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The Effects of Foreign Language Anxiety on Students' Speaking Fluency

"The Case of 1st year LMD Students of English at Biskra University"

A Dissertation Submitted As partial fulfilment for the Master's Degree

Option: Science of Language

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Dedication

In the name of God, Most Merciful, Most Compassionate

I dictate this humble work to

My First love

My Mother Fatima Messahli

And

My Father Abd Alrahmen Messahli

Thank you for all your encouragement and love

May Allah bless them

To my grandfathers and grandmother

To My Brothers: Salah, AbdAllah, Ibrahim, Anass, Monir, and Brahim

To My Sisters: Lamia, and Chaima

To whom I wish the best

To my antes: Bachera, Warda, Saida, Khaira, Hanan, Zakia and Djamila

To my uncle: Lahcen

In the memory of my dear uncle Ali

To my Friends

Bouchera, Ilhem, Soumia, Widad, Noor, Keltoum, MAha, Hadjer, Kenza,

Warda, Sonia, Ahlem, Amani, Souda, Najwa, Samiha, Zineb

To All the extended Family

For their Unconditional support and encouragements

I

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Humble work, for the continues encouragement,

And for sharing their pearls of wisdom.

Abstract

Through the use of the descriptive method, this research aimed at determining whether first year students of English at Biskra University experiencing foreign language anxiety and whether this affective variable affects the development of students 'speaking fluency. Two questionnaires administrated; 40 questionnaires for first year LMD students who attend an oral expression course and 08 questionnaires for oral expression teachers. The results show that first year students experience anxiety, which prevents them from participating in the oral classes. Furthermore, it appears that students' anxiety affects negatively their speaking fluency development.

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General Introduction

General Introduction

Introduction

English as foreign language student, first aim, is to use the English language as a native speaker. Even with the innovative techniques, methods and approaches, students still have difficulties in learning English.

In Algeria, English students do not have many opportunities to use the English language outside the classrooms. Hence, the teachers use different teaching methods and approaches to promote students to use their communication skills. Unfortunately, in the EFL classrooms the existence of the affective factors may increase or decrease students' learning efforts and goals.

It is observed that among first year students and especially in the oral expression courses, students suffer learning anxiety. This issue characterized by red faces, silence, limbs trembling, the helplessness of expressing their ideas and avoidance of eye contact with the teacher or peers. As a result, this research called into question the importance of investigating the effects of foreign language anxiety on students' speaking skill.

1. Statement of the Problem

For EFL students the first aim to learn English is to speak fluently. In the EFL classrooms, teachers give different activities that aimed to develop students' skills. Students take part of reading, listening, and writing activities, however, they do not take part of speaking activities. Teachers observed that their students' participation decrease to the lowest level when the course activity allowed them to speak. Students' themselves wonder why they cannot speak English freely, why they have difficulties in communication, and why they cannot speak fluently like others. Nevertheless, researcher noticed that the existence of the

affective variable "Learning anxiety" threat students' participation and affect their speaking fluency negatively. Hence, this study conducted to explore and explain the effects of foreign language anxiety on students' speaking fluency.

2. Aims of the Study

This study concerned to improve students' poor participation in the oral expression course. It aims:

⇒ Make teachers and students aware about the issues of foreign language anxiety.

⇒ Explain the effects of foreign language anxiety on students' speaking fluency.

⇒ Shed some light on anxious students and their willing to speak.

⇒ Look for alternative strategies for teachers and students to overcome anxiety and develop speaking fluency.

3. Research Questions

This paper attempts to answer the following questions:

1. What are the main factors that cause students' anxiety?

2. Does foreign language anxiety affect students' speaking fluency?

3. How students can reduce anxiety and develop students' speaking fluency?

4. Hypothesis

If learners aware about their anxiety, which prevents them, to be active learners and affects their speaking fluency, this would improve their speaking fluency.

5. Research Methodology and Tools

Based on the nature of this research, which is descriptive study, and because of time constraints questionnaire was the appropriate tool for gathering reliable data. Researcher

administrated two questionnaires at Biskra University. Students' questionnaire have been administrated to 40 student selected randomly from first year classes (it contains 22 question). Teachers' questionnaire have been administrated to 08 teachers who teach oral expression course (it contains 12 question). Both questionnaires aimed at investigating the causes, effects, and solutions that help students to overcome anxiety and enhance speaking fluency.

6. Study Structure

The present study has three chapters. In the first chapter, researcher reviews the literature of foreign language anxiety. She starts with a broad definition of anxiety to a narrower definition of foreign language anxiety. She also goes along with the existence of anxiety in foreign language classes and its relevant ideas and concepts. In the second chapter, she moves to the second variable speaking fluency. Researcher brings knowledge about speaking skill, its nature, and its importance. She addresses the complexity of this skill and the importance of fluency in the language use, and finally teachers' criteria of selecting an activity. The last chapter is more practical since it is concerned only with analyzing and describing data collected from teachers and learners questionnaire.

Chapter One

Foreign Language Anxiety

Chapter One: Foreign Language anxiety

Introduction

Researchers studied anxiety as psychological and academic phenomenon starting from 1970's to the present time. They depend on different means and appraisals; however, they look for the same result, which is to find and to present beneficial explanations for this phenomenon. Based on earlier research, this chapter includes knowledge cited and quoted from a variety of sources.

1. Anxiety

The online etymology dictionary defined anxiety as a noun that existed from the 1520's, derived from the Latin word *anxietatem (nominative anxietas)*. This dictionary mentioned also that the *"Age of Anxiety is from Auden's poem"* (1947).

For many years, researchers and psychologists discussed anxiety from different perspectives depending on different characteristics that an individual face in a threat. Physical, behavioral, and psychological characteristics included in the general definitions of anxiety.

According to Spielberger (1983) anxiety is a psychological state characterized by personal feelings such as tension, apprehension, nervousness, and worry in addition to the rise of automatic feelings from the nervous system (Horwitz, Horwitz, & Cope, 1986). Sellers (2000) defined anxiety also as feelings characterized by uneasiness, frustration, self-doubt, insecurity, or apprehension and is intricately" associated with self-image problems and how prevent the natural ego from fear (Haskin, Smith, & Racine, 2003).

Peters Mayer, Diane (2008) defined, in her book Overcoming School Anxiety, *"anxiety as a state of intense agitation, foreboding, tension, and dread, occurring from a*

real or perceived threat of impending danger" (p. 4), and she claimed that anxiety differs from one person to another. The Longman dictionary described anxiety as an effect variable categorized under the *"constantly fluctuating states"* (p. 16). When anxiety associated with learning, a second or foreign language termed as "second/foreign language anxiety".

2. Foreign Language Anxiety

Researchers discussed anxiety as a psychological phenomenon from the 1930's. Stengal (1939) explained that *"language shock"* is the fear of an adult learner who does not feel comfortable and the knowledge he has cannot express him well (as cited in Arnold & Brown, 1999, p. 21).

For a long time researches who study anxiety insisted on the existence of the relationship between anxiety and foreign language learning tasks that vary from those tasks of the first language (MacIntyre & Gardner, 1989, 1991, 1994b as cited in MacIntyre, 1995). Krashen (1985a, 1985b, cited in Sultan, 2012) agreed with researchers on the role of anxiety, which is an obstacle that impedes and hinders learner's progress, performance and proficiency. Studies on foreign language anxiety presented an abundant number of definitions. In 1994, Gardner and MacIntyre defined foreign language anxiety as *"The feeling of tension and apprehension specifically associated with second language tests, including speaking, listening, and learning"* (p. 284). In 1995, MacIntyre claimed that anxiety is an emotional state that has positive effects in addition to the negative one, thus anxiety can ease and motivate or interrupt and prevent the learning process.

Foreign language anxiety considered as a type of communication anxiety that appear in the foreign language contexts, and this notion supported by MacIntyre and Gardner (1991a) in their claim foreign language anxiety is *"associated with the language*

class and differentiated from other contexts" (p. 297). According to MacIntyre and Gardner (1991b) anxiety has three types. The first type is related to the individual personality and when he/she feel anxious in different situations, hence they claimed that trait anxiety *"that is relevant across several situations."* (p. 31). The second one is state anxiety, which is *"the here-and-now experience of anxiety as an emotional state"* (ibid). The third type is situation-specific anxiety is a type of trait anxiety and they concluded *"goes deep through the specific forms of anxiety that occur consistently over time within a given situation"* (ibid).

In 1999, Oxford added new types of anxiety: debilitating and facilitating anxiety that characterize the negative and positive types of anxiety. Debilitating anxiety is a negative type that makes learners unwilling to speak in classroom or in public situations. Whereas facilitating anxiety is the positive type that is beneficial to the learning process, such as making learners ready for some situations (ibid). Heron (1989, p. 33) as cited in Arnold and Brown (1999, p. 8) mentioned a concept labeled *'existential anxiety'*, which is the umbrella of three interrelated components related to the context of language classroom: *"Acceptance anxiety. Will I be accepted, liked, wanted?... Orientation anxiety. Will I understand what is going on?... Performance anxiety. Will I be able to do what I have come to learn?"*

Foreign language anxiety, according to Foss and Reitzel (1988) is situation specific anxiety. It seemed that Horwitz, Horwitz and Cope (1986) claimed that foreign language anxiety is *"composed of self-perceptions, beliefs, feelings and behaviors related to the classroom language learning arising from the uniqueness of the language learning process."* (p. 128). Studies of Horwitz et al on foreign language anxiety developed the Foreign Language Classroom Anxiety Scale (FLCA) to measure foreign language learners' anxiety that they experience in situation-specific contexts such as foreign

language learning classrooms. When a learner is in the foreign language classroom situation, language anxiety observed in the form of *"distortion of sounds, inability to produce the intonation and rhythm of the language, freezing up when called on to perform, and forgetting words or phrases just learned or simply to speak and remaining silent."* (Young, 1991, p. 430)

3. Anxiety Theories

According to Pappamihiel (2002) anxiety theories comprises of three basic theories; generalized theories contains two models Pekrun's (1992) expectancy- value theory of anxiety (EVTA) and Bandura's (1991) theory of self-efficacy, situation-specific theories concerned with trait, state, and situational anxiety, and the last one is the contextual theories. Figure (01) below presents a clear view about anxiety theories:
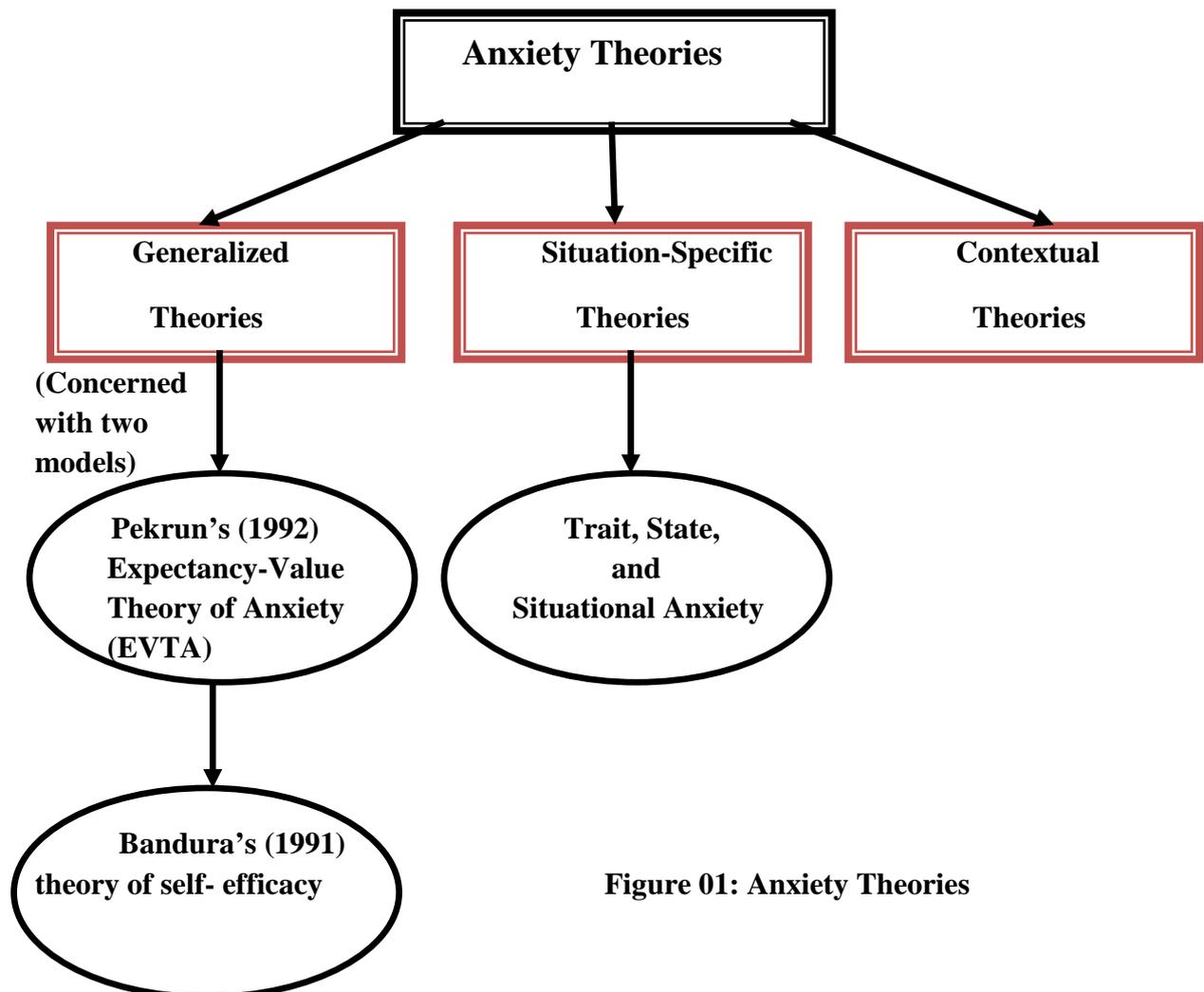
Figure 01: Anxiety Theories

3.1. Generalized Theories: Anxiety as Self-Efficacy and Appraisal

As cited in Pappamihiel (2002) Pekrun's (1992) expectancy-value theory of anxiety (EVTA) and Bandura's (1991) theory of self-efficacy are two models that leaded the general theories adapted in their investigations on anxiety. These models use different ways of assessment to conduct and present explanations about anxiety responses in individuals. Pekrun (1992) and Bandura (1991) demonstrated that when a study conducted to look if a situation is threatening or nonthreatening individuals with anxiety, two concepts worry and destruction related to the situation, then related to individuals' ability when dealing with such situations.

3.1.1. Pekrun's (1992) EVTA Model

Pekrun insisted on the assessment of a threatening or nonthreatening situation, *"appraisals of a situation as being threatening or not"* (Pappamihiel 2002, p. 329), in addition how may an individual solve an issue in such situation *"appraisals about one's ability to initiate and carry out an effective solution"* (ibid).

3.1.2. Bandura's (1991) Self-Efficacy Theory

Bandura concentrated on an individual ability to deal positively with a threatening situation. He added that self-esteem could also be a reason that causes anxiety in some situations.

3.2. Situation-Specific Theories: It gathers three different theories

3.2.1. State, and Situational Theories

Spielberger (1983, ibid) claimed that, trait anxiety is the high level of anxiety the individual experience in different situations. However, state anxiety is when an individual

can assess and predict the situation in which anxiety occur, and it is a type of social anxiety.

3.2.2. Situation-Specific Anxiety

Later on, depending on the research of Spielberger (1983), MacIntyre and Gardner (1991, ibid) draw another type of anxiety the so called: situation-specific anxiety. This kind of anxiety appears when an individual face a threat in any situation rather than others. For instance, in a situation like English as a foreign language, a teacher asked his/her learner to write a paragraph, he will write it without any kind of anxiety. Nevertheless, another teacher points him to speak or to answer a question orally the student's anxiety level rise to the top. In such situations, students keep silent and they prevent their self-perception from any kind of negative evaluations. Horwitz, Horwitz, and Cope (1986,) suggested that foreign language anxiety is a cause of three main factors: fear of negative evaluation, test anxiety, and communication apprehension.

3.3. Contextual Theories

In 1991, Bandura claims that *"past successes, vicarious experiences, and social persuasion"* (ibid, p. 331-332) are the cause that correlates the high level of anxiety with self-efficacy.

4. Anxiety Symptoms

Peters Mayer, Diane (2008, p. 4-5) classified three types of anxiety symptoms that an individual feel when she/ he face a threat. The table below contains:

> ➢ Types of anxiety symptoms: Physical, psychological, and behavioral symptoms.
> ➢ The main symptoms of each type.

Symptoms Type	Main Symptoms
4.1. Physical Symptoms	☞ Shallow (weak) and hyperventilation (quick and deep) breathing. ☞ Intense rush of adrenaline (a hormone which causes blood pressure to rise) and other stress hormones. ☞ Pounding heartbeat, heart palpitations, and sweating. ☞ Shaky limbs and trembling. ☞ Body and muscle tension, dry mouth, headaches. ☞ Nausea, diarrhea, and/ or vomiting. ☞ Skin eruptions, hives and rashes, fatigue, and eating and sleeping problems.
4.2. Psychological Symptoms (The Mental and Emotional Symptoms)	✎ Feeling overwhelmed. ✎ Loss of concentration. ✎ Feeling out of control. ✎ Helplessness. ✎ Hopelessness. ✎ Anger, and shame.
4.3. Behavioral Symptoms	✍ Angry outbursts and tantrums. ✍ Refusal to go to school or to do homework. ✍ Inability to sleep. ✍ Curtailment of activities. ✍ Avoidance of social situations, places, and certain people.

Table 01: Anxiety Symptoms

5. Anxiety Types

Psychologists defined anxiety as a psychological phenomenon. They claimed that from a psychological point of view the construct of anxiety contains three correlated concepts, but different concepts that regarded as types of anxiety (Tóth, 2010).

5.1. Facilitative and Debilitative Anxiety

In 1960, Alpert and Haber presented a clear distinction between two factors facilitative anxiety, as a positive factor, and debilitating anxiety, as a negative one (Wu, 2011). Depending on Alpert and Haber (1960) study, in 1978, Scovel claimed that facilitative anxiety can encourage learners reduce anxiety. However, debilitating anxiety can discourage learners' progress and increase their anxiety level (ibid). According to Brown, (2000) facilitative anxiety is a competitive phenomenon (Suleimenova, 2013). In 2007, he considered facilitative anxiety as the "energy provoking which motivates learners" (Jafar, Noorizah, & Rosniah, 2014, p. 20).

In 1908, The Yerkes-Dodson law (Yerks & Dodson, 1908 as cited in Takayuki, 2008, p.14) presented a clear graph that describes the relationship between the level of anxiety and performance.
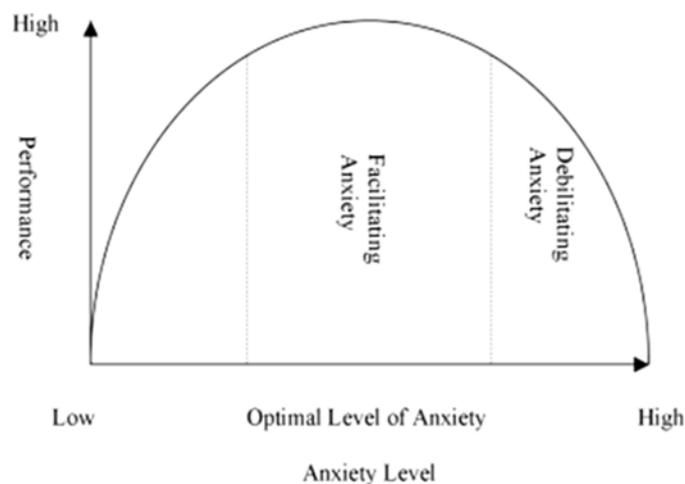
Figure 02: Inverted U-Shaped Relationship between Anxiety and Performance

In this graph, Yerkes and Dodson used an inverted U. They pointed on the horizontal axis anxiety and on the other axis (vertical) they point performance. They claimed that the level of facilitative or debilitative anxiety depends on the individual and they considered this dichotomy as personal and subjective one (ibid). For example, when a tow student of English as a foreign language have an exam, one of them has a facilitator type of anxiety and he works hard to prevent himself from anxiety, to succeed and to get a good mark. While the other one has debilitating anxiety type he strict himself in one situation, he does not work hard but he worry about the bad mark he is going to get.

5.2. Trait Anxiety (General Personality Trait)

Spielberger (1983) asserted that trait anxiety is the probability of an individual to become anxious in any situation, since high level of trait anxiety raises the individual apprehension in different situations (MacInyre & Gardner, 1991a). Eysenck (1979) study has demonstrated that trait anxiety lead *"to impair cognitive functioning, to disrupt memory, to avoidance behaviors, and to have several other effects"* (ibid, p. 87). Taylor Manifest Anxiety Scale (1953), Spielberger (1970) and his State-Trait Anxiety Inventory

(STAI), in addition to the measurement studies of Levitt (1980) and Spielberger (1983) has improved the view that trait anxiety has a considerable effect on individual cognitive, affective, and behavioral functioning (ibid). In 1993, Goldberg claimed that a person with high level of trait anxiety characterized by nervousness and the lack of emotional stability (Tóth, 2010).

5.3. State Anxiety ("Here-and-Now" Experience)

State anxiety is a combination of both trait anxiety and situational anxiety. MacIntyre (1999, p. 28) defined state anxiety as *"moment-to-moment experience of anxiety"* (Tóth, 2010, p. 6). Spielberger (1983) claimed that state anxiety is *"apprehension experienced at a particular moment in time"* (MacInyre & Gardner, 1991b, p. 90), for example, the time before starting an exam. The high level of trait anxiety (general anxiety) raises the state anxiety level in stressful situations. From the above definitions, state anxiety is a psychological experience, with one dimension, but Sarason (1984, 1986) demonstrated that state anxiety is *"a multifaceted one: a complex of cognitive, emotional, behavioral, and bodily reactions"* (as cited in Tóth, 2010, p. 6).

5.4. Situation-Specific Anxiety

Spielberger (1983) defined this type of anxiety as *"a personal predisposition or tendency to become anxious in one type of situation"* (Tóth, 2010, p. 8). In accord with MacIntyre and Gardner (1991a) who demonstrated that, the concept of situation-specific anxiety *"can be seen as trait anxiety measures limited to a given context"* (p. 90). Researchers' methods of measuring anxiety organized according to the participant's reactions to anxiety in a specific situation like to participate in English class.

According to Tóth (2010) situation-specific anxiety is an individual experience anxiety in a well-defined situation (for example inside classroom either a test or speaking in front of teacher and peers).

6. Anxiety Measurements

In 1991, MacIntyre and Gardner claimed that there are an abundant number of scales measuring trait, state, and situation-specific anxiety. However, this research indicates the most known scales that investigators use through their studies. In addition, for better understanding trait and state anxiety scales classified together from the situation specific anxiety scales.

6.1. Trait and State Anxiety Scales

6.1.1. Levitt (1980)

In 1980, Levitt created The Manifest Anxiety Scale (MAS). It was the first anxiety questionnaire used for abundant number of researches (MacIntyre & Gardner, 1991a)

6.1.2. Spielberger (1983)

In 1983, Spielberger developed the State-Trait Anxiety Inventory (STAI). It measured anxiety in different contexts and raised essential results (ibid).

In contrast, the above tow scales, the STAI considered the extensively used in the era of anxiety research because of the logical and the systematic order of its 20 items that divided as 10 positive and 10 negative points for anxiety. However, the items of the MAS are not good like the STAI items (ibid).

6.2. Situation Specific Scales of Foreign Language Anxiety

For many researchers results gathered from situation specific scales revealed

reliable information. This information related to foreign language anxiety than of that trait and state anxiety scales (ibid).

6.2.1. Gardner and Smythe (1975)

In 1975, Gardner and Smythe conducted the 'French Class Anxiety Scale'. It was the first anxiety scale related to second language learning (ibid).

6.2.2. Horwitz, Horwitz, and Cope (1986)

In 1986, Horwitz, Horwitz, and Cope developed the Foreign Language Classroom Anxiety Scale (FLCAS). The aim of this scale is to measure the anxiety level and to establish the type of anxiety that an individual threaten. It contained 33 items measure, constructed to realize the factors contributing to the language classroom anxiety (ibid).

7. The Existence of Language Anxiety in English Classrooms

An abundant number of researches such as Tang (2005 as cited in Cui, 2011) in addition to "Research on High School Students' English Learning Anxiety" that Cui conducted in 2011, both insisted on the existence of language anxiety among college students. They claimed that there exist tow main sources that provoking-anxiety language.

The first one related to high school students themselves. This type of provoking-anxiety occurs when a student level of proficiency is low, thus he becomes incapable user of the English language, unable to speak fluently in front of class and answering teachers' questions easily. In oral expression class, for example, students feel more anxious than other classes (e.g., grammar class, written expression class, etc.), because they are required to communicate, speak and discuss.

The second one related to external factors. For Chinese preventing 'face' from negative criticisms or evaluations considered as a cultural tradition, so they prefer to keep silent in order to neglect any kinds of negative evaluation they will receive form teacher or classmates. Another external factor is the classroom atmosphere (Wang, 2003, ibid) when students do not feel free, or relax inside classroom context. In addition, parents' high expectations discourage students to become more anxious.

8. Sources of Foreign Language Anxiety

A study of Hui-Chun Yang (2012) on graduate students in Taiwan has revealed, *"English as a foreign language classroom situations are anxiety-provoking…"* (p. 22). He claimed that, in the English as foreign language classrooms, communication apprehension and fear of negative evaluation are important sources of anxiety, whereas test anxiety is unrelated to the English as foreign language classrooms. Through his study of foreign language classroom anxiety, Yang (2012) concluded that there are different perspectives on anxiety sources:

8.1. Horwitz, Horwitz, and Cope (1986)

Drew three correlated anxiety-provoking factors:

8.1.1. Communication Apprehension

Horwitz et al (1986) defined communication apprehension as *"a type of shyness characterized by fear of or anxiety about communicating with people"* (p. 127). Horwitz et al. (1986) claimed that there are other situations indicate this phenomenon like:

- ❖ Speaking to one person or group (oral communication anxiety)
- ❖ Public speaking ("stage fright")
- ❖ Listening to or learning a spoken message (receiver anxiety)

In 1987, McCroskey believed that communication apprehension is *"type of anxiety experienced in interpersonal communicative settings"* (Kota Ohata, 2005, p 4).

Communication apprehension has a great influence in foreign language anxiety. When a student speak with difficulties, in front of a group of people, he will be exposed to more complex speaking issues in the foreign language classroom, since other factors such as the teacher, classmates, and classroom climate will provoke his/her speaking ability.

8.1.2. Test-Anxiety

Horwitz et al (1986) said test-anxiety: *"refers to a type of performance anxiety stemming from a fear of failure"* (p. 127). They proposed that test-anxious students deal with usual practices (tests and quizzes) that require intelligence, and even when they prepare themselves, very well they make errors. They considered that oral tests are the cause beyond the promotion of both tests- and oral communication anxiety. Students In this type require themselves to reach the highest point in test performance, if not they will be under the concept of failure.

8.1.3. Fear of Negative Evaluation

Watson and Friend (1969) defined fear of negative evaluation as *"apprehension about others evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively"* (Collins et al., 2005). In 1986, Horwitz et al. claimed that this kind of fear comes from the negative evaluation and judgment that the learner may perceive in the classroom from his teacher or classmates. Weeks et al. (2005, as cited in Pitarch, 2010) claimed that fear of negative evaluation is the student's illogical ideas about the teacher or classmates' negative judgment. They categorized this source of anxiety as a part of social phobia.

Fear of negative evaluation appears in specific situations such as test-taking situations or in social, evaluative situations such as in an interview for a job or performing in the foreign language classroom (Horwitz et al, 1986). In foreign language classrooms, when the teacher evaluate his/her students spontaneously each time they made mistakes. In such situations, anxious students feel sensitive when there is a real or imaginative evaluation about their language ability.

8.2. Zhang Xiuqin (2006)

In 2006, Zhang administrated, in his article "Speaking Skills and Anxiety?", six sources anxiety:

8.2.1. Less Proficient English

Inside Foreign language classroom, teachers start the lesson by explaining and asking questions. However, a number of students keep silent, do not use the eye contact with the teacher and they do not ask the teacher to repeat again, what he/she explained. Since they start thinking that if they ask the teacher to repeat they will seem to be bad students of English, and they will lose their face. When these students are engaged in a given activity such as discussion or group-work, they either keep silent or use their first language when the teacher does not keep an eye on them.

8.2.2. Students Fear of Mistakes and Derision

Students feel an unwillingness to speak when they feel afraid of making mistakes while speaking, in addition to the negative evaluation of the teacher and classmates. They prefer to not speak in the classroom and practice outside the classroom to become a good language user.

8.2.3. Large Class Size

There exist 50 or 60 students in one classroom. This big number of students raises the fear of speaking to highest level in which anxious students prefer also to not to lose their face. Large class size is a difficult problem that most universities cannot solve it easily.

8.2.4. Unwillingness to Take Risks

Some subjects in a classroom required students to take risks, but anxious students are unwilling to take risks, thus prevents their abilities of dealing with difficulties while speaking.

8.2.5. Low Tolerance of Ambiguity

Language students do not accept the vague knowledge and information. They want everything learned in the classroom to be clear without vagueness. For the English language learner ambiguity in subjects, matters or meanings lead them to be discomfort and frustration. Hence, it increases the level of anxiety, and they become unwilling to participate in the classroom.

8.2.6. Competitiveness and Low Self-Esteem

In language classrooms, students are constantly competing with each other consciously or unconsciously. Some students feel that they cannot be at the same level of competence in comparison with their classmates, and cannot achieve the desired image in front of the teacher and peers. Thus, they protect their "face".

Anxious students take into consideration that they are incompetent speakers. This negative self-image affects them negatively and prevents them to be active students in classroom activities. Young (1991), considered competitiveness and low self-esteem as tow sub-causes of personal and interpersonal anxieties.

9. The Importance of "Face" Keeping

All the above sources that lead to students' silence and anxiety are the result of "face" keeping. Zhang (2006) cited two definitions of face:

❖ Cupach and Metts (1994, p 3): said: *"… the conception of self that each person displays in particular interactions with others"*. (Zhang, p. 6)

❖ Chang and Holt (1994): asserted that face is the individual feeling, either social status or prestige, obtained in a society. It is also the knowledge of how to behave in front of society to create and prevent oneself-images.

One expression of Chinese describes the importance of 'face': *"Ren Yao Lian; Shu Yao Pi: person needs face as a tree needs a bark"* (ibid). Anything makes a lost for the face; the individual will choose to keep silent and to be anxious to protect his face, his social status, and his prestige.

In 1989, Cohen and Norst said *"language and self/identity are so closely bound, if indeed they are not one and the same thing, that a perceived attack on one is an attack on the other"* (p. 76, as quoted in Tóth, 2011, p. 40).

10. Relationship between Foreign Language Anxieties and Learner Characteristics

In 1994, Aida (p. 165) claimed that researchers' investigations of the relationship exists between language anxiety and learner characteristics would provide *"our understanding of language learning from the learner's perspective and provide a wider range of insights"* (Onwuegbuzie, Bailey, & Daley, 2000, p. 476). In 1999, Onwuegbuzie, Bailey, and Daley examined 26 factors associated with foreign language anxiety. They demonstrated seven variables as predictors of foreign language anxiety:

1. Age.

2. Academic achievement.

3. Prior history of visiting foreign countries.

4. Prior high school experience with foreign languages.

5. Expected overall average for the current language course.

6. Perceived scholastic competence.

7. Perceived self-worth.

  ➢ The context of this research is more restricted to:

10.1. Age

Researchers' studies on relationship between age and language anxiety focused on tow important elements "fluency" and "accuracy". Since that, older learners have given superiority to the production of sentences that are grammatically correct, whereas the inferiority to the competence of speaking and writing. In 1999, Onwuegbuzie et al. observed that older learners are the learners who have highest levels of anxiety and they participate slowly when they expected to perform quickly. In 2000, Bailey, Onwuegbuzie, and Daley illustrated that in the process of acquiring a language, older learners face high level of anxiety that affects the three stages of acquisition i.e., input, processing, output.

10.2. Academic Achievement

An abundant number of researchers (Phillips, 1992; Aida, 1994; Cheng, Horwitz, and Schallert, 1999; Gregersen and Horwitz, 2002; Matsuda and Gobel, 2004; Abu-Rabia, 2004; Elkhafaifi, 2005 etc.) demonstrated a negative relationship between language anxiety and the different facets of language achievement. Horwitz et al., 1986 and Price, 1991 believed that learners with high levels of anxiety made more effort than learners with

low levels of anxiety while their final achievement do not reflect that. Cheng, Horwitz, and Schallert, (1999) in Taiwanese college students affirmed that language anxiety is negatively associated with the production skills achievement (speaking and writing). On the other hand, Elkhafaifi, (2005) noted that high level of foreign language anxiety is the cause beyond the learners' low comprehension scores in Arabic.

10.3. Prior High School Experience with Foreign Languages

Aida, 1994; Dewaele, 2002; Matsuda and Gobel, 2004, demonstrated that there is a negative relationship between language anxiety and prior experiences of learners when learning a language. Onwuegbuzie et al. (1999) seek to answer the hypothesis on whether high school learning experiences affect learners' language anxiety. The results established that prior language learning influence learners' language anxiety. They claimed that when learners attend high school classes, of foreign language learning, their level of anxiety is low. In contrast, their classmates' level of language anxiety is high because they had a negative foreign language experience. Wu (2002) added that during the language learning process, in an English foreign language elementary school context, learners' anxiety level is low since they are encouraged by their parents in the first hand and they take additional classes after school on the other hand.

10.4. Perceived Self-Worth

The degree of language ability in which the learner believes in himself is an essential predictor of anxiety. Young (1991) said that learners with low self-image are more anxious then those with high self-image that tends to be less anxious learners.

10.5. Gender

There are two different perspectives on the relationship between gender and language anxiety. Leaders of the first perspective, such as Abu-Rbia, 2004; Kitano, 2001; Matsuda and Gobel, 2004, asserted that there is no relationship between language anxiety and gender. According to Kitano (2001), male students' anxiety level has a negative relationship with their self-perceived competence while female students have no relationship with language anxiety. Whereas supporters of the second perspective like Aida, 1994, Onwuegbuzie et al., 1999, rejected the existence of such relationship.

Investigation of Cheng (1994) in senior high, as an English foreign language context, revealed that both male and female students in the 10th, 11th, and 12th grade in Taiwan exposed to the same level of language anxiety. As opposed to Cheng's research, Matsuda and Gobel (2004) revealed that studies on language anxiety in relation to gender vary from one-year level to another one in college students. They claimed that gender had a significant effect on foreign language anxiety only in freshman students.

11. Non-Native Student Teachers' Feelings of Foreign Language Anxiety

Horwitz (1996, as cited in Kunt & Tüm, 2010) argued that previous research was more concerned with foreign language learning anxiety in relation with foreign language learners; however, the non-native teachers are also foreign language learners that did not perceive much research. Teachers are required to be competent users of the foreign language but in some cases, they experience anxiety since the learning process is nerve completely. Teachers' foreign language anxiety has possibly negative effect on the process of foreign language teaching, the teacher's use of the target language, pedagogical choices, and overall well-being.

Kunt & Tüm (2010) study, on non-native student teachers' feelings of foreign language anxiety, concluded that the non-native student teacher who participates in both

quantitative and qualitative investigations experience foreign language anxiety at any level and it could affect them and their teaching process negatively.

Conclusion

Adult learners and instructors should be aware about the foreign language anxiety, as a concept and as an affect variable on the language learning process and especially on the speaking skill. This phenomenon is not a serious issue for those who experience a normal level of anxiety; however, it can be a serious issue for those who experience high levels of anxiety. In order to investigate how foreign language anxiety affects learners' speaking fluency, researcher introduces a literature review about speaking fluency. Hence, the next chapter (02) is the next second stage.

Chapter Two

Speaking Fluency

Chapter Two: Speaking Anxiety

Introduction

Speaking is a vital skill that English as foreign language learners want to achieve. Students worry the way they speak and about their fluency level that prevent them from being an active participant in the classroom. Researchers claimed that speaking is a complex skill, and fluency is an important aspect gives the speaker a positive image in front of the audience. The above two points and others discussed in this chapter.

1. Literature Review and Definitions

In the 1970's, researchers' emphasis in their studies on fluency since it was the period of the communicative movement (Sadeghi & Yarandi, 2014). In this movement, the primary goal was to communicate meaning rather than the structure of a language, the second one was that student has to use the language in specific situations fluently. Hieke (1985) claimed that the literature on fluency has only exposed an abundant number of definitions (as qtd in McCarthy, 2009, p. 13).

In 1984, Brumfit claimed that fluency is *"to be regarded as natural language use"*. Some authors (Faerch, Haastrup, and Phillipson, 1984) regard fluency as a part of communicative competence. They stated that fluency is *"the speaker's ability to make use of whatever linguistic and pragmatic competence they have."* (as qtd in Hedge, 1993, p. 275). Richard et al. (1985) said that fluency is *"the features which give a speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions"* (Sadeghi & Yarandi, 2014). In 1990, Lennon introduced two definitions for the concept of speech fluency. The general sense related to global oral proficiency, and the narrower sense related to component of oral

proficiency (as cited in Bulc, Hadži, and Zagreb, 2012).   Hector (1991) asserted that fluency in daily speech means, *"to speaking rapidly and well"* (p. 12), whereas in the field of language learning and teaching it means, *"speaking rapidly and smoothly, not necessarily grammatically"* (p. 12). In 1992, Schmidt said that fluent speech is *"automatic, not requiring much attention or effort"* (p. 358, as quoted in Romova et al, 2008, p. 13). In 1993, Hedge defined fluency as *"the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation"* (p. 275).

Thornbury (2000, p. 4) also claimed that fluency depends on *"a stored bank of memorized chunks and having the ability... to retrieve these chunks at speed"* (Romova et al, 2008, p. 13). In 2003, Nunan defined fluency as *"the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc."* (p. 55, ibid). Kormos (2006) claimed that fluency understood from two different angles; *"global oral proficiency and the ability to produce talk smoothly within the time constraints of real-life communication"* (as cited in Romova et al, 2008, p. 13). Kormos concerned more with the ability to produce talk smoothly within time constraints of real-life communication. Thus, he adopted the definition of fluency from Lennon (2005, p. 26) which draws the word fluency on five concepts: *"rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing"* (Romova et al, 2008, p. 13).

2. The Nature of Speaking and Oral Interaction

In 1983, Brown and Yule differentiated between the written and the spoken language (Nunan, 1989). They claimed that the spoken language is a kind of pronunciation that consisted of short utterances or the so-called fragments. In a communication situation, the language that the speaker uses characterized by:

➢ Repetition between one speaker and another

➢ Overlaps between one speaker and another

➢ Non-specific references: for example *"they tend to say 'thing', 'it', and 'this' rather than the left-handed monkey wrench or the highly perfumed French poodle on the sofa."* (Nunan, 1989, p. 24)

➢ Loosely organized syntax

➢ Non-specific words and phrases

➢ The use of fillers: like; well, oh, uh-uh

Brown and Yule (1983) claimed that loosely organized syntax, non-specific words and phrases, and the use of fillers: like; well, oh, uh-uh make the spoken language less formal than other uses of language such as the written one.

3. Research in the Field of Speaking Skill

Speaking for Butler, Eignor, Jones, McNama and, Suomi, (2000, p. 2) is *"the use of oral language to interact directly and immediately with others"* (Baniabdelrahman, 2013, p. 79). Research in the field of speaking skill is a hard mission, since it is an interdisciplinary phenomenon, Bygate (2002, p. 27) asserted:

The study of speaking - like the study of other uses of language

is properly an interdisciplinary field. It involves understanding

the psycholinguistic and interpersonal factors of speech production,

the forms, meanings and processes involved, and how these can

be developed. (Pawlak, 2011, p. 3)

Learning also, how to speak is a difficult task. In accord with Burns et al (2012) who stated: *"Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes– cognitive, physical and socio-cultural – and a speaker's knowledge*

and skills have to be activated rapidly in real-time." (p. 166). Since speaking skill is a difficult and complex process, it leads to the expansion of different concepts aims at creating a comprehensible view on this concept.

4. The Complexity of Speaking: Expending its Conceptual Framework

The complexity of this skill led to the expansion of its conceptual framework. Nowicka and Wilczynska (2011) mentioned that the colloquial register in addition to language and communication research were the two groups that determined the different concepts of speaking skill.

4.1. The Colloquial Register: Characterized by:

❖ **Speaking:** is a human action or activity. It is also an observable, physical, acoustic phenomenon, appears here with other human actions such as walking. (Nowicka and Wilczynska, 2011)

❖ **Expressing oneself:** concerned with written discourse, the speaker, and the activity he is doing to express himself, his ideas, thoughts and feelings.

❖ **Communication:** is "rather a communicative sense or an effect and an aim of speaking." (Nowicka and Wilczynska, 2011, p. 25)

4.2. Specialized Terms from Language and Communication Research

❖ **Text, Utterance, Discourse:** they interest more with the speaking situation. They create a relationship between speaking activities, material product, and the speaker or the utterance (Nowicka and Wilczynska, 2011)

❖ **Speech Acts/Speech (Communicative) Actions, (Communicative) Interactions:** These terms give speaking a wider definition regarding the wider context through

which the speakers in a context, uttering meaningful sentences, respect the social relation between each other, etc. (Nowicka and Wilczynska, 2011)

5. Fluency as a Level of Proficiency

In foreign language contexts, English teachers evaluate their students' speaking fluency as a proficiency level, since researchers considered fluency as a level of proficiency. This level characterized by the following:

☞ The ability to produce language easily: To speak freely without difficulties

☞ The ability to speak with a good, but not necessarily perfect command of intonation, vocabulary, syntax, and grammar: To express ideas and opinions

☞ The ability to express ideas coherently.

☞ The ability to produce continuous speech without causing comprehension difficulties, with minimum breakdowns and disruptions.

(Richards, 2008, p. 7)

6. The Importance of Fluency in Language Use

Brumfit (1984) insisted on the importance of fluency either in communication or in speaking. He said *"… language use requires fluency, expression rules, a reliance on implicit knowledge and automatic performance"* (Nunan, 2004, p.56). Nation (1997) insisted also on the importance of developing students' fluency, and teachers can teach fluency even with one quarter of the class time (as cited in Yang, 2013).

According to Hedge (2000), fluency has an important role in developing students' self-confidence and give raise to the feeling of comfort. Hence, teachers have to focus on different kinds of activities that lead to students' fluency development (ibid).

Binder (1996) and Wolf (2001) stated that fluency is the cause beyond the achievement of three learning outcomes:

1) **Retention and Maintenance:** is the ability to perform a skill or recall knowledge long after formal learning programs have ended, without re-teaching in school year after year

2) **Endurance:** is the ability to maintain performance levels and attention to task for extended time -periods while resisting distraction.

3) **Application:** is the ability to combine and apply previous knowledge to perform it with complex skills creatively in new situations.

(as cited in Binder, Haughton, & Bateman, 2002, p. 4)

The three above outcomes are necessary to be included in the learning programs in order to develop learners' speaking fluency

7. Fluency Three Notions

In 2013, Jong et al cited that Segalowitz (2010) presented three notions of fluency:

7.1. Cognitive Fluency: here fluency related to the speaker of a language. How he achieves the goal of his speech, and how he conveys a message successfully.

7.2. Utterance Fluency: is when a specialist brings a sample of speech in order to measure the aspects of this sample**.** Skehan (2003) and Tavakoli and Skehan (2005) observed that utterance fluency has three different aspects:

7.2.1. Breakdown of Fluency: is when the speaker has problems on the ongoing flow of his or her speech. Researcher measured by fluency breakdowns through the counting of pauses (filled or unfilled), and length (Jong, 2013).

7.2.2. Speed Fluency: *"Speed fluency has to do with the speed with which speech is delivered and can be measured by calculating speech rate such as number of syllables per second."* (ibid)

7.2.3. Repair Fluency: concerned with times that the speaker make false stars, corrections, and use repetitions

7.3. Perceived Fluency: related to the listeners' impression, either on what is by the speaker or on a speech sample.

8. Types of Fluency

8.1. Faerch, Haastrup, and Phillipson (1984, Hedge, 1993): listed three types of fluency:

8.1.1. Semantic Fluency: They defined it as the ability to link two or more prepositions an speech acts. It is also termed coherence. (Hedge, 1993)

8.1.2. Lexical-Syntactic Fluency: They claimed that lexical-syntactic fluency is the ability to link together syntax rules and words (ibid)

8.1.3. Articulatory Fluency: They identified this type as the ability to link the parts of speech together (ibid)

8.2. Thornbury and Slade (2006): They added two other kinds of fluency: temporal variables and hesitation phenomena.

8.2.1. Temporal Variables: such as speech rate, pause length and length of run (i.e. the mean number of syllables between pauses)

8.2.2. Hesitation Phenomena: Ellis (1994) claimed that hesitation is one of the difficulties that described the speakers' inability of making a natural flow of speech. It is characterized by

phenomenon such as filled pauses (e.g. erm, uh…), repetitions to organize and reorder ideas, self-corrections (as cited in, Thornbury & Slade, 2006)

9. Monitor Hypotheses and Fluency

The acquisition-learning processes indicate the difference between acquiring and learning a language that an adult experience when learning a language, but they did not give an opportunity to present how an adult performs language. In 1982, Krashen proposed five hypotheses; one of those hypotheses called 'the monitor hypotheses'. This hypothesis described the ways of using the acquisition and learning processes. He claimed that one of these processes is the responsible for producing speech, whereas the other one is the monitor for the produced speech.

☞ **Acquisition:** is the first process through which an adult performs the foreign language. The acquisition process is also responsible about language 'fluency'.

☞ **Learning:** is responsible about one function is monitoring or editing the utterance before or after its production.

The following diagram illustrates the use of the acquisition and learning process.
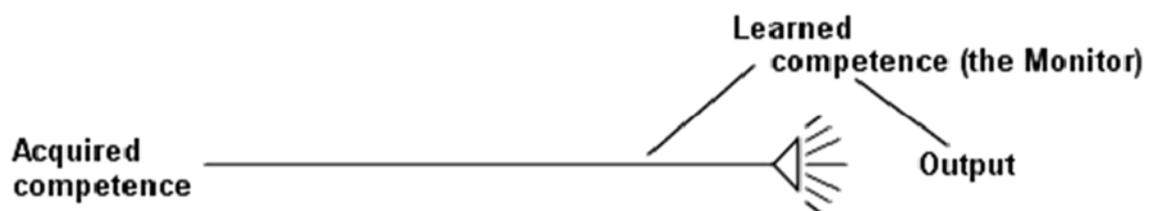
Figure 03: Acquisition and Learning in Second Language Production.

(Adapted from Krashen, 1982, p. 16)

10. Characteristics of Fluent Speech

According to Tam (1997), speakers' fluent speech often filled with reduced forms such as contraction, elision, assimilation, and reduction. These forms usually have a positive influence on speeding up one's rate of speech because they often lead to:

1. Disappearance of word boundaries: Is when the speaker has enormous vocabulary that prevents him from breakdown of fluency.

2. Omission of end vowels and consonants: Is the good pronunciation and intonations.

3. Substitutions of elements within words: Is the ability to use and change units easily.

Fluent speakers also produce sentences that appear in elliptical forms when he found the context is obvious, subjects, articles, verbs, pronouns, etc., frequently deleted (Sadeghi & Yarandi, 2014, p. 106).

In 1976, Hartmann & Stork claims:

> *a person is said to be a fluent speaker of a language when*
>
> *he can use its structures accurately whilst concentrating*
>
> *on content rather than form, usingthe units and patterns*
>
> *automatically at normal conversational speed when they*
>
> *are needed.*

(as cited in Sadeghi & Yarandi, 2014, p. 4).

Fillmore (1979, p. 93) defined fluency as a general term that includes four abilities:

1. The ability to talk at length with few pauses

2. The ability to talk in coherent, reasoned, and "semantically dense sentences"

3. The ability to have appropriate things to say in a wide range of contexts

4. The ability to be creative and imaginative in language use

11. Automaticity and EFL speech fluency

In general, automaticity refers *"...to those aspects of performance that, as a result of extensive practice, become faster more reliable and which seem to the performer (and perhaps to the observers) to have become relatively effortless"* (Segalowitz & Gatbonton, 1995, p. 135). In relation to fluency, automaticity has two different meanings. In the first hand, it means *"automaticity of lexical processing is central to language fluency"* (Segalowitz and Gatbonton, 1995, p. 134). In the second hand, it means *"...the economical restricting of underlying processing mechanisms"* (ibid). Stirling (2009) stated, *"Automaticity means how fast you think and speak. Do you pause to translate, or do you think and speak automatically without pausing to translate?"*(p. 161). Schmidt (1992, as cited in Thornbury & Slade, 2006) called the development of fluency as 'automatic procedural skill'. Fewer repetitions, longer turns and faster speech rate are characteristics that indicate such development.

In 2009, Dörnyei said that fluency, from a psychological literature, is a phenomena discussed under the umbrella of "automaticity/automatisation", he added that fluency is a concept arises under the "skill learning theory". Hence, psychological researchers 'aim at finding the ways that leads to the automatisation of language skills.

12. Fluency Measurements

Wood (2007) asserted that Goldman-Eisler (1967, 1972), is the first researcher who looked for the temporal variables of speech fluency and with the evolution of speech recording and analysis technology. He added that researcher agreed, *"...rate or speed of speech, pause phenomena, and length of runs between pauses are essential variables in measuring speaking fluency."*(p. 211).

- ➢ **Speech Rate:** calculated by dividing the total number of syllables produced in a given speech sample by the total time expressed in seconds (Ortega, 1999, as cited in Iwashita et al, 2008, p. 34).

- ➢ **Pause Phenomena:** Wood (2001) claimed that pauses are complex aspects of fluency when it is under the empirical studies.

- ➢ **Length of Runs between Pauses:** *"tells us how long, on average, a speaker can speak without pausing"* (Negishi, 2012, p. 3). They also influence the speaker's speech by adding a color and feelings to what he is saying.

13. The Difference between "Doing Teaching" and "Teaching Speaking"

Goh and Burns (2012) asserted that it is important for teachers -when teaching fluency- should differentiate between 'doing teaching' which is doing activities that enhance fluency, from those processes of teaching speaking such as knowledge, skills, and speaking strategies. They claimed that teachers have to do different kinds of activities that deal with learners' learning style, and that should address their needs. From the other hand, they insisted on teaching specific skills related to speaking skill.

14. Questions Teachers Need to Know before Teaching the Spoken Language

There are an abundant number of questions that teacher need to know their answers before teaching a spoken activity. The following are the most appropriate questions:

Q1. What is the appropriate form of spoken language to teach?

Q2. From the point of view of pronunciation, what is a reasonable model?

Q3. How important is pronunciation?

Q4. Is it any more important than teaching appropriate handwriting in the foreign language? If so, why?

Q5. From the point of view of structures taught, is it all right to teach the spoken language as if it were exactly like the written language, but with a few "spoken expressions" thrown in?

Q6. Is it appropriate to teach the same structures to all foreign language students, no matter what their age is or the intentions on learning the spoken language?

Q7. Are those structures, which are described, in standard grammars the structures that our students should be expected to produce when they speak English?

Q8. How is it possible to give students any sort of meaningful practice in producing spoken English?

(Brown & Yule, 1983, p. 3, as cited in Nunan, 1989, p. 24)

15. Necessary Criteria for Achieving Fluency Activity

Brumfit (1984, as citd in Hedge, 1993) claims that there are a number of criteria teachers can follow to achieve an activity in order to enhance students' fluency. In the same time, other researchers follow Brumfit and develop these criteria to use it effectively. He suggested the following criteria:

❖ Teachers have to use a language that focus on the meaning not on the form.

❖ In the speaking or writing course, the learner is the one who choose the content of the language.

❖ The learners have to speak and debate the language used in the class, in order to understand and create what they have to say, since they have to rely on their selves not on the teacher.

❖ The teaching of the skills such as speaking, listening, reading, and writing should implement through play.

❖ Teachers' corrections should be minimal, since it can prevent learners from learning.

In 2006, Richards said that students' fluency can developed through classroom activities. These activities require students to discuss in class using communication strategies, to avoid misunderstandings and breakdowns. He added that teachers should focus in their fluency activities on the following points:

1. Reflect natural use of language

2. Focus on achieving communication

3. Require meaningful use of language

4. Require the use of communication strategies

5. Produce language that may not be predictable

6. Seek to link language use to context

(Richards, 2006, p. 14)

16. The Role of Speaking Activities in Language Learning

Bowman and Burkart (1989) asserted that in the EFL classrooms teaching speaking skill requires two questions:

Q1. What is the role of speaking activity in the classroom?

Q2. What are the goals that learners have to achieve?

They claim that teachers need to know these questions in order to set speaking activities that fit students' needs, in addition to the goal they want to reach. Hence, teachers may approach the following goals:

✓ Participation

✓ Interaction

✓ Fluency

✓ Confidence

✓ Communication strategies

17.1. Participation

Teachers need to choose speaking activities engage them to participate. Nevertheless, a number of students may fight you in order not to involve them to participate. Some students they do not believe that the teachers' efforts may help them to raise their engagement. Teachers need to know about the different solution to make their classes' fun, work on the curriculum, and tell his/her students that he insists on helping them to participate. The following activity is a good example for English language beginners. It called "The Route to School".

1. Bring to class a large map of the city, town, or village in which you are teaching. Pin the map to the wall.

2. Ask a student what time she started her trip to school and what time she arrived. Ask her to trace her route o the map.

3. On the black board, construct a chart with columns in which to record starting point and time, route, arrival time given to you by your student. Your chart will look like this:

Starting point Route	Starting	Route Time	Arrival Time	Total time
Kwala market	7:00	Past market, left by shops, up hill to school	7:20	

Table 02: The route to School

4. Divide your class into groups of five to seven. Ask each group to produce a chart with information from the group on the route to school.

5. Ask each group to draw a map and to indicate on the map the route to school taken by each one of the group members.

(Bowman and Burkart, 1989, p. 42)

17.2. Interaction

Interaction exists between students when teachers choose interesting topics that grasp students to speak. It not difficult to involve adolescents to talk 'out loud' in the classroom, but teachers should motivate them to speak and convince them that the whole class can hear them.

17.3. Fluency

Fluency takes a great part in the communicative approach. For EFL learners it is the first ability they want to achieve, since speaking in front of the class involves a fluent speaker who speaks freely, easily, and confidently. When fluency is the goal of an interactive activity, teachers have to focus on the activities that lead their students to interact and communicate with "their own ideas, opinions, and wishes." (p. 43). Teachers also notice that students while the interactive activities focus on the meaning of the messages they want to convey, rather than the correct structure of their speech. Two aspects teachers need to take into consideration when emphasizing on fluency:

- ✍ **First:** The emphasis is on fluency not on correcting errors that students do. When students start interacting, they convey correct meanings but unfortunately, they make errors for example at the level of grammar. Teachers need to focus on the goal of teaching fluency, and delay the error correction for another session. Hence, the students can be encouraged to be 'risk takers'.

✎ **Second:** In presenting an activity that emphasis on fluency, teachers have to find strategies to motivate their learners to speak. This motivation can help them to overcome their anxiety and start speaking with confidence in front of the whole class.

17.4. Confidence

"I hate making a fool of myself" is the most known comment that EFL learners say while interaction in the class. Learners are afraid from the negative evaluation of the teacher or peers, so they do not feel confident to speak and keep silent in order to prevent their self-images. In such situations, teachers have to look for the causes of the fear that students face, and they need to use strategies that develop students' confidence.

17.5. Communication Strategies

Students who want to develop their speaking skills, they need to take into consideration two important strategies:

☞ **Active Listening:** is the best-used strategy that students use when feeling shy and starting speaking in the same time. EFL students when they take the role of an active listener, they will take the role of an active communicator. Some phrases listeners use to motivate the speaker, and to show him that the audience understands what he is saying, such as:

    a) "Uh - huh."

    b) "Yes."

    c) "Of course."

    d) "Is that so?"

☞ **Manage a Conversation:** the lessons of the EFL teachers should include activities that can help the students to manage their speaking strategies. The task of the teacher is to make these strategies as a habit for his EFL learners.

Conclusion

To be fluent speaker is the goal of foreign language learners. It is important to realize the crucial role of being fluent speaker. Hence, teachers have the role of helping students to develop speaking fluency depending on practical speaking activities that engage students to participate in the classroom. These activities should be the driver to the success of both learning and teaching processes. Speaking fluency is affected by the affective variable, "foreign language anxiety", this issue will be analyzed and discussed in the next chapter.

Chapter Three

Field Work

Chapter Tree: Field Work

Introduction

So far, we have presented in the first chapter literature review about the issue of foreign language anxiety that students experience in their oral English classes, while in the second chapter the literature review was about speaking fluency and its importance for the foreign language learners. In this chapter (03), the research moves to something more practical. Since the research based on a descriptive method, a questionnaire was the suitable procedure for collecting data. In this research, two questionnaires handed out to English as a foreign language learners and teachers.

1. The Analysis of Students' Answers

1.1. Aims of the Questionnaire

This questionnaire mainly designed to investigate students' feelings about-facing anxiety and the main sources increase anxiety feelings. Second, it also attempts to assess students' level of speaking fluency and its importance inside the oral class. Finally, it aims to determine whether their anxiety affects their speaking fluency, how they can and what they expect from their teachers to reduce this issue.

1.2. Description of the Questionnaire

1.2.1. Part One: Personal Information (Q1-Q6)

In this part, students were asked to write down their age (Q1), and gender (Q2). In (Q3) they were asked to point their specialty in the secondary school: Three (03) rating options were proposed ranged from, literacy stream, scientific stream, and languages stream. The (Q4) they were asked to answer yes or no question, which represents their feeling about

the attendance of the oral English class. In (Q5) and (Q6), students were asked to pick up the most appropriate answer; the (Q5) was about students' participation in their oral English class: Three (03) rating options were proposed ranged from, never, sometimes, and often. The (Q6) was about students' feeling on the importance of the oral English class: Four (04) rating options were proposed ranged from, interesting, dull, beneficial, and unbeneficial.

1.2.2. Part Two: Foreign Language Anxiety (Q7-Q11)

In the second part, we have first indicated a note that includes a definition about anxiety to give students a general idea about it. Then the first question (Q7) was about how students' speak in their oral English class: Four rating options were proposed ranged from, I speak confidently, I feel nervous when I start speaking, sit at the back and keep silent, and I do not feel motivated to speak. In question (Q8), students were asked to check the factors that may cause their anxiety. Eight (08) rating options were proposed ranged from, I feel nervous because I am going to speak in the front of the group, I feel ashamed even if when I have the correct answer, I want to speak but I am worried about making mistakes, the teacher do not understand what I mean, the teacher do not give me a chance to speak, there are other students speak better than me, fluent students laugh on the anxious students like me, the negative evaluation of the teacher and classmates. Question (Q9) students were asked to give other sources that make anxious students. Question (Q10) was about group discussion activity and was divided into two sections. In the first section, students were asked if they speak or do not speak English in this activity. The second one was for those who answered "No", and they were asked to tell whether the teacher knows that they use or do not use the English language in the same activity. In the last question (Q11) of this part, students were required to explain their reactions when the teacher asks a question and points him/her to answer.

1.2.3. Part Three: Speaking Fluency (Q12-Q15)

In the third part, we begin with a small definition about speaking fluency to give students an idea about it. In the (Q12), students were required to pick up the right answer about whether they concentrate on correct meaning or correct grammar, when they start communication. In the next question (Q13), students were required to tell if they consider their selves as fluent speakers and they have to explain why they choose the yes or no. Then, (Q14), was conducted into two parts the first one was about whether the fear affect the way students' speak, and the second one was for those who answers "Yes" to explain how the fear affect the way they speak. In (Q15), students were asked to define their level of anxiety: Three rating options were proposed ranged from, high, low, and moderate.

1.2.4. Part Four: Reduce Anxiety and Enhance Speaking Fluency (Q16-Q20)

Part four is the last part of the students' questionnaire. It was devoted to gather data about what should be done to overcome anxiety and increase speaking fluency. In the (Q16), students were asked the importance of reducing anxiety and enhancing speaking: Three (03) rating options were proposed ranged from, very important, less important, and not important. Group discussions, role-play, pair work, and others are activities that students were asked to choose the most activity they like, in the (Q17). In the last three questions students were required to give their suggestions about the kind of exercise or practice that helps you to become fluent (in the Q18), what makes the oral English class more effective (in Q19), and their expectations about their oral English teachers in helping them to improve their speaking fluency (in Q20).

1.3. Administration of the Questionnaire

We have handed out the questionnaire of the first year LMD students who study English language. The students' questionnaire administrated to a random sample of forty (40)

students from ten (10) groups, and a total population of five hundred and fifty-one (551), of first year LMD students at the department of English at Biskra University.

1.4. Data collection and Analysis

Part One: Personal Information

Q1. Age

Age	Number	Percentage
18	1	2.5 %
19	11	27.5 %
20	14	35 %
21	6	15 %
22	1	2.5 %
23	6	15 %
27	1	2.5 %
Total	**40**	**100%**

Table 03: Students' Age
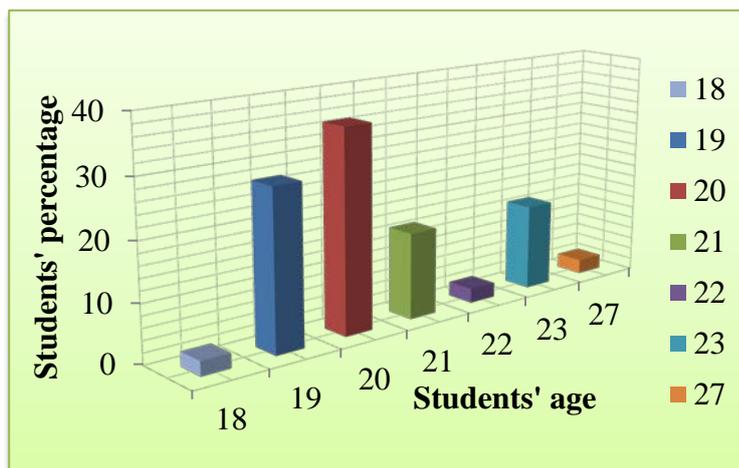
Figure 04: Students' Age

As it is observed from the table above that participants' ages vary from (18) to (27) years. The age (20) exceeds the other ages with (35%). Then, comes the age (19) in the second class with (27.5%), however the age (21) and (23) has the same percentage (15%).

The rest ages (18, 22, 27) comes in the last class with the same percentage (2.5%). Form the results; we notice that most of learners are at the same age.

Q2. Gender

Gender	Number	Percentage
Male	7	17.5%
Female	33	82.5%
Total	**40**	**100%**

Table 04: Students' Gender
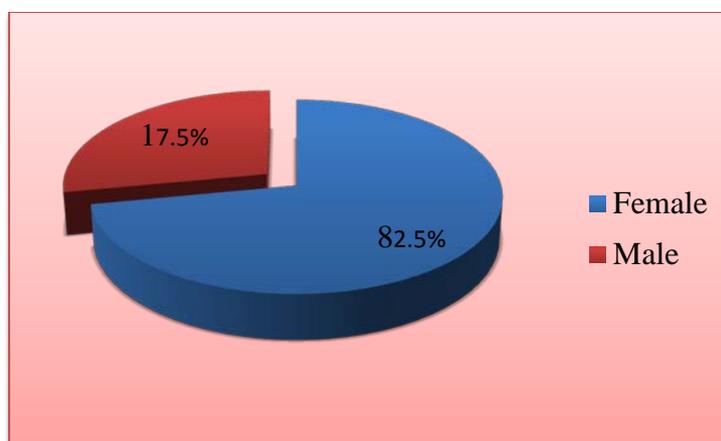
Figure 05: Students' Gender

The result of the above table shows that 82% from the whole percentage indicates the females' percentage, whereas the other 17.5% represents the males' percentage. Hence, what can be said is that females are more interested in learning the English language.   **Q3.**

Your Specialty in Secondary School was

Specialty	Number	Percentage
Literacy Stream	12	30%
Scientific Stream	16	40%

Languages Stream	12	30%
Total	**40**	**100%**

Table 05: Students' Specialty in Secondary School
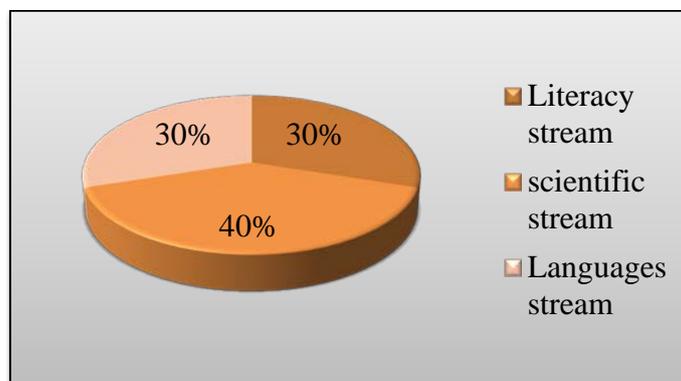
Figure 06: Students' Specialty in Secondary School

The students' answers show that the majority (40%) of students' specialty, in the secondary school, was in the scientific stream. However, there is an equivalent between languages stream (30%) and literature stream (30%). As a result, the foreign language classes of English generally in Algeria are mixed classes of three different specialties.

Q4. Do you like to attend your Oral English Class?

Options	Number	Percentage
Yes	30	75%
No	10	25%
Total	**40**	**100%**

Table 06: Students' Attendance in Oral English Class
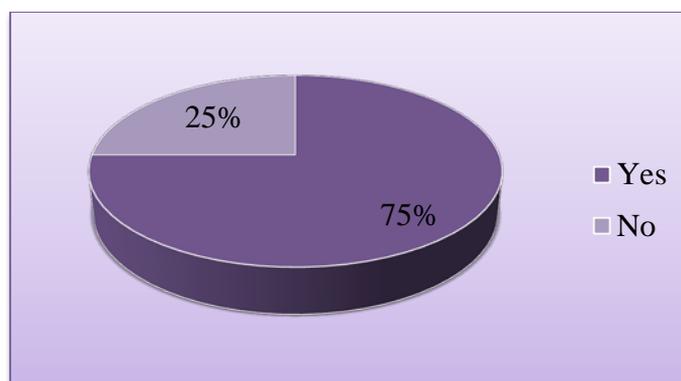
Figure 07: Students' Attendance in Oral English Class

Concerning the percentage of students who like to attend their oral class is (75%), and quarter (25%) of the population claim that they do not like to attend their oral class. This means that the English as foreign learners of Biskra University like the attendance of their oral English classes. Only a few populations do not like to attend this class.

Q5. In your Oral English Class, do you participate?

Option	Number	Percentage
Never	6	15%
Sometimes	27	67.5%
Often	7	17.5%
Total	**40**	**100%**

Table 07: Students' Participation in their Oral English Class
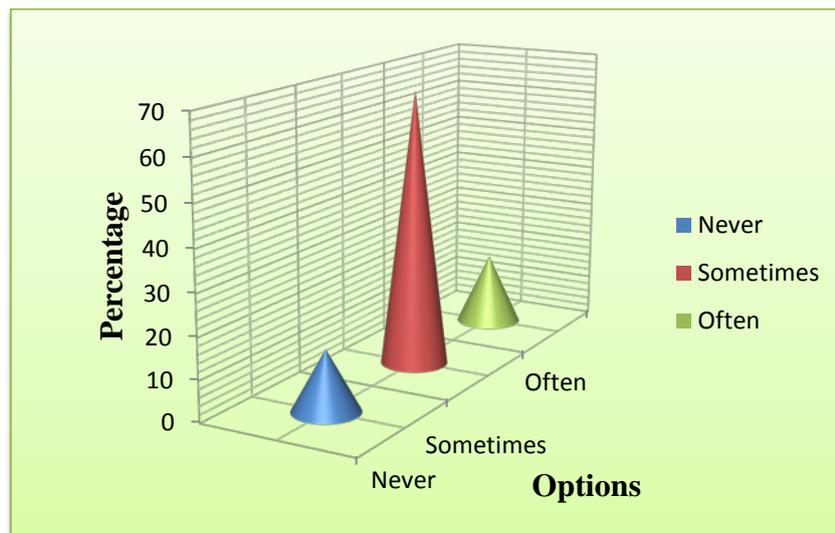
Figure 08: Students' Participation in their Oral English Class

Results of the table above indicates that the majority of students (67.5%) sometimes participate in the English oral class, seven (07) students (17.5%) often participate, and six (06) students (15%) never participate in this class. We can notice here, that, the majority of students do not participate always, may be because they have trouble in this class.

Q6. Do you find your Oral English Class?

Option	Number	Percentage
Interesting	14	35%
Dull	7	17.5%
Beneficial	6	15%
Unbeneficial	8	20%
Interesting & Beneficial	5	12.5%
Total	**40**	**100%**

Table 08: Students' Opinion about their Oral English Class
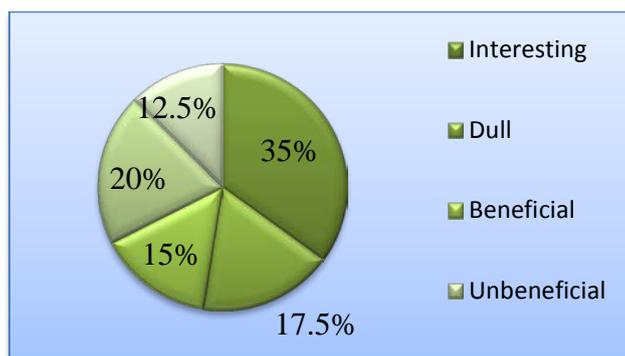
Figure 09: Students' Opinion about their Oral English Class

For this question, students have different views for the importance of the oral class. The higher percentage was (35%) concerning fourteen (14) students who find their oral class interesting. Then, in the second class (20%) comes eight (08) students claimed that the oral class is unbeneficial class. While seven (07) participants choose, dull (17.5%), (15%) indicated that the oral class is beneficial, and only five (05) participants (12.5%) pick up more than one option, and they asserted that the English oral class is both interesting and beneficial.

Part Two: Foreign Language Anxiety

Q7. In the English Oral Class, How do you speak?

Option	Number	Percentage
a. I speak confidently	5	12.5 %
b. I feel nervous when I start speaking	19	47.5 %
c. Sit at the back and keep silent	2	5 %

d. I do not feel motivated to speak	6	15 %
b-d	3	7.5 %
b-c	3	7.5 %
b-c-d	2	5 %
Total	**40**	**100 %**

Table 09: Students' Feelings about Speaking English in their Oral Class
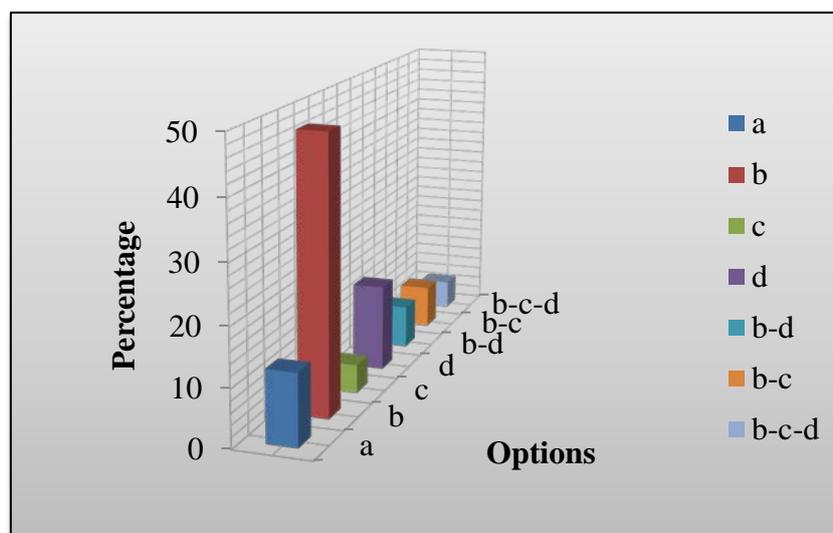
Figure 10: Students' Feelings about Speaking English in their Oral Class

In the oral class, nineteen (19) students i.e., 47.5% claimed that they feel nervous when they start speaking in class, 15%, they do not feel motivated to speak, and only five (05) students (12.5%) speak confidently. Two (02) students (5%) said that they sit at the back and keep silent, whereas 20% divided among those who choose more than one option: The options b-d (I feel nervous when I start speaking, and I do not feel motivated to speak) selected by three (03) students 7.5%, the same for The options b-c 7.5%). Only two (02) students 5% choose three (03) options b-s-d.

Q8. Check any of the Following Factors that may Cause your Anxiety

Option	N	P
a. I feel nervous because I am going to speak in the group	4	10 %
b. I feel ashamed even if I have the correct answer	4	10 %

c. I want to speak but I am worried about making mistakes	3	7.5 %
d. The teacher do not understand what I mean	1	2.5 %
e. The teacher does not give me a chance to speak	1	2.5 %
f. There are other students speak better than me	1	2.5 %
g. Fluent students laugh on the anxious students like me	1	2.5 %
k. The negative evaluation of teacher and classmates	1	2.5 %
c-k	1	2.5 %
b-c-f-k	1	2.5 %
a-b	3	7.5 %
c-f	1	2.5 %
a-b-c	3	7.5 %
a-b-c-f	1	2.5 %
No option	1	2.5 %
a-d	2	5 %
a-b-c-g	1	2.5 %
a-c-e-f	1	2.5 %
b-c-f	2	5 %
a-c	4	10 %
e-g-k	1	2.5 %
b-c	2	5 %
Total	**40**	**100 %**

Table 10: Factors that may Cause Students' Anxiety
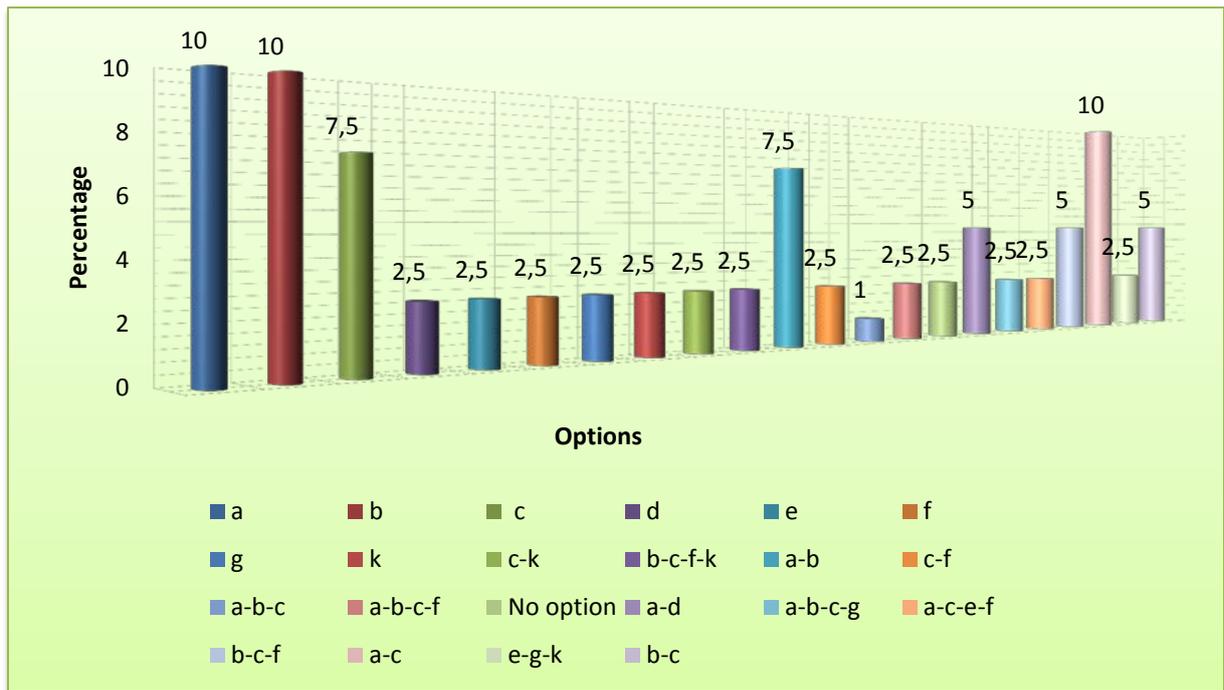
Figure 11: Factors that may Cause Students' Anxiety

The table shows that four (04) students 10% feel anxious because they are going to speak in the front of the group, the same percentage 10% claimed that even if they have the correct answer they experience anxiety when they feel ashamed. Four (04) students 10% selected two options a-c, and they asserted that speaking in the front of the group in addition to worrying about making mistakes makes them anxious and prevents them from participation.

➢ In the second class comes the percentage of 7.5% for the following:

1. Three (03) students claimed that the cause of their anxiety is worrying of making mistakes.

2. Two (02) options a-b (I feel nervous because I am going to speak in the front of the group and I feel ashamed even if I have the correct answer) selected also by three (03) participants 7.5%.

3. Three (03) options a-b-c picked up by three students 7.5%.

- In the third class, the options a-d, b-c-f, and b-c have the same percentage 5% since each one of them was selected by two (02) participants.
- The lowest percentage, from the above table, is 2.5% for each student (01) who selected d, e, f, g, k, c-k, b-c-f-k, c-f, a-b-c-f, a-b-c-g, a-c-e-f, and e-g-k. Only one student (01) 2.5% did not select any option.

Q9. In your Opinion, What are the Other Causes that makes Anxious Student?

	Number	Percentage
Feedback	32	80%
No Feedback	8	20%
Total	**40**	**100%**

Table 11: Students' Opinions about Anxiety Sources
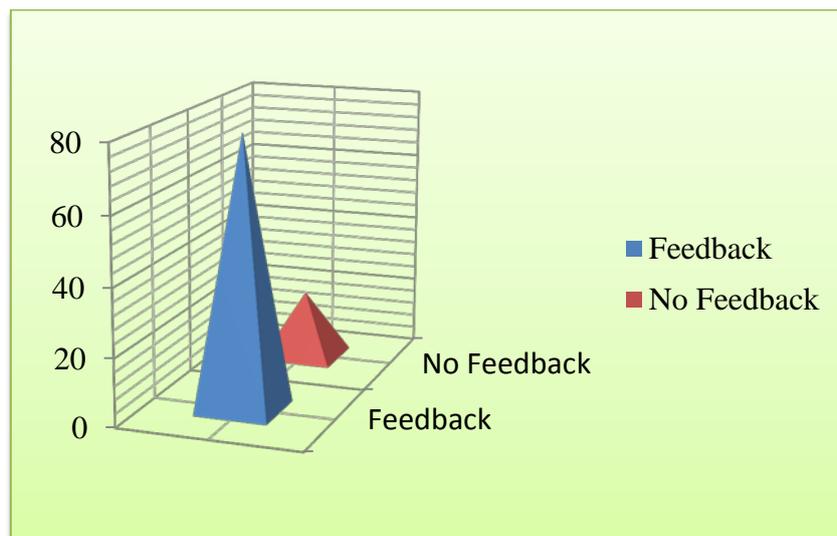
Figure 12: Students' Opinions about Anxiety Sources

Through analyzing and collecting data, the majority of population 80% answered the above question. Only 20% do not give any feedback. The students' comments divided under the four following parts:

1. The Anxious Students: This part is devoted to anxiety sources that came from the anxious students himself:

- ✓ One of the participants claimed that he feel anxious because of *"the pronunciation difficulties and grammatical mistakes"*.

- ✓ Other students were thinking about the results of the semester, they asserted: *"thinking about the future and worrying about achievement and successes"* They added that they experience *"stress"* since they have other things to think about them outside the classroom *"heedfulness in the other things"*

- ✓ Majority of students insisted on the *"lack of confidence"* as an important affective factor that makes learners anxious and prevents them from even trying to say a word, *"I am not confident to speak English in front of any people"*. Because of this, students think that they are an able to be an active learner hence they keep silent.

- ✓ Some students said that *"fear and shyness"* make them anxious. For example, when *"I feel ashamed when I cannot understand ideas but the others can"*

- ✓ They feel afraid of experiencing new things since they are not risk takers they face anxiety, *"I used to think the English language easy but I find it the contrast"*, *"the new words and the complicated language"*, and *"I lose my confident when I hear a new word I do not get what it means"*. Another good comment was giving by student who claimed that anxiety related to the students "paradigm" when he/she was a child. She added that experiencing new things also leads to anxiety:

  > *their paradigm which is programmed from 2 to 5 childhood,*
  > *the fear about new things which you do not have any experience*
  > *for example someone always uses bicycle and he want to use a car*
  > *he will see and spectacle all his movement because it is new thing*

- ✓ The use of English has an important role in developing students' levels. Whereas a number of participants claimed that they *"have a low level of English"* due to: *"I do not use it in my daily life"*, which leads me to *"feel anxious when I find my ideas are*

less than classmates' ideas" and "I have not the ability to speak or read because I do not understand".

✔ Others asserted that they want to speak but they need time to prepare what they want to say or to give an answer to the teacher's question. They said: *"When the teacher points me to answer and I am not ready or I did not prepared my answer, I cannot make a sentence rapidly to answer"*

✔ The last comment in this part, a student correlates between anxiety and the psychological side of a student. She explained that students experiencing anxiety they think of it from one angle. They keep it as an issue and they do not look for solutions to overcome it, may be because they are pessimistic and they always say: *"It is better to keep silent; I cannot speak correctly, why I have to put myself in a bad position, it is better for me to keep my face"*. She concluded that the speech above is because of the following causes:

> *less participation, less using English language lack of reading,*
> *writing and listening participation, being afraid all the time,*
> *thinking about the worst things that will happen if they speak,*
> *negative thoughts about their abilities*

2. Teacher: The students claimed that the teacher is a source of students' anxiety:

➢ The student lose self confidence and feel anxious when he answers a question but *"the teacher look for specific answers for their questions, and do not tolerate other suggestions, hence the student miss his self confidence"*

➢ The teacher do not care about the week or the anxious students, he do not motivate them, he do not left them to speak with her/ him i.e., he do not listen to them and when they start speaking he do not let them finish. The following statements indicate clearly how the teacher is a source of their anxiety:

- ✍ **Student A:** *"teacher do not pay attention at all to those who keep silent in all sessions"*, *"he do not care about me as a week student"*
- ✍ **Student B:** *"The teacher do not motivate me to speak"*
- ✍ **Student C:** *"The teacher does not left us to speak with her"*
- ✍ **Student D:** *"the teacher do not let me to finish my speak"*
- ✍ **Student E:** "sometimes the teacher do not understand what I mean"
- ✍ **Student F:** *"when I raise my hand to answer; nevertheless, the teacher do not pay attention, when the teacher focus on the same students, when I feel that there is some kind of nepotism between the teacher and some special students."*

3. Classmates: students feel anxious in the following situations:

- ☞ **Student A:** *"My classmates better than me may be because I was in the scientific stream"*
- ☞ **Student B:** *"I think the most of my classmates better than me because they were in the languages stream in the secondary school"*
- ☞ **Students C:** *"Classmates are not interested in speaking"*
- ☞ **Student D:** *"When the teacher asks a student all the group turn to him"*
- ☞ **Student E:** *"In reading when he makes mistakes they laugh on him"*

4. Subject:

Students feel anxious when they do not like the subject of the oral class, they say *"uninteresting subjects",* and when *"the teacher precise a subject to do it"*. Hence, it is clear that first year students like to be learners centered and to choose their topics to speak about them.

5. Environment:

There is a real problem that classes, of first year English students at Biskra University, face which is *"crowded classes"*. This issue affects all the members of the class starting from the teacher to the students. Where the teacher cannot know the needs of each student, and how

can be organized and treated. In the other hand students, find their classes *"demotivated and dull"*.

Q10. In the Group Work Discussion Activity

A. Do you speak the English Language?

Option	Number	Percentage
Yes	21	52.5 %
No	19	47.5 %
Total	**40**	**100 %**

Table 12: Speaking English in the Group Discussion Activity
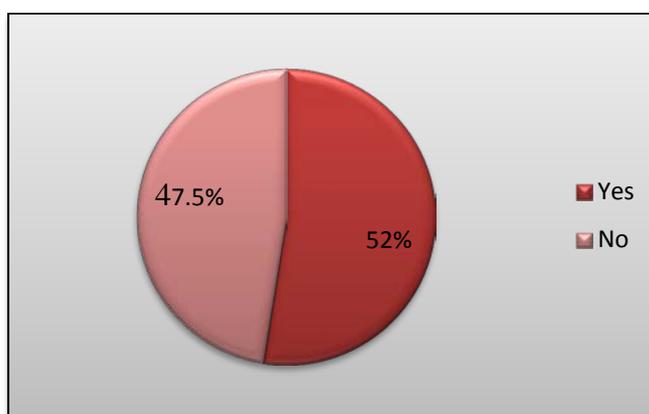
Figure 13: Speaking English in the Group Discussion Activity

Participants were asked if they speak English in the group discussion activity. More than half of the percentage 52.5% said yes, they do. Whereas, a percentage of 47.5% said no, they do not.

B. If no, does the Teacher know that you do not use the English Language?

Option	Number	Percentage
Yes	13	68.42 %
No	6	31.58 %
Total	**19**	**100 %**

Table 13: Teacher knows / does not know about the use of English in Group Discussion Activity
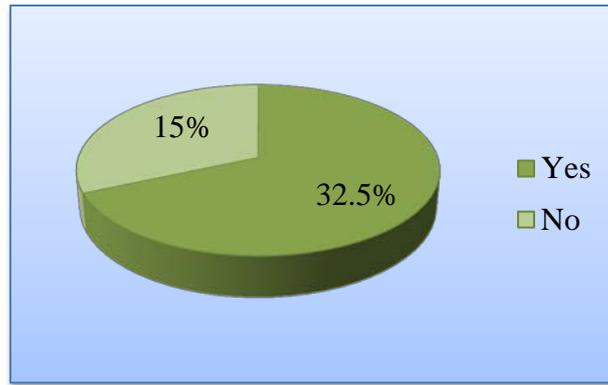
Figure 14: The teacher knows / does not know about the use of English in Group Discussion Activity

This question is related to the option (b) i.e., for those students whose answer of the question (a) is "No". A percentage of 32.5% (thirteen participants) asserted that the teacher knows that they do not use English in-group discussion activity; whereas the half of the percentage (32.5%) 15% said the contrast.

Q11. When the Teacher asks a Question and He points you To Answer

How do you feel or react?

	Number	Percentage
Feedback	40	100%
Total	**40**	**100%**

Table 14: Students' Reactions to Teachers' Questions
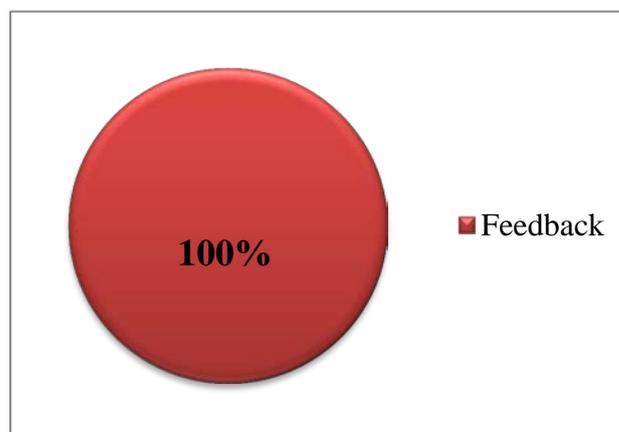
Figure 15: Students' Reactions to Teachers' Questions

From the table above, all the participants (40) answered the question number (11). The percentage of 100% indicates the percentage of all the participants. The most common comments selected from the 100% answers are the following:

1. The majority of comments insisted on nervousness, shyness and fear in both cases, when they or they do not have the answer:

> ➢ *"I feel nervous because I am going to speak "*
> ➢ *"I feel panic and nervous when I start speaking and I forget words and answers."*
> ➢ *"I feel surprised and afraid because I do not know the answer"*
> ➢ *"At first time I feel nervous, afraid because I did not prepare myself and organize my ideas and answers, and after that it becomes a normal thing and easier than the first time"*
> ➢ *"I feel nervous because I do not like participation"*
> ➢ *"I feel so nervous, in the beginning I lose the correct answer"*
> ➢ *"I feel ashamed and nervous when I start speaking even though I have the correct answer"*
> ➢ *"I become very nervous and I feel that all the classmates are looking at me and waiting for my answer"*
> ➢ *"I feel that I am ashamed and I have no answer in front of the group, I prefer to keep my answer for myself"*
> ➢ *"If I have the answer I just say it without any problems or hesitation, if not I just start without saying anything"*
> ➢ *"In this case there are two options: Sometimes I feel better, of course when I have the right answer and sometimes I feel confused and ashamed when I do not know the answer"*
> ➢ *"I feel that that I do not have energy especially when I do not have the answer"*

2. Only one student said that he is not good at speaking rather he is good at writing, he claimed:

> *For me it is very hard and I feel stress and cannot*
> *focus, if he asked me to write and read the answer,*
> *it wouldbe an easy task. Due to my paradigm, I have an*

experience in writing but in reading or speaking

3. Others answer positive comments:

- 🖊 *"I feel happy"*
- 🖊 *"I feel normal"*
- 🖊 *"Probably, I would feel a little nervous at first time but once I start talking I get calm and try to answer properly"*
- 🖊 *"I breathe; take few seconds to think if I do not have the answer, however, if I have the answer then I start to express my idea slowly carefully. After all I am learning for myself"*
- 🖊 *"I will try to check a clearly and easily words"*
- 🖊 *"I feel nervous when I start speaking but it becomes very easy to me by time to speak fluently and make every one understand what I like to express and give the right answer as possible as I can"*
- 🖊 *"I do my best to give him the answer even if the answer is not correct"*
- 🖊 *"I will encourage myself to answer the question even if my answer is wrong. I just try to use my language and to learn more from my mistakes"*
- 🖊 *"I feel stress a little but I try to make some efforts"*
- 🖊 *"I will try to motivate myself, and I will choose the right answer if I have it, if not, I will try to explain my opinion even if it is wrong"*
- 🖊 *"First my heart start braving, then I think about the question not very well and I give wrong answer after a while I give the correct one"*
- 🖊 *"Try to calm down, reorder my answers in my mind first then try to speak and explain and ask to understand what the teacher wants if it is necessary"*

4. Two students asserted that would do the best to get teacher's satisfaction; it is clear in their speech:

- ❖ *" I answer him an I keep trying to do my best to make it best and beneficial answer"*
- ❖ *"I feel worried and how can I answer him and how can I make my answer correct and understood"*

Part Three: Speaking Fluency

Q12. . When you Start Communication, you Concentrate More on

Option	Number	Percentage
Correct meaning	19	47.5 %
Correct grammar	11	27.5 %
Both	10	25 %
Total	**40**	**100%**

Table 15: Students' Concentration on Correct Meaning or Correct Grammar
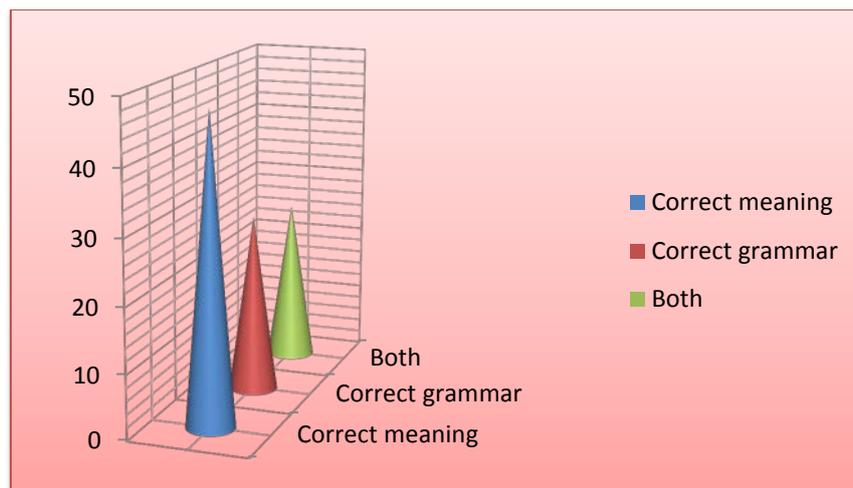
Figure 16: Students' Concentration on Correct Meaning or Correct Grammar

Concerning this question, students whose answers "focus on correct meaning" have the higher percentage 47.5%, the percentage of 27.5% is for those who "focus on correct grammar". Only a quarter 25% said that they focus on both.

Q13. Do you consider yourself as a Fluent Speaker?

Option	Number	Percentage
Yes	9	22.5 %
No	30	75 %
Both	1	2.5 %
Total	**40**	**100 %**

Table 16: Students' Level of Fluency
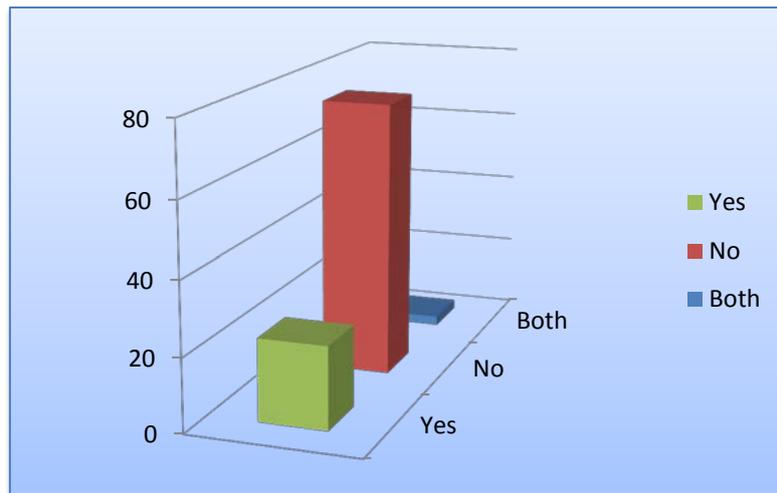
Figure 17: Students' Level of Fluency

More than half the students 75% (30) claimed that they do not consider their selves as fluent speakers. Nine (09) participants have answered "yes" which indicates a percentage of 22.5% who consider their selves fluent speakers. Only one student 2.5% has selected the two options "yes and no", and she says:

> *No, because I cannot compare myself to a native English speaker (which is a goal, I am working on it). Yes, I can express myself, I do not have the fear to speak whatever what others think about my accent or how I speak, I am learning, today I am okay, tomorrow I will be better*

➢ The second part if this question is that the participants should explain each answer. The following table contains points collected from their explanation.

No, I am not a Fluent Speaker	Yes, I am a Fluent Speaker
1. Difficulties in pronunciation and intonation	**1.** She/he has "vocabulary, master grammar, and use accent very well"
2. Some students better than others	**2.** "I use English through Skype, cell phone, making conversations with foreign people, and also through plying online games and chatting with players"
3. Anxiety leads to various mistakes	
4. There is no communication that help to be a fluent speaker	
5. Lack of vocabulary and incorrect grammar rules	**3.** "English is a part of my daily life"
6. There is no means to develop English fluency	**4.** I do not feel anxious when using the language, I have a good bass, and it easy for me to speak English more than other tongue"
7. I still a novice learner, and I was in the scientific stream	
8. Shyness prevent students from speaking	**5.** "I do not feel worried to speak in front of the class, because it is not shame to make mistakes…"
9. English is a foreign language	**6.** "I like to speak English, it makes me more confident, my aunt is a teacher of English so we speak together a lot of time"
10. "I do not know"	
11. "I do not like to speak English in my daily life"	
12. Because of negative feelings such as; fear, anxiety, nervousness, hesitation	**7.** "Because I am working on my English from the middle school, and I have developed skills to make my English better, teachers were encouraging me to study English at the university"
14. Many mistakes, many pauses	

Table 17: Students' Reasons of why they are Fluent/Not-Fluent Speakers

Q14. Does Anxiety affect the Way you speak?

Option	Number	Percentage
Yes	27	67.5 %
No	13	32.5 %
Total	**40**	**100 %**

Table 18: Students' Opinions about the Effects of Anxiety on Students' Speaking
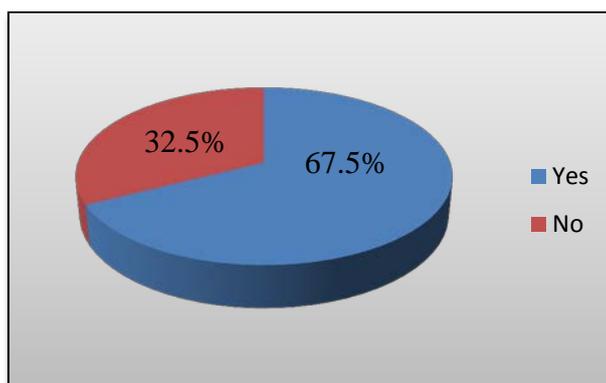
Figure 18: Students' Opinions about the Effects of Anxiety on Students' Speaking

Nearly all the students 67.5% agreed that anxiety affects the way they speak, this can affect their English learning career. While 32.5% from the participants answered "no, anxiety do not affect them." The second part of the question is "how" for those whose answers "yes". Their answers summarized in the following:

➢ Changes in the voice, in the look " red color of the face"

➢ Forget words, vocabulary, ideas, and give more attention to grammar

➢ Making mistakes in pronunciation

➢ Hesitation; Students take long pauses to start speaking

➢ Student's fear block himself in the anxiety prison

➢ The use of fillers; like "eh-eh" after each word

➢ Lack of confidence

➢ Do not speak freely and clearly instead he/she speak in a bad way

➢ Forget how to combine a sentence

- ➢ Lost concentration and start directly laughing

- ➢ Students nervousness and shyness while talking affects their fluency, and sometimes he/she become blabber

- ➢ Losing self control

- ➢ Produce incorrect sentences

- ➢ When the teacher asks a student to speak, and he experience anxiety he forget what he has to say and he keep saying, "Why he points me exactly? Why they are looking at me? What I have to say?

Hence, students can face and experience imaginative or real fear that makes him anxious

Q15. How can you define your Level of Speaking Fluency?

Option	Number	Percentage
High	3	7.5 %
Low	6	15 %
Moderate	31	77.5 %
Total	**40**	**100 %**

Table 19: Students' Appreciation of their Speaking English Fluency Level
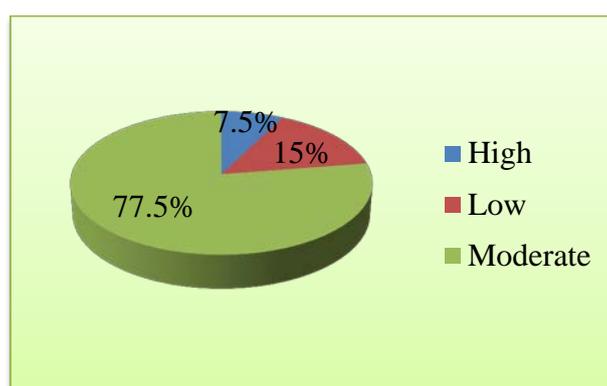
Figure 19: Students' Appreciation of their Speaking English Fluency Level

This question aims at assessing learners' speaking ability. The table shows that 77.5% considered their speaking level a moderate level, in the other hand 15% defined their level a low level, only three (03) students 7.5% put their speaking level in the high level.

Part Four: Reduce anxiety and enhance speaking fluency

Q16. Reducing your Anxiety and Enhancing your Speaking Fluency is

Option	Number	Percentage
Very Important	36	90 %
Less Important	3	7.5 %
Not Important	1	2.5 %
Total	**40**	**100 %**

Table 20: Students' Opinions about the Importance of Reducing Anxiety and Enhancing Fluency
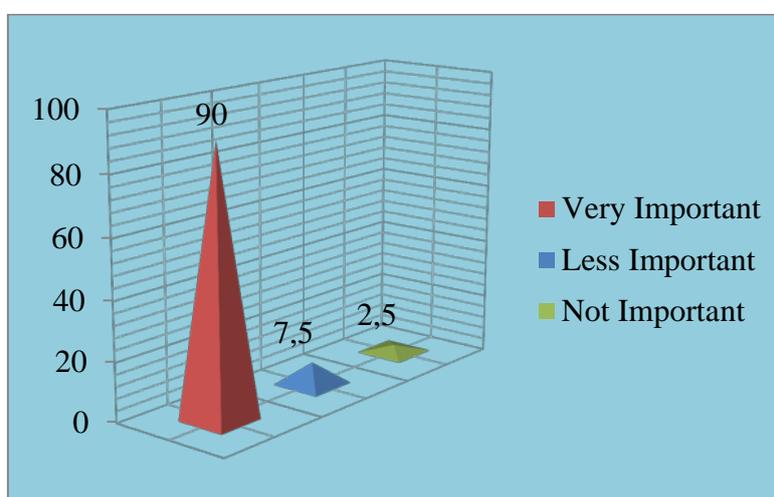
Figure 20: Students' Opinions about the Importance of Reducing Anxiety and Enhancing Fluency

Most of students agreed about the importance of reducing anxiety and enhancing fluency, it is clear from the above table that they have the highest percentage 90% is "very important". Three (03) participants 7.5% asserted that it is "less important" and only one (01) student 2.5% claimed that it is "not important"

Q17. What Activities do you like most about Oral Class?

Option	Number	Percentage
Group discussion	4	10 %

Role-play	10	25 %
Pair work	15	37.5 %
Other activities	11	27.5 %

Table 21: Frequency of Oral Class Activities that Students like
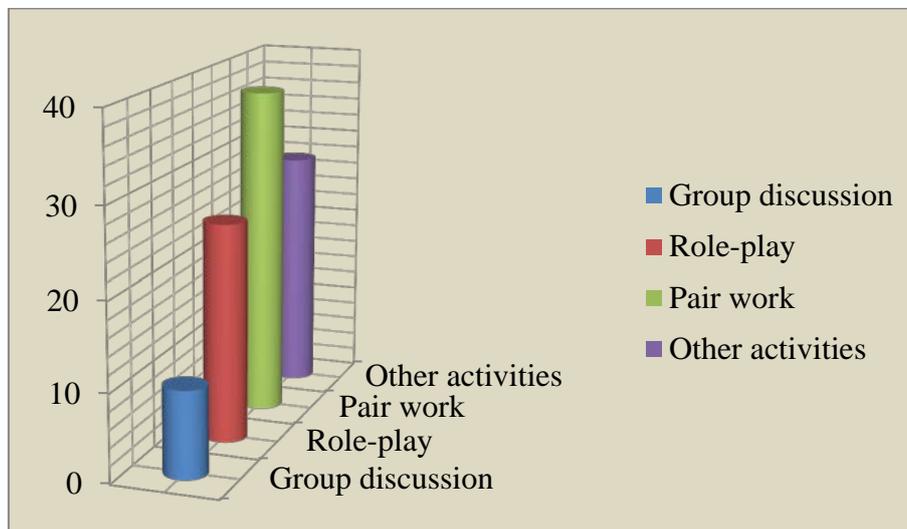
Figure 21: Frequency of Oral Class Activities that Students like

It is clear that the majority 37.5% of first year students prefer pair work activity, then other activities that has the percentage of 27.5%. In the third and forth class comes 25% for role-play, and 10% for group discussion activity, respectively. As a result, first year students can be active students in pair work activities.

Q18. What is the Kind of Exercise or Practice that helps you to become Fluent?

Participants suggested activities help them develop speaking fluency. The following are suggestions selected from their answers:

➢ Listening to songs with lyrics

➢ Watching movies, videos, cartoons, etc.,

➢ Reading English documents, charts, stories, books, etc.

➢ Writing activities

➢ Grammar activities

➢ Use English-English dictionary

> Chatting with people who share the same interests

> Virtual discussion on Facebook (in some groups about Vikings history)

> Speaking with friends or even with oneself

> Acting in oral expression module

> Using authentic materials

> Discussing about subjects from the real life

> Repetition of native speakers' speech, speaks in front of the mirror, and records the speech and evaluates it.

> Fight the fear

> Using the internet

Q19. What Suggestions do you have to make Oral Classes more Effective?

In this questions (19) students were free to express their wants, ideas, and suggestions towards the effective techniques that will make their oral classes more effective. The following nine (09) comments are the main ones selected from students' answers:

❖ There should be a magazine published each month in our university

❖ The teacher must be a fluent speaker

❖ Reduce the number of students inside the class and make large classes only for plays

❖ Teachers must organize more time for participation

❖ Students should speak English all the time in the class

❖ Making activities outside the class

❖ Once a week, the teacher let the students acting his "role as a teacher" to develop their self confidence

❖ Participation in the class and make mistakes to learn from them

❖ Use of media

Q20. What do you expect from your Teacher to help you improve your English Speaking Fluency?

Participants provided this question by enormous answers. The following suggestions collected from students' answers:

☞ Give each student a chance to speak "I hope from my teacher to give me a chance to speak"

☞ The teacher have to be humor and open mind

☞ Push students to speak even if they do not like

☞ To point each time someone to answer a question

☞ Ask students about topics to discuss about them

☞ Give students time to prepare their answers

☞ Choose interesting and new subjects (not something usual)

☞ Teachers must take students' needs into consideration

☞ Oral expression teacher must be a motivator and helper

☞ Positive correction of students' mistakes and encouragement

☞ Students love the teacher who speak English all the time and do not use his/her first language

☞ Give students a CDs and books that enhance their oral skills

☞ Provide better environment to speak

☞ Provide the best atmosphere

☞ Provide students by ways of developing vocabulary

☞ Speak more than write

☞ The teacher must be a creative

☞ Tell students how to respect each other and do not laugh on week students

☞ Give students lessons to prepare at home

1.5. Discussions of the Questionnaire Results

To sum up, we can say that among 40 students of first year EFL students there are anxious students. It is clear in their answers when they said that they do not like to attend oral classes (25%) because the find it unbeneficial (20%) and dull (17.5%). Only (17.5%) claimed that they often participate whereas (67.5%) they participate sometimes, and (15%) never participate. They (47.5%) added also that they feel nervous when they start speaking and not motivated to speak (15%). Only (12.5%) pointed that they speak confidently. They claimed that there are different causes that make them anxious like the fear of making mistakes (7.5 %), the negative evaluation of the teacher or classmates, they do not like the subject discussed, speaking in front of the group (10 %), and teacher does not give them time to speak freely(2.5 %). These and other sources differ from one anxious student to another. When students start speaking some of them (47.5 %) concentrate on correct meaning, others (27.5 %) concentrate on correct grammar, and only (25%) concentrate on both. In this case, teachers have to tell indirectly students when they have to concentrate on grammar and or meaning, in order do not find difficulties in learning or using a language. Concerning fluency, (75 %) students claimed that they are not fluent speakers of the English language. This is so, because anxiety affects them (67.5%) and they do not use the language to participate. Some students (22.5%) considered their selves fluent speakers because they use it in and outside class. Hence, teachers have to create a social relation among students to share their knowledge and develop their skills. Overcoming anxiety is a wish that first year students want to achieve. The majority (90 %) from students said that reducing anxiety and enhancing fluency is "Very Important." Pair work is the most preferable (37.5 %) class activity, they gave (37.5%) to "other activities" they like, and role-play is a favorite activity (25%). They suggest other activities like, listening to songs with lyrics, use English-English dictionary, chatting with people who share the same interests, repetition of native speakers' speech, speak

in front of the mirror, and record the speech and evaluates it. First year students comment that the oral class can be an effective class when the teacher is a fluent speaker, reduce the number of students inside the class and make large classes only for plays,..etc. They also suggest that the teacher have to be humor and open mind, push students to speak even if they do not like, point each time someone to answer a question, ask students about topics to discuss about them, in order to help them improving their speaking fluency.

2. The Analysis of Teachers' questionnaire

2.1. Aims of the Questionnaire

Teachers' questionnaire designed to approve the researcher's desired aims. The first aim is to gather reliable data to confirm the students' answers about the existence anxiety. The second aim is to investigate if EFL teachers observe the existence of this issue and they are aware about the anxious students' feelings. The difference of teaching experience has the right also to handle lights on the effective strategies that reduce anxiety and develop students' speaking fluency.

2.2. Description of the Questionnaire

This Questionnaire has 12 questions. These questions ranged from personal questions such as gender and teaching experience, questions related to EFL students' anxiety, questions about speaking fluency, and questions for teachers' opinions and suggestions about the effective strategies that lighten students' learning processes, hence, by overcoming anxiety and developing speaking fluency.

2.3. Administration of the Questionnaire

This questionnaire administrated at the department of English Language at Biskra University. A random sample of eight (08) teachers teach oral expression course.

2.4. Data collection and Analysis

Q1. Gender:

Option	Number	Percentage
Male	4	50%
Female	4	50%
Total	**08**	**100%**

Table 22: Teachers' Gender
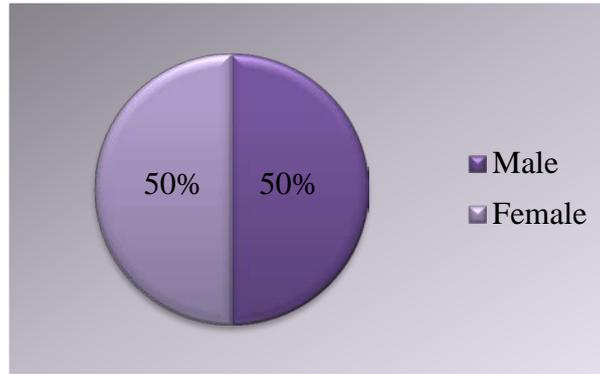
Figure 22: Teachers' Gender

The responses given to question one (01) indicate that English oral teachers ranged from male (50%) and female (50%).

Q2. You teach Oral Expression for… year (s)

Question two (02) aimed to investigate oral teachers' experience in teaching oral expression module.

Year (s)	Number	Percentage
One	5	62.5%
Two	1	12.5%
Eight	1	12.5%
Nine	1	12.5%
Total	**08**	**100%**

Table 23: Teachers' Experience in Teaching Oral Expression Module
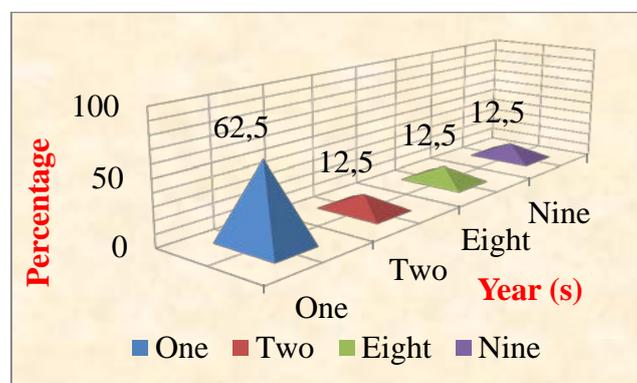
Figure 23: Teachers' Experience in Teaching Oral Expression Module

The responses given to question two (02) vary from one year to eight years. Five (62.5%) teachers say that they teach the oral module for one year, two years (02) is the answer of one teacher (12.5%), eight years (08) also is the experience of one teacher (12.5%), and the last one (12.5%) indicates that he teach the module for nine years. According to these results, most oral teachers at Biskra University are novice teachers.

Q3. In the Oral Expression Sessions, your Activities focus on:

Question three aims to investigate what is the teachers' focus when they teach oral expression module. It contains two options: Form-focused in addition to meaning-focused.

Option	Number	Percentage
Form-focused	1	12.5%
Meaning-focused	7	87.5%
Total	**8**	**100%**

Table 24: Meaning-Focused verses Form-Focused in Teaching Oral Expression
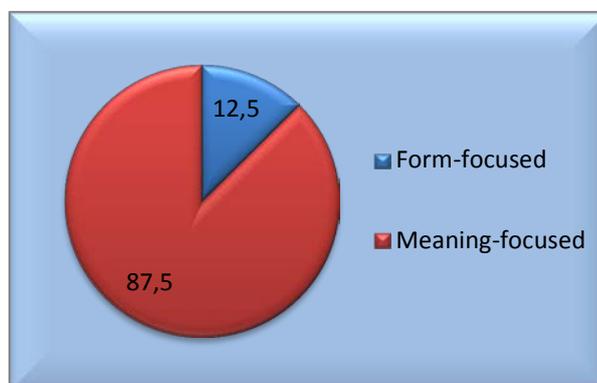
Figure 24: Meaning-Focused verses Form-Focused in Teaching Oral Expression

The results of table… show that the majority (87.5%) of oral teachers based on meaning-focused when teaching their students, whereas one teacher (12.5%) claims that he based on form-focused. This indicates that most English oral teachers give the priority to meaning-focused and the inferiority to form-focused. One teacher from the high percentage (87.5%) adds a comment that he sometimes focuses on form-focused activities.

Q4. Give a Percentage to the Students who usually participate in your Class:

This question (04) administrated to investigate how teachers would rate their students who usually participate in order to know the percentage of active students and those who are not active.

Option	Number	Percentage
10%	1	12.5%
25%	2	25%
50%	3	37.5%
75%	2	25%
Total	**8**	**100%**

Table 25: Percentage of Students who usually participate in Oral Class
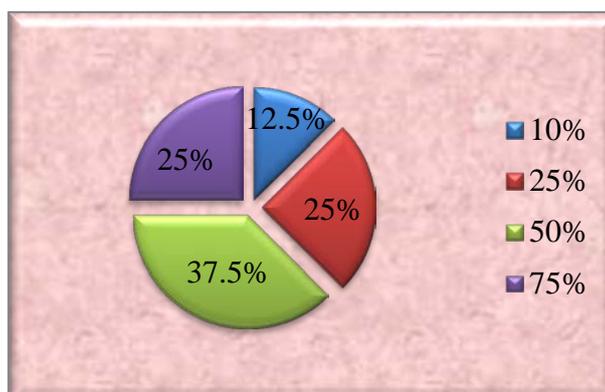
Figure 25: Percentage of Students who usually participate in Oral Class

Responses in the above table fluctuate from 10%, 25%, 50%, to 75%. First, the least percentage related to a one-teacher (12.5%) who claimed that only 10% of students usually participate in his/her class. Second, two teachers selected the percentage of 25% to represent the students who usually participate in their oral classes. The third percentage 50% indicates the percentage of students that usually participate in the oral classes of three teachers. The last one 75% is the highest percentage, which two teachers choose to refer to the rate of students who usually participate in their classes.

Q5. Do your Students Experience 'Learning Anxiety?'

Question five (05) aimed to investigate if English foreign learners experience learning anxiety, and to know if English foreign teachers realize that their learners facing this issue in their oral modules.

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	**8**	**100%**

Table 26: English Language Learners and Learning Anxiety
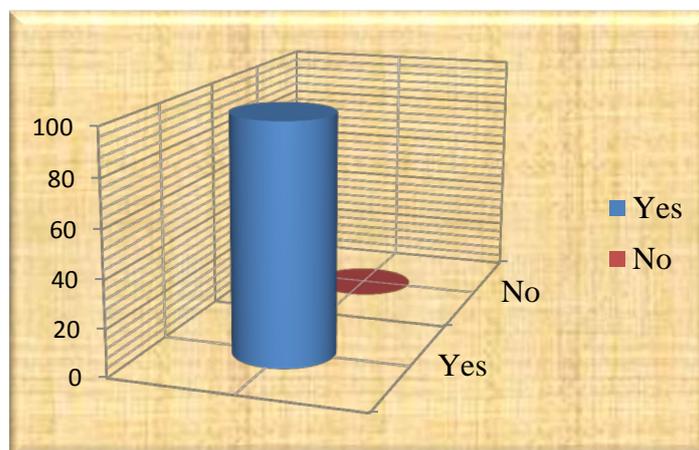
Figure 26: English Language Learners and Learning Anxiety

From the above table, results shows that all teachers agreed on that their learners experience anxiety in the oral classes. All the participants i.e. eight teachers said "yes" which means that English learners 100% experience anxiety.

The results in this question five (05) support the results in question four (04). In question (05) all the participants insisted on the existence of learning anxiety among their students and responses in question four (04) confirms also the same results but the percentage fluctuation indicates that not all the learners experience learning anxiety.

Q6. How did you observe this Issue? Describe it.

Teachers who confirmed on the existence of learning anxiety among their students (in question 05) can directly answer question six. It is clear that question six (06) mainly related to question five (05), since it aims to gather information about anxious students, how they behave, and about their characteristics. The following comments gathered and adopted from teachers' responses about anxious students:

A. They do not attend presentations.

B. They do not participate and they prefer to choose the topic.

C. They feel shy and unable to face the audience and they avoid eye contact

D. When they speak, they make pauses and hesitations.

E. When asked to respond directly, they having red faces, sweating or shaking hands.

F. When receiving a question or asked to perform an oral task they keep silent

G. The do not communicate freely instead they make break down of communication.

H. Mispronouncing and self-correcting at the same time when they are not sure.

I. Keeping silent and having nothing to say

J. Using L1 words

The above comments indicate characteristics and speech problems that anxious students have. The results also confirm that language anxiety experienced by students, differs according to their psychological state, levels, ages, and other factors. Hence, teachers have to treat each learner according to his/her anxiety.

Q7. Which of the Following Factors that causes your Students' Anxiety?

Question seven (07) conducted to investigate the main sources that cause students' anxiety. This question has eight (08) rating options proposed ranged from

a) Lack of self-confidence

b) Lack of vocabulary

c) Nervousness and fear

d) Worrying about making mistakes

e) The evaluation of the teacher and/or classmates

f) Some students speak better than others do

g) Fluent students laugh at the anxious students

h) Loss of motivated

Option	Number	Percentage
a-b-d-e	2	25
a-b-c-d-e-f-g-h	4	50
b-c-e	1	12.5
c-d-g	1	12.5
Total	**8**	**100%**

Table 27: Factors that causes Students' Anxiety
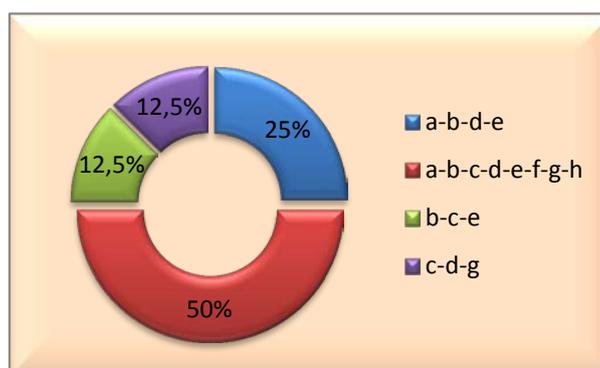
Figure 27: Factors that causes Students' Anxiety

Teachers' responses vary from one teacher to another, since there is a difference among their students. Four teachers (50%) selected all the options (from a-h) given by the researcher, and they added a comment that these factors differ from one learner to another. The four options a-b-d-e (25%) selected by two teachers as factors that cause anxiety, one teacher choose the options b-c-e (12%) and the last one selected c-d-g (12.5%).

Q8. Finding 75% of your Students experiencing 'Anxiety', what would you do?

In this question (08), the researcher suggested 75% as a percentage of anxious students that teachers may have in their classes. The question aims to gather data about teachers' actions towards such phenomenon. The majority of teachers respond to this question by the following suggestions:

A. The teacher has to examine their stress, self-confidence, body language that tells a student could really stepped the idea of what and how to speak, and they started to be more impressive.

B. Use alternative strategies of learning as; cooperative learning (group, pair work)

C. Set sessions for personal talks with anxious students

D. Try to motivate and to warm-up students by creating an exciting, enjoyable, and calm atmosphere

E. Release students by encouraging them to speak

F. Simplify the questions

G. Use sense of hammer

H. Try to make a focused participation for every anxious student

I. Try to make them present something in front of their classmates by giving them some tasks to be prepared at home.

J. Differentiating topics

K. Allowing longer periods and much space for students and releasing them from any fears.

Q9. In your class, do you have Fluent Speakers of English?

Question nine (09) aimed to investigate if there are fluent speakers among learners in the oral classes.

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	**8**	**100%**

Table 28: The Existence of Fluent Speakers in Oral Classes
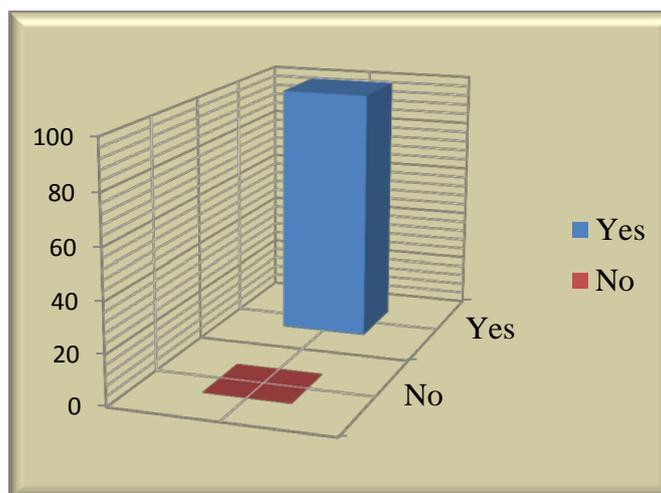
Figure 28: The Existence of Fluent Speakers in Oral Classes

The results in the table above have two different percentages. The highest percentage 100% indicates that all the participants (08) have fluent students in their oral classes. The lowest percentage is 0%. According to these results and the above results, first year classes contain both anxious students as well as fluent students. Teachers have to vary their activities in order to treat students equally.

Q10. When do you consider a Student as a 'Fluent Speaker' of English?

Question ten (10) aimed to investigate their opinions about the characteristics of a fluent speaker. In this question, participants had a free space to encounter the characteristics of a fluent speaker according to their views. All the participants' responses collected and adopted as the following:

i. Talking without complexity

ii. Correct English: accuracy, pronunciation, and the tone voice

iii. The speaker ensures the continuity of communication.

iv. Who few or no mistakes, and use correct intonation.

v. When there is no interruption of pauses (without encountering problems of searching for the appropriate word for a long time).

vi. He expresses ideas properly without hesitation**.**

vii. Moving from one topic to another smoothly and quickly committing any breach in meaning with a noticeable confidence

viii. A fluent speaker is the one who can maintain a long conversation with a good grammar.

Q11. English Learning Anxiety affects Students' Speaking Fluency

This question (11) conducted to investigate if English learning anxiety affects students' speaking fluency. It aims to restrict the percentage of the participants and to confirm that anxiety prevents students from being a fluent speaker of the English language.

Option	Number	Percentage
Agree	1	12.5%
Strongly agree	7	87.5%
Disagree	0	0%
Strongly disagree	0	0%
Total	**8**	**100%**

Table 29: English Learning Anxiety affects Students' Speaking Fluency
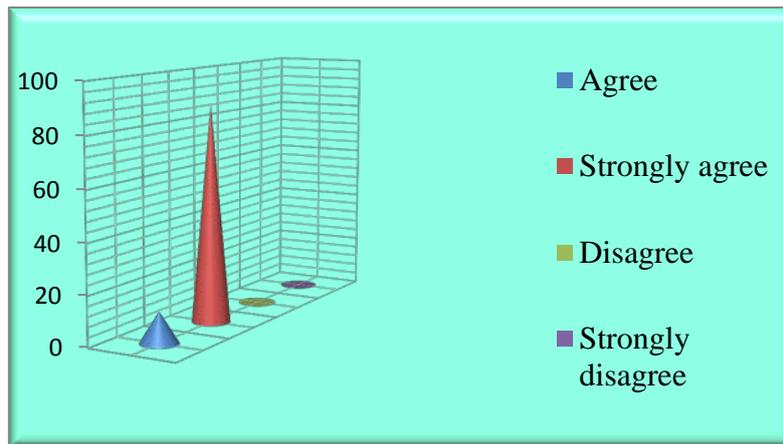
Figure 29: English Learning Anxiety affects Students' Speaking Fluency

The majority of teachers strongly agree 87.5% that English learning anxiety affects students' speaking fluency. Only one participant agrees 12.5% on the effects of anxiety on students' speaking fluency. It is important for oral expression teachers to take into consideration the above results that can inhibit learners' speaking fluency, and how to manage such phenomenon.

Q12. In your opinion, how can Students, as Foreign Language Learners, develop their Speaking Fluency?

The last question (12) conducted to investigate the several solutions that the participants will do if they have anxious students in their classes. The teachers' responses vary from how a student can improve his /her speaking fluency, to how the teacher can improve his/her students' speaking fluency. The following solutions are the most appropriate suggestions that teachers selected:

➢ Talking with them about their problems and how can be solved

➢ Reading English textes aloud

➢ Speak English outside the class

➢ Listen to native-speakers' speech

➢ vocabulary repition

➢ Using technology and authentic materials

➢ Increase learners' motivation to speak

➢ Encourage them to be risk-takers even if they make mistakes

➢ Increase students' self-confidence

➢ Writing compositions may help students to know and use a new words

➢ Create a social relation among students to feel free while interaction with each other

➢ Create a personal relationship between teacher and students in order to relax students and to increase self-confidence.

2.5. Discussions of the Questionnaire Results

From the above results, oral teachers have different gender (male, female) and different years of teaching experience ranging from one year to nine years. The majority of them focus on meaning in their activities (87.5%), only one teacher (12.5%) focus on grammar. They all (100%) observe the anxiety phenomenon among their students. They said directly "Yes, students experience anxiety". They claimed that anxious students are those who do not attend presentations, do not participate and they prefer to choose the topic, feel shy and unable to face the audience, and when they speak, they make a lot of pauses and hesitations. They said that many factors cause students anxiety. For instance lack of self-confidence and vocabulary, nervousness and fear worrying about making mistakes. This phenomenon as the majority of participants (87.5%) strongly agree that foreign language anxiety affects the way students' speak, and especially their speaking fluency. They mentioned that the fluent speaker is the one for example who: talk without complexity, use correct English (accuracy, pronunciation, and the tone voice), who ensures the continuity of communication, and who do few or no mistakes, and use correct intonation. The majority of teachers strongly agree (87.5%) about the effects of anxiety on students' speaking fluency. They were asked about their opinions on the strategies that help students develop speaking fluency, they suggested some as talking with them about their problems and how can be solved, reading English texts

aloud, speak English outside the class, listen to native-speakers' speech, and using technology and authentic materials.

Conclusion

In this chapter, two questionnaires conducted and administrated in the English faculty. Researcher received all the questioners' feedback. Through the analysis of data, students' answers revealed that they experience foreign language anxiety during classes. This feeling prevents them from participation and affects their speaking fluency. Teachers' questionnaire confirmed also the students feeling toward anxiety and its effects on students' speaking fluency. Hence, foreign language anxiety is an affective factor that affects students' speaking fluency negatively.

General Conclusion

General Conclusion

The results of this study suggest that having the willing to speak is not enough for most first year students to develop speaking fluency. This is so, because foreign language anxiety influences negatively students' self-esteem, confidence, and learning abilities. Lack of confidence, fear of making mistakes, speaking in front of the group, lack of motivation, and other factors cause students' anxiety. These factors differ from one anxious student to another because of the psychological state of each student. Furthermore, anxious students try most of time to reduce their anxiety and speak freely to develop speaking fluency. Some students use the internet, chatting, listening and watching to native speakers, and even talk to their selves in front of the mirror and record their speech to correct it. However, they still need the guidance, motivation, and a little time from their teachers to stand up and speak. This study also show that English classrooms at Biskra University are crowded classrooms, hence teachers face difficulties of time constraints in treating each anxious student alone or giving each one time to prepare before speaking.

Hence, teachers and students have to work hand in hand to create relaxed and enjoyable atmosphere, discuss on new and interested topics, respect and help each other in order to release anxious students and to help them to develop their speaking fluency.

Recommendations

Overcoming foreign language anxiety and developing students' speaking fluency recommend the help of the English department of Biskra University, English foreign language students, and English oral teachers.

1. English Department of Biskra University:

➢ Responsible at the department have to reduce the students' number in each class.

➤ They have also to create suitable classrooms in order to get better achievement results.

2. English Foreign Language Students:

➤ Students have to rely on their selves than on the teacher.

➤ They have to fight the negative feelings by knowing and identifying the factors that make them anxious.

➤ They have to know that anxiety has a great effect on their skills, abilities, and outcomes.

➤ They have to try to use the English language outside class as much as possible.

3. English Oral Teachers:

➤ They have to be aware about anxious students.

➤ They have to tell all students that respect among them is the first lesson they have to learn.

➤ Tell anxious students that making mistakes is a step to success.

➤ Motivate students, listen to them carefully and give them time to speak freely.

➤ They have to create a relaxed and enjoyable atmosphere.

➤ They have to create a sociable relationship among students, and between him and his students.

➤ Finally, they have to use new topics for discussion, give students topics to prepare at home, and let students choose some topics for discussion.

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Appendices

Appendix I: Students' Questionnaire

Dear students,

This questionnaire designed for serving a master's degree and aimed at gathering data about your feelings on the issue of foreign language anxiety and its effects on speaking fluency. Read each of the following statements carefully and **tick (√)** the **right** answer(s), use the lines provided to write answers. (You can circle more than one option)

Part one: Personal Information

Q1. Age………

Q2. Gender

a. Male ☐   **b.** Female ☐

Q3. Your specialty in secondary school was

a. Literacy stream ☐   **b.** Scientific stream ☐   **c.** Languages stream ☐

Q4. Do you like to attend your oral English class?

a. Yes ☐   **b.** No ☐

Q5. In your oral English class, do you participate?

a. Never ☐   **b.** Sometimes ☐   **c.** Often ☐

Q6. Do you find your oral English class?

a. Interesting ☐   **b.** Dull ☐   **c.** Beneficial ☐   **d.** Unbeneficial ☐

Part two: Foreign language anxiety

Note 1:

Anxiety: "is the feeling of unease, worry, nervousness and apprehension experienced when learning or using a second or foreign language". These feelings can affect the students' speaking fluency. (From Wikipedia, the free encyclopedia)

Q7. In the English oral class, how do you speak?

a. I speak confidently ☐

b. I feel nervous when I start speaking ☐

c. I sit at the back and keep silent ☐

d. I do not feel motivated to speak ☐

Q8. Check any of the following factors that may cause your anxiety

a. I feel nervous because I am going to speak in the front of the group ☐

b. I feel ashamed even if when I have the correct answer ☐

c. I want to speak but I am worried about making mistakes ☐

d. The teacher does not understand what I mean ☐

e. The teacher does not give me a chance to speak ☐

f. There are other students speak better than me ☐

g. Fluent students laugh on the anxious students like me ☐

k. The negative evaluation of the teacher and classmates ☐

Q9. In your opinion, what are the other causes that make the anxious student?

1…………………………………………………………………………………….......

2. …………………………………………………………………………………………

3. ………………………………………………………………………………………….

4.…………………………………………………………………………………………..

Q10. In a group work discussion

A. Do you speak the English language?

a. Yes ☐

b. No ☐

B. If no, does the teacher know that you do not use the English language?

a. Yes ☐

b. No ☐

Q11. When the teacher asks a question, and he points you to answer

 How do you feel or react?

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Part three: speaking fluency

> **Note 2:**
>
> **Speaking fluency:** Is the ability to produce talk without complexity.

Q12. When you start communication, you concentrate more on

    a. Correct meaning   ☐

    b. Correct grammar   ☐

Q13. Do you consider yourself as a fluent speaker?

    a. Yes, why?   ☐

    b. No, why?   ☐

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Q14. Does the fear affect the way you speak?

    a. Yes   ☐

    b. No   ☐

If yes, how?

....

....

....

....

Q15. How can you define your level of speaking fluency?

a. High ☐

b. Low ☐

c. Moderate ☐

Part four: Reduce anxiety and enhance speaking fluency

Q16. Reducing your anxiety and enhancing your speaking fluency is

a. Very important ☐

b. Less important ☐

c. Not important ☐

Q17. What activities do you like most about oral class?

a. Group discussions ☐

b. Role-play ☐

c. Pair work ☐

d. Other ☐

Q18. What is the kind of exercise or practice that helps you to become fluent?

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Q19. What suggestions do you have that make oral classes more effective?

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Q20. What do you expect from your teacher to help you improving your English speaking fluency?

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THANK YOU FOR YOUR PARTICIPATION

Appendix II: Teachers' Questionnaire:

Dear teachers,

This questionnaire designed for serving a master degree and aimed at gathering data about students experiencing the issue of foreign language anxiety and its effects on speaking fluency. Read each of the following statements carefully and **tick (√) the right** answer(s), use the lines provided to write answers. (You can circle more than one option).

Thank you for your time and for your collaboration

Q1. Gender

a. Male ☐   **b.** Female ☐

Q2. You teach oral expression for: …….. year(s)

Q3. In the oral expression sessions, your activities focus on:

1. Form-focused (teaching of grammar structure)   ☐

2. Meaning-Focused (teaching language and communication) ☐

Q4. Give a percentage to the students who usually participate in your class:

a) 10%   ☐

b) 25%   ☐

c) 50%   ☐

d) 75%   ☐

Q5. Do your students experience 'learning anxiety?'

☐   ☐

1. Yes   **2.** No

Q6. How did you observe this issue? Describe it:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………

Q7. Check the following factors that causes your students' anxiety

    a. Nervousness and fear   ☐

    b. Lack of self-confidence   ☐

    c. Lack of vocabulary   ☐

    d. The evaluation of the teacher and/or classmates   ☐

    e. Worrying about making mistakes   ☐

    f. Some students speak better than others do   ☐

    g. Fluent students laugh at the anxious students   ☐

    h. Loss of motivated   ☐

Q8. Finding 75% of your students experiencing 'anxiety', what would you do?

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………………………………………………………………………………..…………………

Q9. In your class, do you have fluent speakers of English?

                         ☐

1. Yes

2. No

Q10. When do you consider a student as a 'fluent speaker' of English?

....

....

....

Q11. English learning anxiety affects students' speaking fluency

1. Agree

2. Strongly agree

3. Disagree

4. Strongly disagree

Q12. In your opinion, how can students, as foreign language learners, develop their speaking fluency?

THANK YOU AGAIN FOR YOUR TIME AND HELP

ملخص

وفقا للنظام التعليمي في الجزائر اللغة الإنجليزية هي لغة أجنبية. ففي اقسام اللغة الاجنبية الانجليزية يعتبر كل من التوتر النفسي (القلق) و الطلاقة في الكلام وسيلتان مهمتان في تسهيل أو تعقيد عمليات التعليم و التعلم. حيث يشارك الطلاب في العديد من الانشطة التي تتطلب الاستماع، القراءة، و الكتابة، لكن عندما يتعلق الأمر بالكلام تجد أن الطلاب لا يرغبون في الكلام و يفضلون الصمت، و هذا السلوك السلبي هو نتيجة التوتر النفسي حيال اللغة الأجنبية. كما تعتبر الطلاقة في الكلام مفتاح نجاح الطلاب داخل أقسام اللغة الاجنبية.

وبذلك يهدف هذا البحث إلى تحديد ما إذا كان طلاب السنة الأولى قسم اللغة الإنجليزية بجامعة بسكرة يواجهون مشكلة التوتر النفسي، و ما اذا كان هذا المتغير العاطفي يؤثر على تطور طلاقة التحدث عند الطلاب.

و لجمع المعلومات تم تقديم وسيلتين:الوسيلة الاولى: استبيان وزع على 40 طالب يحضرون دروس التعبير الشفوي من قسم سنة اولى جامعي(ل.م.د)، تخصص اللغة الاجنبية الانجليزية. أما الوسيلة الثانية: استبيان وزع على ثماني أساتذة التعبير الشفوي.

في الاخير وأظهرت النتائج أن طلاب السنة الأولى يواجهون مشكل التوتر النفسي، والتي تمنعهم من المشاركة في قسم التعبير الشفوي. وعلاوة على ذلك، يبدو أن هذا التوتر النفسي يؤثر سلبا على تنمية مهارة و طلاقة الكلام لدى الطلاب.