students chose to study English voluntarily, we find that anxiety occurs in their learning. Thus, even they are sure about their decision

to learn English; anxiety has an impact on their learning and hinders their abilities better their capacities.

Item.3.: How do you evaluate your level in English?

Options	Participants	%
Very good	2	4 %
Good	20	40 %
Average	24	48 %
Poor	4	8 %
Total	**50**	**100 %**

Table 03: Students' level in English
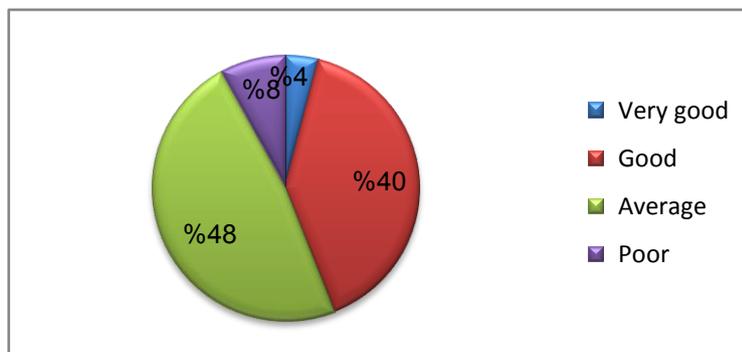
Figure 03: **Students' level in English**

The aim of this question is to know learner's level in English language , from the results we can notice that the highest number of students 24(48%) claims that their level in English is average. Others 20(40 %) show that they have a good level in English. Some others 4(8%) see their level in English is poor and the least percentage2 (4%) of students shows that their level is very good in learning English as foreign language .Thus, the

majority of learners have an accepted level in English language and they chose to study English with average and good level and this clarify the previous result of Q. 2 that almost of them are volunteer to study English language at university. while the participants with poor level may be related to their obliged choice to study English as it is noticed in the previous question.

Section two: Anxiety in learning Process

Item.4. Do you think that learning English as foreign language is difficult?

Options	Participants	Percentage %
Yes	17	34 %
No	33	66 %
Total	**50**	**100%**

Table 04: participants' opinions about the difficulty of learning English as foreign language
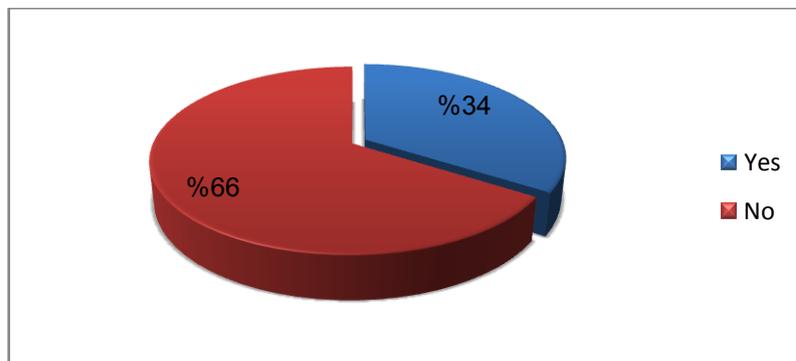
Figure4: participants' opinion about the difficulty of learning English as foreign language

According to the statistics of the pie chart we notice that the majority of the students 33 (66%) claim that learning English as a foreign language is not difficult, while those who think that it is difficult are 17(34%).The number of students who believe that English as foreign language is not difficult is more than the number of those who believe it is

difficult. From this amount we notice that English as a foreign language is an easy task for most of students and they can learn it at ease. It appears from these results that plurality of the learners think that learning English as a foreign language is not difficult, but when anxiety exists their learning process will make it more difficult especially in oral tasks. So, what will face in their learning is different from what they think. Additionally, we can notice from the previous results that learners' difficulties in learning English may refer to their choice (obliged) and level (poor).

Item.5: Does anxiety affect your foreign language learning?

Options	Participants	Percentage %
yes	35	70 **%**
No	15	30 %
Total	50	100%

Table 05: Participants' opinion about the effect of anxiety on their foreign language learning.
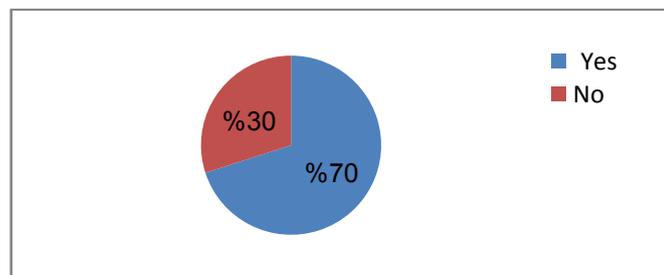
Figure 05 : Participants' opinions about the effect of anxiety on their foreign language learning.

From the statistics above we have found that the students who claimed that anxiety affects their foreign language learning are 35 (70%), and those who stated that anxiety does not affect their foreign language learning are 15(30%). The number of the learners who report that anxiety does not affect their foreign language learning is lower than those who see it as an effect on their foreign language learning. These results clarify that the

number of students who assume that anxiety affects their foreign language learning is more ,so, this amount confirms that anxiety has a serious influence on the foreign language learning of the plurality of the participants and they experienced this effect on their learning and can be the reason of their failure.

Item.6. If yes, to what extent does anxiety affect your English foreign language learning?

Options	Participants	Percentage %
High extent	7	14 %
Intermediate extent	23	46 %
Low extent	5	10 %
No answer	15	30 %
Total	**25**	**100%**

Table 06: Participants' perceptions about the extent to which anxiety affects their

foreign language learning
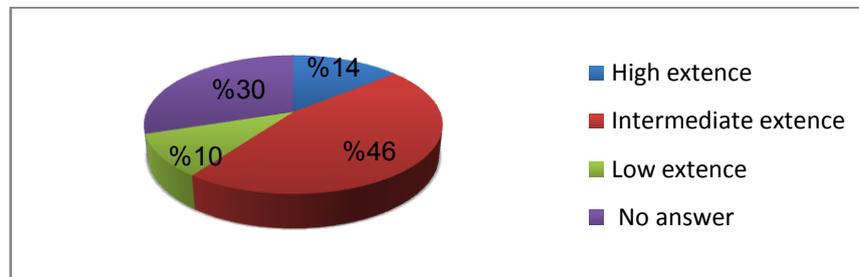
Figure 06: Participants' perceptions about the extent to which anxiety affects

their foreign language learning.

The results illustrate that the number of students who claim that high extent in affecting their foreign language is 7(14%) and those who claimed that it has an intermediate extent are 23 (46%) and it is the highest percentage . Those who claimed that it has a low extent are 5 (10%), and those with no answer are 15 (30%) and the participants with no answer was (30%) this result may be due to the previous question which contains

"If yes", so they are not concerned to answer the current question. Therefore, the amount of learners who assume that anxiety has an intermediate extent in influencing their foreign language learning is more than the other amounts. We deduce from what is mentioned above that the majority of students are affected by anxiety in their learning (70%), but with varying amounts and degrees ; some of them are conscious of its effects on their abilities while others are not.

Item.7. Why do you feel anxious? is this because of?

Options	Participants	Percentage %
Low self-esteem	13	26 %
CA	16	32 %
Fear of negative evaluation	21	42 %
Total	**50**	**100%**

Table 07: **Participants' causes of their foreign language anxiety**
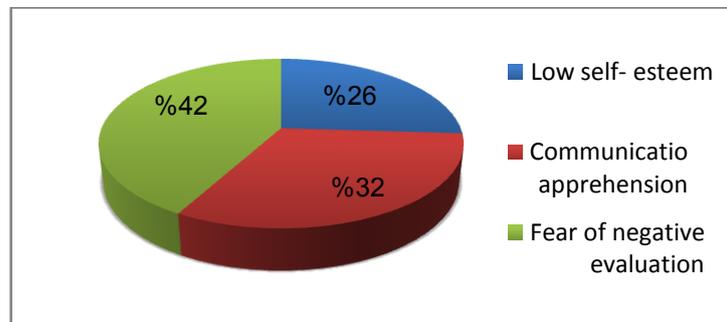
Figure 07:Participants' causes of their foreign language anxiety

The Pie chart statistics illustrate that the students who referred their speaking anxiety to communication apprehension' are 16 (32%), 13 (26%) of them referred it to the low self-esteem, and 21 (42%) of them who referred their speaking anxiety to the fear of negative evaluation and it is the highest percentage. From these results we notice that the highest amount of learners' speaking anxiety cause is fear of negative evaluation i.e., students/teachers criticism and the way of providing feedback arouse learners' anxiety and

hinder their FLL progress. Hence, we can say that students' fear of negative evaluation plays a crucial role in their failure in the learning process; since it is a barrier which stops them to achieve their goals. Consequently, when students exaggerate the difficulties they will face under estimate their probability of success especially in the speaking skill. Also in the questionnaire we gave students the chance to suggest other choices and we found these results: 2 (4%) of the students who claimed that their speaking anxiety is referred to shyness, 2 (4%) of them who referred it to the lack of confidence and self-belief (that are incapable). Other sees their fear from their teachers and classmates is the main cause of anxiety whereas, one of the participants stated that the cause his anxiety refers to social problem. So, we deduce from the results that the causes or factors FL speaking anxiety are differ and vary from one learner to another according to his/her belief, confidence and their relationship with their teachers and the language itself .All these results illustrates the effects of anxiety on FLL performance.

Section Three: The impact of foreign language anxiety on oral performance

Options	Participants	%
Hesitation	13	26%
Rapid heartbeat and rapid breathing	20	40%
Sweating	4	8%
All of them	13	26%
Total	**50**	**100**%

Table 08:Participants' symptoms of anxiety during oral presentation
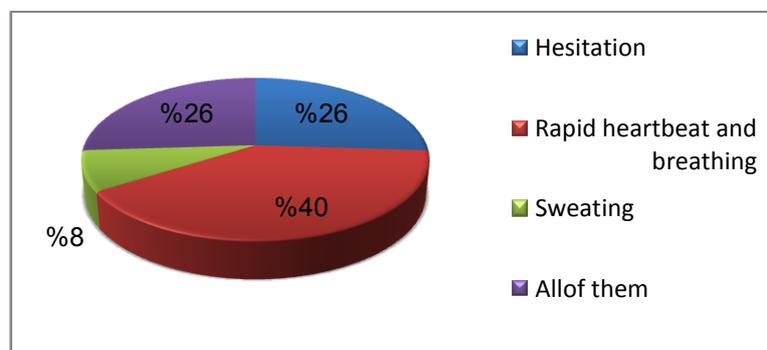
Figure 08: Participants' symptoms of anxiety during oral presentation

The results of this question appear the symptoms of anxiety that may face the learners during their oral presentation. We have found that 13 (26%) of participants are suffering from hesitation during oral presentation while other students20(40 %) are feeling with rapid heartbeat and breathing during their presentation and it is the highest amount, only 4 (8%) of them suffer from sweating, while 13(26%)participants chose all of them .So, the results show that the effects of anxiety is clearly appear on learners during their presentation and their symptoms are vary from one learner to another. A large number of them agree that rapid heartbeat and breathing is the main symptom and this could be experienced in any anxious situation while others face hesitation is the main barrier symptoms during their presentation and this can affect their oral performance. Therefore, from the results we can notice that the high anxious learners can feel with more than one symptoms and this can inhibit their learning as well as their oral proficiency.

Item.09.: In oral classroom discussion , feeling anxious leads you to

Options	Participants	%
Be hesitant in expressing information in TL	20	40%
Less likely volunteer answers	16	32%
Less likely volunteer answers	4	8%
Avoid classroom discussions	10	20%
Total	**50**	**100%**

Table 09: Participants' feature of oral anxiety in oral classroom discussion

74
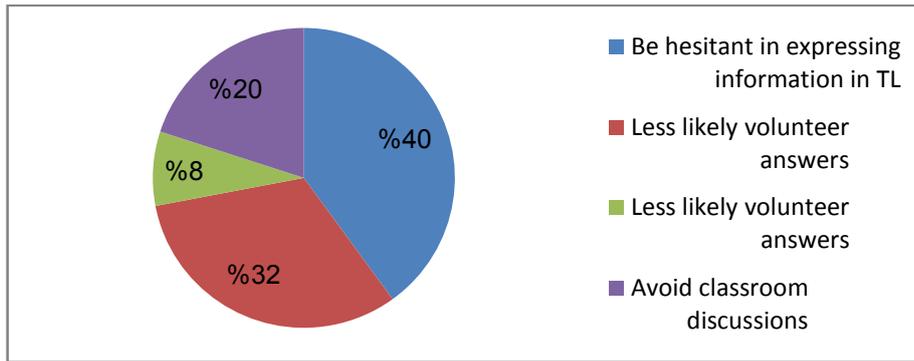
Figure 09: Participants' feature of oral anxiety in oral classroom discussion

The aim of this question is to know the subsequences of feeling anxious in oral discussion. As the results show that 20(40%) participants appear hesitation in expressing information in TL. Also, 16 (32%) of anxious learners prefer less likely volunteer answers. However, only (48%) learners have the tendency to react nervously while 10 (20 %)of them feeling anxious leads them to avoid classroom discussion. These results confirm that anxiety causes many learning difficulties particularly oral hindrances that lead learners to behave negatively in oral classroom and it can lead them to avoid classroom discussion .

Item.10. Do you think that anxiety is the main causes of your under- achievement in oral tests?

Options	**Participants**	%
Yes	17	34 %
Somehow	29	58 %
No	4	8 %
Total	**50**	**100%**

Table 10: Participants' opinion about the anxiety as a cause of under- achievement in oral tests

75
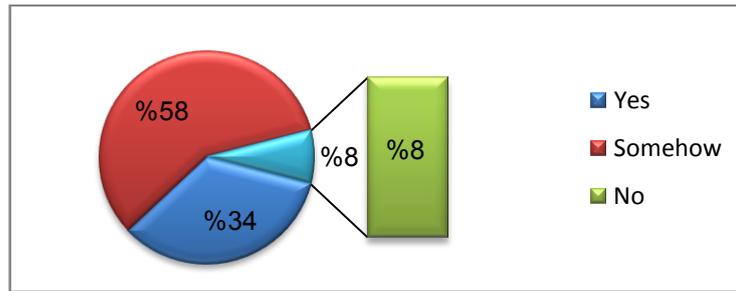
Figure.10 :Participants' opinion about the anxiety as a cause of under- achievement

in oral tests

The results display that 29 (58%) learners think that anxiety, to some degree, is the cause of their under achievement' in oral tests , and 17 (34%) of them think that anxiety is surly the main reason of their underachievement whereas, 4 (8)of them believe that there is no relationship between anxiety and their under- achievement in oral tests. From these answers, we can say that the majority of students' foreign language learning 46(92%) are influenced by anxiety and they agree that anxiety can affect their oral tests achievement, which is one of the main variables that tend to make the process of learning very difficult for the learners especially, in their speaking skill.

Section Four: Reducing Anxiety in Classroom Environment

Item.11. What do you think you can do to reduce your anxiety ?

Options	Participants	%
Use positive self-talk	17	34%
Encourage yourself to take risks	14	28%
Use relaxation techniques	8	16%
Practice and preparation	8	16%
Eliminate fear of making mistakes	3	6%
Total	**50**	**100%**

Table 11: Participants' opinion about the strategies that they use to reduce their
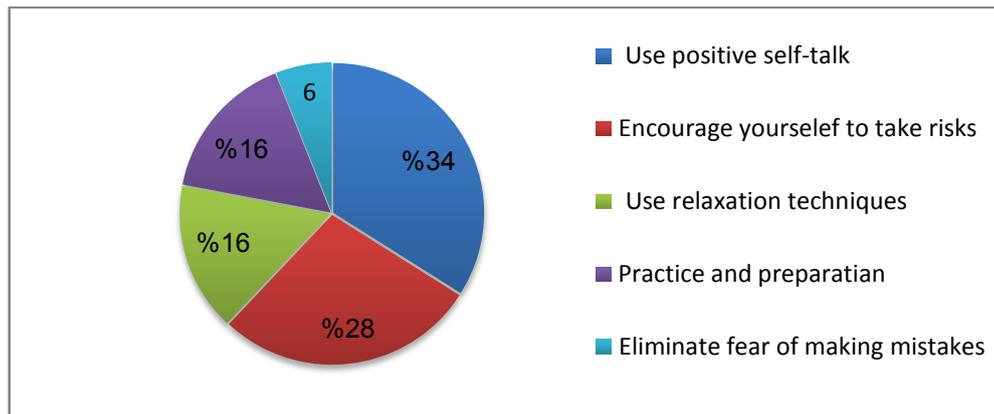
anxiety

Figure 11: Participants' opinion about the strategies that they use to reduce their anxiety

The results display that the number of students who reported that they use positive self-talk as strategy to reduce their anxiety are 17 (34%) and it is the highest percentage, the number of students who encourage their selves to take risks are 14 (28%), while 8(16%) learners prefer the use relaxation techniques to reduce their anxiety, the same number and percentage of learners 8(16%) prefer the use of practice and preparation strategy , and only 3(6%) those who use eliminate fear of making mistakes strategy. We have noticed that the mostly used strategies by the learners are: positive self -talk (34%) and relaxation techniques (28%).Therefore, we conclude that nearly all the learners are anxious speakers; they know the impact of their anxiety in hindering their speaking abilities. So they help themselves by using different ways that they can rely on to minimize their fears, which may help them to feel more comfortable. So, they can control their speaking anxiety.

Item12: What do you want from your teacher to do in order to reduce your anxiety?

Options	Participants	%
Creating relaxed classroom language	9	18%
Help you practice positive self-talk-self -encouragement and boost your self-esteem and self-confidence	17	34%
Provide activities that address varied learning styles and strategies in the classroom	4	8%
Give students permission to use the language with less than perfect performance	9	18%
Use work in small groups or pairs	11	22%
Total	**50**	**100**%

Table 12: Teachers' strategies to reduce their students' anxiety
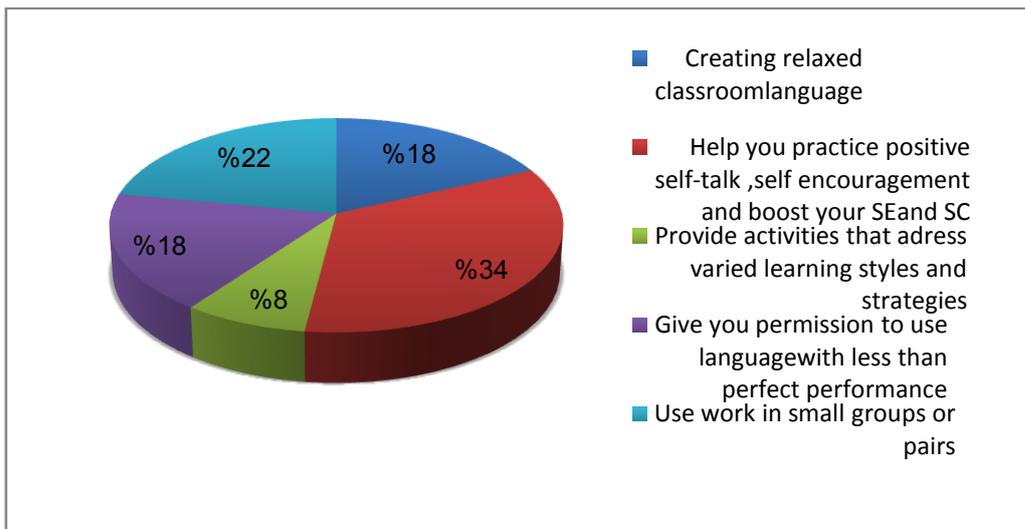
Figure 12:Teachers' strategies to reduce their students' anxiety

The statistics clarify that the number of students who chose creating a relaxed Classroom atmosphere as a strategy to reduce their anxiety is 9 (18%), those who prefer teacher' role to boost their self-talk, self encouragement, self esteem and self confidence are 17(34%), and only 4 (8%) of students who chose teacher' varied activities according to their learning styles and strategies, 9 (18%) of them chose giving permission to use the language with less than perfect performance as strategy to reduce their anxiety , and the number of students who chose using pairs or group work are 11 (22%). We conclude, according to these results, that the most useful strategies for students to minimize their anxiety in the classroom are: teacher' role to boost their self-talk, self encouragement, self esteem and self confidence and the use of pairs and group work, because they gain the highest amounts among the other strategies. Consequently, the results indicate that teachers may play an important role in minimizing their students' anxiety. Also, from the answers we understand that the students indeed need the help of their instructors in order to reduce their speaking anxiety.

Section Five :Anxiety and oral proficiency

Item.13: Do you see that speaking skill is the most difficult one than others skills**?**

Options	Participants	%
Agree	30	60%
Disagree	20	40%
Total	**50**	**100**%

Table 13 Participants ' opinion about the difficulty of speaking skill
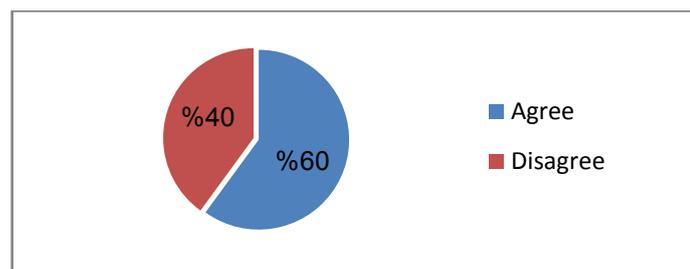
Figure : 13 Participants ' opinion about the difficulty of speaking skill

79

The above statistics show that the number of students who see hat speaking skill is difficult than others skill are 30 (60 %)while20 (40%)of students see that speaking skill does not difficult comparison with other skills. As a result, Participants who agree that speaking skill is the difficult one more than who disagree . Thus, we can say that the difficulty of speaking the foreign language according to the majority of students is related to the existence of anxiety among them, because as shown in the previous question that the anxiety impacts the majority of FL students in their learning. So, when they speak they encounter a kind of mental block which prevents them to speak the English language fluently or in proficient way .

Item.14 : Does anxiety affect your oral proficiency?

Options	Participants	%
Yes	35	70 %
No	15	30 %
Total	**50**	**100**%

Table. 14: Participants' opinions about the effect of anxiety on their oral proficiency
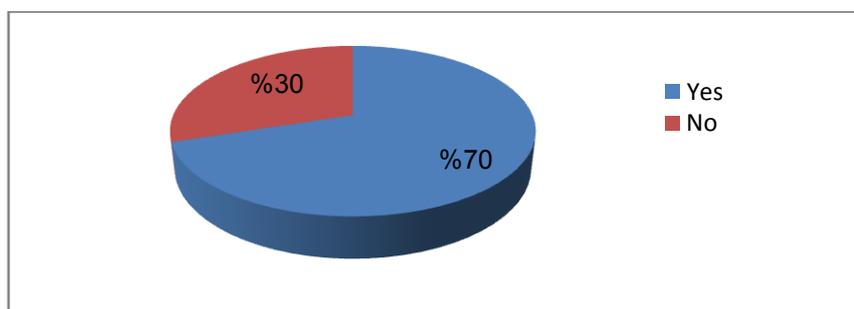
Figure.14: Participants' opinions about the effect of anxiety on their oral proficiency

This question is aimed to clarify the impact of anxiety on learners' oral proficiency. As the results show that the students who claimed that anxiety affects their oral

performance are 35 (70%), and those who stated that anxiety does not affect their oral proficiency are 15 (30%). The number of the learners who report the anxiety does not affect their foreign language learning is lower than those who see it has an effect on their foreign language learning. These results clarify that the number of students who assume that anxiety affects their foreign language learning is more than the number of those who consider anxiety as one of the causes of their foreign language learning difficulties. So, this amount confirms that anxiety has a serious influence on the foreign language learning of the plurality of the participants, and it is the reason of their failure.

Item.15: Does teacher' immediate correction of your oral mistakes hinder your proficiency?

Options	Participants	%
Yes	10	20 %
Somehow	28	56 %
No	12	24%
Total	**50**	**100**%

Table. 15: Participants' opinion about teacher immediate correction
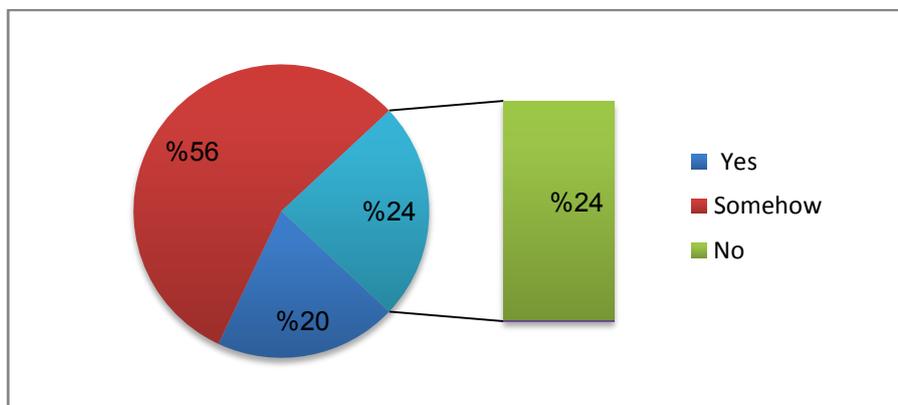
Figure 15. Participants' opinion about teacher immediate correction of their oral

mistakes

The statistics of the above chart illustrate how teacher' immediate feedback can hinder learners' oral proficiency. So, 10 (20%)of the participants answer 'yes' and confirmed that teacher' immediate correction hinder their oral proficiency, others 28 (56) answer 'somehow', in some degree, it can hinder them while 12(24%)stated 'No' that means that teacher' immediate feedback can not hinder their oral proficiency. So, teacher doesn't consider as a cause of difficulty in this case. we conclude that almost of them 38 (76 %) agree that teacher type of feedback can affect their learning progress and hinder their proficiency in oral skill, consequently, teacher should provide the appropriate type of feedback that can push them to do better .

Section Six: Reducing Anxiety and Improving oral proficiency

Item.16. what is the type of the relationship between you and your teacher ?

Options	**Participants**	%
Good	21	42 %
Bad	1	2 %
Neutral	28	56 %
Total	**50**	**100 %**

Table. 16: Participants' opinion about the relationship between them and their teachers
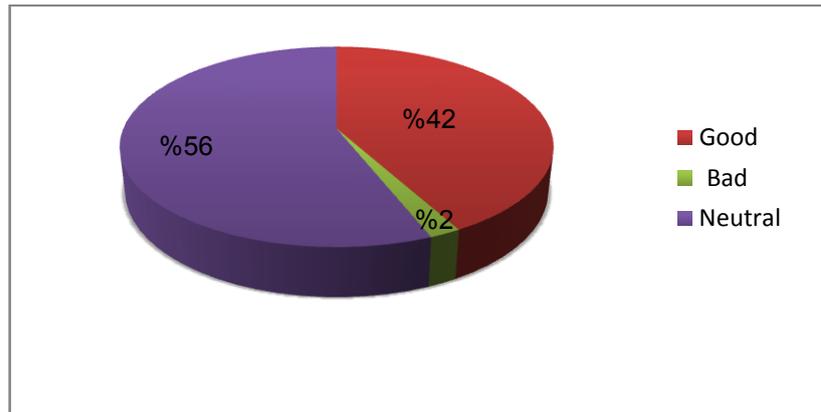
Figure. 16: Participants' opinion about the relationship between them and their teachers

The results above reveal that the participants who have a good relationship with their teachers are 21(42%) and who have a neutral relation are 28(56%) while only one participant 1 (2%)sees his relationship with their teachers is bad. So from the results we found that the majority of learners 49(98%)do not have a bad relation with their teachers and this kind of relation facilitate and help them in their learning progress, also it can help learners to develop their self-confidence, reduce their inhibition and encourage them to talk freely and easily when they engage in conversations which means that they can speak and use the language freely without the control of the teacher. The teacher in a communicative classroom should talk to his learners even outside the classroom and he should not put any obstacles between him and his learners. Moreover, creating a relaxed and friendly classroom atmosphere and establishing a good relationship with their learners is very useful and beneficial for learners achievements .

Item.17. Varied classroom activities provided by teacher are beneficial to minimize your oral anxiety?

Options	Participants	%
Yes	42	84 %
No	8	16 %
Total	**50**	**100**%

Table 17: Participants ' opinion about varied classroom activities in minimizing their oral anxiety
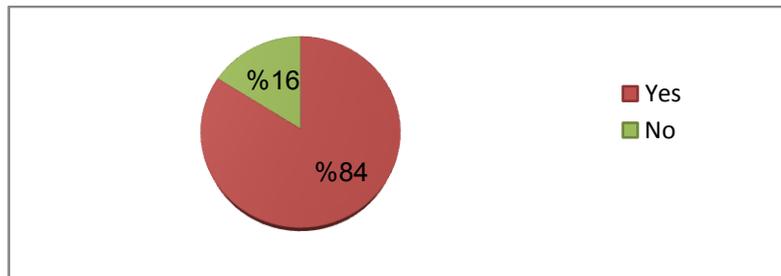
Figure 17: Participants' opinion about varied classroom activities in

minimizing their oral anxiety

This question seeks to show the role of varied classroom activities provided by teacher to reduce learners' oral anxiety, we found that nearly the majority of the participants 42 (84%) agree that they can play a big role to minimize their anxiety while 8(16%) of them said ″ No″ so they does not believe that varied classroom activities can minimize their oral anxiety. Hence, we should shed light on the significant of the kinds of activities provided by teacher to create relaxed and conformable atmosphere, motivate learners to practice and speak, and feed learner' needs and differences.

Item.18. which activity do you think is helpful to improve your oral proficiency

Options	Participants	%
Gaming activity	14	28 %
Role play	8	16 %
Discussion and debate	28	56 %
Total	**50**	**100%**

Table 18 :Participants' opinion about the helpful activity to improve their oral
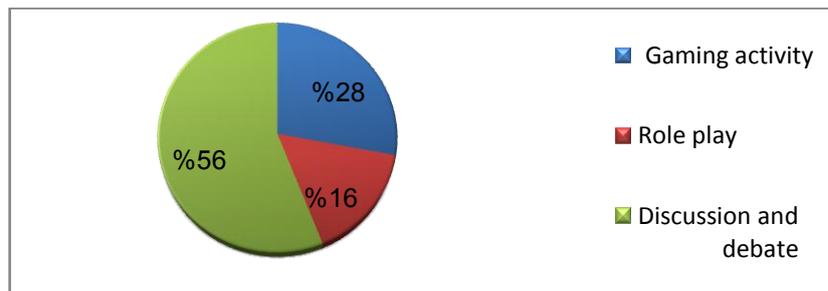
proficiency

Figure 18: Participants' opinion about the helpful activity to improve their oral'

proficiency

It is clear from the results that the number of students who believe that gaming activity is helpful to enhance their oral proficiency are 14 (28%), those who prefer role play activity are 8 (16%), and 28 (56 %) of participants chose free discussion and debate is the helpful activity to improve their oral skill. We notice that the most beneficial activities for students are gaming activity and free discussion activities. So, they feel more comfortable and motivated in presenting these activities. Consequently, teacher should vary and be selective in the choice of activities to be discussed in classroom.

Item.19: What do you prefer to reduce anxiety and enhance your oral proficiency

Opinions	Participants	%
Lower inhibition strategies	4	8%
Teacher encouragement and motivation	31	62%
Varied, authentic and easy activities	11	22%
Teacher' affirmative feedback	4	8%
Total	**50**	**100**%

Table 19 :participants opinion about the favorite strategy to reduce their anxiety and

enhance their oral proficiency
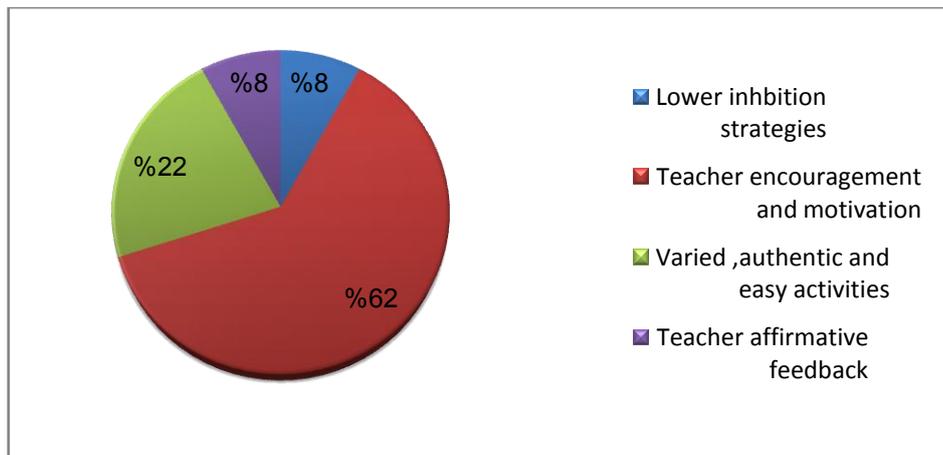
Figure. 19: participants opinion about the favorite strategy to reduce

their anxiety and enhance their oral proficiency

The final question in our questionnaire was about   learners' beneficial strategy to

reduce their anxiety and enhance their oral proficiency, from the results we found that 4

(8%) of participants chose the use of Lower inhibition strategies whereas other participants

31(62%) strongly chose Teacher' encouragement and motivation, varied, authentic and

easy activities has selected by 11 (22%), the rest learners consider teacher' affirmative feedback as the useful strategy to minimize anxiety and improve their oral proficiency. These statistics clarify that all learners seek to overcome and reduce their feeling of anxiety but with different ways and by using personal and teacher strategies. It is clearly that popularity of participants(62%) emphasis on the teacher' role and abilities to reduce their feeling of anxiety and enhance their oral proficiency. Also, learners see ,in other side , that teacher' varied, authentic and easy activities play a big role to avoid this learning hindrance .So, teacher should create a relaxed atmosphere and relationship with learners, motivate and boost their abilities then his activities and tasks should be a selective ,varied, authentic easy, and with appropriate language and level.

3.6. Discussion

The analysis of the students' questionnaire reveals that anxiety has an effect on foreign language learners' oral proficiency. The existence of anxiety in foreign language classrooms can really impede the learners' ability to achieve better results during the learning process. Moreover, it affects many aspects of foreign language learning, but it influences more the speaking skill than the other skills. Consequently, the collected data shows that the majority of students claim that learning English as FL is not difficult but when anxiety exists in their learning process will make it more difficult and it affects their learning in different extent. Also, the analysis provides us with the main FL anxiety causes as: the fear of negative evaluation, the basic symptoms of FL anxiety that they experience mainly rapid heartbeat and rapid breathing as well as the main features as hesitation. Additionally, to minimize FL anxiety there are different strategies obtained by learners as positive self-talk and others used by teachers mainly their motivation. Concerning anxiety and speaking skill the study reveals that the speaking skill is the difficult one than others since it related to the existence of FL anxiety among them and confirmed that it one of the

difficulties that hinder their oral proficiency. Finally, the participants show the importance role of the relationship between teachers and learners, various classroom activities and teacher encouragement and motivation to minimize their anxiety and enhance their oral proficiency.

3.5.**The Analysis of Teachers' Questionnaires**

Section one: Personal Information

Item.1 Teacher' gender

Options	Participants	%
Male	8	80%
Female	2	20%
Total	**10**	**100%**

Table 1. Teachers' gender
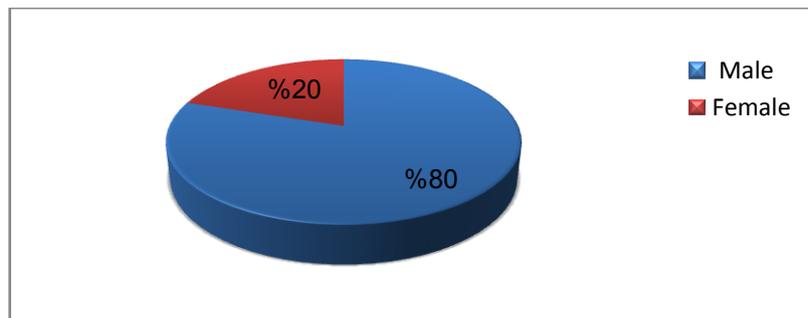
Figure1. Teachers' gender

The results above show that the majority of our participants are males 8 making up (80 %).Whereas; 2 participants making up (20%)are females. So the number of male teachers more than females and this may be referred to the females inability to continue their further studies comparison with males.

Item.2 Teachers' qualification**s**

Options	BA	Master/ magister	Doctorat	**Total**
Participants	0	8	2	**10**
%	0	80 %	20 %	**100**%

Table 2. Teachers' qualifications
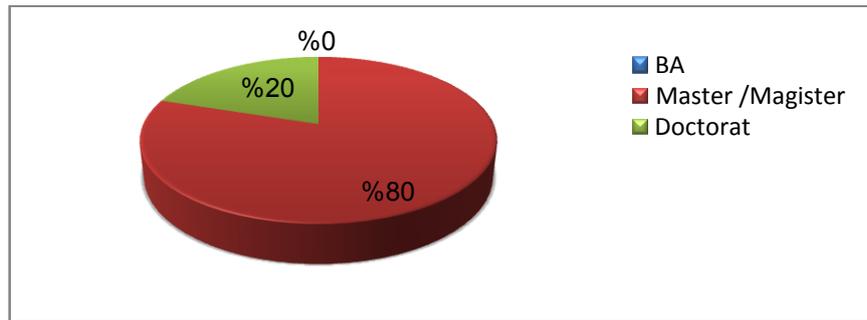
Figure 2: Teachers' qualifications

The results of this question show teachers' qualifications at university. So the majority of them 8(80%) were with Master/ Magistere degree, only 2 (20%) of them has doctorate degree, and there is no teacher with BA (license) degree. So it is remarkable that teachers are highly qualified and experienced teachers, and this can be a beneficial parameter to the learners' learning progress and learners can benefit from their highly education .

Item.3 How long have you been teaching English at university

Options	1-5 years	5-10 years	More than 10years	**Total**
Participants	6	4	0	**10**
%	60**%**	40**%**	0**%**	**100 %**

Table 3: Teachers' experience of teaching English at university
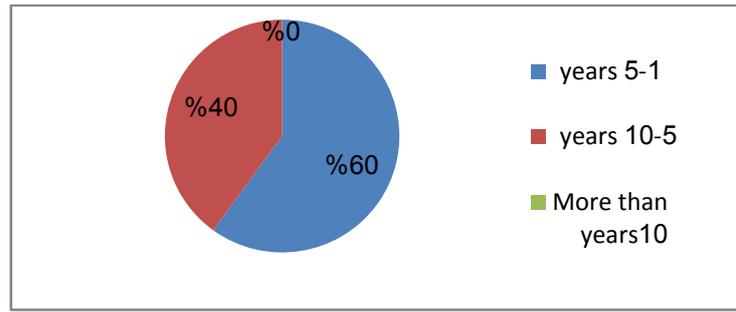
Figure3:Teachers' experience of teaching English at university

The aim of this question is to know the teachers' experience in teaching English at university. 4 participants making up 40% from the total sample declared that they have been teaching English for five to ten years while 6 teachers the equivalent of 60% state that they have been teaching English from 1 to 5 years. And because of the innovate opening of the division of English at university (2010) there were no teachers that teach English language more than 10 years at university. So from the results we found that teachers' experience in teaching at university was between 1to 10 years and their experience can be helpful and beneficial to the learners' progress .

Item.4 Do you like teaching oral Expression ?

Options	Yes	No	**Total**
Participants	7	3	**10**
%	70%	30%	**100%**

Table.4: Teachers' opinions about teaching oral expression
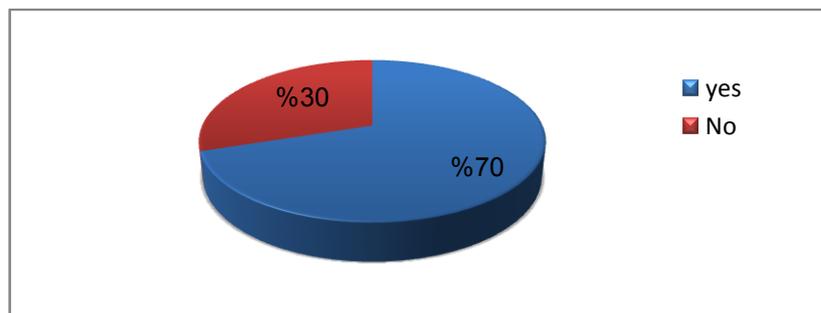
Figure 4: Teachers' opinions about teaching oral expression

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The results clarify that the majority of teachers' answer to the question was "Yes", 7 (70**%**) of them claimed that they like teaching oral expression and they justified their answers as follows: 2 (20**%**) they think that teaching oral expression will help and motivate learners to speak, discuss, share knowledge/thoughts, and express themselves because it is very important nowadays.1 (10**%**) Teacher views that teaching OE gives learners' ability to produce language correctly and appropriately by using various strategies, other participants1 (10**%**) believes that OE will help him to know the real level of the learners. So, he can evaluate their performance easily. Another teacher believes that teaching speaking skill make him able to develop learners' speaking skill and build their personality. While other participants stated that he likes the interaction among their learners and to make them cover a wide range and variety of topics. The last teacher prefers teaching OE according to the nature of the module which is mixed between fun and challenges and he want to help them to improve their speaking skill. while 3(3o %) of them stated that they do not like teaching oral expression and they justified their answers as follows: 1 (10%) teacher stated that it is difficult to handle and evaluate learners' performance, another 1(10%)views that teaching lecturing as 'linguistics', 'study skills' and workshops better than teaching oral expression. While the last participants1 (10**%**) referred it to proper personal reason ,and he claimed that he recently moved to university and he preferred teaching deeper and specialist subjects more than OE .

Section tow : Anxiety in learning process

Item.5. How do you describe your students' level of anxiety in the class

Options	High	Medium	Low	**Total**
participants	3	7	0	**10**
%	30%	70%	0%	**100%**

Table 5 :Teachers' description of their students level of anxiety

91
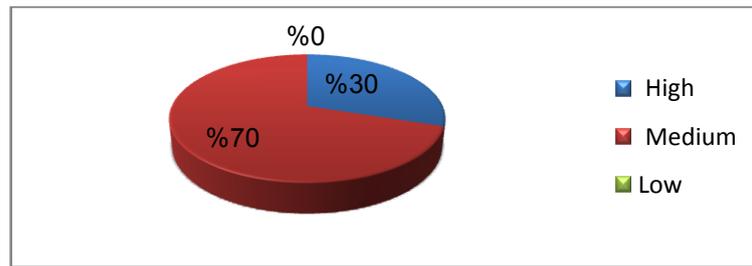
Figure5:Teachers' description of their students level of anxiety

The results show that the majority of the teachers 7 (70%) have reported that the level of their students anxiety is medium, while others 3 out of 10 (30%) who claimed that their students have a high level of anxiety, and none of them think that their students have a low level of anxiety in the class. Therefore, we notice that the majority of teachers have noticed the existence of the anxiety in their classrooms, because none of them have claimed that she/he has low level of students' anxiety. So, when anxiety exists in students' learning, it will make it very difficult for them to be comfortable in the classroom.

Item.6 Do you think that anxiety can affect learners' foreign language learning?

options	yes	No	Total
Participants	10	0	10**%**
%	100	0	100**%**

Table 6: Teachers' opinions about the impact of anxiety on foreign language learning
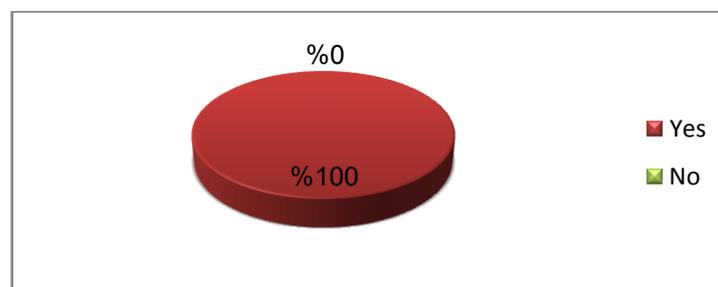
Figure6:Teachers' opinions about the impact of anxiety on foreign language learning

The statistics reveal that all the teachers' 10 (100%) answer to the question is positive "yes". They reported that anxiety affects their students' foreign language learning. These

results prove that the teachers are aware of the negative impact of anxiety on their students' achievement, and it is the most affective factor that influences the foreign language leaning.

Item.7. Do you think that anxiety is one of the main causes of the students under-achievement in oral tests ?

Options	Yes	Somehow	No
Participants	8	2	**0%**
%	80%	20%	**100%**

Table 7: Teachers' opinions about anxiety as a cause of the students under-achievement in oral tests ?
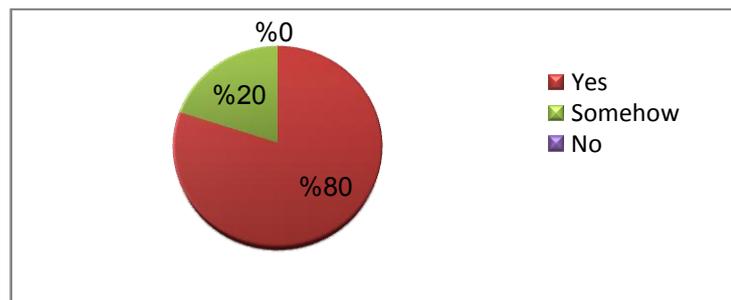
Figure7:Teachers' opinions about anxiety as a cause of the students under-achievement in oral tests ?

The results display that the majority 8 (80%) of teachers think that anxiety, surly , is The main cause of their students' under- achievement in oral tests, and 2 (20%) of them answer 'somehow' think that there is none of them answer No. From these answers, we can say that students' foreign language learning is influenced by anxiety, which is one of the main variables that tend to make the process of learning very difficult for the learners especially, in their speaking skill and their under- achievement in oral tests.

Section three : Anxiety and foreign learners' oral proficiency

Item.8 : What are the challenges you face in teaching the speaking skill?

The Statistics display that the teachers face many challenges in teaching speaking skill are: Five 5 (50 %) teachers reported that students they are always in challenge with students' shyness and fear to express their ideas, Lack of motivation, Lack of self confidence, low self-esteem, lack of knowledge and speaking anxiety which are the major obstacles they face when teaching speaking, and those difficulties make the mission of teaching very difficult. In other hand, 2 (20%) two teachers claimed that crowded classes (30-35) learners and limited time is another hindrance in teaching speaking language perfectly and to provide all numbers of the class the appropriate feedback. Also, 2 (20) other teachers see that the availability of the equipments (lack of language laboratory) hinder them to teach speaking skill proficiently, while One teacher claimed that the students' level, differences and the selection of topics according to their needs in foreign language make teaching speaking skill very difficult and cause problems. According to the statistics teachers consider that the psychological variables and especially anxiety as the principle reason of students' weak performance in the class.

Item.9: Do you agree that in order to learn language students have to speak it?

Options	Strongly agree	Agree	Disagree	**Total**
Participants	7	3	0	**10**
%	70%	30%	0%	**100%**

Table 9: Teachers' opinions about learning speaking skill
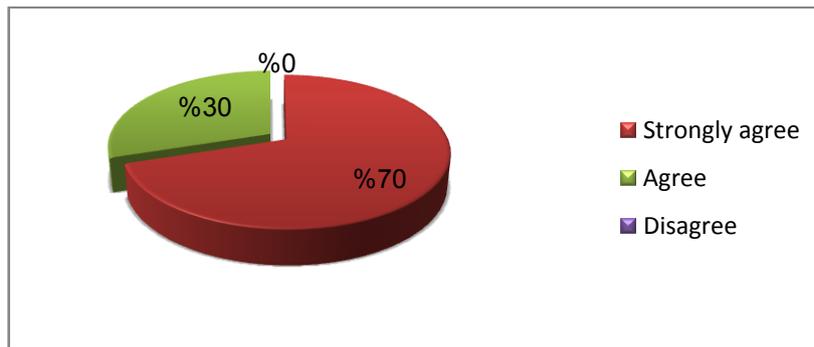
Figure9:Teachers' opinions about learning speaking skill

The statistics above show that 7 teachers making up (70%)are 'strongly agree' with the fact that in order to learn a language students have to speak it while 3 (30%) of participants choice 'agree' while none of them stated disagree. Therefore, the results confirm the importance of speaking language and clarified that inorder to learn language, students' require to speak it and this what is confirmed by the majority of participants(100%) in deferent degrees.

Item. 10: Do you think that anxiety is related to the speaking skill more than the other skills

options	Yes	No	**Total**
Participants	10	0	**10**
%	100 %	0%	**100%**

Table 10: Teachers' opinions about if anxiety related to speaking skill more than the other skills
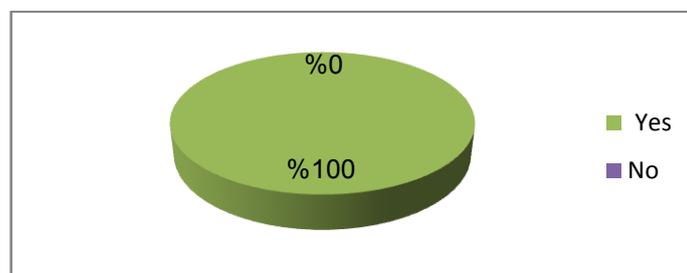
Figure9:Teachers' opinions if anxiety related to speaking skill more than the other skills

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According to the statistics only 1(10%) of the teachers reported that anxiety is related more to the other skills such as reading and listening than to the speaking skill, whereas the majority of teachers' answers to the question are positive "Yes" (90%). They claimed that anxiety is related to the speaking skill more than the other skills for many reasons, they think that anxiety affects negatively the speaking skill more than the others, because speaking skill is face to face communication and it is public display abilities not private so the fear of public communication and speaking in front of their classmates make them less comfortable and arouse anxiety in this skill more than others. Moreover, when the students are asked to speak the foreign language they do not have much time to think. So, the anxiety arouses in such situations, also their fears of making mistakes and students / teachers negative evaluation while speaking raise the amount of anxiety in producing this skill. In addition, students are not used to express themselves orally and their negative attitudes about the difficulty of speaking the target language make them more anxious when they are speaking in front of their classmates and less comfortable which lead to weak performance. We can deduce that anxiety is related to all the skills, but the skill producing more anxiety is speaking, because of many challenging speaking tasks such as: learners' speaking in the front of their classmates, some kinds of speaking activities, their fear of making mistakes which causes the learners' unwillingness to communicate in foreign language class.

Section Four: Causes and symptoms of foreign learners 'oral proficiency

Item.11 Why do your students feel anxious? is this because of ?

Options	Participants	%
CA	2	20%
Lack of motivation	3	30%
Fear of negative evaluation	4	40%
Classroom speaking activities	1	10%
Total	**10**	**100%**

Table 11: Teachers' opinions about students' anxiety causes
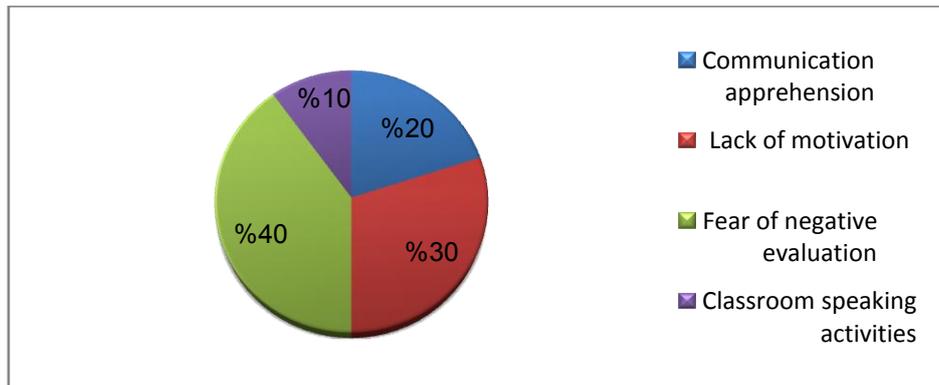
Figure11: Teachers' opinions about students' anxiety causes

According to the statistics the teachers claimed that their students' anxiety comes from their fear of negative evaluation 4 (40%), others participants 3(30%) see that the lack of motivation is another cause, while only 1 (10%) of them have linked it to the classroom speaking activities, and 2(20 %) of them who think that their students' anxiety is related to CA. We notice that the fear of negative evaluation and lack of motivation are the main causes of students' anxiety which play an important role in preventing them from reaching their goals in the classroom. Thus, teachers should be aware about them and they strongly help them to overcome these natural feeling by encouraging and motivating them.

Item.12: In which kind of these speaking activities your learners feel more comfortable ?

Options	Role play	Free discussion and debate	Gaming activity	**Total**
Participants	1	5	4	**10**
%	10**%**	50**%**	40**%**	**100%**

Table 12: Teachers' opinions about the comfortable speaking activities
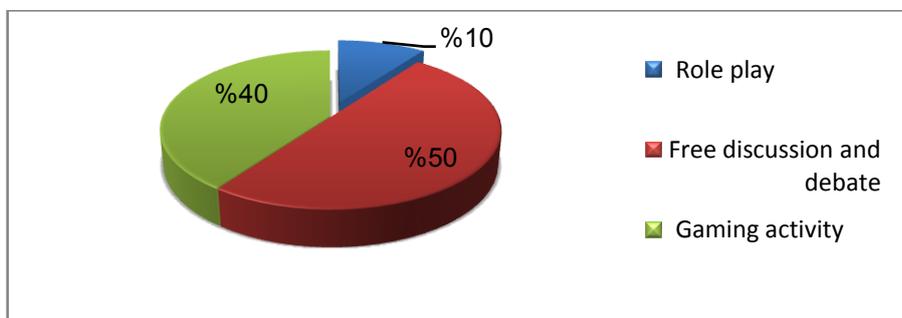
Figure12:Teachers' opinions about the comfortable speaking activities

It is clear from the statistics, according to the teachers' answers that free discussion and debate 5 (50%) is the most preferred activity by the oral expression because it gives the students the opportunity to use the language and express their different points of view, also gaming activity 4 (40%)are the most comfortable speaking activities, whereas the role play activity 1(10%) is the least comfortable speaking activity. So, learners' freedom of choice of topics and enjoyment activities can motivate learners to take part in classroom discussions. Teachers of oral expression should use different activities to motivate their students to use the language and break the routine of the classroom by using gaming activities to let the students speak and learn in an enjoyable way.

Item.13: Do you agree that anxiety symptoms can inhibit foreign learners oral' proficiency?

Options	Strongly agree	Agree	disagree	**Total**
participants	5	4	1	**10**
%	50%	40%	10%	**100%**

Table 13: Teachers' opinions about the impact of anxiety symptoms on learners 'oral proficiency
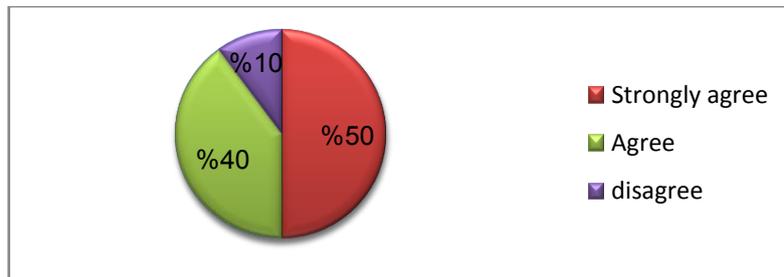
Figure13:Teachers' opinions about the impact of anxiety symptoms on learners' oral proficiency

This question seeks to appear teachers' attitude about the impact of anxiety symptoms on FL oral proficiency, half of participants 5(50%) strongly agree that it has an impact, 4 (40%) teachers also show their agreement about this question while only 1 (10%) teachers sees that there is no relation between anxiety symptoms and oral proficiency. So, almost of teachers 9 (90%) agree in certain degree that anxiety symptoms of the learners can inhibit their proficiency and cause difficulties in their oral presentation.

Section Five: Reducing learners' oral anxiety and improving their oral proficiency

Item.14. How do you see your relation with your learners ?

Options	Good	Bad	Neutral	**Total**
Participants	10	0	0	**10**
%	100%	0%	0%	**100%**

Table 14: Teachers' opinions about their relation with learners

99
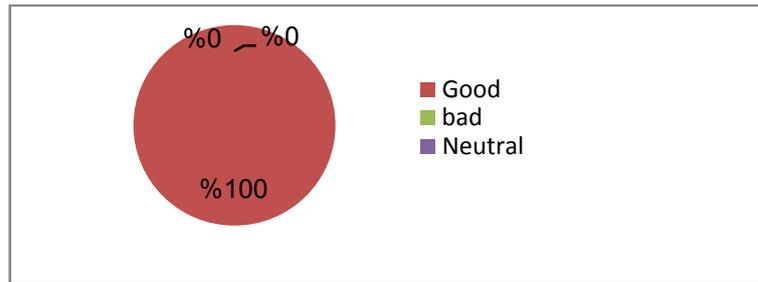
Figure14:Teachers' opinions about their relation with learners

The results above show that all the teachers 10(100%) see the relation between them and their learners are good and no one of them said neutral or bad and these results clarify the importance of the relation between them that can influence negatively or positively on learners learning progress.

Item.15. How often do you talk with your learners' about their learning problems ?

Options	Always	Sometimes	Rarely	Never	**Total**
Participants	2	8	0	0	**10**
%	20%	80%	0%	0%	**100%**

Table. 15: Teachers ' talkative time about learners' learning problems
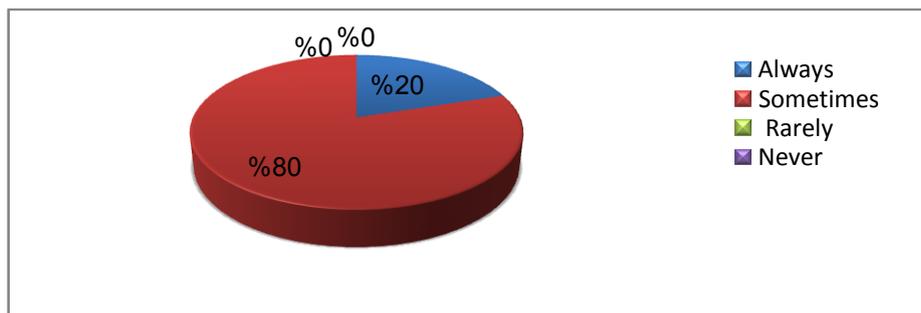
Figure15:Teachers' talkative time about learners' learning problems

The results show that the majority of teachers 8 (80%) stated that they sometimes give their students the opportunity to talk about their learning problems, While 20% of the teachers claimed that they are always talking to their students about their issues, but none of them answered with rarely or never. From these answers, we can conclude that teachers

are aware of the importance of specifying the time to talking with students about their needs. So, giving students an opportunity to explain their learning problems is what teachers should do.

Item.16. How often do you motivate your learners to speak ?

Options	Al ways	Sometimes	Rarely	Never	**Total**
Participants	7	3	0	0	**10**
%	**70%**	**30%**	**0%**	**0%**	**100%**

Table 16: Teacher' time of motivating his learner' to speak
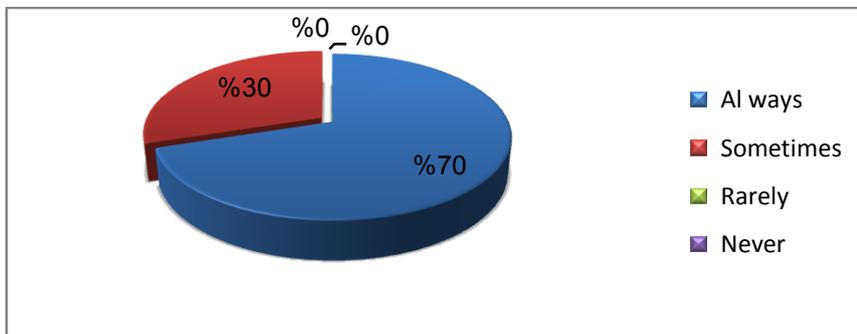
Figure 16:Teacher' time of motivating his learner' to speak

The majority of teachers 7(70%) claimed that that they always motivate their students to speak in the class, while only 3(30%) of them who answered with "sometimes". The second part of the question is how do you motivate your learners to speak and they answered as follows: they claimed that they encourage their learners to speak by not criticizing them when they make mistakes, because mistakes are part of the learning process, also by choosing enjoyable speaking activities to make them more comfortable when they are expressing their ideas. In addition, encouraging students to speak about their learning problems and try to find solutions for them, also variety speaking activities, giving them free topics to talk about, and using the authentic materials which help them to overcome their speaking anxiety. Therefore, teachers should always look for the

appropriate strategies to enhance their students' motivation in the class, which increase their desire to learn and to be a part of the classrooms by developing their performance in the foreign language. Indeed, they will achieve better outcomes.

Item.17. Do you think that varying speaking activities would help your students feel more comfortable?

Options	Yes	No	Total
participants	10	0	10
%	100**%**	0**%**	100**%**

Table. 17: Teachers' opinions about students varied speaking activities that help them feeling comfortable
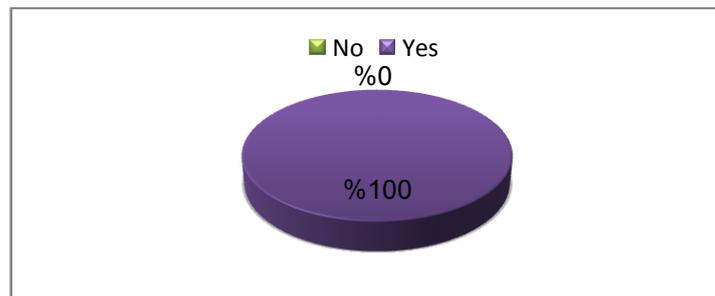
Figure.17:Teachers' opinions about students varied speaking activities that help them feeling comfortable

All the teachers (100%) agreed that varying speaking activities in the classroom will help learners to feel more comfortable in their learning. From this result, we conclude that those teachers are aware of their important role in minimizing their students' foreign language anxiety. So, when they chose the appropriate way they will be capable to decrease the level of anxiety in their classes.

Item.18 Do you think that group work can help your students overcome their anxiety?

Options	Yes	Somewhat	No	**Total**
participants	7	3	0	**10**
%	70%	30%	0%	**100%**

Table18 : Teachers' opinions about the use of group work to help learners overcome
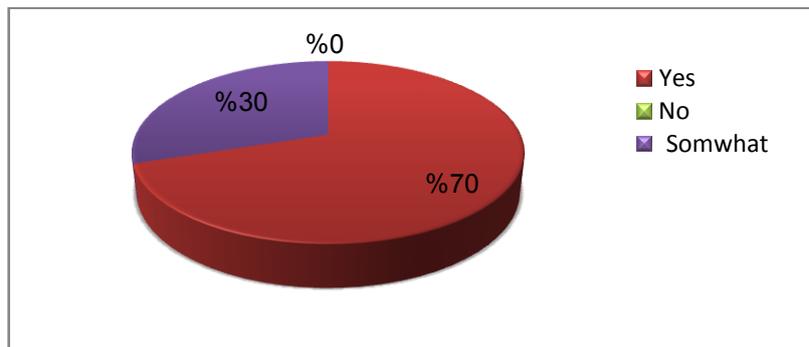
their anxiety

Figure18:Teachers ' opinions about the use of group work to help learners overcome

their anxiety

According to the results, the majority of teachers 7 (70%) believed that "yes" making group works in the class can help learners to decrease their anxiety, 3(30%) of them declared that "somewhat" group work is beneficial for their learners, and none of the participants who answered by "No", The majority of teachers justified their answer as follows: the first teacher stated that group work help learners to share ideas and knowledge freely, the second teacher argued that it pushes the introvert students to share/ exchange knowledge with each others, 3 (30%) teachers confirmed that varying group work decreases learners' level of anxiety, fear, shyness and other speaking problems and motivate them to speak, others 2(20 %) teachers answered that collaborative learning very beneficial in teaching foreign language strategy because it motivates and urges all the participants to take part in discussion and creates a competitiveness atmosphere among them. However 3 (30%) teachers answered somewhat and justify their answered by : one

teacher claimed that even within smaller groups some students feel anxious and are unwilling to take part in the debate we need to increase their self-esteem and self-confidence. The second participant justified that students are not used to share their knowledge and some students are likely to dominate. The last teacher answered that group work can help students when they have the same level, but it can lead to more stress and anxiety if some colleagues do better or have high level than other so, they feel discomfortable.

Therefore, we can say that group work is another strategy for reducing students' speaking anxiety, and teachers should allow their students to work together to achieve better achievements in their performance and their learning process.

Item. 19.: Could you suggest other strategies that can reduce learners' oral anxiety and enhance their oral proficiency?

Some teachers gave additional suggestions to reduce learners ' oral anxiety and enhance their oral proficiency :

- ✓ Relaxed classroom atmosphere
- ✓ Good teacher- students relationship
- ✓ Acting, reading aloud and listening and singing
- ✓ Role plays, use workshops and projects
- ✓ Use technology as: films, extracts
- ✓ Encourage them to take risks and minimize their fear of making mistakes
- ✓ Provide the appropriate and constructive feedback

3.7.Discussion

The analysis of teachers questionnaire confirms that anxiety affects the majority of foreign language learning but with varied levels between high and medium and it is the main causes of the students under- achievement in oral tests then it leads to other learning

difficulties. Also, concerning anxiety and oral proficiency many teachers face different challenges in teaching speaking skill such as: learners differences, time, number and others and the majority of them confirmed that the psychological variables and especially anxiety is the principal reason of students' week performance in the class. Besides on that, they agree that anxiety is related to speaking skill than the others, however, the majority of them agree that inorder to learn language students have to speak it. Moreover, the majority of them see that feeling anxious related to many causes mainly the fear of negative evaluation and leads to different symptoms that inhibit their proficiency and cause difficulties in oral presentation. that is why teachers support that free discussion and gaming activities are the most comfortable speaking activities that encourage them to speak freely. Furthermore, according to the strategies that used to reduce learners' oral proficiency and improve their speaking skill, all of them agree that they give students' time to talk about their learning problems and specify a time to motivate them to speak directly and indirectly. Finally, teachers agree that varied speaking activities group work and other strategies are beneficial for learners to minimize their anxiety and improve their oral proficiency.

Conclusion

From the analysis of the teachers' questionnaire, we came to different conclusion. The existence of anxiety in foreign language classrooms can really impede the learners' ability to achieve better results during the learning process. It affects many aspects of foreign language learning, but it influences more the speaking skill than the other skills (writing, reading, and listening). The causes of students' speaking anxiety is generally correlated with communication apprehension, lack of self-esteem, fear of negative evaluation, kinds of speaking activities, shyness, lack of self-confidence lack of knowledge ,and fear of making mistakes. Therefore, anxiety has a great impact on

students' speaking proficiency as well as their accomplishments in their foreign language learning. The teachers can participate in reducing their students' language anxiety by using various strategies as: encouraging them to speak, let them understand that making mistakes is part in the learning process, using variety and enjoyable speaking activities and feed their needs, giving them opportunity to speak language with less than perfect performance, providing them with the appropriate authentic materials, joining them in group or pairs works to exchange their ideas, giving them the opportunity to participate by eliminating their fears of making mistakes, establishing a good relationship with them to raise their self-confidence. Thus, if teachers use these strategies in their classrooms, they will be able to decrease the level of anxiety, and to enhance students' abilities in oral performance.

General conclusion

The study discovered that there is an important relationship between anxiety and oral performance. They asserted that speaking the foreign language is the most aspect influenced by anxiety, and students feel more anxious when they are required to speak. Therefore, anxiety tends to be more correlated to the speaking skill than the other skills. Learners' language anxiety is generated due to many factors such as: communication apprehension, test anxiety, fear of negative evaluation, low self esteem, negative self perceptions, speaking activities, competitiveness, lack of self-confidence, and fear of making mistakes as well as students and teachers criticism .

Foreign language anxiety is a big barrier that may inhibit learning progress, impede students to develop their English language and lead to a weak oral performance. The current research presents various results about the relationship between anxiety and the speaking skill. It is proved that foreign language anxiety faces the majority of the learners. Both teachers and learners have knowledge about its negative effect on learning the foreign language. Anxiety is considered by them as the major affective variable hindering students' achievement. Teachers and learners can reduce speaking anxiety, because both of them may contribute in its existence. Learners can participate in reducing their foreign language anxiety by using a positive self-talk, encouraging themselves to take risks, use relaxation techniques, practicing and preparing themselves well inside and outside the class, eliminating fear of making mistakes. Teachers also can follow some procedures that may help in diminishing students' language anxiety in their classrooms by encouraging and motivate them to speak, boost their self -confidence and self- esteem, let them understand that making mistakes is part of the learning process, using variety of speaking activities, using selective ,authentic ,interested and appropriate topics, giving them the opportunity to speak about their problems, providing them with the appropriate visual aids, splitting in

group works or pairs to share their ideas, giving them the opportunity to participate by eliminating their fears of making mistakes, establishing a good relationship with them to raise their self-confidence and providing affirmative feedback. Minimizing the causes of students' foreign language speaking anxiety can help them develop and promote their oral proficiency.

Therefore, according to these results, we conclude that our study answers our dissertation research questions. The findings of this study display that anxiety has great impact on students' oral proficiency which is highly related to the speaking skill and strongly affected it . They also demonstrate various strategies that teachers and learners can follow to lower anxiety and help in ameliorating foreign language learning and oral performance.

Pedagogical recommendations

The basic aim of this study for students and teachers is to investigate the effects of anxiety on foreign language learners' oral proficiency. Also, it seeks to   help learners know the causes and factors that prevent them from speaking the English language in proficient way. Therefore, we propose the following suggestions in order to help both teachers and students to reduce foreign language anxiety and achieve better learning and speaking performance:

- ✓ Students need to know that anxiety is a natural human feeling, everyone can experience it particularly in speaking, and it can be diminished.

- ✓ Students need to know also that mistakes are part of the learning process, so they should minimize their fear of making mistakes and should   not be anxious about them.

- ✓ Good teachers -students relationship can create friendly classroom atmosphere and minimize learners FL anxiety.

- ✓ A teacher should never stop encouraging and motivating students to speak the target language and he should boost their self- esteem and confidence.

- ✓ Teachers need to motivate students to work in groups or pairs to develop their speaking skill through using the foreign language between them.

- ✓ Varying speaking activities would help students to show their strengths and to be more comfortable in the class.

- ✓ Classroom activities need to be selective, varied, interested and with easy language and clear purpose.

- ✓ Students have to prepare and practice the language in advance in order to minimize their speaking anxiety and to develop their language abilities.

✓ Teachers need to use authentic materials in classroom which help learners to ameliorate their fluency in the target language.

✓ Teachers need to give opportunity to speak the language to all students in the class.

✓ The use of technology in teaching Fl is beneficial to improve learners' self- esteem and encourage them to speak with lower anxiety.

✓ Teachers' and learners' knowing about of the strategies of controlling foreign language speaking anxiety without following them cannot help in devolving students oral proficiency.

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Appendix I

University of Biskra

Division of English

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the effects of anxiety on foreign language learners' oral proficiency in learning process. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you in advance for your time and your collaboration.

Section One: Background information

Q1: Gender

    a. Male

    b. Female

Q2: Your choice to study English at university was:

    a. Voluntary

    b. Obliged

Q3: How do you evaluate your level in English?

    a. Very good

    b. Good

    c. Average

d. Poor ☐

Section Two: Anxiety in Learning Process

Q4: Do you think that learning English as a foreign language is difficult?

Yes ☐   No ☐

Q5: Does anxiety affect your foreign language learning?

Yes ☐   No ☐

Q6 : If yes, to what extent does anxiety affect your English foreign language
learning?

a. High extent ☐
b. Intermediate extent ☐
c. Low extent ☐

Q7: Why do you feel anxious? Is this due to:

a. Low self-esteem ☐
b. Communication apprehension ☐
c. Fear of negative evaluation ☐

Other suggestions:

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Section Three: **The Impact of Foreign Language Anxiety on Oral Performance**

Q8: During oral expression presentation, which symptoms you may face :

a. Hesitation ☐

b. Rapid heartbeat and rapid breathing ☐

c. Sweating ☐

d. All of them ☐

Q9: In oral classroom discussions, feeling anxious leads you to :

    a. Be hesitant in expressing information in the target language ☐

    b. Less likely volunteer answers ☐

    c. Tendency to react nervously ☐

    d. Avoid oral classroom discussions ☐

You can tick more than one suggestion.

Q10: Do you think that anxiety is the main causes of your under-achievement in oral tests?

Yes ☐   Somehow ☐   No ☐

Section Four: **Reducing Anxiety in Classroom Environment**

Q11: What do you think you can do to reduce your anxiety?

    a. Use positive self-talk ☐

    b. Encourage yourself to take risks ☐

    c. Use relaxation techniques ☐

    d. practice and preparation ☐

    e. Eliminate fear of making mistakes ☐

Q12: what do you want from your teacher to do in order to reduce your anxiety?

    a. Creating a relaxed classroom Language ☐

    b. Help you practice positive self-talk, self encouragement and boost your self-esteem and self-confidence ☐

    c. Provide activities that address varied learning styles and strategies in the classroom

    d. Give students permission to use the language with l☐ perfect performance

    e. Use work in small groups or pairs ☐

Section Five : **Anxiety and Oral Proficiency**

Q13: Do you see that speaking skill is the most difficult one than others skills?

    Agree ☐   Disagree ☐

Q14: Does anxiety affect your oral proficiency ?

Yes [ ]   No [ ]

Q15: Does teacher's immediate correction of your oral mistakes hinder your proficiency ?

Yes [ ]   Somehow [ ]   No [ ]

Section six: Reducing Anxiety and Improving Oral proficiency

Q16: What is the type of the relationship between you and your teacher?

Good [ ]   Bad [ ]   Neutral [ ]

Q17 : Varied classroom activities provided by teacher are beneficial to minimize your oral anxiety?

Yes [ ]   No [ ]

Q18: Which activity do you think is helpful to improve your oral proficiency ?

   a. Gaming activity   [ ]
   b. Roe play   [ ]
   c. Discussion and debate   [ ]

Q19: What do you prefer to reduce anxiety and enhance your oral proficiency ?

   a. Lower inhibition strategies   [ ]
   b. Teacher encouragement and motivation [ ]
   c. Varied, authentic and easy activities [ ]
   d. Teacher' affirmative feedback   [ ]

Thank you

Appendix Ⅱ

University of Biskra

Division of English

Teachers' Questionnaire

Dear, teachers

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a Master dissertation. We direct this questionnaire to investigate the effects of anxiety on foreign language learners' oral proficiency in their learning process. Whatever your qualifications and experiences in the field, we would be very grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√)your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you in advance for your time and your collaboration.

Section One: Personal Information

Q1: Gender
    a. Male
    b. Female

Q2: Teachers' qualification

    a. BA
    b. Master / Magistere
    c. Doctorate

Q3: How long have you been teaching English at university?
    a. One to five years
    b. Five to ten years
    c. More than ten years

Q4: Do you like teaching Oral Expression?

Yes ☐ No ☐

Why? Briefly…………………………...

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Section Tow: Anxiety in Learning Process

Q5: How do you describe your students' level of anxiety in the class?

High ☐ Medium ☐ Low ☐

Q6: Do you think that anxiety can affect learners' foreign language learning?

Yes ☐ No ☐

Q7: Do you think that anxiety is one of the main causes of the students

under-achievement in oral tests?

Yes ☐ Somehow ☐ No ☐

Section Three: Anxiety and Foreign Learners' oral proficiency

Q8: What are the challenges you face in teaching the speaking skill?

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Q9:Do you agree that in order to learn the language, students have to speak it?

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

Q10: Do you think that anxiety is related to the speaking skill more than the other skills?

Yes ☐ No ☐

Please justify.…………………………………………………………………………………..

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Section Four: Causes and symptoms of foreign learners' oral anxiety

Q11: Why do your students feel anxious? Is this because of ?

a. Communication apprehension ☐

b. Lack of motivation ☐

c. Fear of negative evaluation ☐

d. Classroom speaking activities ☐

If others, give examples please

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Q12: In which kind of these speaking activities your learners feel more comfortable?

a. Role play ☐

b. Free discussion and debate ☐

c. Gaming activity ☐

Q13: Do you agree that anxiety symptoms can inhibit foreign learners' oral proficiency?

a. Strongly agree ☐

b. Agree ☐

c. disagree ☐

Section Five: Reducing learners' oral anxiety and improving their oral' proficiency

Q14: How do you see your relation with your learners ?

Good ☐   Bad ☐   Neutral ☐

Q15: How often do you talk with your learners' about their learning problems?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

Q16: How often do you motivate your learners to speak?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

How? Briefly …………………………………………………………………………………

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Q17: Do you think that varying speaking activities would help your students feel more comfortable?

Yes ☐   No ☐

Q18: Do you think that 'group work' can help your students to overcome their anxiety?

Yes ☐   Somewhat ☐   No ☐

Please justify

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Q19 : Could you suggest others strategies that can reduce learner's oral anxiety and enhance their oral proficiency ?

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Thank you

ملخص

تهدف هده الدراسة بصفة خاصة للتعرف على أحد العوائق التربوية والنفسية التي تأثر على طلبة اللغات الأجنبية في مسارهم الدراسي وهو مشكل القلق النفسي ومدى تأثيره على مهارة الإلقاء لدى طلبة اللغات الأجنبية . تهدف أولا للتعرف على مدى تأثير الضغط النفسي تعليم اللغة الأجنبية . ثانيا للتعرف على أهم أسبابه ودوافعه وتأثيره على مهارة الإلقاء. ثالثا تهدف أيضا لإيجاد الحلول والأساليب التي تقلل من هذا المشكل وتحده وكذا تساهم في تطوير المهارة اللغوية لدى طلبة اللغات الأجنبية . بغية الإجابة على أسئلة البحث استعملنا الطريقة الوصفية حيث قمنا باستخدام وسيلة بحث واحدة وهي الاستبيان الذي خصص لكل من أساتذة و طلبة اللغة الانجليزية سنة أولى ليسانس بجامعة الشهيد حمة لخضر بالوادي. كما يهدف لتأكيد صحة فرضية البحث المطروحة وهي : لو بإمكان طلبة اللغات الأجنبية تجنب القلق النفسي في مسارهم الدراسي مهارتهم اللغوية ستتطور . نتائج الدراسة توصلت إلى أن مشكل القلق النفسي يعاني منه الكثير من الطلبة ويؤثر بصفة خاصة على مهارتهم اللغوية وتتعدد أسبابه ودوافعه منها الوجس من التواصل ، الخوف من الامتحانات ، الخوف من النقد ، قلة الحافز وسوء الاعتقاد الذاتي للطالب . كما وضحت الدراسة عدة استراتيجيات وتوصيات لكل من الأستاذ والطالب للتقليل من مشكل القلق النفسي وصقل مهارتهم اللغوية مثل : التحفيز النفسي والأستاذ، التقليل من وجس ارتكاب الأخطاء ، تنويع النشاطات داخل القسم، تشجيع العمل الجماعي وغيرها من الحلول الأخرى .