

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH



MASTER DISSERTATION

**Investigating the Effects of Anxiety on EFL Learners' Oral
Performance**

**The Case of First Year Students of English at the University of Mohammed
Khider, Biskra**

**A Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the
Language**

Candidate:

Hadil kouadria

Supervisor:

Dr. SEGUENI Lamri

BOARD OF EXAMINERS

Dr. Laala Youcef University of Biskra

Dr. Segueni Lamri (Supervisor) University of Biskra

Dr. Nasri Chahira University of Biskra

Academic Year: 2023-2024

Declaration

I Hadil Kouadria, certify that this study is a presentation of original work,
And was fully authored in my own words. This work has never been published before,
at any university or institution. All sources are acknowledged as References.

This study took place at Mohamed khider University of Biskra, Algeria, during the
Academic year 2023-2024.

Author's name: Hadil Kouadria

Date: 04/06/2024

Signature:



**Second year Master student, English Language Department, Science of the
Language**

Dedication

I dedicate this modest piece of work to the precious persons to my heart. My beloved father “Omar” and my lovely mother “Zohra” .for their support and encouragements.

My lovely sisters”Amani”and”Rayane”

My dear brothers “Saif” and “Youcef”

All my cousins specially my gorgeous ”Nadjat”and “Hanoune”

All my friends speciallymydearest “Djomana”

To my grandparents

To all my aunts and uncles

To all my friends with whom I shared the university life with its lights and shadows

“Sara, Bicha,Houda,Ikhlaz,Abir, Asma”

To all my teachers especially my supervisor Dr. SEGUENI Lamri

To all those who love me

Thank you for being such helpful, supportive and beloved people; and
for the unconditional love, encouragement and support that you provide.

Acknowledgments

First and foremost, my most gratitude to Allah for giving me the will, strength and health to complete this work.

I would like to express my most sincere gratitude to my supervisor Dr. SEGUENI Lamri for his invaluable advice, guidance, support and help throughout developing this research.

Genuine and sincere gratitude goes for the respectable members of the jury Dr. NasriChahira and Dr. LaalaYoucef , who have accepted to give time to read and evaluate this humble work.

I would like to express my warm thanks to my friend “Amina” for her help, support, and being always by my side.

I would like also to extend my deep appreciation and love to my parents for their support.

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

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

Abstract

This study shed the light on the problem of anxiety related to learning a foreign language and how it affects students' oral performance. Its aims to show how anxiety affects EFL students on their oral performance. To be more precise, the study aims to show how language learners experience anxiety during the language learning process, to clarify the impact of learners' anxiety, to explain what factors are likely to cause language anxiety in the classroom, and to identify strategies that teachers and students can use to reduce anxiety during oral performance. Throughout our study, we hypothesize that if foreign anxiety is reduced their speaking performance will improve. The research adopts a qualitative method and relies on one type of data gathering tool which is a questionnaire. To collect data one questionnaire was administered to eight (N 08) teachers from the department of English, and another one to thirty (N 30) learners of first year LMD of English at the same department. In order to conduct our research, we divided our work into three chapters, two theoretical chapters and a chapter for the field work. The first chapter offers a discussion of anxiety. The second chapter covers an overview of speaking skills. The third chapter explores this problem by first interpreting and then analyzing the information we gathered from the responses and viewpoints of teachers and students regarding the two aspects of speaking and anxiousness. The results demonstrate that students experience anxiety when speaking the target language in front of others. Also provide various strategies that teachers and students can use to reduce or eliminate anxiety related to speaking a foreign language and support the improvement of oral performance.

List of Abbreviations and Acronyms

CACommunication Apprehension

EFLEnglish Foreign Language

ESLEnglish second language

FLAForeign Language Anxiety

FLCAForeign Language Classroom Anxiety

FLCASForeign Language Classroom Anxiety Scale

FNEFear of Negative Evaluation

LA Language Anxiety

TATest Anxiety

List of Tables

Table 1: students gender	41
Table 2: Students Self Evaluation.....	42
Table 3: Participants’ choice to study English.....	43
Table 4: English language problems	45
Table 5: Participants’ perception of whether they feel anxious when speaking English	46
Table 6: Participants’ perception of whether anxiety affects their speaking	47
Table 7: Students’ Feeling toward Speaking English in the class	48
Table 8: Students’ Problems	49
Table 9: Participants’ perception of whether anxiety caused by linguistic problems...50	
Table 10: causes of linguistic problems.....	51
Table 11: anxiety affects the capacity to speak fluently	52
Table 12: Participants’ perception of whether anxiety and speaking performance are related.....	53
Table 13: How does comfort impact speaking.....	54
Table 14: Exploring the impact of anxiety on oral performance frequency	55
Table 15: Participants’ perception of whether anxiety effects vocabulary choices55	
Table 16: Participants’ opinion about the effect of anxiety on speaking performance	56
Table 17: Participants’ perception about the speaking activities in which they feel more anxious.....	58
Table 18: Students strategies for Enhancing Speaking Skills.....	59
Table 19: Students strategies to reduce anxiety	60

Table 20: Teachers gender	62
Table 21: Teachers' years of experience in teaching oral expression.....	63
Table 22: Teachers' opinion about teaching Oral Expression	63
Table 23: Teachers' opinion about their student's level	64
Table 24: Teachers challenges in teaching speaking skills.....	65
Table 25: Identifying common issues in teaching speaking skills.....	66
Table 26: Teachers' observation about the effect of anxiety on their learners' foreign language learning	67
Table 27: student's level of anxiety	68
Table 28: Causes of learners anxiety	69
Table 29: Aspects that anxiety affect speaking performance	70
Table 30: Teachers strategies to overcome anxiety in oral classes.....	71

List of figures

Figure 1: Students gender	42
Figure 2: Students Self Evaluation	43
Figure 3: Participants' choice to study English	44
Figure 4: English language problems	45
Figure 5: Participants' perception of whether they feel anxious when speaking English	46
Figure 6: Participants' perception of whether anxiety affects their speaking.....	47
Figure 7: Students' Feeling toward Speaking English in the class.....	48
Figure 8: Students' Problems.....	49
Figure 9: Participants' perception of whether anxiety caused by linguistic problems	50
Figure 10: Causes of linguistic problems	51
Figure 11: anxiety affects the capacity to speak fluently.....	52
Figure 12: Participants' perception of whether anxiety and speaking performance are related.....	53
Figure 13: How does comfort impact speaking	54
Figure 14: Exploring the impact of anxiety on oral performance frequency.....	55
Figure 15: Participants' perception of whether anxiety effects vocabulary choices ..	56
Figure 16: Participants' opinion about the effect of anxiety on speaking performace	57
Figure 17: Participants' perception about the speaking activities in which they feel more anxious.....	58
Figure 18: Students strategies for enhancing Speaking Skills	59

Figure 19: Students’ strategies to reduce anxiety	60
Figure 20: Teachers’ gender	62
Figure 21: Teachers’ years of experience in teaching oral expression	63
Figure 22: Teachers’ opinion about teaching Oral Expression.....	64
Figure 23: Teachers’ opinion about their student’s level	65
Figure 24: Teachers challenges in teaching speaking skills	66
Figure 25: Identifying common issues in teaching speaking skills	67
Figure 26: Teachers’ observation about the effect of anxiety on their learners’ foreign language learning	68
Figure 27: student’s level of anxiety.....	69
Figure 28: Causes of learners’ anxiety	70
Figure 29: Aspects that anxiety affect speaking performance	71
Figure 30: Teachers strategies to overcome anxiety in oral classes	72

Table of content

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of Abbreviations and Acronyms.....	IV
List of Tables.....	V
List of figures.....	VII
Table of content.....	IX
General introduction.....	1
1. Background of the study.....	1
2. The statement of the problem.....	1
3. The aims of the study.....	2
4. The research questions.....	2
5. The research hypothesis.....	2
6. The research Methodology.....	3
7. The structure of the dissertations.....	3
Chapter one: Anxiety	
Introduction.....	5
1.1. Definition of anxiety.....	5
1.2. Anxiety in the English language classroom.....	6
1.3. Types of anxiety.....	9
1.3.1. State -Trait Anxiety.....	9
1.3.2. Facilitating-Debilitating anxiety.....	11
1.3.3. Situation-specific anxiety.....	13

1.4.	Causes of anxiety on English language learning	14
1.4.1.	Communication Apprehension	14
1.4.2.	Test anxiety.....	15
1.4.3.	Fear of Negative Evaluation	17
1.4.4.	Teacher’s Negative evaluation	18
1.5.	The effects of anxiety on English language learning.....	19
1.5.1.	Input.....	20
1.5.2.	Process	21
1.5.3.	Output	21
	Conclusion	22
Chapter two: The Speaking Skills		
	Introduction.....	24
2.1.	Definition of Speaking.....	24
2.2.	Aspects of the speaking skill.....	26
2.2.1.	Vacabulary	26
2.2.2.	Pronunciation.....	27
2.2.3.	Accuracy	28
2.2.4.	Fluency	28
2.2.5.	Comprehension.....	29
2.3.	Types of speaking	29
2.3.1	Imitative.....	29
2.3.2	Intensive.....	30
2.3.4	Responsive.....	30
2.3.5	Transactional (dialogue).....	30
2.3.6	Interpersonal.....	30
2.3.7	Extensive (monologue).....	31
2.4.	Importance of speaking.....	31

2.5.	Strategies to reduce speech anxiety in foreign language learning	32
2.5.1.	Student Strategies to Reduce Speech Anxiety.....	32
2.5.1.1	Practice and preparation.....	33
2.5.1.2	Relaxation techniques	33
2.5.1.3	Positive thinking strategies	34
2.5.1.4	Peer seeking	34
2.5.2.	Teacher Strategies in reducing speech anxiety in foreign language learning .	35
2.5.2.1	Relationship in the classroom	35
2.5.2.2	Student grouping.....	36
2.5.2.3	Supportive and Captivating Classroom Activities.....	36
2.5.2.4	Pedagogical Aspects	37
	Conclusion	38
Chapter Three Field Work Analysis and Interpretation of the Results		
	Introduction.....	40
3.1.	Population and sampling.....	40
3.2.	Research design	40
3.3.	Data collection tools	41
3.4.	Analysis of the Students' questionnaire.....	41
	Main findngs	61
3.5.	Analysis of Teacherss' questionnaire	62
	Section One: General information	62
	Main findings.....	73
	Conclusion	73
	General conclusion.....	74
	The pedagogical recommendations.....	76
	References.....	77
	Appendices	

Appendix A : Students' questionnaire	85
Appendix B : Teacher's questionnaire.....	89
ملخص.....	91

General introduction

1. Background of the study

On a worldwide scale, English has become the most demanded language. This demand for acquiring English language is a result for its use as a required aspect in all fields. English language Learners strive to achieve competence and fluency in English to become confident speakers. Acquiring English as a foreign language means the correct acquisition of its skills. Learners from different backgrounds face barriers when speaking English. Usually these barriers are a result of anxiety and stress. Anxiety and stress hinders learners' oral performance and proficiency. This poses a challenge to the learning development and obstructs the correct use of the other acquired language skills.

Speaking is the most wanted skill that all learners dream of mastering. Furthermore, speaking enables individuals to express themselves appropriately. Thus, it is evident that becoming communicatively competent is one of the primary objectives of learning a foreign language. However, oral proficiency is not an easy task as it seems. Moreover, learners usually justify their inability to speak English fluently to anxiety and stress when asked to converse using English. Anxiety significantly impedes the advancement of oral skills and overall linguistic development. It can cause passive attitudes toward English learning process; furthermore, it causes lack of motivation, and obstructs the accurate acquisition of oral skill.

Language learning and aptitude growth are vital aspects of second language learning. For English as Foreign Language (EFL) learners, the ability to interconnect orally is a key component of language proficiency. Yet, one often overlooked factor that significantly impacts oral performance is anxiety. Anxiety influences many aspects such as pronunciation, fluency, and vocabulary use during oral performance. This research targets the specific effects of anxiety on pronunciation, fluency, and vocabulary use during the oral communication of EFL learners.

2. The statement of the problem

Anxiety is a common phenomenon in language learning settings. It affects learners at various proficiency levels and across diverse language skills. The correlation between anxiety and language learning has been a subject of

investigations. Researchers focused on exploring its nuanced impacts on specific elements of oral performance. Understanding how anxiety influences pronunciation, fluency, and vocabulary use is essential for designing effective language instruction and support systems.

This study seeks to explore the interplay between anxiety and oral performance. Moreover, it aims to study the way anxiety manifests in the pronunciation of EFL learners, affecting the clarity and accuracy of their speech. The representation of the impact of anxiety on the fluency of oral communication, distorting speech rate, pauses, and overall coherence. Additionally, the manner by which anxiety shapes vocabulary choices and patterns usage of EFL learners during oral interactions.

3. The aims of the study

The ultimate objective of this research is to examine how anxiety affects EFL students and how it affects their oral performance. To be more precise, the study aims to show how language learners experience anxiety during the language learning process, to clarify the impact of learners' anxiety, to explain what factors are likely to cause language anxiety in the classroom, and to identify strategies that teachers and students can use to reduce anxiety during oral performance. Furthermore, the proposed research aims to identify the areas that anxiety affects the most. Furthermore, to explore linguistic and communicative challenges related to speaking easily and with simplicity under anxiety-inducing conditions. Nevertheless, to see the extent to which anxiety affects the selection of the vocabulary used during oral performance.

4. The research questions

The present research addresses the following questions:

- How does anxiety affect oral performance and oral proficiency?
- How can anxiety affect EFL learners' oral communication skills in terms of pronunciation clarity, accuracy and vocabulary?
- What are the strategies that students and teachers could use to reduce anxiety?

5. The research hypothesis

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

Anxiety affects pronunciation, fluency, and vocabulary use during communication

.Anxiety also positively and negatively exert a significant influence on the speaking

skills of EFL learners to a considerable degree. Therefore, we hypothesize that: if foreign anxiety is reduced students' speaking performance will improve.

6. The research Methodology

It is widely recognized that the choice of the method is imposed by the nature of the issue to be investigated. The research at hand adopts a qualitative approach to achieve the intended objectives. The qualitative approach will be used as it fits the process of analyzing and dealing with the data of questionnaire and interpreting the findings. Qualitative approach is adopted to select the data and information related to the research inquiry. The research focuses on studying first year students of English department in the university of Mohamed Khider Biskra. Thirty (N30) students shall be used as a population and sample to distribute a set of questions in form of questionnaire. . In addition to that, the teachers questionnaire was administered for eight (N08) teachers of oral expression. The questionnaire focuses on exploring anxiety effects. We analyze and organize the results and feedback of the students accordingly to achieve research objectives."

7. The structure of the dissertations

The dissertation's first chapter is devoted to a review of the research on anxiety in English language instruction. An overview of the main issue is given in the first section, which is followed by investigations into the meaning of anxiety, its expression in ESL classrooms, its various forms, and its origins and consequences for language learning. The final section of the study highlights the gaps in the existing literature that the research seeks to fill. The second chapter focuses only on speaking skill, providing a definition, mentioning the aspects of the speaking skill, examining different speaking techniques, outlining the significance of speaking for total language competency, and suggesting ways to reduce nervousness when participating in oral activities. The necessity of effective techniques in language learning contexts is emphasized in this section's conclusion. The emphasis moves to data and empirical findings in the third chapter. The introduction highlights the selected methodologies and sets the stage for the study design and strategy. The following parts lay out the methods for gathering data, examine student and teacher answers, and summarize the key conclusions drawn from the study, setting the stage for the next chapter.

Chapter One

Anxiety

Chapter one : Anxiety

Introduction

Learning English as a foreign language poses a significant challenge for many students within classroom. Most English language learners feel apprehension and discomfort about learning English as a new language that is completely different from their mother tongue. For that, Anxiety is considered as a very important issue that most foreign language learners suffer from during the oral expression sessions. Some students find that speaking in front of their classmates make them feel afraid and anxious and they are unable to pronounce the words correctly, also they face problems with finding the appropriate vocabulary.

The present chapter is divided into two parts. This theoretical section is devoted mainly to discuss more about the meaning of anxiety and how it affects the English learning, its types and highlights the causes of anxiety and consequences for language learning. The aim of this section is to contextualize the research objectives. As the study focuses on reasons behind anxiety and its effects on students speaking skills and language acquisition in general.

1.1. Definition of anxiety

One of the subjects where there are many divergent views is anxiety. Some researchers such as Biggs, Kelly, and Toney (2003), believe that anxiety is characterized as a sense of unease, nervousness, and agitation over unknowns in the future. According to Glenn et al. (2003), it is the outcome of the person's non-functional viewpoints, which are centered on feelings of threat, danger, unpredictability, and uncertainty. "A future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events" is how David Barlow(2004) describes anxiety. This difference between threats from the past and present is what separates fear and anxiety.

The sympathetic nervous system's activation is the root cause of anxiety, an emotional and behavioral disorder. When students are required to complete performance-related tasks like exams, they typically feel highly. Tension brought on by dread of failing and pressure. (Nwamwenda, 1994). This is because academic exams are thought to be the most stressful experiences for teenagers (Dienzer, Kleineidam, Stiller-Winkler, Idel, and Bachg, 2000). According to Nemat (2012), anxiety is a relevant but nuanced phenomenon. As said by Dincmen (2004), anxiety is a feeling of unease that a person experiences either consciously or unconsciously as a result of their surroundings. Materials that have been suppressed and may result in an imbalance that comes back to the conscious level bring it on.

Another definition is 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). Foreign language anxiety is described as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (p. 128 by Horwitz, Horwitz, and Cope, 1986) in their well-known research. They claim that anxiety related to learning a foreign language is a situation-specific form that arises from the special nature of learning a foreign language, not a generic worry that is transferred to learning a foreign language.

According to Spielberger's anxiety theory, (Spielberger et al. 1970) "State" is described as an individually experienced, consciously recognized condition of anxiety and tension associated by an agitated or activated autonomic nervous system. Horwitz also defined anxiety as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language”. Abu-Rabia defines anxiety as emotions of "fear, panic, and worry" (2004, p. 711).

1.2. Anxiety in the English language classroom

One of the most significant variables influencing language acquisition is language anxiety. In addition, a key component is seen to support both the learning process and the achievement of students (Hurd, 2007, p. 488). Most language experts agree that one of the biggest challenges faced by English as a Foreign Language

(EFL) learners when studying a foreign language is anxiety resulting from the language learning process (Alrabai, 2014; Wu (2010). According to Horwitz (2001), the majority of EFL students have varying degrees of language anxiety. Furthermore, it is concerning that a growing percentage of language learners experience anxiety in their language sessions, according to Horwitz and Young (1991).

Over the past three decades, anxiety has been a growing subject in second and foreign language learning research and is a topic that tends to generate strong opinions. Horwitz, Horwitz, and Cope's theory of foreign language anxiety was the first to highlight the unique characteristics of the condition, and it has been applied in a large number of researches. The first to conceptualize FLA as a distinct form of anxiety exclusive to learning a foreign language was Horwitz, Horwitz, and Cope. They are well-known researchers in language anxiety because of their theoretical model of FLA, which is essential to the field.

According to what is mentioned, Horwitz, Horwitz, and Cope (1986), foreign language anxiety (FLCA) henceforth, is a special kind of anxiety that is exclusive to situations involving the learning of a foreign language and differs from other general forms of anxiety. FLCA is defined by the authors as a state of anxiety that is "associated with an arousal of the autonomic nervous system" (p. 125), and it has the potential to adversely impact FL learners' academic performance. Horwitz, Horwitz, and Cope (1986) also define FLCA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (p. 128).

Since FLCA is directly linked to classroom instruction, scholars frequently examine the connection between FLCA and academic achievement (Teimouri, Götz, & Plonsky, 2019). Findings from studies on the connection between academic accomplishment have shown some consistency, which Horwitz (2001) attributes to the uniform metric that was used to conceptualize FLCA. The relationship between FLCA and language acquisition achievement has been studied since the program's founding (Horwitz, 1986). A pattern of study has been identified, with most studies indicating significant moderate negative associations (Horwitz, 2000); deviations from the status quo do, however, still occur. There has been much discussion over the directionality of the relationship between academic success and FLCA. A body of research headed by Sparks and Ganschow's work (see Sparks & Ganschow, 1995, 2007; Sparks, Patton, Ganschow, & Humbach, 2009) challenges the validity of FLCA

as a construct independent of aptitude and argues that anxiety in language acquisition is a normal by product of learning challenges ,especially those resulting from deficits in first language acquisition.Asequence of rebuttals (see to Horwitz, 2000; MacIntyre, 1995).

In addition to impeding speaking activities, language anxiety also impairs a language learner's capacity to comprehend and interpret signals during listening activities (Kim, 2000). Indeed, FLCA and academic achievement in listening have been found to be significantly correlated in a number of research (Legac, 2007; Tóth, 2007). According to Kim (2000), anxious students may find it difficult to distinguish between sounds in listening exercises, especially if they are severely worried (Horwitz, 1986). They may also find it difficult to cope with the activity's delivery pace and vocabulary level. Academic achievement in reading and writing has also been found to be highly correlated with FLCA, in addition to speaking and listening (Jee, 2016; Khodadady&Khajavy, 2013)According to Sellers (2000), pupils with higher levels of linguistic anxiety remembered noticeably fewer information from a reading text. Saito et al. (1999) proposed that anxiety interferes with the decoding and processing of text.

Teimouri, Goetze, and Plonsky (2019) discovered an overall impact size between FLCA and academic accomplishment in their meta-analysis of second language anxiety and achievement. On the other hand, the present meta-analysis explicitly restricts the inclusion criteria to studies that employ the FLCAS, as noted by Horwitz, Horwitz, and Cope (1986). recognized the distinctiveness of anxiety related to learning a foreign language and developed the Foreign Language Classroom Anxiety Scale (FLCAS) as a tool to assess anxiety levels as demonstrated by psychophysiological symptoms, negative performance expectations and social comparisons, and avoidance behaviors, as formulated and created by Horwitz and associates. (1986). Two factors led to this decision: First off, as far as the authors are aware, the FLCAS is the only scale that has been verified in a variety of settings. More precisely, investigations conducted in various nations have used the FLCAS, with varying age groups, linguistic groups, and educational situations. secondly, In order to guarantee a "apples to apples" comparison, variables designated as "Foreign Language Classroom Anxiety" were in fact defined and recorded in the same manner across trials, ensuring comparability. For example, measures like the Foreign

Language Reading Anxiety Scale were not included, because it is not possible to say that the language anxiety measured and FLCA have the same scope and description.

As a result ,when learning to talk in a second language, one of the possible worries expressed by second language learners is anxiety. It is believed that these feelings or psychological components have a profound and incapacitating impact on people's oral performance. Anxiety in the classroom has the following effects on learning: decreased. Students' personalities, optimism, communication abilities, and spoken English performance are all negatively impacted by anxiety. Students get cautious and anxious in foreign language sessions because they are afraid of speaking incorrectly. They avoid answering questions or give evasive, weak answers because they are so afraid of the teacher and other students that they don't even try to raise their voices.

1.3.Types of anxiety

The term academic anxiety was recently coined by Cassady (2010), who described it as "a unifying formulation for the collection of anxieties learners experience while in schools" (p. 1). Although there appears to be some overlap regarding the characteristics and outcomes of anxiety, and the kind of anxiety that is induced in and experienced by students in each subject is, in part, particular to that discipline. Among these particular anxiety disorders is foreign language anxiety (FLA).Numerous researchers have contended that anxiety related to learning a foreign language is mostly the negative factor underlying language acquisition processes. Earlier studies (e.g., Chappel, 2005; Agbalizu, 2006; Nimat, 2013) have discovered that language anxiety can reverse students' language performance, as seen by the inverse relationship between students' language achievement (e.g., exam grades) and their level of worry. Typically, three types regarding anxiety are mentioned: 1) Anxiety based on state or trait; 2) Anxiety that facilitates or debilitates; and 3) Anxiety based on situation.

1.3.1. State -Trait Anxiety

The distinction between trait and state anxiety is very often attributed to Spielberger (1972). In brief, state anxiety describes physical and emotional responses to a stimuli that is perceived as dangerous in a particular situation, whereas trait anxiety describes individual variations in responses to a perceived threat in the

surroundings as a whole (Spielberger, 1972). In other words, a situation-specific anxiety reaction is referred to as state anxiety, while a generic anxiety response is recognized as trait anxiety. Spielberger, Anton, and Bedell (1976) suggest that the emergence of state and trait anxiety could be contingent upon the interplay between threat assessment and appraisal and psychological defensive mechanisms. This underscores the significance of Individual variations in the stages of information processing, including encoding and perception.

In details, a personality trait that is common is trait anxiety (Woodrow, 2006). When someone has this type of anxiety, they experience fear and feel threatened even in situations that are not dangerous. It resembles an enduring aspect of one's personality. According to Scovel (1991), trait anxiety is the tendency to be nervous most of the time and a relatively constant and permanent personality-specific attribute. Considering to MacIntyre and Gardner (1994) Trait anxiety is characterized as the learner's inclination toward tension and unease.

The term "trait anxiety" describes the consistent inclinations to experience anxiety in a variety of contexts. It is said to be a characteristic unique to each person and one that has remained mostly constant over time. Spielberger (1983) described trait anxiety as a person's inclination to react . When person intentionally chooses to always feel apprehensive, they are experiencing the characteristic perspective (Scovel, 1978). It is a universal personality characteristic that remains constant in a variety of contexts. Trait anxiety, according to Sieber, O'Neil, and Tobias (1977), "indicates stable personality differences in anxiety proneness" (p. 99). Since anxiety is a characteristic of each person's personality, it doesn't change over time. Eysenck (1979) asserted that trait anxiety can impair cognitive abilities and interfere with memory. Some people, according to Pappamihiel (2002), have anxiety all the time, no matter what, and it becomes a part of their nature. It is stated that these individuals suffer from trait anxiety, which is likewise "an aspect of a more serious disorder" (p. 330). Furthermore, Riasati (2011) asserts that this kind of anxiousness is a permanent characteristic and that it prevents people from learning new languages. It can be difficult for those with trait anxiety to overcome (p. 908). Thus, it may be concluded that trait anxiety has a significant influence on language acquisition and aids in the identification of personality traits.

Whereas, state anxiety again, is classified as a social anxiety, according to Pappamihel (2002). For example, when asked to give a speech in front of an audience, someone may suddenly become nervous (p. 330). According to Macintyre and Gardner (1986) (quoted in Riasati, 2011), environmental stimuli contribute to the onset of this "nervousness or tension." (p. 908). Riasati (2011) contends, however, that because state anxiety diminishes over time, it is superior to trait anxiety. The idea that students who are uncomfortable speaking in front of the class can speak without feeling frightened once they are in a comfortable setting is demonstrated by an example (p. 908). Therefore, it can be concluded that state anxiety is beneficial in a language-learning environment. State anxiety is described as the state perspective. Spielberger (1972) defines the condition of anxiety as "The emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence of other factors," is how. (p. 489).

Anxiety can also be described as a state of unpredictability and intensity that varies with time (Young, 1998). Examination anxiety is a clear example of the state of anxiety in which pupils feel uneasy about a certain examination; however, this sensation might fluctuate over time. Anxiety has an impact on a person's emotions, thoughts, and actions. According to Spielberger (1983), emotional states are characterized by subjective feeling of tension, worry, and nervousness. State anxiety is a fleeting emotion brought on by an individual's cognitive assessment of a possible threat or danger (p19, 20). Stated in a different way, state anxiety is that aspect of anxiousness that could be a reaction to receiving medical care. The state scale has been trimmed to six items (p21) in order to lessen the response load associated with the full-length version.

1.3.2. Facilitating-Debilitating anxiety

Kleinmann(1986) distinguished between two distinct categories of linguistic anxiety: debilitating and facilitating. It is said to be beneficial to facilitate anxiousness because it can make students even more motivated and in putting greater work into learning a language (Zhan, 2001). According to Young (1986), facilitating anxiety, which is a rise in drive, improves performance. Students who accept risk as a necessary part of their language learning process can be examples of facilitators of

anxiety. As a result, anxiety encourages learners to gain more knowledge of the target language (Chastain, 1975; Frantzen&Magnan, 2005; Gardner &MacIntyre 1994; Gregersen, 2003; Gregersen&Horwitz, 2002; Oxford &Ehrman, 1995; Spielmann&Radnofsky, 2001 as cited in Marcos-Llinas and Garau (p33–34).

The belief that anxiety functions as a positive force in learning is widely accepted in the educational industry. This positive factor is called "facilitating anxiety". Facilitative anxiety is defined as anxiety that improves performance (American Psychological Association, 2020). Because of the perceived severity of anxiety, it is believed to be motivated. Anxious people like this see stress as a challenge instead of a danger.

By contrast, debilitating anxiety demotivates language learners (Zhang,2001). Students who have debilitating anxiety may experience emotions of uneasiness or terror, as well as subpar performance. termination of the foreign language course (as mentioned in Marcos-Llinas and Garau 2009; Gardner, 1985; MacIntyre& , 1991; Steinberg &Horwitz). Performance is hampered by debilitating anxiety (American Psychological Association, 2020). What's frightening is the level of concern. According to one study, having debilitating anxiety was associated with feeling emotionally spent (Strack&Esteves, 2014). A similar study showed a correlation between debilitating exam anxiety and lower semester averages (Kader, 2016). According to Jones, Hanton, and Swain (1994), athletes who perceived their circumstances as impeding their performance had higher levels of anxiety compared to those who perceived them as beneficial.

Due to the risk of interfering with the learning, recall, and production of the target language, anxiety presents a number of potential issues for students learning a foreign language (MacIntyre and Gardner ,1991). It's been extensively shown that anxiety responses serve as an imperceptible barrier to a language learner's capacity to function well in a foreign language classroom (Horwitz et al,1986). According to (Stephenson), there is a statistically significant negative relationship between language anxiety and two oral performance criteria as well as between language anxiety and oral test grades. This finding adds new information to the body of research on anxiety, suggesting that while foreign language anxiety is likely to have a negative impact on proficiency and oral performance, it may also help students who

are moderately anxious by reducing their anxiety. It is easy to see why speaking in front of an audience, especially one in which they are not fluent in the language, causes so many anxiety issues in both students and regular individuals.

1.3.3. Situation-specific anxiety

Situation-specific anxiety, which falls under the third category of anxiety, is the uneasiness that arises in response to a particular situation (Peter D. MacIntyre Gardner, 1991). Studies focused on particular situations can make a substantial contribution to our understanding of anxiety because they allow for the questioning of many different aspects of the situation. According to MacIntyre and Gardner (1991) and Horwitz (2001), the kind of anxiety that appears during language acquisition is situation-specific anxiety. According to MacIntyre and Gardner (1991) and Horwitz (2001), the sort of anxiety that is most prevalent in situations related to language learning is situation-specific anxiety. Horwitz (2001) asserts that, "situation-specific anxiety is completely autonomous of other types of anxiety," and "language anxiety is different from trait anxiety and is a specific type of anxiety."

Situation-specific anxiety is described as "constant over time... but not stable across different situations" by Batiha, Noor, and Mustaffa (2014) (p. 19). To elaborate, Cassady (2010) notes that this kind of anxiety can be apparent in specific situations when the individual has nervousness, such as test anxiety, math anxiety, stage fright, and FL anxiety (as described in Batiha, Noor and Mustaffa, 2014, p. 19). According to Pappamihel (2002), p. 330, Spielberger (1983) offers an example of a student who has increased anxiety when asked to write an essay in French, his second language. Nevertheless Wu (2010) contends, however, that situation-specific anxiety is similar to trait anxiety. In addition, he stated that anxiety associated to speaking a foreign language is linked to anxiety particular to a given context (p. 175). It follows that there is a relationship between situation-specific anxiety and effective foreign language acquisition. According to Chan and Wu (2004), situation-specific anxiety is characterized by "the respondents' attribution of their anxiety to specific sources [and] provides greater comprehension of specific anxiety in a variety of situations" (p 291). The researcher has explored the many forms of anxiety mentioned above in relation to learning second or foreign languages.

1.4. Causes of anxiety on English language learning

With the growing concern being devoted to foreign language learning, anxiety has been ranked to be a crucial challenge to language learners, particularly English as a foreign language. Language anxiety, according to Horwitz et al. (1986), is the fear of certain emotions, actions, attitudes, and self-perceptions caused by classroom language and sparked by the particulars of learning a target language. Since students must attest to their speaking proficiency in a specific target language that they have not yet mastered, the process of learning a foreign language is considered distinctive (Tsiplakides, 2009). Meanwhile, Naci et al. (2013) claim that anxiety related to learning a foreign language is associated with a certain scenario that naturally causes learners to become anxious. In conceptualising FLA, Horwitz et al. (1986) proposed three components that contribute to language anxiety: 1) Communication Apprehension (CA), 2) Test Anxiety (TA), and 3) Fear of Negative Evaluation, (FNE). Also many researchers have confirmed that teacher's negative evaluation is one of the most important reasons that cause language anxiety.

1.4.1. Communication Apprehension

Learners' orientation toward communication is the communication problem, not a lack of abilities. The term "communication apprehension" has been used to describe this orientation issue. Moreover, communication apprehension is the general word for a person's "fear or anxiety associated with either real or anticipated communication with another person or persons" James McCroskey. J. C. McCroskey (2001). Fundamentally, anxiety during communication is a psychological reaction to assessment. Nevertheless, this psychological reaction turns into a physical one very rapidly as our body reacts to the perceived threat by the mind.

In addition, Horwitz et al. (1986) state that due to their poor language abilities, particularly in speaking and listening, learners who experience this strain when speaking in the target language will reportedly find it awkward to talk in front of others. Communication apprehension (CA) is regarded as a crucial component of learning a foreign language and has an impact on students' oral performance achievements. Because students who experience anxiety while speaking or interacting with peers are more likely to struggle when speaking in a foreign language in situations where they are not as proficient in the language. CA Based on

Xianping(2003) and Horwitz (2001), can be shown as a propensity for quiet, passive speech in public or speaking opportunities in pairs. Furthermore, Xianping (2003) stated that poor English speaking abilities and unfavorable opinions of others are probably the root causes of communication anxiety. According to Agbalizu's (2006) research, when EFL students are required to talk in the target language, speaking activities seem to make them nervous. In reference to that instance, Agbalizu (2006) stated that language learners experience anxiety due to their fear of making mistakes during oral performance and the fear of embarrassing themselves in front of their peers. That is really typical, since naturally, EFL students who had English anxiety are hampered by their inability to communicate. (Xianping, 2003) .

Since speaking is one of the most important skills of learning the English language, speaking anxiety ought to rank among the most an essential consideration when learning English. According to Horwitz, Horwitz, and Cope (1986), communication anxiety is "a type of shyness characterized by fear of or anxiety about communicating with people" (p. 127). Speaking in front of an audience in public, whether individually and in groups, is the realization of this kind of dread. Furthermore, because communication apprehension is a type of situational anxiety connected to oral expression and interpersonal contact, it can be linked to foreign language anxiety (Argaman& Abu-Rabia, 2002; MacIntyre& Gardner 1989). More specifically, those who experience anxiety while speaking in public may also experience anxiety when asked to speak in a foreign language. The unique communication apprehension that permeates learning a foreign language stems from the individual's awareness that they will almost likely struggle to communicate and be understood by others. In foreign language classes, many people who would normally be talkative tend to be silent, possibly due to this awareness.

1.4.2. Test anxiety

Test anxiety, is usually defined as the tendency to appraise exams and other assessment situations as threatening (Spielberger&Vagg, 1995), is widely considered to be a multidimensional construct. In this project, we used a three-factor model of test anxiety (Wren & Benson, 2004) consisting of a cognitive component (worrisome thoughts), an affective-physiological component (autonomic reactions) and a behavioural component (off-task behaviours). Test anxiety and in particular the

cognitive component is widely believed to negatively impact on performance through occupying working memory resources (e.g., Derakshan&Eysenck, 2009; Eysenck, Santos, Derekesan, &Calvo, 2007; Owens, Stevenson, Norgate, &Hadwin, 2008). If fear appeals result in an increased test anxiety, it would be reasonable to expect pupils' performance to decline as a consequence. We therefore propose a meditational hypothesis that fear appeals reduce test performance through test anxiety, especially the worry component.

Test anxiety is commonly understood to be a multifaceted concept, with its typical definition being the propensity to see exams and other assessment circumstances as frightening (Spielberger&Vagg, 1995). We employed a three-factor model of test anxiety for this experiment (Wren & Benson, 2004). The cognitive component of the model included worrying thoughts; the affective-physiological component included autonomic reactions; and the behavioral component included off-task behaviors. It is well accepted that test anxiety, and especially its cognitive component, impairs performance by consuming working memory resources (e.g., Derakshan&Eysenck, 2009; Eysenck, Santos, Derekesan, &Calvo, 2007; Owens, Stevenson, Norgate, &Hadwin, 2008). It would be realistic to anticipate a reduction in students' performance if fear appeals cause test anxiety to increase. Consequently, put forth the meditational hypothesis that fear appeals, particularly the worry component of exam anxiety, lower test performance.

Additionally, Anxiety during exams stems from the worry that one won't perform well. It makes sense given the high standards learners set for themselves to become flawless speakers of the target language. The assumption that others would regard one poorly in any circumstance can be used to explain the fear of receiving a bad evaluation (Worde, 2003). Zeidner& Matthews (2005) as phenomenological, physiological, and behavioral responses to unfavorable outcomes and expectations from an examination or assessment describe test anxiety. According to Spielberger (1972), worry and emotionality are the two main causes of test anxiety. Similar to the ideas of worry and emotionality proposed by Liebert& Morris (1967), "emotionality" relates to bodily reactions to the test, but "worry" refers to inner anxieties and thoughts about failing in regards to self-esteem, self-focus, and self-related thinking. Test anxiety is known to negatively affect performance, and research indicates that worry and emotionality both have similar but stronger effects (Cassady, 2004; Minor

& Gold, 1985; Goetz et al., 2008; Lee & Vaughan, 1996; Zeidner, 1998; Zeidner & Matthews, 2005).

More details, anxiety during exams stems from the worry that one will not perform well. It makes sense given the high standards learners set for themselves to become flawless speakers of the foreign language. Exam anxiousness According to Horwitz, Horwitz, and Cope (1986), test anxiety is "a type of anxiety stemming from a fear of failure" (p. 127). Students that experience this anxiety do so when they are worried about their exam scores because they either don't fully comprehend the English lesson or they are aware of the potential test results. This kind of anxiousness might occasionally be brought on by past exam failures. Anxiety during an English exam can hinder pupils' ability to respond to questions correctly.

1.4.3. Fear of Negative Evaluation

The third anxiety associated with learning a foreign language is fear of negative evaluation, which is described as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" by Elaine K. Horwitz, Horwitz, and Cope while test anxiety and fear of negative evaluation are related, fear of negative evaluation has a wider application because it can arise in any interaction, situations that require evaluation, like speaking in a foreign language class or going on a job interview. Foreign languages demand ongoing assessment by the teacher, who is the sole native speaker in the class, making them unique among academic subjects. Additionally, students could be extremely sensitive to the opinions real or imagined of their peers.

Horwitz, Horwitz, and Cope (1986) defined fear of negative evaluation as the "Apprehension about others' evaluation, avoidance of evaluation situations, and the expectation that others would evaluate oneself negatively" (p. 128). Sometimes students decide to remain silent and avoid conflict because they believe others view them poorly or because they believe their lack of competency will make an impression on others (Park & Lee, 2004). Students who show signs of anxiety about receiving negative evaluations view mistakes as a threat to their reputation rather than as an inevitable part of the learning process. They consequently remain mute and abstain from classroom activities in the ESL program (Ely 1986).

Salehi and Marefat (2014) observed that students always worry about receiving a poor grade on a language exam because they have to demonstrate to other people that they are capable of performing well. If so, it doesn't introduce confident social concepts into a language class (p. 931). Thus, Birjandi & Alemi (2010) clarify further that while students are speaking in the target language during continuous assessment, they cannot be satisfied. They believed they were incapable of giving others the proper "social impression." Thus, these impressions give rise to linguistic anxiety (p. 46). However, Chan and Wu (2004) found a connection between test anxiety and the fear of receiving a poor grade. In contrast to test anxiety, they claimed that dread of receiving a poor grade might manifest itself in a variety of social and evaluation contexts, including job interviews and speaking in foreign language classes (p. 294).

While test anxiety, fear of negative evaluation, and communication apprehension, are helpful conceptual building blocks for describing anxiety related to learning a foreign language, According to Horwitz, Horwitz, and Cope, anxiety related to learning a foreign language is more than just a conglomeration of these worries transferred to learning a foreign language. Instead Horwitz, Horwitz, and Cope suggested that the peculiarities of the language learning process lead to a unique complex of self-perceptions, beliefs, attitudes, and behaviors associated with language acquisition in the classroom.

1.4.4. Teacher's Negative evaluation

Many studies have focused on the role teachers play in exacerbating or mitigating anxiety related to learning a foreign language. According to Allemand and Aida's research (1994, p. 135), kids who have extremely authoritarian professors are more likely to experience anxiety. Conversely, teachers who are good facilitators create a welcoming and cozy learning atmosphere, which increases the likelihood that students will learn languages more successfully. Tolerance for errors on the part of the teacher is another crucial factor in reducing students' fear. If a teacher consistently corrects a student's grammar errors and bad accent in front of other students, the student will lose confidence in their ability to learn English and will be reluctant to speak out for fear of further criticism. On the other hand, the ability of teachers to

overlook their pupils' errors will help to create a calm environment.' on the other hand, tolerance of their students' errors, will help to create a calm environment, which is essential for reducing students' anxiety. Palacios (1998, p. 98) found that oral production requirements, lecture pacing, and performance evaluation of students are among the classroom practices that may cause anxiety in some students. Certain classrooms consistently select students to answer questions without prior preparation or to speak in class on their own initiative. In such circumstances, students could become uneasy and deliver a subpar presentation.

According to Ohata (2005), teachers' perceptions are crucial in understanding learners' FLA because they are the ones in the classroom with the ability to control the environment, identify fear in their pupils, and assist them in overcoming it. The traditional learning style classroom, with its formality and strictness, was identified as the main cause of stress. The emotions of one group cannot be separated from the feelings of the other group due to the frequent interaction between professors and students. After examining the relationship between student teachers' FLA and their demographic, experiential, and dispositional characteristics, Morton, Vesco, Williams, and Awender (1997) concluded that psychological disposition was the most significant predictor of FLA.

As a result, teachers' roles and the learning environment can also cause anxiety related to learning a foreign language. For instance, when teachers call on students during language lessons, it may make the students feel uneasy. Another source of worry, according to Aydin (2008), is how professors address students' faults. Teachers' personalities and attitudes may be signs of anxiety related to learning a foreign language (Argaman and Abu-Rabia, 2002). Studies conducted recently, such as those by Aydin (2016), Kurk (2018), Sammephet and Wanphet (2013), and Yoon (2012), have all backed up those causes.

1.5. The effects of anxiety on English language learning

Learning English language as a second language is actually not easy, as students face a variety of challenges. One of the most important factors that impact students or individuals when learning English language or any other second language is anxiety which is itself a psychological factor. Anxiety is an uncomfortable emotional state that people experience when they have intrusive thoughts about an

uncertain future. It presents as non-adaptive physical and mental behaviors. Research done on foreign language anxiety has shown that anxiety associated with foreign language has negative effects on foreign language learning (Horwitz, Tallon and Luo, 2010; Horwitz et al., 1986; MacIntyre, 1999; Marwan, 2016). A model of the cognitive effects of anxiety on learning from instruction is presented by Tobias (1979, 1986). Three phases make up this model of learning: **1_input**, **2_processing**, **3_output**. It may have an impact on students' ability to process information at every level, which may lead to linguistic and oral challenges for FL students when they are learning and using the target language.

1.5.1. Input

The initial exposure of the person to a stimulus is known as the input stage. In the event that fear is sparked during the input phase, internal reactions could be Anxiety can cause a person to get distracted, encode fewer stimuli, and require repeated exposure to the task in order to overcome its effects. The purpose of the input stage is to depict the learner(s)' initial interactions with a certain stimuli at a specific moment. The first representation of items in memory is the focus of input. At this point, attention, concentration, and encoding take place as internal representations are formed in response to external stimuli. Unless the lost input can be recovered, anxiety-arousal at this level affects all following phases since fewer items are accessible for processing or later retrieval. For instance, speaking the language excessively quickly or reading written content in the form of complicated phrases might be challenging when learning a second language. In order to make up for missed information, anxious pupils can ask for sentences to be repeated more frequently or need them to read the book more than once (MacIntyre & Gardner, 1994). Based on a study by Horwitz et al. (1986) found that language learners' anxiety was associated with various factors, including fear of negative evaluation, communication apprehension, and perceived competence. These factors are closely related to learners' experiences during the input stage, such as interactions with peers and instructors.

1.5.2. Process

In the processing stage, new words are given meaning, allowing for the understanding of incoming messages and the process of learning. If anxiety is sparked at this point, learning and understanding of the second language could suffer if the learner is unable to deduce the meaning of unfamiliar items from their experience or from similarities to items in their home tongue.

Organization, storing, and assimilation of the information are among the cognitive actions carried out on the subject matter during the Processing stage. This step involves making invisible, internal changes to the data that was received during the input stage. As a result, the main measure of activity during the Processing stage is latency. According to Tobias (1986), anxiety affects cognitive processing on tasks that are harder, more memory-intensive, and less well-organized. The demands on processing time are increased by each of these. The amount of time needed to comprehend a message or pick up new vocabulary in second language circumstances would suggest activity at this level (MacIntyre & Gardner, 1994a).

1.5.3. Output

Finally, Spoken or written messages are produced as second language material during the output stage. At this point, anxiety arousal may cause a person to reply poorly, utilize grammar rules incorrectly, or not respond at all. The production of previously learnt material is the output. In terms of how the output is organized and how quickly objects are retrieved from memory, performance at this point is heavily influenced by earlier phases. Language learners are required to demonstrate their proficiency in the second language at this point. The characteristics of free speech, verbal production, and test scores can all be used to gauge performance at the output stage. According to Horwitz et al. (1986), students who experience "freezing" on tests claim to have learned the subject, but their test results do not demonstrate that learning. An excellent illustration of interference at the output stage would be Ttris (MacIntyre & Gardner, 1994a). As a result, MacIntyre and Gardner (1991) used Tobias (1986) model in a study to examine the impact of anxiety on input and output in native and second languages. They measured performance at the input stage using memory for numbers, and at the output stage, they measured performance using vocabulary production and test scores. Significant relationships were found between

language proficiency and second language performance at both the input and output phases.

Conclusion

There is no doubt that English plays a very important role as a worldwide language. Speaking English presents challenges for those who are learning it as a second language. These obstacles are typically brought on by tension and anxiety. One of the most significant variables influencing the language learning process is language anxiety. Anxiety, according to Horwitz et al., (1986), is the feeling of unease, fear, worry, nervousness and apprehension met when learning or using a foreign language. FL anxiety can be classified into three types; first, anxiety based on state or trait, the second is Anxiety that facilitates or debilitates finally, Anxiety based on situation. Studies looking for the origins of speech anxiety when speaking a foreign language found a variety of causes, including Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation, (FNE) teacher's negative evaluation. The majority of researchers agree that foreign language speech anxiety has a negative impact on students' learning and speaking performance. So input, processing, and output are the three steps of learning that FL anxiety can disrupt.

Chapter Two

The Speaking Skill

Chapter two: The speaking skill

Introduction

The process of learning English requires mastery of the language in all of its forms, including speaking, writing, listening, and reading. According to Ur (1996), speaking seems to be the most important of the four skills (p.120). Parmawati (2018) has supported the idea that Speaking has been identified as the most important English language skill, since speaking is a necessary instrument for everyday communication. As a means of communicating your ideas, thoughts, and feelings, speaking English is essential to learning the language. This makes it the top priority for many researchers who work to enhance speaking abilities in the classroom by introducing various activities. Consequently, students regard it as their most valuable language ability above all others. Unfortunately, most students struggle to learn English, especially when it comes to speaking the language.

This chapter mainly discusses some details about the speaking skill; it looks carefully at the speaking skill. First, it includes a definition of speaking skill since it's important to comprehend the meaning of the term. Second, it underlines aspects and types of speaking skills with mentioned Importance of speaking performance in the overall speaking proficiency. Finally, it displays some Strategies can follow to help learners overcome their speech anxiety when they speaking English in their oral activities.

2.1. Definition of Speaking

Learning a foreign language involves the skills of listening, speaking, reading, and writing. The goal of these skills is to improve the students' fluency in speaking and listening as well as their literacy in reading and writing. Linguists claim that speaking is the most crucial of these four abilities since it reveals one's level of language competency. Speaking English in an EFL classroom requires students to have a high level of confidence in their ability to speak a new language, which makes it difficult. Fluency in spoken English is indicative of a high level of proficiency in the target language. Anxiety, insecurity, and nervousness are common emotions among students.

Speaking is a useful ability that enables pupils to actively produce spoken texts..Though it appears that everyone understands the idea of speaking, nobody is able to define speaking precisely. Experts have defined speaking in a few different ways. Speaking, according to Cameron (2001), is the active use of language to convey meaning (p .46) . However, McDonough and Shaw (2003) describe speaking as the ability to create an utterance that is used to negotiate and/or solve problems, as well as to build and sustain relationships. It can also be used to express ideas, opinions, wishes, or desires to accomplish something.

Speaking is the act of verbally conveying thoughts and emotions. Speaking required a number of abilities, including vocabulary development, appropriateness, accuracy, and fluency. The students need to be proficient in each of those areas. Teachers pay less attention to speaking during the teaching and learning process. Peraturan Menteri(2006)states that the curriculum's goal for speaking is to enable students to convey meaning in interpersonal and transactional languages in contexts relevant to their everyday lives.

Speaking ability is defined by Harmer (2001) as the capacity to process language and information "on the spot," in addition to having a working understanding of linguistic features(p.269) .In an effort to go into further detail on the interactive aspect of speaking, Burns and Joyce (1997) and Luoma (2004,p.2) describe speaking as an interactive process of meaning construction that includes information production, reception, and processing. Speaking also is the act of performing and generating spoken language in a variety of contexts and situations in order to express a message ,according to Cora and Knight (2000, p. 261).

Speaking, according to several academics, is a means for English as a foreign language (EFL) learners to interact with one another in order to accomplish their goals and share their interests, objectives, and points of view (Abedini and Chalak, 2017). Learning to speak a language is a prerequisite for communicating in any other language. As stated by (Bygate.) speaking in both first and second languages is a talent that merits consideration just as much as literary ability. Many of our students' most fundamental transactions require them to be able to communicate confidently at all times. It's the ability that gets them most of the time judged and gives them the ability to gain or lose friends. It is the ideal means of promoting business, professional

growth, social standing, and social solidarity. Additionally, a lot of language is taught through it, and for many people, it is especially beneficial for learning. (1987,p,57)

Consequently, speaking is an essential skill for students of all ages, especially while learning a foreign language. According to Tarigan (1981 ,p.15), the primary purpose of speaking is to communicate. As such, in order to effectively convey our thoughts and feelings to others, we must first understand the meaning we are trying to convey. For this reason, everyone must pay close attention to the finer points of language. They must choose the best term and use the proper grammar to accurately and exactly communicate their message.

2.2.Aspects of the speaking skill

Speaking is the act of communicating verbally with another person in order to say something. This is the secret to changing information in daily interactions between people. One useful ability that may be immediately and experimentally observed is speaking. Speaking is one of the two useful language teaching skills. Based on the Brown(2001,p.268), speaking abilities can be divided into four categories: vocabulary, pronunciation, accuracy, and fluency. Similarly, Wipf (1998) lists the five speaking abilities as pronunciation, fluency, grammar, vocabulary and comprehension.

2.2.1. Vocabulary

It is one of the important aspects in learning a foreign language. Studying a language as a first, second, or foreign language, vocabulary development is essential (Celce and Murcia, 2001). Vocabulary plays a crucial role in language learning because, when we talk about a language's vocabulary, we talk about its words, though not only its words (McCarthy, 1990). The inability of students to grasp word meanings can be the source of their difficulties when speaking in terms of vocabulary knowledge. Learning the meaning of words in a new language can be quite difficult for EFL students. Low proficiency with the meaning of the vocabulary might lead to issues that hinder speaking fluency.

Numerous researchers have become interested in vocabulary learning (Muliawati& Ismail, 2017). Learning vocabulary requires that students be proficient

in both theory and practice. Schmitt (2008) explains that expanding one's vocabulary is crucial because it's a key component of language competency. Similar to this, vocabulary knowledge is essential to learning any foreign language, and a lack of vocabulary hinders the acquisition of a second language. Without sufficient vocabulary, learners in EFL classes may not demonstrate the competency and anticipated outcomes in the language acquisition process (Macis& Schmitt, 2017). According to Adam (2016), a deficiency in vocabulary significantly impedes EFL learners' ability to communicate in real life. Therefore, it makes sense that college EFL students would possess the necessary vocabulary.

2.2.2.Pronunciation

In everyday conversation, pronouncing words correctly can help with comprehension and intelligibility in particular (Derwing and Munro, 2005). Students can produce clearer language when speaking by using proper pronunciation. It indicates that even with a limited vocabulary and grammar, a learner can communicate successfully when they have appropriate pronunciation and intonation. The traditional or usual repetition of words is referred to as pronunciation. It is obvious from that statement that pronunciation refers to a student's ability to produce words clearly during speech (Kline, 2001,p.69). Learning a list of sounds or a few selected words is not equivalent to mastering English pronunciation. Rather, it consists of mastering and using the distinctively English technique of making a speaker's ideas simple to understand (Gilbert, 2008,p.1)

Pronunciation is essential because it conveys the meaning of a language or a particular word or sound (Hornby, 2008). Actually, pronunciation is a common problem for the students, and this has an impact on how well they communicate as they frequently pronounce words incorrectly. Inhibition is another factor contributing to the pupils' pronunciation issues, which makes their speech inaccurate while conveying information. Clear and accurate pronunciation is important for effective communication, as it ensures that your message is understood correctly by others. Different languages have their own unique set of sounds and pronunciation rules, so mastering pronunciation often requires practice and familiarity with the phonetics of the language you are learning.

2.2.3. Accuracy

According to Brown (2001), accuracy is the capacity to construct appropriate phrases in normal interactions while utilizing proper grammar and terminology (p.268). It implies that correctness can be attained by letting the speaker concentrate on phonological and grammatical aspects. The provision of opportunity for learners to engage in contexts relevant to their daily lives sets the standard for correctness in speaking classes. Tasks and activities that promote communication, such as role-playing, games, discussions, and discourse, should be assigned by the teacher to the pupils. Whenever possible, those kinds of activities might involve students in the process of natural contact.

In the context of studying a second or foreign language, accuracy refers to how successfully students generate the language in question. They must create it correctly and with attention in order to achieve accuracy. As a result, EFL students need to understand pronunciation, grammatical structures, and vocabulary usage. "Accuracy involves the correct use of vocabulary, grammar, and pronunciation," claims Harmer (2001, p.104). According to Skehan (1996, p. 23) accuracy is "how well one's speech is produced in relation to the rule system of the target language." (Ellis&Barkhuizen, 2005, p. 139) .

2.2.4. Fluency

The capacity to talk clearly, fluently, and effectively is known as fluency. The term "fluency" is typically used to describe the ability to speak freely and uninterrupted. During the teaching and learning process, the teacher lets pupils speak freely and uninterruptedly if they want to assess their fluency. Then, it is to assist every pupil in speaking clearly and effortlessly. The teacher does not correct right away since it is believed that excessive correction will disrupt the flow of the discussion (Pollard, 2008, p .16).

Most EFL learners aim to be fluent speakers. Fluency is one of the aspects of speaking proficiency. It requires them to carry on a conversation smoothly with coherent linked words without making any mistakes. Hedge (2000) states that "the term fluency relates to production, and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation" (p.54). Also, Hughes (2002) defines *fluency* as "the

ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation, otherwise, the communication will break down because listeners will lose their interest” (p.80)

2.2.5. Comprehension

Speaking requires both the speaker and the listener to have a good understanding of each other, and the topic of the conversation must both start and respond to speech. However, the researcher will refer to the comprehensiveness in this study. The only element of speech is comprehension. Comprehension is a mental workout that aims to improve one's act power of comprehension. When speaking, comprehension becomes crucial. This gauges how well a conversation is understood. The study of language comprehension is known as comprehension. According to Horby (1995), comprehension is the ability to grasp something and use it to test or improve one's comprehension of a language, whether spoken or written (p.235). The capacity to comprehend spoken English might be summed up as Comprehension. Many language learners strive for spoken comprehension.

2.3. Types of speaking

Speaking can be divided into six categories, according to Brown (2001): extended, transactional, interpersonal, imitative, and responsive (p.271-274).

2.3.1 Imitative

This category includes practicing intonation and concentrating on certain linguistic features. This form of speech is typically focused on mimicking spoken words, phrases, or sentences. The development of pronunciation skills is given additional attention.

Additionally, During their imitative speaking exercise, students imitate a phrase or a word. The students work on intonation contours or attempt to isolate a certain vowel. The goal of imitation is to concentrate on a certain linguistic form or aspect rather than to engage in meaningful conversation. Drilling is a type of imitative speaking performance.

2.3.2 Intensive

Intensive speech is the second category. In this speaking exercise, the students work on their phonological and grammatical skills. As an illustration, reading aloud can involve reading a piece, a conversation with a partner, taking turns reading data from the chart, and more.

Any speaking performance intended to practice a phonological or grammatical component of language is to be included in the intensive performance. Furthermore, according to Brown (2004) the production of brief oral language segments to exhibit proficiency in grammatical, phrasal, lexical, or phonological relationships (prosodic elements: intonation, stress, rhythm, junction) is associated with an intensive speaking performance(p.273).

2.3.4 Responsive

Interaction and test comprehension are part of responsive performance, but they are confined to very brief conversations, polite greetings and small talk, straight forward requests, and remarks. This is a type of brief response that provides instructions and guidance in response to queries or remarks posed by teachers or students. These responses are typically adequate and insightful. such as basic requests, remarks, and greetings, are an example of speaking performance that does not go into conversations.

2.3.5 Transactional (dialogue)

It is done in order to transmit or exchange particular information. This exchange, for instance, was conducted in pairs. Responsive language is expanded upon in transactional language. Transactional messaging is used to transmit the exchange of particular data. A transactionalexamplewouldbe a chat.

2.3.6 Interpersonal

Maintaining a social relationship is the goal of interpersonal conversation. When two people communicate, they might have a more complicated discourse by utilizing slang, humor, and other colloquial language along with other sociolinguistic conventions. It is done more for the preservation of social bonds than for the dissemination of knowledge and facts. Interpersonal speaking performances can take the following forms: role-playing, games, interviews, and discussions.

2.3.7 Extensive (monologue)

The teacher uses oral reports, summaries, storytelling, and brief speeches as ways to provide the students lengthy monologues. The aforementioned hypothesis leads to the conclusion that a few factors need to be taken into account while evaluating speaking. For the most part, the pupils must be familiar with the pronunciation, vocabulary, and language functions they will be using. The kids can use the language appropriately once they have prepared and been ready for the task.

2.4.Importance of speaking

In today's globalized world, effective communication is essential to success in all fields. One tool for communication is language. People cannot communicate perfectly without employing a language. English is widely used throughout the world and is regarded as an international language, making it useful for connecting with people who reside in other states, countries, regions, and continents.

To learn a foreign or second language, speaking skill is crucial. Speaking is thought to be the most crucial of the four essential language abilities for learning a foreign or second language. For the majority of EFL and ESL students, speaking proficiency is seen as essential (Richards, 2008, p. 19; Florez, 1999). Speaking is the ability on which pupils will be evaluated the most in real-world scenarios, according to Brown and Yuke (1983). Teaching speaking skills has received little attention, despite its significance, and the majority of EFL/ESL teachers have continued to teach speaking skills only as drill memorization or dialogue memorization.

Moreover, Speaking skills are the most important for all students who want to learn English not only in school but also in the business, speaking skills are essential. This is consistent with the findings of Baker and Westrup (2003), who found that students who speak English well have a higher likelihood of receiving a superior education, securing a rewarding career, and rising through the ranks. Students who want to advance their careers, conduct business, boost confidence, secure better job offers, give presentations, attend interviews, participate in group discussions and debates, and so forth. Everything in the modern world is connected to one's ability to speak. A gifted orator has the power to rule the entire planet. Being able to communicate effectively is essential for obtaining greater job possibilities. In contemporary interviews, candidates' true abilities are evaluated by their performance in group discussions, debates, group projects, and other areas. Therefore, in order to

take advantage of greater prospects, job seekers must have strong oral communication abilities. After students have practiced these speakingAfter practicing these skills of speaking in their EFL/ESL classes, the students become proficient in them and do well in both inside and outside of the classroom activities.

Students should actively engage in the teaching and learning process, particularly when it comes to speaking. Students will become familiar with the utterances used through speaking. Accurately and smoothly speaking English is usually a challenging goal while studying a foreign language. Students can benefit from it. Hetrakul (1995) also mentioned vocabulary as a component of speech. Speaking abilities also include proper pronunciation. This places more emphasis on how the listener perceives the speaker's voice (Richards, Platt & Weber, 1985). The capacity to speak a language effortlessly, efficiently, and fluently is known as fluency.

In summary, because speaking is the application of language, students in EFL classes anticipate using it more than the other abilities. Consequently, learning to communicate well offers students several benefits. Speaking skills have a lot of benefits, so English teachers should prioritize and focus on developing these abilities more. Thus, in order to help students develop oral communication skills which are crucial in today's world teachers must consider a variety of speaking strategies and approaches.

2.5.Strategies to reduce speech anxiety in foreign language learning

Students should be aware of the significant role that anxiety plays in influencing their speech communication. They should be able to manage and reduce their anxiety when speaking. Strategies are divided into two strategies for the students and others for the teachers. Marwan (2007) discovered that students employ four strategies preparation, relaxation, positive thinking, and peer seeking.

2.5.1. Student Strategies to Reduce Speech Anxiety

To help students speak English more fluently, it's necessary to outline solutions for overcoming speaking obstacles (Winstanley et al., 2018).

2.5.1.1 Practice and preparation

Students who use preparation strategies, such as rereading the content that will be presented, studying a lot of vocabulary and grammar, and reading while seeking for the material to be presented, get a lot of new vocabulary, are able to overcome anxiety. Pupils get over their nervousness by learning more about the language through reading a lot of books, newspapers, TV news, cartoons, and movies. By practicing speaking with others, students also attempt to improve their pronunciation (Rajitha&Alamelu, 2020). Students also strive to use English in daily life, prepare ahead of time, and practice more (Rafieyan, 2016).

By attempting to control the approaching threat, students can use preparation as a way to lessen anxiety through improved learning. It can be concluded that students with preparation anxiety carry out the preparation required, such as gathering texts and writing notes before starting to speak in English and practicing in front of a mirror before a class starts. Summarizing, studying harder and taking notes are examples of preparation strategies.

2.5.1.2 Relaxation techniques

Techniques for relaxing that have been shown to be successful in reducing speaking anxiety in public are appropriate for reducing speaking anxiety. One method of implementing the relaxation strategy is to inhale deeply. The 4-7-8 method is one of Andrew Weil's inventions. The 4-7-8 breathing control method is inhaling, holding your breath, and expelling for 4, 7, and 8 counts, respectively (Vierra et al., 2022). According to LaLande et al. (2011), the breathwork model perspective involves the suppression of emotions, sentiments, and sensations that are deemed unpleasant, with breathing inhibition serving as a key mechanism for achieving this suppression. Anxiety and sadness can linger because of the suppression of these internal experiences (Campbell-Sills, Barlow, Brown, & Hoffmann, 2006).relaxation techniques, which include specific speech-related strategies intended to reduce physical symptoms of anxiety and promote mental and physical calm. Therefore, in order to manage their speaking anxiety, students should at the very least employ these approaches.

2.5.1.3 Positive thinking strategies

One strategy for helping students grow more comfortable speaking English is positive thinking. By putting them in circumstances where their mind can function effectively, doing this gives them the courage to speak in front of their friends. This tactic addresses the mental processes that underlie students' speech anxiety, such as thinking about performing brilliantly or enjoying the stress that arises during speech.

Using a palliative function that concentrates on the cognitive issues that underlie students' speaking anxiety, positive thinking techniques can assist students in overcoming their fear of public speaking (Kondo & Ying-Ling, 2004). Also, encouraging thoughts might help pupils become more adept at stress management. Students who practice positive thinking are better able to control their stress levels and feel less anxious, which helps them make the connection between their emotions, thoughts, and actions (Shokrpour et al., 2021). In addition, students can try self-efficacy, which is defined as confidence in one's own capacity to successfully complete, manage, and complete activities. Self-efficacy can serve as a useful source of motivation for learners (Maulidia & DJ, 2023).

As a result, individuals need to learn how to have relaxing conversations with themselves that are filled with affirmations rather than criticism.

2.5.1.4 Peer seeking

Peer seeking can be identified by students' eagerness to seek out other students who also struggle with anxiety in an effort to support one another in overcoming anxiety. Put another way, seeking out others (peers) entails working together to find a solution for the speaking anxiety issue. Emotional control may be facilitated by social comparison (Kondo & Ying-Ling, 2004). This method works well, particularly if the students are able to discuss their experiences and methods with a learning partner.

2.5.2. Teacher Strategies in reducing speech anxiety in foreign language learning

The majority of research findings indicated that teachers play a critical role in assisting students in reducing their speaking anxiety and in helping them deal with it. Given the significant negative effects that speaking anxiety has on students' learning and speaking abilities, teachers should make an effort to provide some solutions to support anxious students. Teachers can apply the following strategies to reduce their student's speaking anxiety:

2.5.2.1 Relationship in the classroom

Teachers can employ a variety of techniques to foster a classroom environment that reduces language anxiety in their students. The development of a strong teacher-student relationship is one such tactic. These kinds of connections are essential to creating a positive, welcoming, and effective learning environment in the classroom, which may reduce language anxiety in children. For example, studies by McCown et al. (2010) and Curry and Maher (2020) demonstrate the importance of the teacher-student relationship in creating a secure and encouraging learning environment that encourages students to talk freely. The relationship between the teacher and the students is critical to encouraging interaction in the language classroom, where students feel motivated to speak English instead of being fearful of making grammatical errors (McCown et al). Positive interactions between teachers and students can be extremely important in assisting students in overcoming their shyness and honing their speaking abilities (Curry and Maher).

Teachers and students can build and improve their relationship through humor, positive body language, and nonverbal cues. According to Tsiplakides and Keramida (2009), humor, using students' first names, maintaining eye contact, and displaying positive body language can all help teachers and students develop meaningful relationships. Moreover, Tsiplakides and Keramida propose that humor, affirming body language, and expressing approval nonverbally might lessen language anxiety and redirect attention to the desire of students to improve their speaking abilities. Furthermore, Curry and Maher stress the value of using humor, fostering a welcoming and easygoing atmosphere, and exercising patience when teaching

language. Additionally, by encouraging students to participate in speaking exercises, these tactics can help lower language anxiety in the classroom.

2.5.2.2 Student grouping

Many foreign language researchers are concentrating on pair and group work as an additional method of lowering students' speaking anxiety. The value of assigning group presentations to students rather than individual ones in front of the class as a way to reduce language anxiety. Giving the students the opportunity to complete the activity in groups fosters a sense of teamwork, and group presentations are simpler and less illuminating than solo ones.

Through pair work, students can collaborate with one another to complete the learning activity's objective. Having a pair can assist nervous pupils in managing their anxiety and comprehending one another, claim Kondo and Ying-Ling (2004). The researcher paired one student who was deemed less anxious with another student who was deemed anxious in this portion. It was anticipated to make it possible for students who were at ease to impart their knowledge and confidence to pupils who were nervous. It is consistent with a study by Storch and Aldosari (2013) in which a low proficiency student and a high proficiency learner were partnered. One outcome of the student matching process was that the pair was categorized as an Expert-Novice pattern, which is a type of dyadic pattern described by Storch (2002). Finally, one hopes that speaking anxiety will be decreased among EFL students. It is anticipated that students' self-confidence will grow and their anxiety regarding their speaking abilities will lessen as pair work provides a more favorable opportunity for speaking than working in groups of three or more.

When students collaborate, they will inspire one another, help, support, and encourage each other's participation in the group project. This is so that students in cooperative learning environments may rely on one another and work toward shared objectives, which fosters a sense of unity.

2.5.2.3 Supportive and Captivating Classroom Activities

Teachers play a critical role in helping students improve their speaking ability and reduce their language anxiety by implementing engaging and helpful classroom

activities. Curry and Maher (2020) highlight the importance of matching speaking activities to students' interests. They stress that this kind of approach is critical to lowering LA and promoting students' innate desire to participate in speaking English. Teachers can reduce Language Anxiety by creating a sense of relevance and motivation for their students by tailoring materials and exercises to their particular preferences and integrating topics that speak to their interests (Curry and Maher 2020). Additionally, Curry and Maher support designing enjoyable and engaging activities that will allow students to participate. Teachers can encourage students' desire to communicate effectively in English, build their speaking ability and confidence, and lessen their language anxiety by including fun and engaging exercises (Curry, Maher). Accordingly, Inada (2021) emphasizes how important it is to take into account students' interests, responses, emotions, and learning preferences while creating lesson plans and choosing instructional strategies. Teachers can maintain their excitement for using English in the classroom by implementing resources and methods that connect with their pupils. Thus, reducing Language Anxiety is a result (Inada). All things considered, by matching activities to students' interests and preferences, teachers can influence the classroom climate and promote student involvement. Teachers can considerably aid in the development of students' speaking abilities while lowering speaking anxiety by combining interesting and pertinent materials and providing opportunities for active engagement.

2.5.2.4 Pedagogical Aspects

Three pedagogical elements that can be implemented in English language classrooms are presented by McCown et al. (2010), who add to the conversation on lowering language anxiety. These elements are delayed response, correcting errors, establishing a routine in the classroom, offering helpful techniques for encouraging student engagement, and reducing language anxiety. McCown et al. emphasize the significance of delayed responses as a valuable strategy to lessen language anxiety and encourage student participation in speaking exercises. Teachers can use delayed responses by purposefully giving students a chance to speak and offering assistance to foster a comfortable speaking environment. This strategy entails turning the focus away from any one student by asking a different question to a different student and giving the prior student enough time to prepare an answer. This method encourages

equitable involvement and a positive classroom learning environment while lowering the burden on individual pupils (McCown et al.).

Regarding error correction, McCown et al. (2010) stress that paying attention to the content of the student's response and the intended contribution's form is crucial rather than just classifying utterances as correct or incorrect. Instructors can help students improve while preserving their motivation and self-confidence by offering constructive criticism, considering both language accuracy and content (McCown et al.). Additionally, McCown et al. recommend against making events predictable regarding particular tasks or the sequencing of activities since this may result in student boredom. Instead, they favor building a predictable classroom atmosphere in terms of expectations for involvement. Teachers can create a safe and engaging learning environment that encourages student confidence and active involvement by setting clear expectations for student participation and engagement (McCown et al.)

Conclusion

In conclusion, language is a very important communication tool that all people use, including comprehending and expressing one another. For students to effectively communicate and gain understanding from others, they must talk fluently. Speaking has been the most crucial English language skill since speaking is a daily communication tool, according to Parmawati (2018,p .21). Five components of speaking have been identified by researchers: pronunciation, vocabulary, accuracy, fluency, and comprehension. In addition to this, speaking can be further classified into six categories: transactional, interpersonal, imitative, responsive, and extended speaking. Speaking is essential to speaking proficiency since practical communication skills help students inside and outside the classroom. Unfortunately, the majority of students struggle with learning English due to anxiety issues. Therefore, students must assist themselves in minimizing their speaking anxiety by employing helpful strategies like preparation and practice, relaxation techniques, positive thinking, and peer seeking. Furthermore, teachers play a critical role in reducing learners' anxiety in their foreign language classrooms through various strategies, including relationships between teachers and students in the classroom ,student grouping, cooperative learning, and pedagogical aspects.

Chapter Three

**Field Work Analysis and
Interpretation of the Results**

Chapter Three: Field work analysis and interpretation of the work

Introduction

This chapter is devoted to the field work of our study. Its aim is to investigate the effect of anxiety on EFL students' oral performance at the University of Mohammed Khider of Biskra at the Department of English. In order to answer the research questions and check the validity of the hypothesis of this research, we have designed two questionnaires. The questionnaires were addressed to both teachers of oral expression and first year students. The chapter contains the description of questionnaires as well as a detailed analysis of our respondents' answers to each item.

3.1. Population and sampling

To accomplish our research, the questionnaire was administered to thirty (30) students from the whole population of first year students of English at Mohammed Khider University of Biskra. We have chosen the students of this level, because we believe that it is at this level at which students' anxiety is higher than in the other levels. In addition to that, the teachers' questionnaire was administered for eight (08) teachers of oral expression.

3.2. Research design

The students' questionnaire consists of three sections. The first section is entitled "general information" and it is divided into three questions. It is meant to have an idea about how students view their English language. This category aims to obtain information about students' choice to study English language at university. The second one is entitled "anxiety" it consists of eight questions its aim is to identify some obstacles that students face in learning the English language and find out to discover how anxiety affects learners' learning process. The third one is entitled "speaking anxiety in relation with speaking performance". Its aim is to analyse more about the relation between anxiety and speaking performance and how anxiety affects learners' speaking performance. It also aims to suggest solutions by choosing the appropriate strategies to reduce students' speaking anxiety. We discovered that

teachers also need to fill out a questionnaire, in addition to the one for students. Teacher questionnaire included two sections , the first section entitled "general information" it divided into three (03)questions ;aims to know more about the teachers information . the second one entitled "anxiety in teaching the speaking skill" its divided into eight (08) questions; it is about identifying teachers observation during the sessions and their role with help the students to reduce anxiety during the oral sesstions.

3.3. Data collection tools

The research at hand uses different approaches and methods to achieve the intended objectives. The research uses a qualitative method according the nature of research. Quantitative approach used as it fits the process of analyzing and dealing with the data of questionnaire and interpreting the findings. Qualitative approach is adopted to select the data and information related to the research inquiry.

3.4. Analysis of the Students' questionnaire

Section One : General information

Q1) Gender :

Options	Participants	Percentage%
Male	7	23 %
Female	23	76 %

Table 1:studentsgender

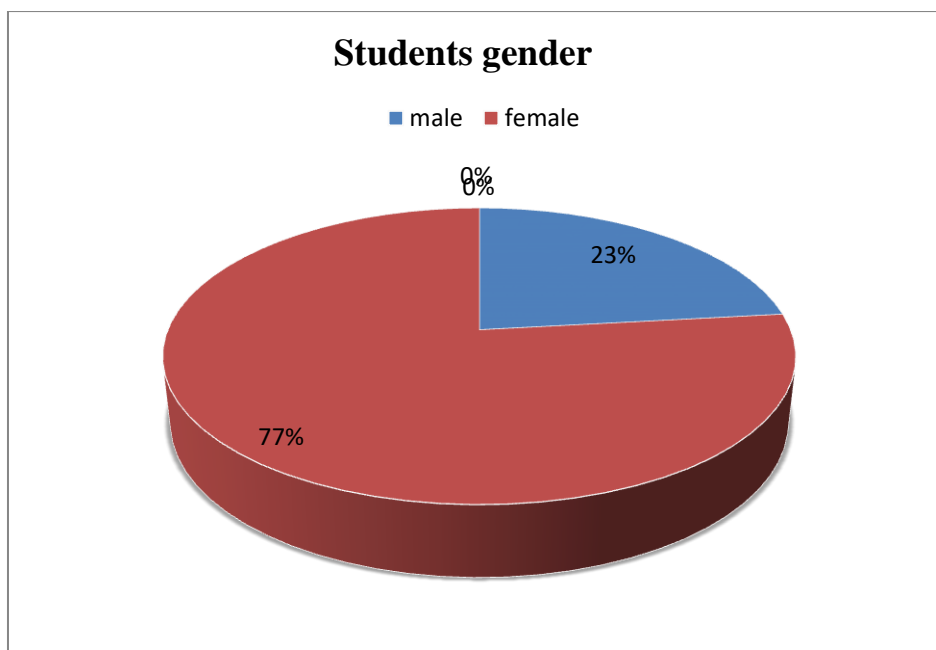


Figure 1:Students' gender

The result obtained from the first question indicates that female is the dominant gender (76 %) and male were only few (23 %). This means that female are more interested to learn English language. Furthermore, this data might have some effects on the results of the study; it can help to discover whether anxiety exist among one gender or both.

Q2) How do you Assess your level?

Options	Participants	Percentage%
Excellent	2	6%
Good	18	60%
Average	6	20%
Weak	4	13%

Table 2: Students Self Evaluation

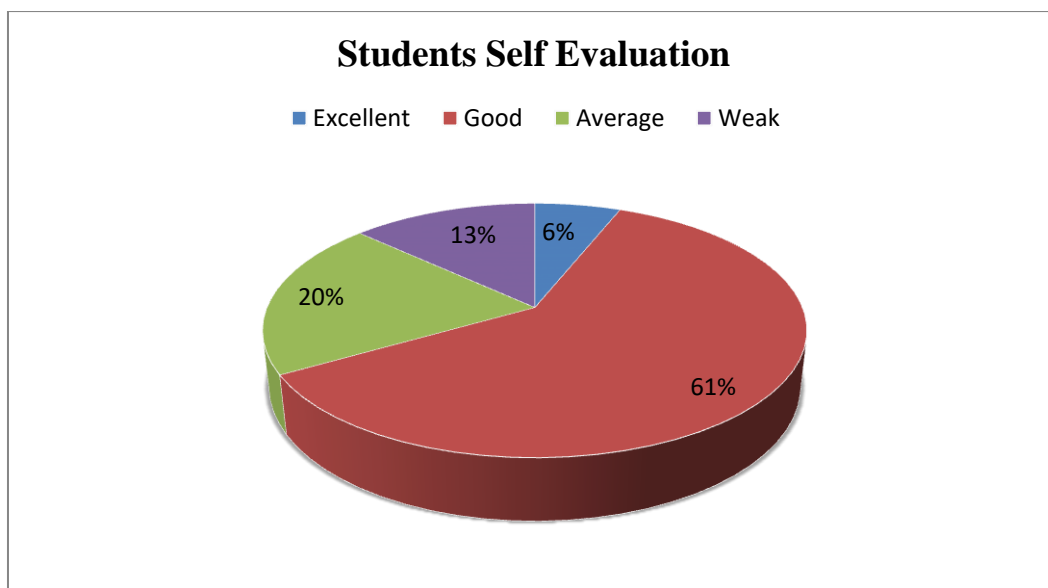


Figure 2: Students Self Evaluation

The purpose of this question is to evaluate the students speaking skills. They are asked to evaluate their speaking ability. Most of students (60%) answered that they have an good level. Whereas, (20%) of students say that they have average level and (6%) are excellent .Just ,(13%) say that they have weak level. So, from the analysis of the students the majority answers we noticed that most of them think that their level in English is good .andonlyfew members think that they are weak this may be as a result of the lack of self-confidence.

Q3) Your choice to study English was:

options	Participants	Percentage%
Personal choice	22	73%
Parent choice	6	20%
Administrative choice	2	6%

Table 3: Participants' choice to study English

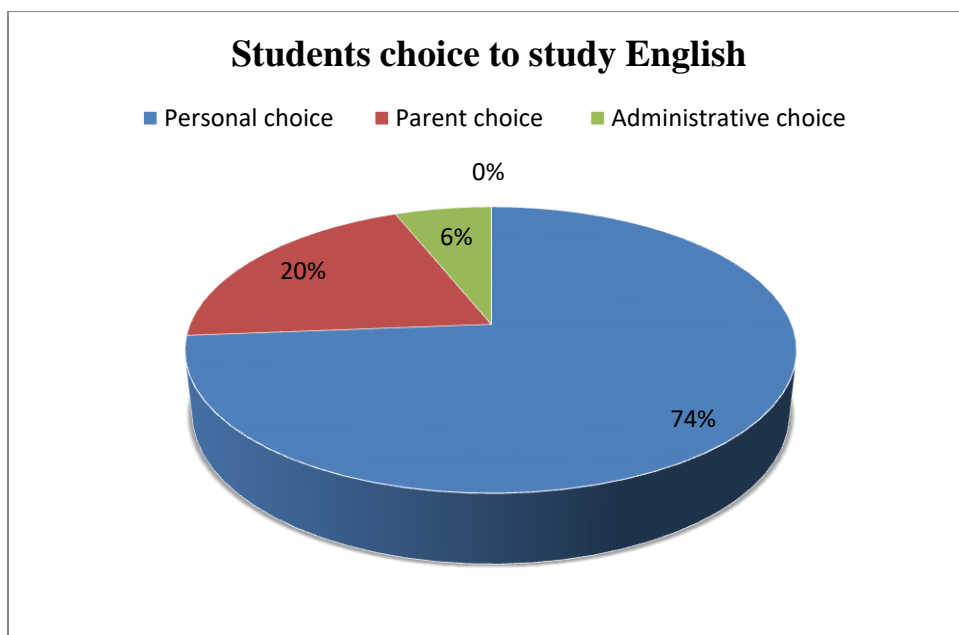


Figure 3: Participants’ choice to study English

According to this chart, the students who were obliged by their parents or administrative choice to study English are (26%) while those who were voluntary to study it are (73%) . The number of learners who chose to study English are more than those who are obliged to study it therefore, studying English is the desire of the majority of the students.

Although the majority of students decided to study English, we discover that anxiety affects in their learning. Thus, even they are sure about their decision to learn English; anxiety affects their ability to learn and makes it harder for them to develop their abilities.

Section Two: Anxiety

Q4) What are the problems do you face with speaking English language ?

Options	Participants	Percentage %
Anxiety	8	26%
Lack of communication skills	6	20%
Lack of practice	13	43%
Speaking problems	3	10%

Table 4: English language problems

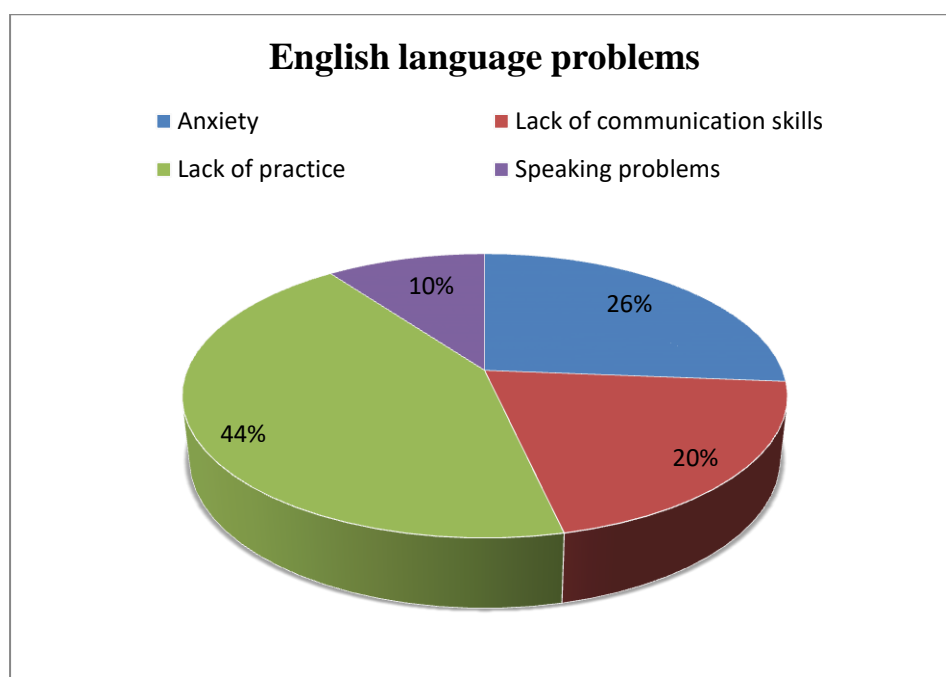


Figure 4: English language problems

This question highlights some of the problems that hinder the students' participation. The choices come to understand why the students do not participate in the classroom, and they have to choose the appropriate choice that describes their case. Most of the students (44%) face the lack of practice. However, (26%) they have an anxiety. Whereas (20%) have indicated that they have the lack of communication skills. A few participants (10%) face problems of speaking.

The results obtained show us that the students face some problems with speaking English language, which may mean that students are afraid about speaking and participation during the oral course.

Q5) Do you feel anxious when speaking English ?

Options	Participants	Percentage %
Yes	23	76%
No	7	23%

Table 5: Participants' perception of whether they feel anxious when speaking English

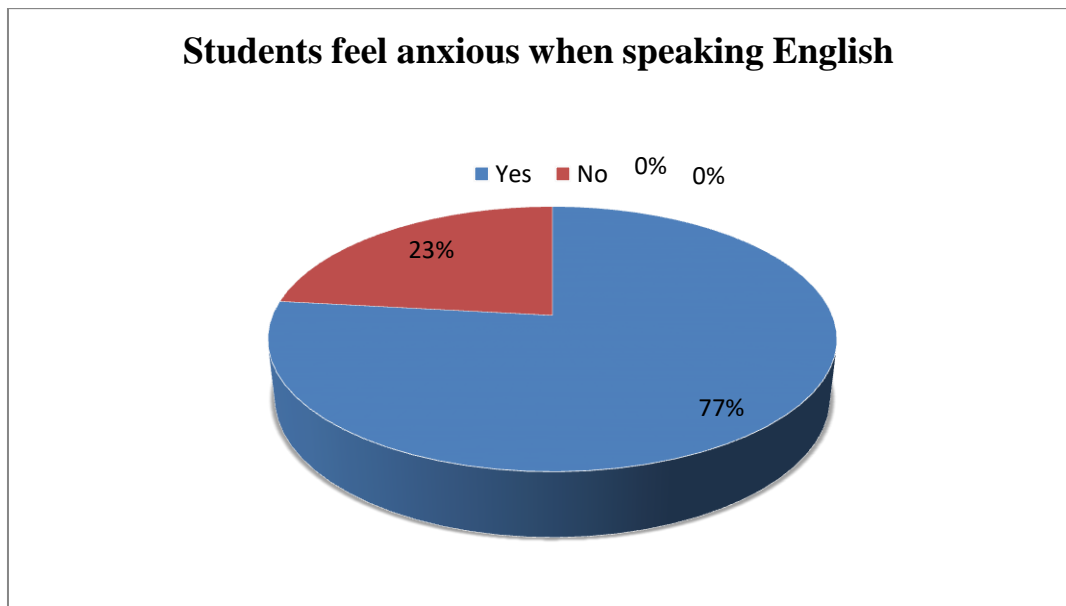


Figure 5: Participants' perception of whether they feel anxious when speaking English

The above statistics show that the majority (77%) of the students feel anxious when they are asked to speak the English language in the class .However,afew members (23%) feel comfortable when they asked to speak in the class. The number of the students who feel anxious when they asked to speak English in the class is higher than those who believe that it is a comfortable experience .

We deduce that from the results that speaking the English language in the class is not an easy task for the learners. The majority of the students feel anxious when they speak English, which prevents them from expressing their ideas.

Q6) Do you think that anxiety affects your speaking performance?

Options	Participants	Percentage %
---------	--------------	--------------

Yes	22	73%
No	8	26%

Table 6: Participants’ perception of whether anxiety affects their speaking

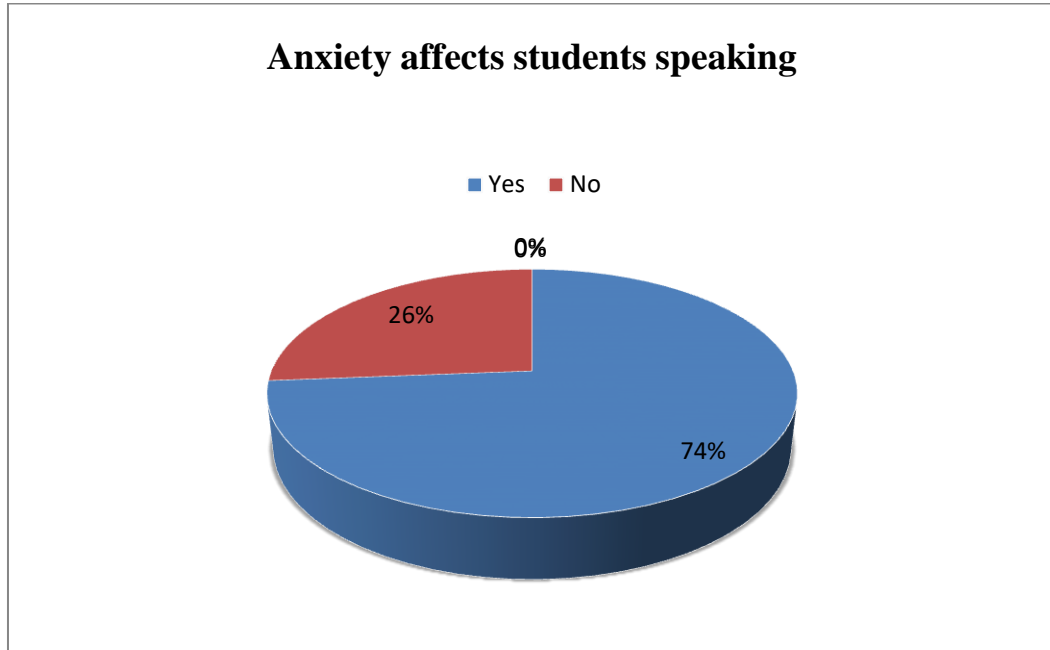


Figure 6: Participants’ perception of whether anxiety affects their speaking

The results obtained indicate that(74%)of students stated that anxiety had a significant impact on their ability to learn a foreign language. and (26%), who claimed that anxiety had no effect on their ability to speak a foreign language. The number of the learners who believe 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 findings make it clear that more students believe anxiety has an impact on their foreign language learning than who believe that anxiety is a contributing cause to their language learning problems. The amount confirms that anxiety plays a significant role in the failure of the majority of participants' attempts to learn a foreign language.

Q7) How do you feel when you are asked to speak in class?

Options	Participants	Percentage %
----------------	---------------------	---------------------

Anxious	11	36%
Excited	10	33%
Surprised	5	16%
Demotivated	3	10%

Table 7: Students' Feeling toward Speaking English in the class

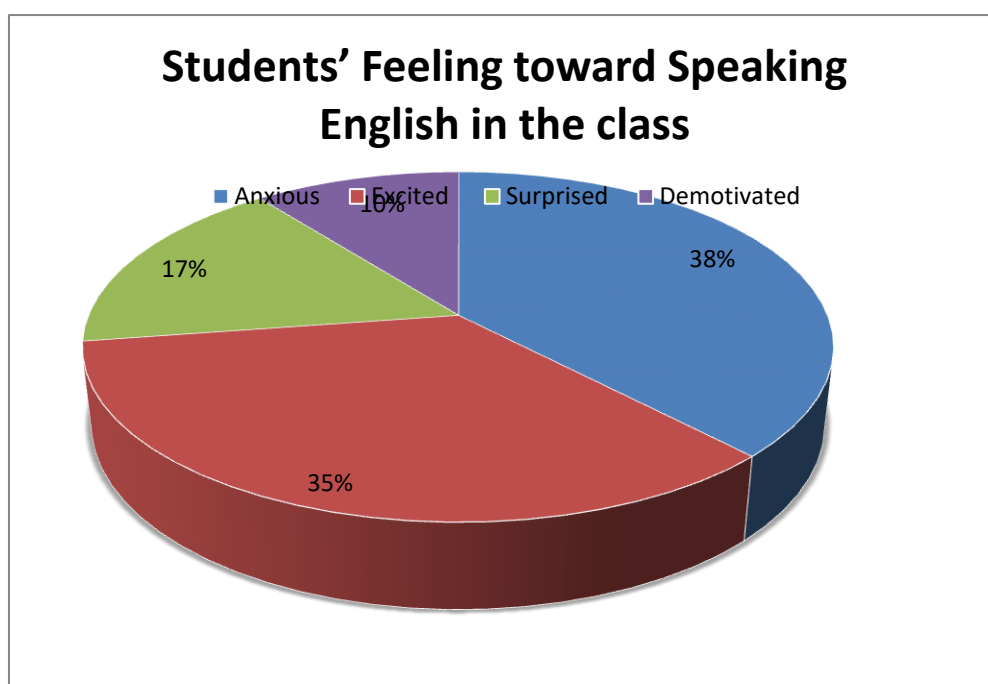


Figure 7: Students' Feeling toward Speaking English in the class

It is clear from the results that number of students who feel anxious when they are asked to speak in the class are (36%), and those who feel excited are (33%), while (16%) are surprised when they asked to speak. In addition, few participants (10%) feel demotivated when they speak.

From the statistics above, we can say that speaking English in class is negatively impacted by anxiety which makes it more difficult to communicate in class.

Q8) When you are anxious what kind of problems do you face ?

Options	Participants	Percentage%
Hesitation	9	30%

Inhibition	5	16%
Fear of making mistakes	12	41%
Lack of confidence	4	13%

Table 8: Students' Problems

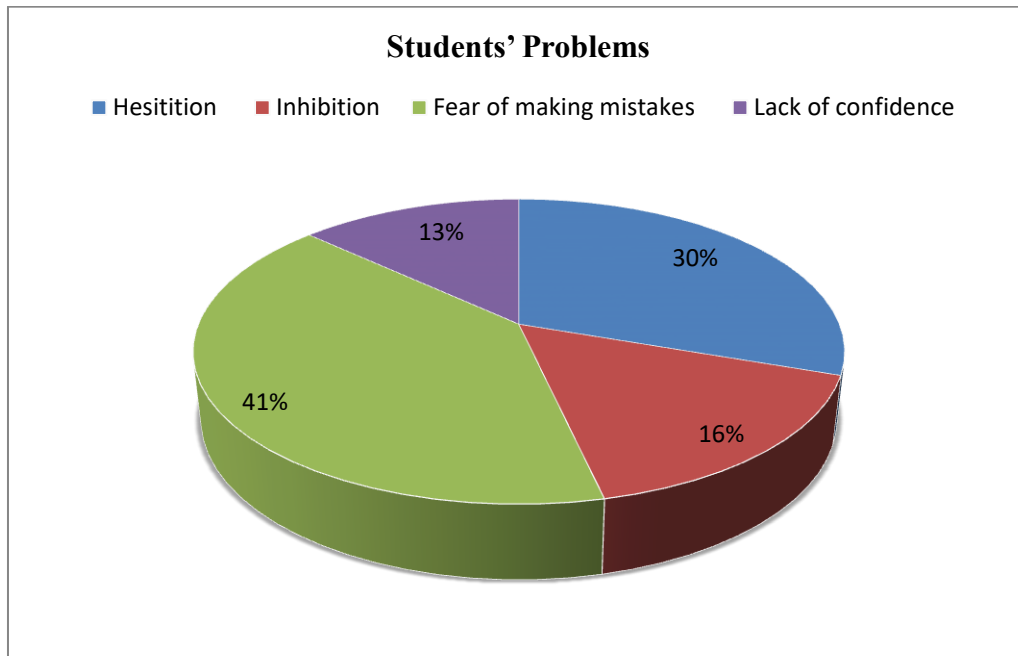


Figure 8: Students' Problems

The results illustrates that most of students, with (41%) they are afraid of making mistakes , however (30%) hesitate when they feel anxious . Whereas (16%) have indicated that they has difficulty with inhibition. While only (13%) refer to Students' lack of confidence problem .

This question highlights some of the problems when the students feel anxious that hinder the participation in the classroom.We extract from the results ,that students' anxiousness affects them and causes them to deal with a variety of difficulties.

Q9)Is anxiety caused by linguistic problems?

Options	Paricipants	Percentage %
----------------	--------------------	---------------------

Yes	23	77%
No	7	23%

Table 9: Participants' perception of whether anxiety caused by linguistic problems

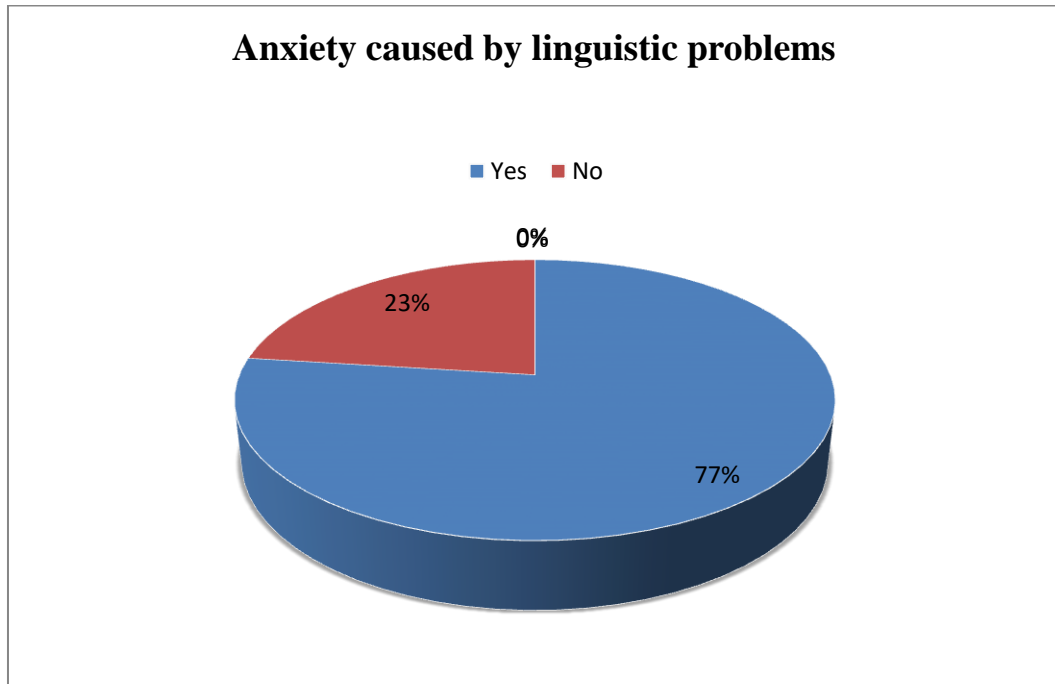


Figure 9: Participants' perception of whether anxiety caused by linguistic problems

We can notice that the highest percentage of students (77%) answered with "Yes" they claim that anxiety is caused by linguistic problems . while, (23%) rejected the idea of anxiety caused by linguistic problems .We conclude that anxiety might be due to many reasons such as linguistic problems .

Q10)In case your answer is yes, is it due to?

Options	Participants	Perception %
Prononciation	3	10%
Fluency	8	26,66%
Vocabulary	12	40%
Grammar	7	23,33%

Table 10: causes of linguistic problems

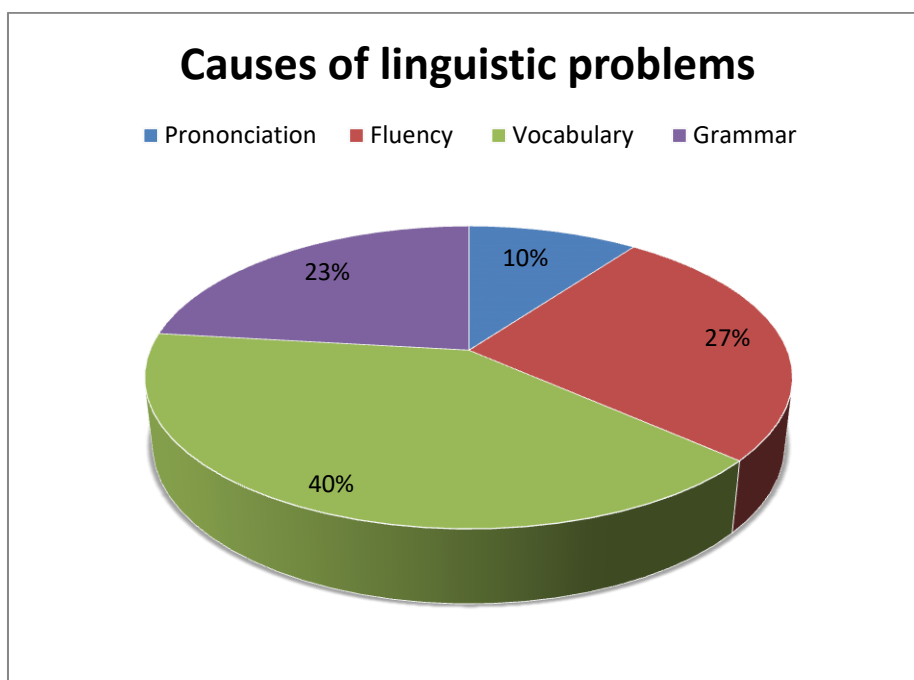


Figure 10: Causes of linguistic problems

As a result of the analysis of the students' answers (40%) they face vocabulary problems and (27%) face problems with fluency when they speak. However, (23%) from the participants face grammar problems. The last (10%) of students said they face problems with pronunciation.

We can deduce that students' anxiety has a negative impact on their pronunciation, vocabulary, grammar, and even fluency. And this has an effect on the ability to communicate clearly in class.

Q11) Do you think that anxiety affects your capacity to speak fluently? if yes, please justify.

Options	Participants	Percentage %
Yes	22	73,33%
No	8	26,66%

Table 11: anxiety affects the capacity to speak fluently

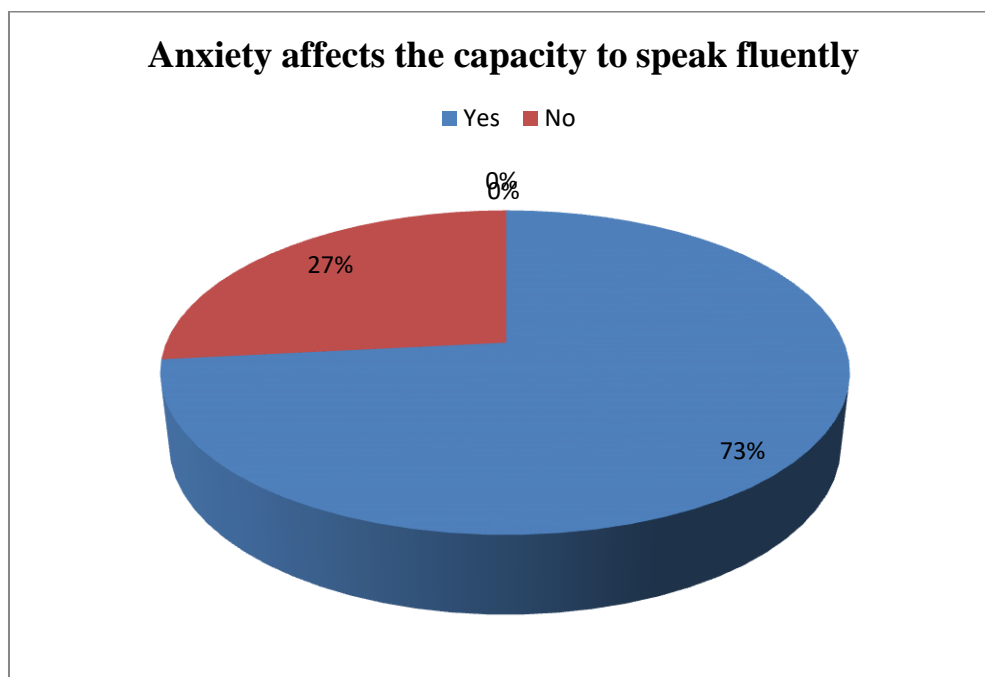


Figure 11: Anxiety affects the capacity to speak fluently

The purpose of the question is to determine whether student's capacity to communicate fluently is impacted by anxiety. As a result, the data collected shows that the majority of students (73,33%) respond "Yes" when asked whether anxiety affects their ability to talk fluently. However, (26,66%) rejected the idea. The participants who chose "yes" were asked to explain their response, so, their answers were because when they anxious, they were unable to pronounce the word correctly. Therefore, we conclude that students' ability to speak fluently in class is impacted by anxiety.

Section three: Speaking anxiety in relation with speaking performance

Q12) Do you think that anxiety and speaking performance are related? If yes, explain .

Options	Participants	Percentage %
Yes	18	60%
No	12	40%

Table 12: Participants’ perception of whether anxiety and speaking performance are related

Table 12:Participants’ perception of whether anxiety and speaking performance are related

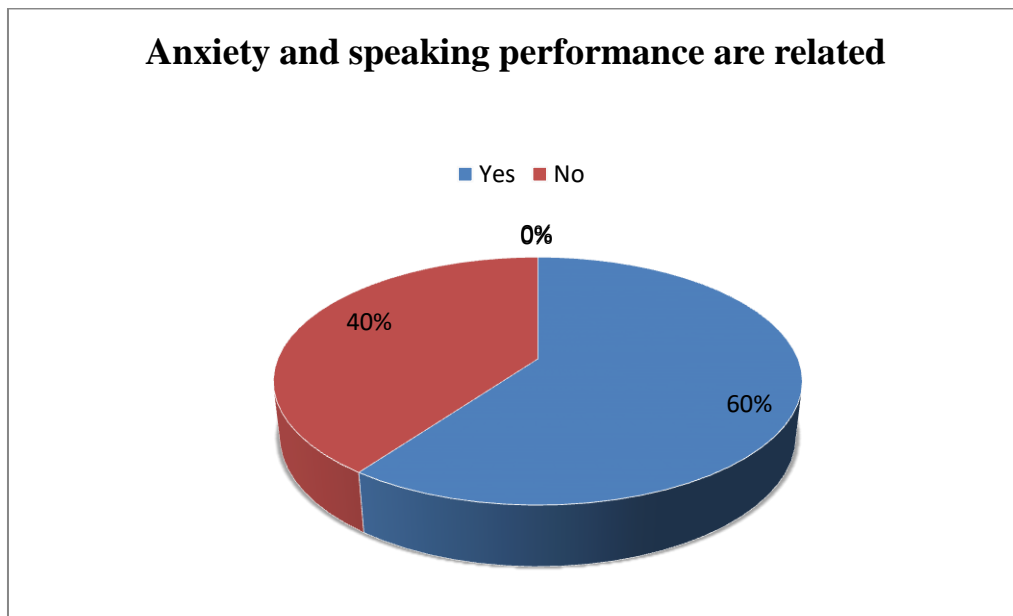


Figure 12: Participants’ perception of whether anxiety and speaking performance are related

According to these results, (60%) claimed that anxiety and speaking are related .While, the rest (40%) of students denied that anxiety and speaking are related. Those who selected "yes" were asked to justify their choice. They explained that their inability to speak clearly was a result of their anxiety .This implies that students who say that anxiety and speaking are related it may be due to lack of self-confidence. Those who think that speaking and anxiety are notrelated since they have a high level of self-confidence.

Q13) When you feel comfortable do you speak easily?

Options	Participants	Percentage %
Yes	30	100%
No	00	00%

Table 13: How does comfort impact speaking

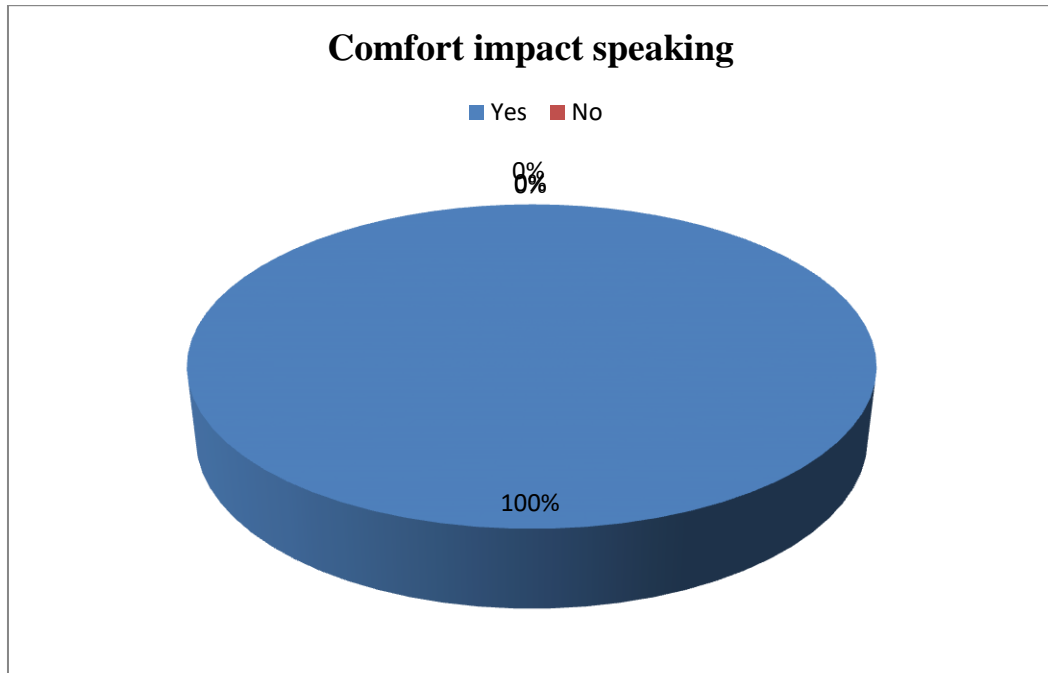


Figure 13: How does comfort impact speaking

It is noticeable that all the students (100%) said that when they feel comfortable they speak easily. When students are at comfort, they communicate more easily due to the psychological and emotional aspects that affect communication. We can draw the conclusion that comfort is a major factor in facilitating clear speech.

Q14) How often does anxiety affect your oral performance?

Options	Participants	Percentage %
Always	8	26,66%
Sometimes	21	70%
Rarely	1	3,33%

Never	0	00%
-------	---	-----

Table 14: Exploring the impact of anxiety on oral performance frequency

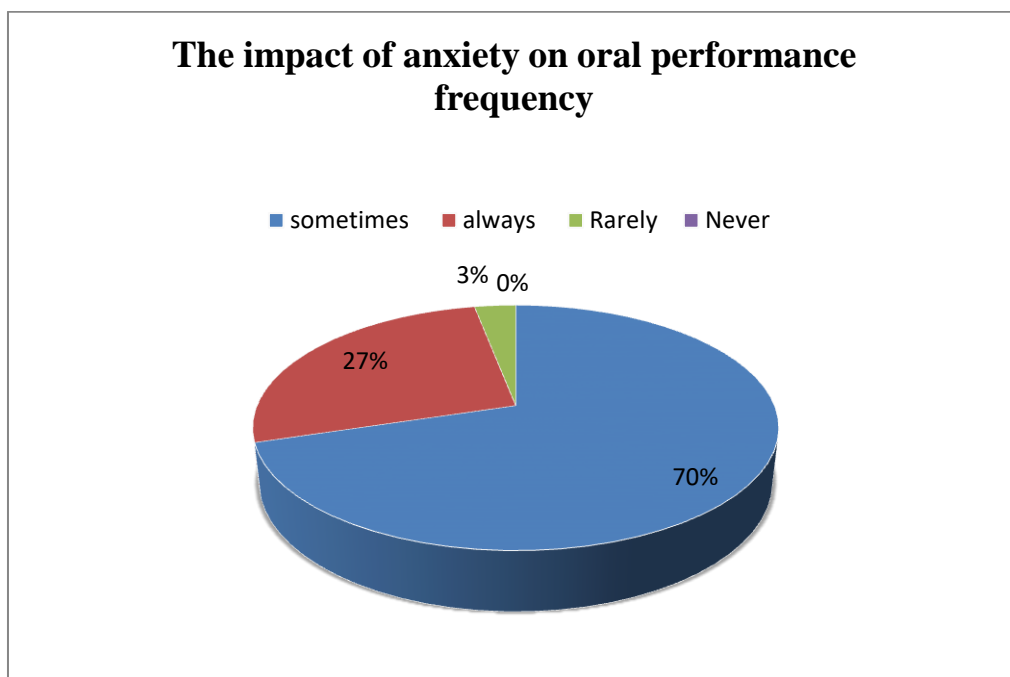


Figure 14: Exploring the impact of anxiety on oral performance frequency

The results displayed above show that the number of students who reported they sometimes feel anxious are (70%) . The number of students who always face anxiety are (27%) , only (3%) they rarely feel anxious anxious when they speak. Not a single student mentioned experiencing anxiety when doing an oral presentation .From the statistics above,we can conclude that a majority of students experience anxiety when giving an oral presentation. Anxiety is thought to be a common problem in the classroom.

Q15) Do you think that anxiety has an effect on your vocabulary choices? Explain your view.

Options	Participants	Percentage %
Yes	24	80%
No	6	20%

Table 15: Participants' perception of whether anxiety effects vocabulary choices

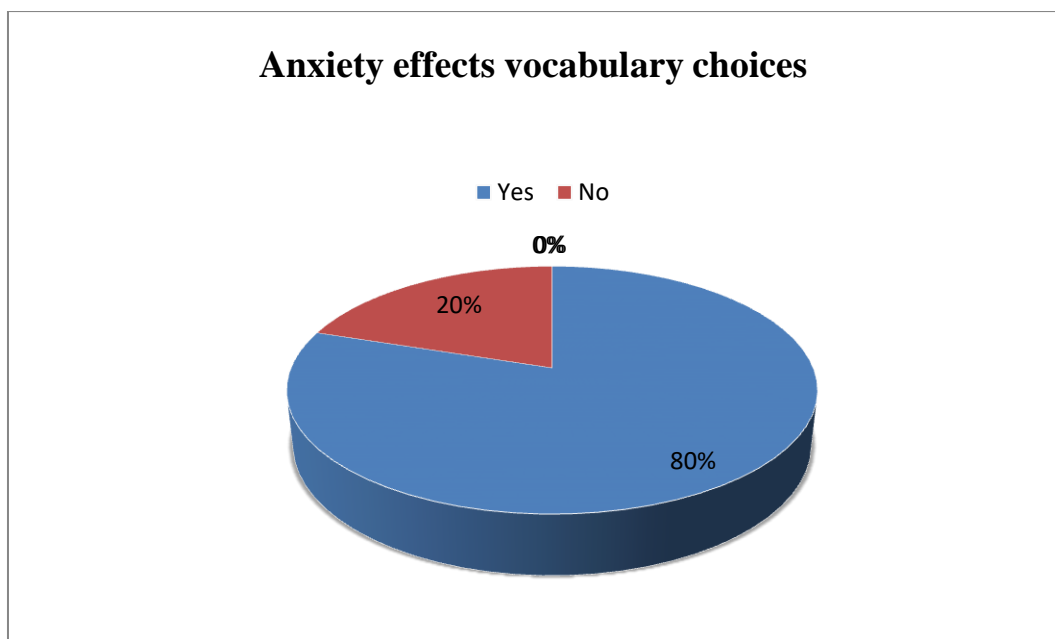


Figure 15: Participants’ perception of whether anxiety effects vocabulary choices

The results show that (80%) of the participants anxiety affects their vocabulary choices. Whereas only (20%) of the students rejected the idea . As an explanation of the students' opinions; they stated that they had difficulty retrieving words when they were anxious, which caused them to hesitate and stop while looking for the appropriate words.

We can conclude that, when speaking students‘anxiety can have a big impact on the vocabulary choices of the students. Anxious students can have difficulty accessing and remembering words .leading them to hesitate and stop while they try to find the correct words.

Q16) How does anxiety affect your speaking performance?

Options	Participants	Percentage %
Positively	10	33,33%
Negatively	20	66,33%
Neutral	0	0%

Table 16: Participants’ opinion about the effect of anxiety on speaking performance

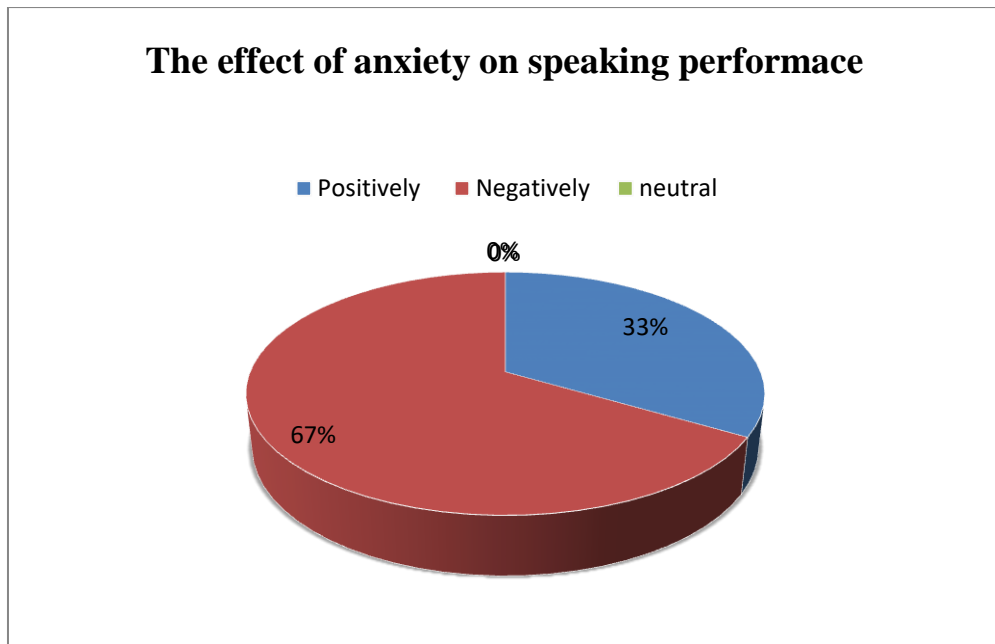


Figure 16: Participants’ opinion about the effect of anxiety on speaking performance

The statistics show that the number of participants who reported that anxiety affects negatively on speaking performance are (67%). While (33%) stated that anxiety is positively effects speaking performance .

It is clear from the statistics that anxiety can have a complex impact on speaking performance, influencing individuals both positively and negatively. anxiety can effects negatively the students ability to speak . Anxiety also can motivate the students to prepare more and be more powerful .

Q17) When does anxiety affect your speaking?

options	Participants	Percentage %
During an oral tests	5	16,66%
During a presentation	13	43,33%
During classroom discution	3	10%
All the above	9	30%

Table 17: Participants' perception about the speaking activities in which they feel more anxious

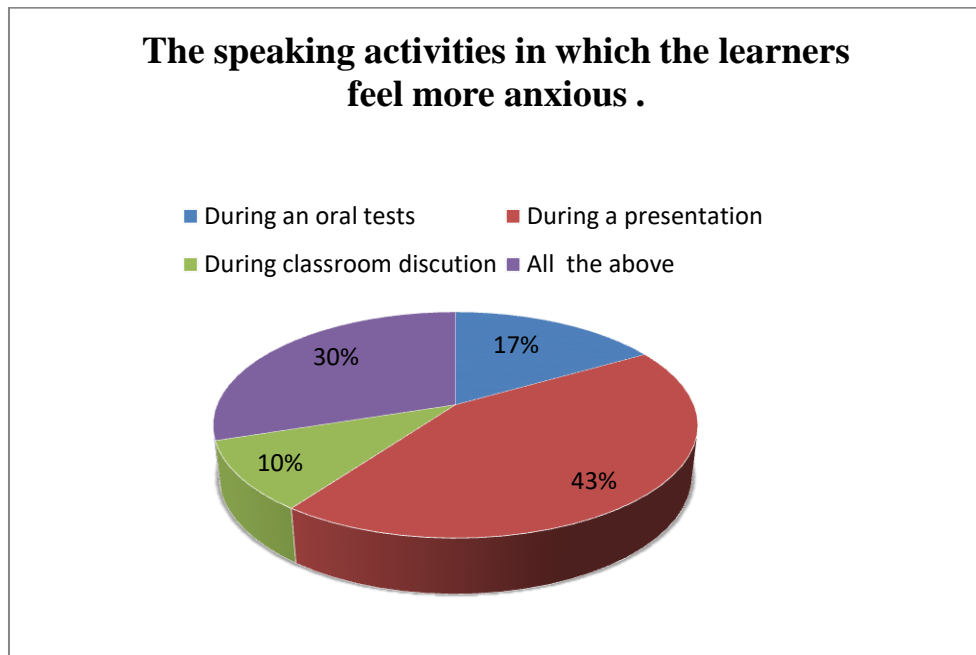


Figure 17: Participants' perception about the speaking activities in which they feel more anxious

It is clear from the results that number of students who feel anxious during a presentation are (43%), and those who feel anxious during an oral tests are (17%). Students who feel they are anxious during classroom discution are (10%), while (30%) experience anxiety for all of the above. We notice that the most anxiety provokes activities for students are the oral tests and the presentation. Also, they feel more comfortable in classroom discussion.

We may say that the activities who obliged the students to speak such as oral tests and presentation provoked much anxiety for the learners ,because they have to talk in front of the entire class, naturally, and fluently, which makes it difficult for them to share their ideas in English.

Q18) How do you think that you can improve your speaking skill?

Options	Participants	Percentage %
Overcoming anxiety issues	14	46,66%
Learning more about vocabulary , fluency and pronunciation	10	33,33%
Motivation to acquire oral skills	6	20%

Table 18: Students strategies for Enhancing Speaking Skills

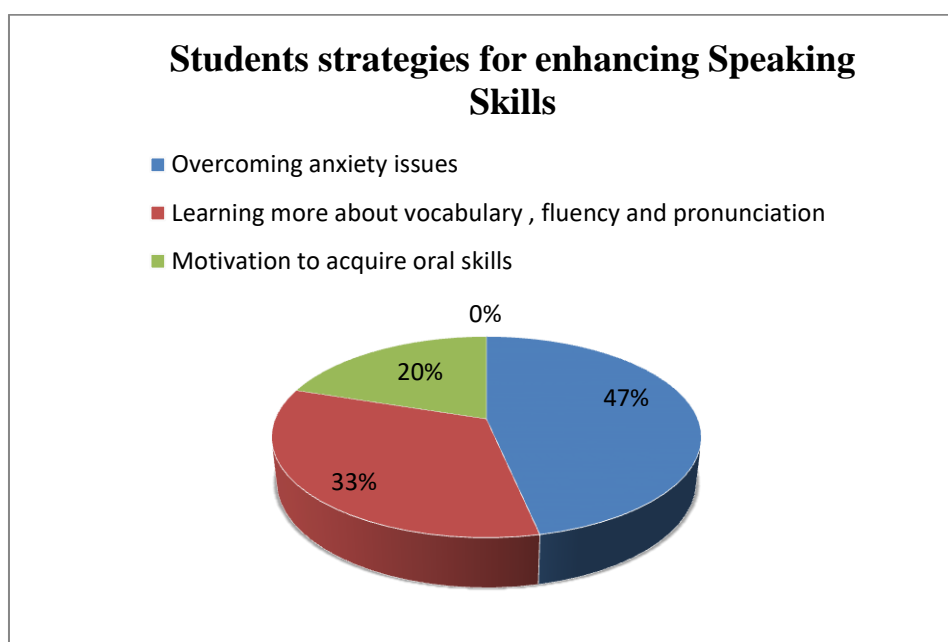


Figure 18: Students strategies for enhancing Speaking Skills

According to statistics, (47%) of the students said to improve speaking skills is to overcome anxiety , and (33%) think that knowing more about vocabulary, fluency, and pronunciation will help to enhancing speaking skills. (20%) of students believe that developing oral skills is a way to enhance their speaking abilities.

We conclude that, enhancing speaking skills involves addressing psychological factors, enhancing linguistic competence, and actively engaging in oral

practice. Students may significantly enhance their speaking skills by controlling their anxiety, concentrating on language aspects, and staying motivated.

Q19) What are the strategies you can use to reduce anxiety?

Options	Participants	Percentage %
Practicing and preparing	10	33,33%
Knowing your audience	9	30%
Making eye contact and body language	11	36,66%

Table 19: Students strategies to reduce anxiety

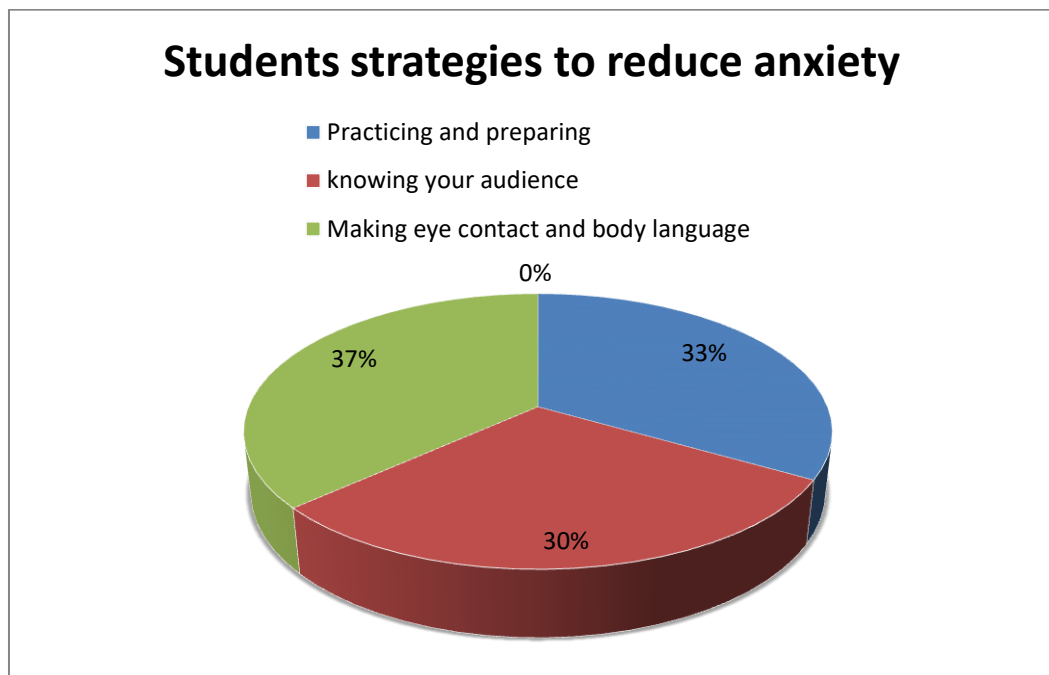


Figure 19: Students' strategies to reduce anxiety

The findings show that (37%) of students said they use body language and eye contact to reduce anxiety, while (33%) mentioned they practice and get prepared to deal with anxiety. (30%) of students believe that knowing their audience helps them feel less anxious.

It is clear from the statistics that all of the techniques are beneficial in helping students feel less anxious. Thus, we conclude that almost all of the students are anxious speakers and are aware of how their anxiety affects their ability to communicate. In order to help themselves, students employ reliable strategies to reduce their anxieties, which could make them feel more relaxed. They can therefore manage their speaking anxiety.

Q20) Can you suggest solution for anxiety problems during speaking performance?

Students were asked what suggestions they utilized to reduce their anxiety in this question. Most students who answer this question emphasize the importance of teachers in helping learners deal with anxiety in the classroom. They stated that the positive environment in the classroom would encourage them to speak up and minimize anxiety, and they stated that the teacher-student relationship would help them to overcome their anxieties. They also emphasized the method of working in groups.

As a result, it is clear from the responses that students do, in fact, require their teachers' help in order to reduce their speaking anxiety. The findings suggest that teachers could be crucial in reducing learners anxiety.

Main findings

The gathered data from the questionnaire given to first year English students indicate that anxiety affects learners' foreign language acquisition since it tends to make learning a foreign language extremely challenging for them, particularly when it comes to speaking. Speaking, therefore, has an opportunity to cause anxiety more than any other skill. It is clear that most learners perform at a good level. Furthermore, the majority of students learning a foreign language attribute their speaking anxiety to linguistic issues and psychological problems, lack of confidence, and fear of making mistakes. The majority of foreign language learners think that anxiety has a significant impact on their academic performance, achievement, which lowers their language skills and makes it harder for them to share their ideas in foreign language. In order to regulate their fears and get better outcomes, students must also acquire several ways for overcoming speaking anxiety. These strategies include familiarizing themselves with the audience, practicing and preparing, making eye contact, and using body language. Additionally, teachers can help reduce their

students' speaking anxiety by modeling a positive relaxed atmosphere, supporting collaborative work, and maintaining a positive relationship with each student. We can therefore conclude that the students suffer from anxiety, which has a negative impact on their ability to speak during the oral session.

3.5. Analysis of Teachers' questionnaire

Section One: General information

Q1) Gender :

Options	Participants	Percentage %
Male	4	50%
Female	4	50%

Table 20: Teachersgender

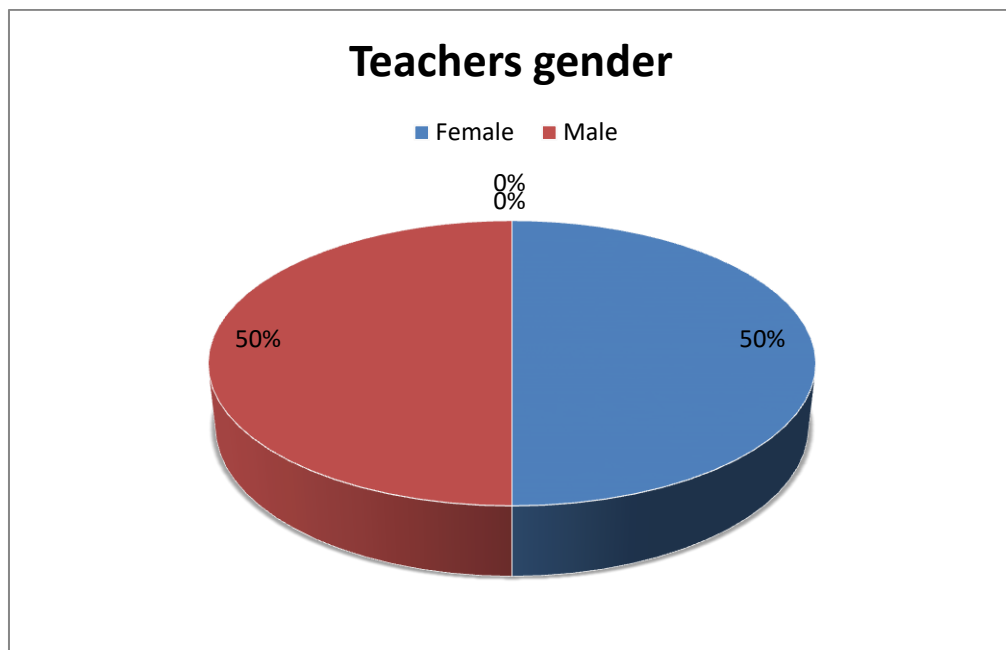


Figure 20: Teachers' gender

The findings demonstrate that the percentage of male and female teachers is equal (50%). This gender equality contributes to real results and the development of different ideas from both genders.

Q2) How long have you been teaching English ?

Options	Participants	Percentage %
One to two years	0	0%
Two to five years	2	25%
Five to ten years	3	37,5%
More than ten	3	37,5%

Table 21: Teachers' years of experience in teaching oral expression

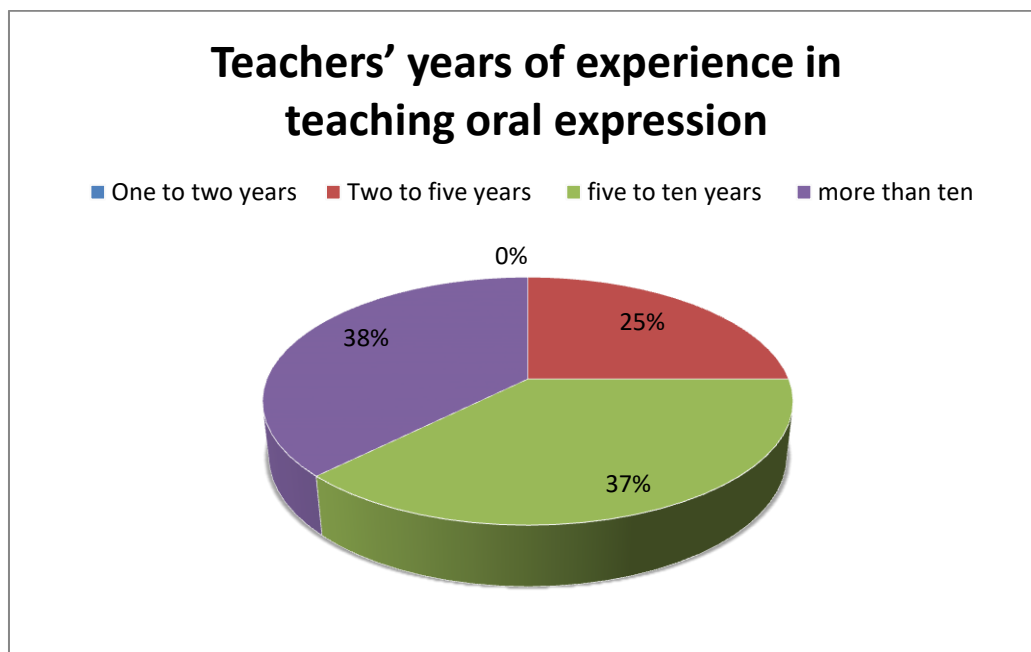


Figure 21: Teachers' years of experience in teaching oral expression

In this question teachers were asked to state their years of expertise in teaching oral expression. (37,5%) of teachers stated that their teaching expertise extends five to ten years or more, while (25%) of teachers extends two to five years. The purpose of asking this question is to distinguish between the attitudes of teachers with extensive experience and those without, as experience is an essential aspect of teaching and because experienced teachers have developed a variety of methods to effectively manage students in various contexts.

Q3) Do you like teaching oral expression for EFL students ?

Options	Participants	Percentage %
Yes	8	100%
No	0	0%

Table 22: Teachers' opinion about teaching Oral Expression

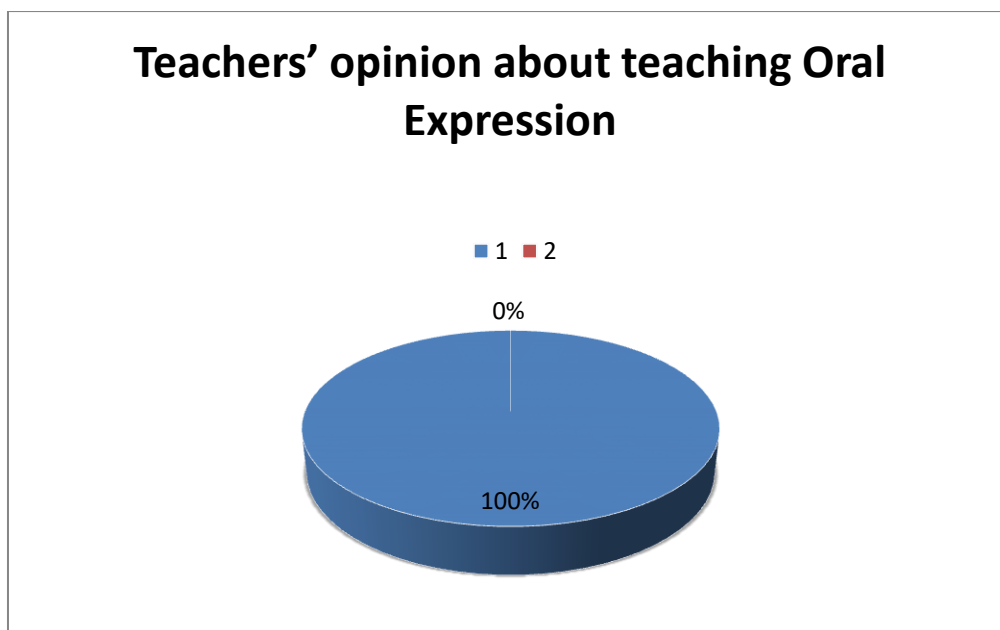


Figure 22: Teachers’ opinion about teaching Oral Expression

According to the statistics, all teachers(100%) responded positively to the question stated that they enjoyed teaching oral expression. Teachers are eager to assist students in learning to speak English, as it is becoming more important in today's world.

Section Two: Anxiety in teaching the speaking skill

Q4)How would you assess the present level of your students at speaking ?

Options	Participants	Percentage %
Exelent	00	0%
Very good	00	0%
Good	2	25%
Average	5	62,5%
Low	1	12,5%

Table 23: Teachers’ opinion about their student’s level

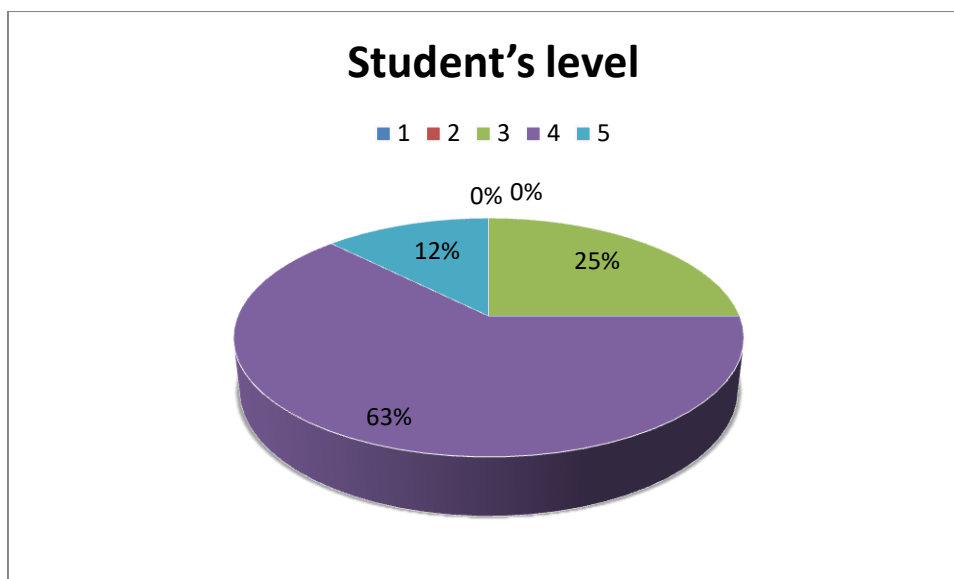


Figure 23: Teachers’ opinion about their student’s level

The results indicate that most teachers (62%) believe that their students' speaking abilities are average, and(25%) believe that their students' speaking abilities are good. Only (12,5%) of teachers believe that their students' speaking abilities are poor, and none believe that their students speak in class at an excellent level.

As a result, we observe that the students speak at a low level; this may be because of the anxiety that exists in their classes. It will therefore be very challenging for students to feel comfortable speaking in class while they are experiencing anxiety related to their learning.

Q5)Do you face problems when teaching the speaking skill?

Options	Participants	Percentage %
Yes	8	100%
No	0	0

Table 24: Teachers challenges in teaching speaking skills

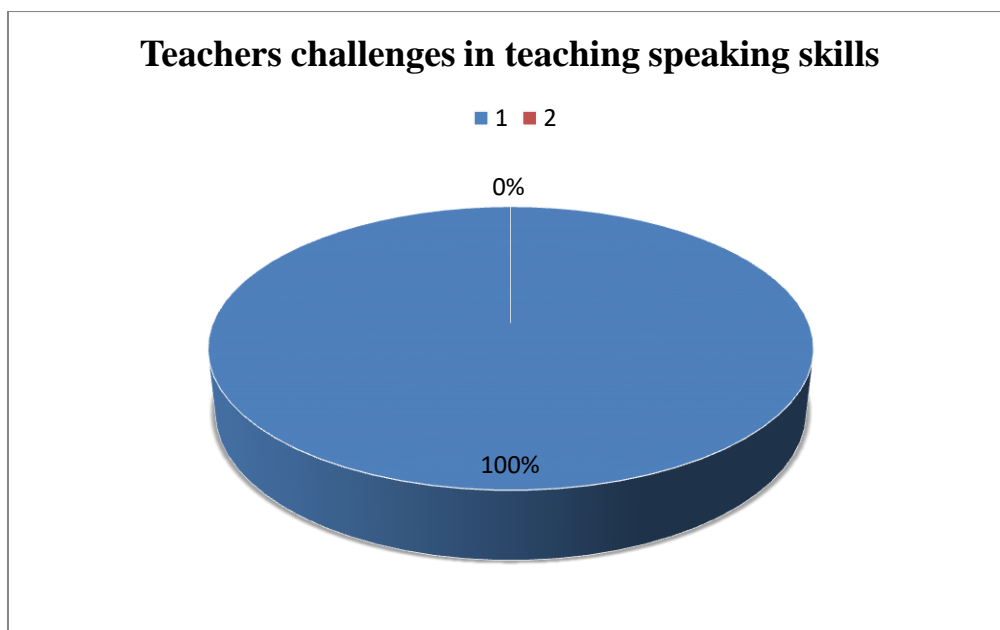


Figure 24: Teachers challenges in teaching speaking skills

Based on the data collected, a

100% of the teachers questioned confessed that they face challenges when teaching students in speaking. This could be the result of several issues, such as anxiety.

Q6) If yes, are these problems related to :

Options	Participants	Percentage %
Students' proficiency level	3	37,5%
Students' psychological problems	5	62,5%
Students learning styles	0	0%
The method adopted in teaching speaking	0	0%

Table 25: Identifying common issues in teaching speaking skills

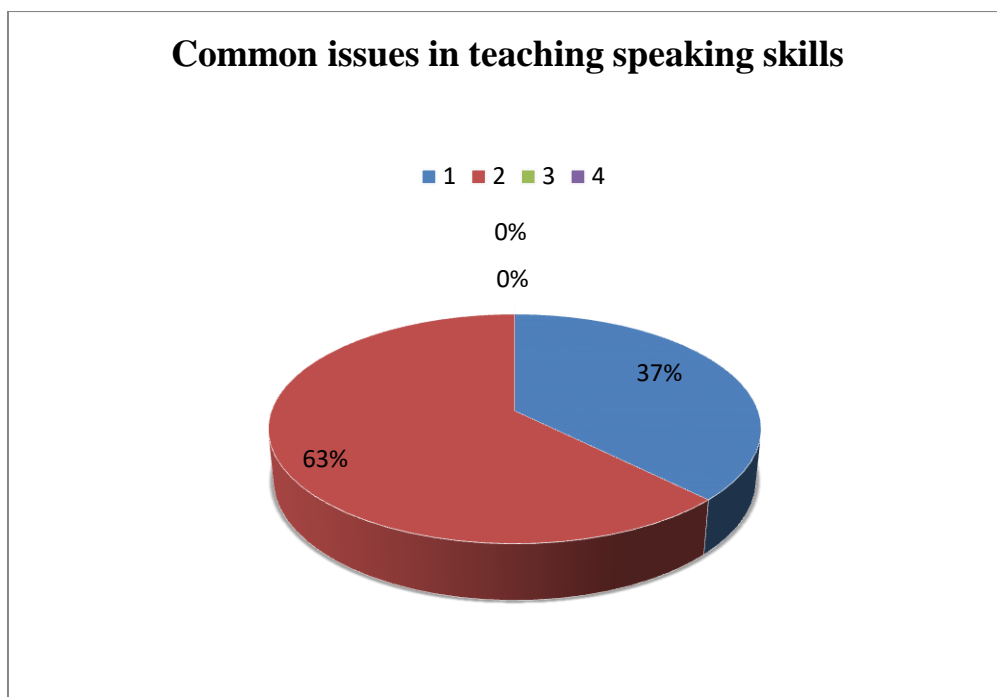


Figure 25: Identifying common issues in teaching speaking skills

According to the results, the majority of teachers (63%) believe that psychological problems are the reason of students' speaking difficulties, whereas (37%) assert that students' speaking difficulties are a result of their proficiency level. Additionally, none of the teachers selected the students' learning styles or the method they adopted in teaching speaking.

There are several obstacles that face teachers when teaching speaking skills to students. One of the most common issues among these obstacles is the proficiency levels of the students. Furthermore, psychological problems among students may make it difficult for them to talk confidently and fluently when participating in speaking activities.

Q7)Based on your own observation do your students face anxiety problems during speaking ?

Options	Participants	Percentage %
Yes	8	100%
No	0	0%

Table 26: Teachers' observation about the effect of anxiety on their learners' foreign language learning

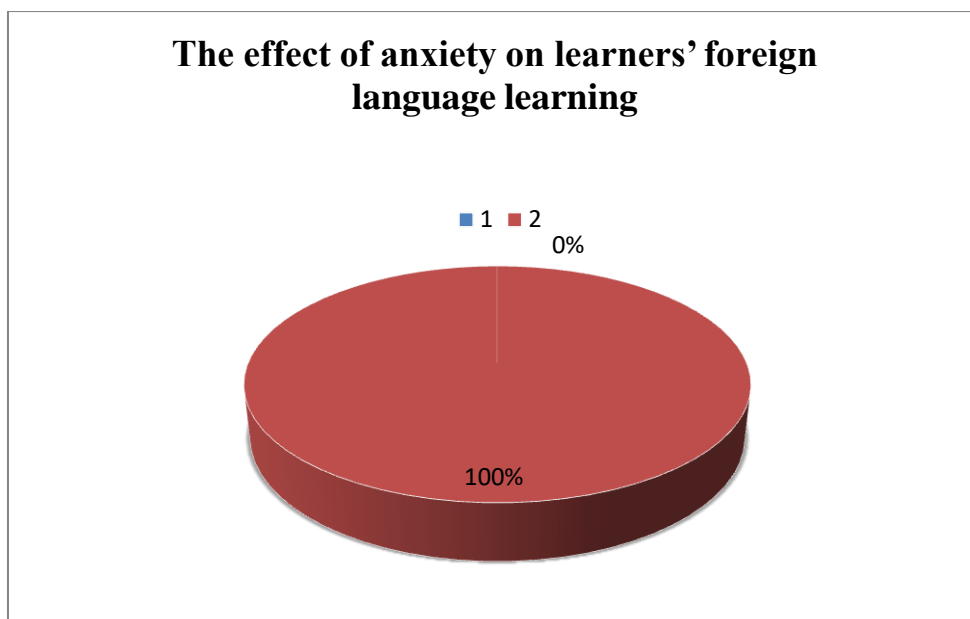


Figure 26: Teachers' observation about the effect of anxiety on their learners' foreign language learning

The data shows that all teachers (100%) who responded to the question gave a resounding "yes." They stated that anxiety had an effect on their students' learning of foreign languages. These findings demonstrate that teachers are cognizant of the negative impact that anxiety has on students' academic performance and that anxiety is the primary influencing element in foreign language learning.

Q8)How would you assess the anxiety levels of your students in the classroom?

Options	Participants	Percentage %
High	3	37,5%
Medium	5	62,5%
Low	0	0%

Table 27: student's level of anxiety

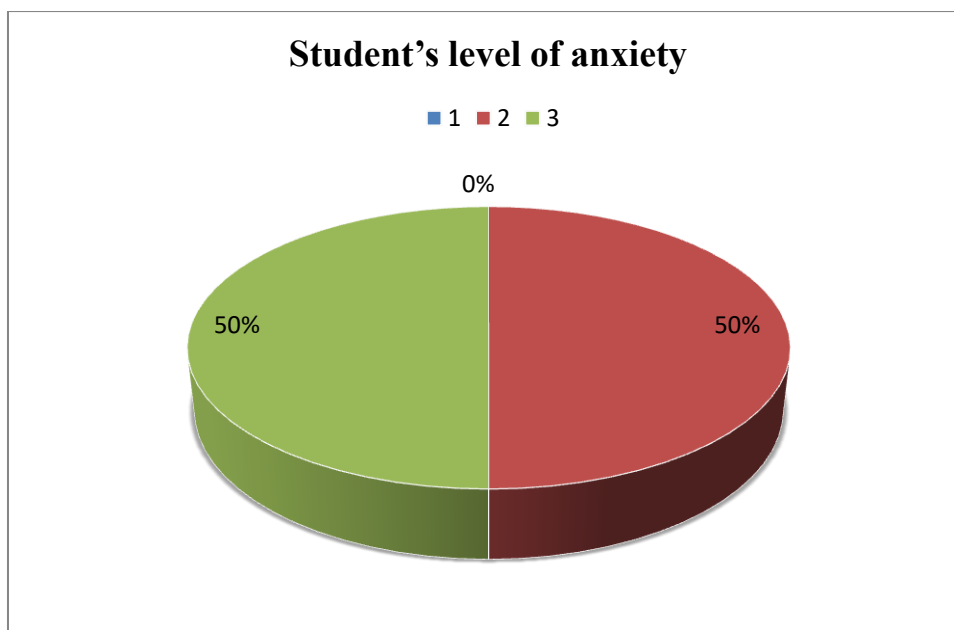


Figure 27: student's level of anxiety

The results displayed above show that (63%) of teachers said that their students' anxiety levels are medium, (37%) said that their students' anxiety levels are high, and none of them believed that their students' anxiety levels were low in the classroom.

Since none of the teachers indicated that the anxiety level of their students is low, we may conclude that most of them have observed anxiety in the classroom. Therefore, it will be very challenging for learners to feel relaxed in the classroom while they are experiencing anxiety related to their study.

Q9)Learners anxiety , is it due to :

Options	Participants	Percentage %
Lack of motivation	0	0
Fear of makingmistakes	1	12,5%
Linguisticproficiency level	1	12,5%
Lack of confidence in their capacities	0	0%
All the above	6	75%

Table 28: Causes of learners anxiety

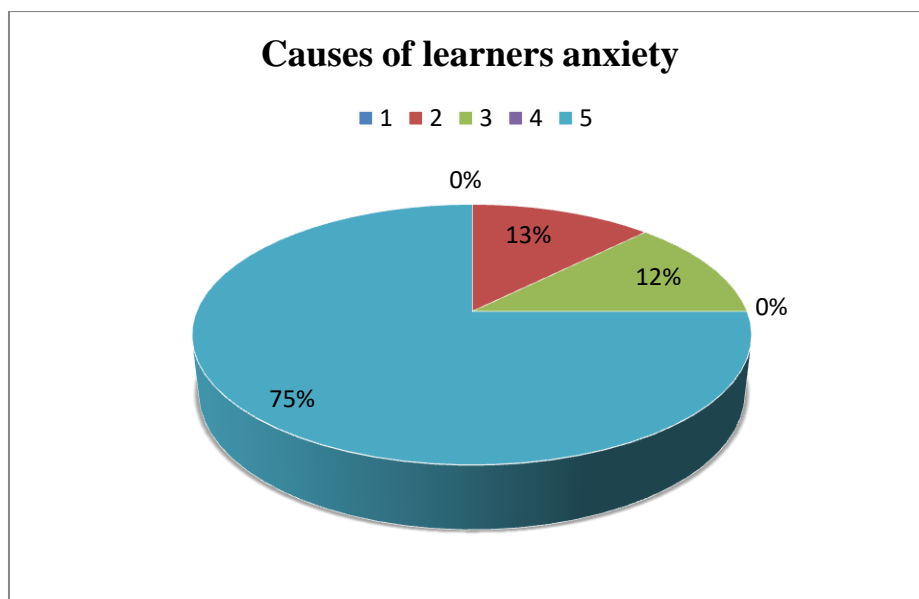


Figure 28: Causes of learners' anxiety

The majority of teachers (75%) who responded to this question said that learners' anxiety is caused by a lack of motivation, a fear of making mistakes, a low linguistic proficiency level, and a lack of confidence in their own abilities. Nonetheless, (13%) of the teachers said that anxiety comes from a linguistic proficiency level, while (12%) said anxiety stems from a person's fear of making mistakes.

We notice Students' anxiety is mainly caused by a lack of motivation, a fear of making mistakes, a low level of linguistic proficiency, and a lack of confidence in their abilities. These issues significantly hinder students from accomplishing their objectives in the classroom.

Q10) what aspect does anxiety affect speaking performance ?

Options	Participants	Percentage %
Vocabulary	0	0%
Fluency	0	0%
Pronunciation	0	0%
The organisation of ideas	0	0%
All the above	8	100%

Table 29: Aspects that anxiety affect speaking performance

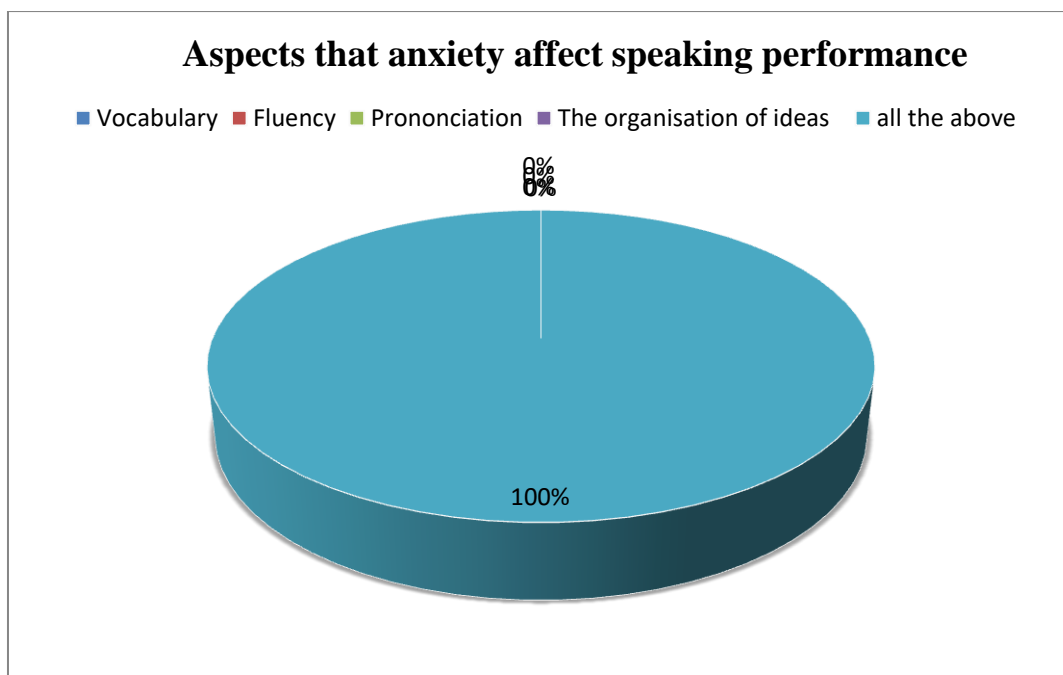


Figure 29: Aspects that anxiety affect speaking performance

The statistics reveal that all the teachers (100%) answer stated that vocabulary , fluency ,pronunciation and organization of ideas are all aspects that anxiety has an effect on when speaking.Thus, we can conclude that anxiety has a major impact on learners' speaking performance in every aspect.

Q11) How can you help your students overcome their anxiety in oral classes ?

Options	Participants	Percentage %
Varying the tasks and activities	2	25%
Varying the teachingstrategies	0	0%
Varying the teachingmaterials	0	0%
Providingpostive feedback	2	25%
All the above	4	50%

Table 30: Teachers strategies to overcome anxiety in oral classes

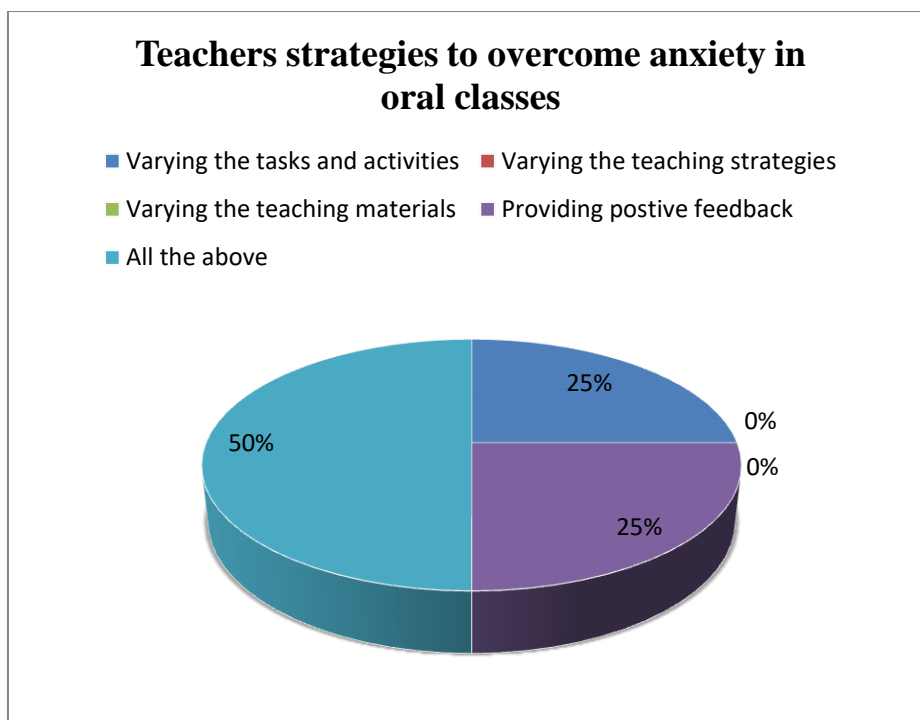


Figure 30: Teachers strategies to overcome anxiety in oral classes

The majority of teachers (50%) believe that the most effective techniques to reduce anxiety in oral classes are to vary the tasks and activities, the teaching strategies, the teaching materials, and the provision of positive feedback. The remaining half of the teachers are divided into two groups, with (25%) using the strategy of providing positive feedback and the other(25%) using the strategy of varying the tasks and activities.

We might deduce from this finding that those teachers are conscious of their critical responsibility to reduce their student's anxiety related to learning a foreign language. Thus, they will be able to lower the anxiety level in their classes when they apply the right method.

Main findings

We obtained a variety of results from the evaluation of the teachers' questionnaire. The findings indicate that teachers have previous experience in the domain of oral communication. Still, the majority claim that their students' proficiency is average. Furthermore, students' ability to learn foreign languages more effectively might be seriously hampered by anxiety in the classroom. Although it has an impact on various aspects of learning a foreign language, speaking ability is particularly affected. The aspects that anxiety has an effect on when speaking are vocabulary, fluency, pronunciation and organization of ideas. The reasons behind students' speaking anxiety are typically linked to low language proficiency, a lack of motivation, a fear of making mistakes, and a lack of confidence. As a result, anxiety significantly impairs both student's capacity to speak and their progress in learning a foreign language. By employing a variety of techniques, including varying the tasks and activities, the teaching strategies, the teaching materials, and providing positive feedback, teachers can help their students feel less anxious when speaking foreign languages. Therefore, by using these techniques in the classroom, teachers can reduce anxiousness and improve their students' oral performance skills.

Conclusion

We obtained a variety of results from the study of the questionnaires completed by teachers and students. Anxiety greatly impacts both a student's ability to speak and their progress in learning a foreign language. Students must learn numerous strategies for overcoming speaking anxiety. These strategies involve familiarizing themselves with the audience, practicing and preparing, making eye contact, and using body language. In addition, teachers can help reduce their students' speaking nervousness. By using a number of strategies, such as employing a variety of techniques, including varying the tasks and activities, the teaching strategies, the teaching materials, and providing positive feedback. As a result, by using these methods in the classroom, teachers may reduce anxiety and increase their students' oral performance abilities.

General conclusion

Our study highlighted that anxiety is one of the most challenging obstacles that learners face when speaking. Speaking the foreign language is the most aspect influenced by anxiety, and students feel more anxious when they are required to speak. Therefore, speaking ability appears to be more closely associated with anxiety than the other skills. There are three chapters in our research, the first and the second chapters are the theoretical parts, while the third chapter we have chosen two questionnaires one for students and another one for teachers offers a discussion of anxiety. The first chapter offers a discussion of anxiety. The second chapter is covered an overview of speaking skills. The third chapter explores this problem by first interpreting and then analyzing the information we gathered from the responses and viewpoints of teachers and students regarding the two aspects of speaking and anxiousness.

Many reasons contribute to language anxiety among learners including communication anxiety, test anxiety, fear of a negative evaluation, and the teacher's negative evaluation. Anxiety related to foreign languages is a significant obstacle that may interfere with all three stages of learning: input, processing, and output. This can hinder students' ability to improve their English language skills and result in poor oral communication.

The current study offers a variety of findings about the connection between speaking ability and anxiety. It is established that most learners experience anxiety related to learning a foreign language. Its negative impact on learning the foreign language is a reality that both teachers and students are aware of. They believe that the main effective factor limiting students' academic achievement is anxiety.

Additionally, anxious learners often attempt to reduce anxiety and speak freely in order to improve their fluency. Thus, the students need to learn four strategies are practice and preparation, relaxation techniques, positive thinking, and peer seeking to overcome their speaking anxiety. Students' comfort during the session and their use of effective learning strategies during the oral session are important factors in lowering anxiety. This encourages them to improve their oral communication skills and perform well in foreign language.

Teachers can help students feel less anxious when speaking by implementing certain strategies. These strategies include encouraging students to speak up, helping them realize that making mistakes is a necessary part of learning, using a variety of speaking exercises, giving them the chance to talk about their issues, dividing them into groups so they can share their ideas, and giving them the chance to participate without feeling like they have to be perfect by establishing a good relationship with them to raise their self-confidence.

Therefore, according to these findings, we conclude that our study answers our dissertation research questions. The results of this study show that anxiety has a significant impact on students' oral performance, which is closely related to speaking ability. Teachers and students were aware that anxiety is a psychological issue that occurs when they speak English in class, so they provided examples of different strategies that can be used to reduce anxiety and improve oral performance and foreign language learning.

The pedagogical recommendations

The purpose of this study is to help teachers and students at Biskra's University improve speaking skills and reduce anxiety by determining the effect of anxiety on students' oral performance. Therefore we would like some recommendations:

- ❖ Students should know that speaking is an important task in learning a foreign language.
- ❖ Students should know that feeling anxious is a normal aspect while performing in front of others, and anyone can experience it. And is able to be reduced.
- ❖ Students should know also that mistakes are part of the learning process, so they should not be anxious of making mistakes.
- ❖ Learning how to manage anxiety can help students perform better in oral presentations and improve their speaking abilities.
- ❖ Teachers must to be aware of the difficulties that students face in oral courses and make an effort to minimize them.
- ❖ Teachers must to be knowledgeable about the methods that help learners in overcoming anxiety.
- ❖ Teachers ought to encourage their students to work in groups and pairs. To improve their speaking abilities by speaking with each other in a foreign language.
- ❖ Also teachers should prepare the appropriate atmosphere in class for the students to feel comfortable.
- ❖ To reduce their speaking anxiety and improve their language skills, students must prepare and practice the language before.
- ❖ Without following the strategies of controlling foreign language speaking anxiety students and teachers cannot help in developing oral performance.

References

- Abad, J. V., OtálvaroArango, S., & VergaraRestrepo, M.(2021). Perceptions of the influence of anxiety on students' performance on English oral examinations. *Revista Latinoamericana de Estudios Educativos* (Colombia), 17(2), 143-167.
- Abdul,W.(2014)Concept of anxiety, Academia.edu. Available at: https://www.academia.edu/8487805/Concept_of_Anxiety (Accessed: 16 March 2024).
- Alazeer, A.N., & Ahmed, Z.A. (2023). Students' speaking anxiety in EFL classroom. *International Journal of English Literature and Social Sciences*, 8(2), 100–107. doi:10.22161/ijels.82.14.
- Amalu, M. (n.d.). Test anxiety; meaning, symptoms, causes, and management. Retrieved from in <file:///C:/Users/pc/Downloads/AmaluandAchiBookChapter.pdf>
- Anxiety. (2024). <https://dictionary.cambridge.org/dictionary/learner-english/anxiety>
- Areta, D.P. and Purwanti, I.T. (2021) 'Factors contributing to EFL learners' speaking performance', *International Journal of Educational Best Practices*, 5(1), p. 60. doi:10.31258/ijebp.v5n1.p60-78.
- Asyfyfa, A., Handyani, A.M. and Rizkiani, S. (2019) 'Students' speaking anxiety in EFL classroom', *PROJECT (Professional Journal of English Education)*, 2(4), p. 581. doi:10.22460/project.v2i4.p581-587.

- Aulia, M.P., Lengkanawati, N.S. and Rodliyah, R.S. (2020a) ‘The use of pair work to reduce speaking anxiety in an EFL classroom’, *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)* [Preprint]. doi:10.2991/assehr.k.200406.027.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum International Publishing.
- Bohari, L. (2020) ‘Improving speaking skills through small group discussion at eleventh grade students of SMA plus Munirul Arifin NW praya’, *Journal of Languages and Language Teaching*, 7(1), p. 68. doi:10.33394/jollt.v7i1.1441.
- Botes, E., Dewaele, J.-M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning*, 2(1), 26–56. doi:10.52598/jpll/2/1/3.
- Brown, H. D. (2000). *Principles of language learning and teaching* (5 th). Pearson Longman. December 7, 2023.
- Bwengan, J.J. and Kastilon, S.. M.E. (2018) . Students’ English learning anxiety and their English achievement [Preprint]. doi:file:///C:/Users/pc/Downloads/6250-14767-1-SM.pdf.
- Bygate, M (1987). *Speaking*. Oxford. Oxford University Press. Byrne, D (1981).
- Byrne, D. (1986). *Teaching oral English* (Issue 1).
<https://ci.nii.ac.jp/ncid/BA03966269>

- Court, H., Greenland, K. and Margrain, T.H. (2010) ‘Measuring patient anxiety in primary care: Rasch analysis of the 6-item Spielberger State Anxiety Scale’, *Value in Health*, 13(6), pp. 813–819. doi:10.1111/j.1524-4733.2010.00758.x.
- Dewaele, J.-M., &Ip, T.S. (n.d.).The link between foreign language classroom anxiety, second language tolerance of ambiguity and self-rated English proficiency among Chinese learners.Studies in Second Language Learning and Teaching. Retrieved from lin
- Donzuso, G. et al. (2014) The neuroanatomical correlates of anxiety in a healthy population: Differences between the state-trait anxiety inventory and the Hamilton Anxiety Rating Scale, *Brain and behavior*. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4128032/> (Accessed: 17 March 2024).
- Hama, F. (2022).The Effect of Language Learning Anxiety on English Oral Performance.*International Journal of Social Sciences and Educational Studies*, 9(3), 337.<https://doi.org/10.23918/ijsses.v9i3p337>.
- HORWITZ, E.K., HORWITZ, M.B. and COPE, J. (1986) ‘Foreign language classroom anxiety’, *The Modern Language Journal*, 70(2), pp. 125–132. doi:10.1111/j.1540-4781.1986.tb05256.x.
- Jahangiri, M. (2014) ‘Disambiguating the relationship between language learning anxiety (LLA) and oral performance: A reconceptualization of Facilitative vs. debilitating anxieties’, *Journal of Psychiatry*, 17(06). doi:10.4172/psychiatry.1000154.

- Kadamovna, S. N. (2021, January 1). The importance of speaking skills for EFL learners. *International Journal of Innovations in Engineering Research and Technology*. <https://repo.ijert.org/index.php/ijert/article/view/9>.
- Khan, R. *et al.* (2018) 'The role of vocabulary knowledge in speaking development of Saudi EFL learners', *Arab World English Journal*, 9(1), pp. 406–418. doi:10.24093/awej/vol9no1.28.
- Khan, Z.A. (2010) 'The effects of anxiety on cognitive processing in English language learning', *English Language Teaching*, 3(2). doi:10.5539/elt.v3n2p199.
- Kralova, Z. and Petrova, G. (2017) 'Causes and consequences of foreign language anxiety', *XLinguae*, 10(3), pp. 110–122. doi:10.18355/xl.2017.10.03.09.
- MacIntyre, P.D. and Gardner, R.C. (1994b) 'The subtle effects of language anxiety on cognitive processing in the Second language', *Language Learning*, 44(2), pp. 283–305. doi:10.1111/j.1467-1770.1994.tb01103.x.
- Manurung, J.E. and Ria, N. (2018) *English speaking achievement and environmental conscientization by using Think-pair-share strategy* [Preprint].
- Martiningsih, I., Susilawati, E. and Rezeki, Y.S. (2024) 'Students' strategies to overcome public speaking anxiety', *Inspiring: English Education Journal*, 7(1), pp. 66–86. doi:10.35905/inspiring.v7i1.8766
- Milanrianto, B.A., Permana, D. and Ariani, S. (2023) 'Cognitive and social strategies to deal with anxiety in speaking: Typical strategies and application', *Journal of*

Languages and Language Teaching, 11(3), p. 502.
doi:10.33394/jollt.v11i3.8441.

Monica, F.C. (2019) *Chapter II Literature review 2.1 notions of speaking*, *Academia.edu*. Available at:
https://www.academia.edu/40793764/CHAPTER_II_LITERATURE_REVIEW_2_1_Notions_of_Speaking (Accessed: 02 May 2024).

MULASARI, F.C. (2015) *Chapter II Literature review A. speaking 1.the ...* Available at: http://repository.ump.ac.id/2585/3/FRISKA_CARNIA_MULASARI_BAB_II.pdf (Accessed: 04 May 2024).

NaserOteir, I. and Nijr Al-Otaibi, A. (2019) 'Foreign language anxiety: A systematic review', *Arab World English Journal*, 10(3), pp. 309–317.
doi:10.24093/awej/vol10no3.21.

Normawati, A. *et al.* (2023) 'EFL learners' difficulties in speaking English', *English Language and Education Spectrum*, 1(1). doi:10.53416/electrum.v1i1.116.

Obilișteanu, G. and Niculescu, B.-O. (2015) 'Teacher control in the Second Language Classes', *International conference KNOWLEDGE-BASED ORGANIZATION*, 21(2), pp. 618–623. doi:10.1515/kbo-2015-0105.

ÖNEM, E. (2010) 'The relationship among state-trait anxiety, foreign language anxiety and test anxiety in an EFL setting', *DilDergisi*, pp. 017–036. doi:10.1501/dilder_0000000128.

- Ounis, A. (2017) 'The assessment of speaking skills at the Tertiary Level', *International Journal of English Linguistics*, 7(4), p. 95. doi:10.5539/ijel.v7n4p95.
- Özütürk, G. and Hürsen, Ç. (2013) 'Determination of english language learning anxiety in EFL classrooms', *Procedia - Social and Behavioral Sciences*, 84, pp. 1899–1907. doi:10.1016/j.sbspro.2013.07.055.
- Pamungkas, A. (2018). The Effect of English Language Anxiety on Speaking Performance, 06(03), 228–236.
- Putwain, D.W. and Best, N. (2011a) 'Fear appeals in the primary classroom: Effects on test anxiety and test grade', *Learning and Individual Differences*, 21(5), pp. 580–584. doi:10.1016/j.lindif.2011.07.007.
- Rao, P.S. (2019) (PDF) *the importance of speaking skills in English classrooms*. Available at: https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS (Accessed: 02 May 2024).
- Rizkiya, A. and Pratolo, B.W. (2023) 'Students' strategies to overcome English speaking anxiety', *Premise: Journal of English Education*, 12(2), p. 660. doi:10.24127/pj.v12i2.7417.
- Said, M. M., & Weda, S. (2018). English Language Anxiety and its Impacts on Students' Oral Communication among Indonesian Students: A Case Study at

Tadulako University and Universitas Negeri Makassar. *TESOL International Journal*, 13(3).

Salim, W.I., Subramaniam, V. and Termizi, A.A. (2017) 'Foreign language anxiety (FLA) in English language classroom', *International Journal of Languages, Literature and Linguistics*, 3(1), pp. 5–12. doi:10.18178/ijlll.2017.3.1.101.

Shahnaz, A. (2015) English language anxiety revised, Academia.edu. Available at: https://www.academia.edu/19329842/ENGLISH_LANGUAGE_ANXIETY_REVISED (Accessed: 19 March 2024).

Soran Abdullah, S., Hama, F.M. and Altun, M. (2022) 'The effect of language learning anxiety on English oral performance', *International Journal of Social Sciences & Educational Studies*, 9(3). doi:10.23918/ijsses.v9i3p337.

Spielberger, C., Gorsuch, R., Lushene, R., Vagg, P.R., & Jacobs, G. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y1 – Y2) (Vol. IV)*. Palo Alto, CA: Consulting Psychologists Press.

VO, T.D., SAMOILOVA, V. and WILANG, J.D. (2017) (PDF) debilitating effects of anxiety on engineering students ... Available at: https://www.researchgate.net/publication/331430955_Debilitating_Effects_of_Anxiety_on_Engineering_Students'_Language_Performances (Accessed: 24 March 2024).

Witasari.(2023). CHAPTER II LITERATURE REVIEW. [https://repository.stkippacitan.ac.id/id/eprint/1426/4/Bab2_Wahyu_Mitasari_PBI - Wahyu_Mitasari.pdf](https://repository.stkippacitan.ac.id/id/eprint/1426/4/Bab2_Wahyu_Mitasari_PBI_-_Wahyu_Mitasari.pdf)

ZHANG Yao and DONG Gefei (2019) 'A correlation study on EFL learning anxiety and oral performance', *US-China Foreign Language*, 17(06). doi:10.17265/1539-8080/2019.06.002.

Appendices

AppendixA : Students' questionnaire

University of Biskra

Students' Questionnaire

Dear students,

We kindly request you to complete this questionnaire, which aims to collect the data required to complete a master's dissertation. The purpose of this questionnaire is to look into how students' anxiety affects their ability to communicate orally during the learning process. You are kindly asked to respond to the following questions as precisely as possible; we would be quite thankful for your help. Mark (✓) the appropriate answer(s) in the associated box(es), and when required, provide a complete statement. Make sure that the responses you submit will be kept private and utilized exclusively for study. Your contribution will not be forgotten. I appreciate your cooperation and time in advance.

Section One : General information

Q1) Gender :

- a) Male b) Female

Q2) How do you Assess your level?

- a) Excellent b) Good c) Average d) Weak

Q3) Your choice to study English was:

- a) Personal choice b) Parent choice c) Administrative choice

Section Two: Anxiety

Q4) What are the problems do you face with speaking English language ?

- a) Anxiety
b) Lack of communication skills
c) Lack of practice

d) All the above

Q18) How do you think that you can improve your speaking skill?

- a) Overcoming anxiety issues
- b) Learning more about vocabulary, fluency and pronunciation
- c) Motivation to acquire oral skill

Q19) What are the strategies you can use to reduce anxiety?

- a) Practicing and preparing
- b) knowing your audience
- c) Making eye contact and body language

Q20) Can you suggest solution for anxiety problems during speaking performance?

.....

.....

.....

.....

THANK YOU

Appendix B : Teacher's questionnaire

Teachers' Questionnaire

This questionnaire is an attempt to gather the information required to complete the master's dissertation. If you could spend some of your valuable time answering this questionnaire, I would really appreciate it.

Section One: General information

Q1) Gender :

- a) Male b) Female

Q2) How long have you been teaching English ?

- a) One to two years
b) Two to five years
c) Five to ten years
d) More than ten

Q3) Do you like teaching oral expression for EFL students ?

- a) Yes b) No

Section Two: Anxiety in teaching the speaking skill

Q4) How would you assess the present level of your students at speaking ?

- a) Exelent
b) Very good
c) Good
d) Average
e) Low

Q5) Do you face problems when teaching the speaking skill ?

- a) Yes b) No

Q6) If yes, are these prblems related to :

- a) Students' proficiency level
b) Students' psychological problems
c) Students learning styles

d) The method adopted in teaching speaking

Q7)Based on your own observation do your students face anxiety problems during speaking ?

a) Yes

b)No

Q8)How would you assess the anxiety levels of your students in the classroom?

a) High

b) Medium

c) Low

Q9)Learners anxiety , is it due to :

a) Lack of motivation

b) Fear of makingmistakes

c) Linguisticproficiencylevel

d) Lack of confidence in their capacities

e) All the above

Q10)what aspect does anxiety affect speaking performance

a) Vocabulary

b) Fluency

c) Prononciation

d) The organisation of ideas

e) All the above

Q11)How can you help your students overcome their anxiety in oral classes ?

a) Varying the tasks and activities

b) Varying the teachingstrategies

c) Varying the teachingmaterials

d) Providingpostive feedback

e) All the above

THANK YOU

ملخص

تهدف هذه الدراسة إلى البحث في مشكلة القلق المتعلق بتعلم لغة أجنبية ومدى تأثيره على الأداء الشفهي للطلبة. ويهدف إلى إظهار كيف يؤثر القلق على طلاب اللغة الإنجليزية كلغة أجنبية وكيف يؤثر على أدائهم الشفهي. ولكي نكون أكثر دقة، تهدف الدراسة إلى إظهار كيف يعاني متعلمو اللغة من القلق أثناء عملية تعلم اللغة، وتوضيح تأثير قلق المتعلمين، وشرح العوامل التي من المحتمل أن تسبب القلق اللغوي في الفصل الدراسي، وتحديد الاستراتيجيات التي يتبعها المعلمون والطلاب لتقليل القلق أثناء الأداء الشفهي. خلال دراستنا، نفترض أنه إذا تم تقليل القلق من اللغة الأجنبية فإن أداءهم في التحدث سوف يتحسن. وتعتمد هذه الدراسة على وسيلة أساسية لجمع المعلومات وهي: الاستبيان لجمع البيانات، تم توزيع استبيان على ثلاثين طالبا من طلبة اللغة الإنجليزية سنة أولى نظام (ل .م. د) بجامعة محمد خيضر بسكرة وآخر إلى ثمانية أساتذة من قسم اللغة الإنجليزية بذات الجامعة. أظهرت النتائج أن الطلاب يشعرون بالقلق عند التحدث باللغة الهدف أمام الآخرين. وتظهر النتائج استراتيجيات مختلفة يمكن للمعلمين والطلاب استخدامها لتقليل أو إزالة القلق المرتبط بالتحدث بلغة أجنبية ودعم تحسين الأداء الشفهي.