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**English Division**

**Reducing Language Anxiety among EFL learners through  
Classroom Speaking Activities**

**A Case of Second Year Students of English at Mohamed Khiedher University of  
Biskra**

**A Dissertation Submitted to the Department of Foreign Language in  
Partial Fulfillment for the Requirement of the Master's Degree in science  
of language**

**Submitted by: DERBALI Nadia**

**Board of examiners**

**Mr. BOUHITEM Tayeb**

**The Supervisor**

**Mr. TEMAGOULT Slimane**

**The President**

**Mr. BOUKHAMA Abd- Alwaheb**

**The Examiner**

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# *Dedication*

*To the memory of my grand parents*

*To my beloved mother and father*

*To my adorable sisters and my family*

*To my dear teachers*

*To my closest friends*



## *ACKNOWLEDGEMENTS*

*I would like to take this opportunity to thank all of the people who have supported me during my university journey. First and foremost, I would like to thank Allah the first source of inspiration and blessing to me. I also would like to heartily express my deepest appreciation and gratitude to my great parent for instilling me the spirit of persistence that has enabled me to pursue and achieve my goal.*

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## **Abstract**

The existence of foreign language anxiety imposes itself as a phenomenon that inhibits EFL learners when they are engaged in oral speaking activities. This study aims at investigating the main factors that cause language anxiety in EFL classrooms. This research puts a special focus on the role of some speaking activities in alleviating student's language anxiety. In an attempt to find a remedy to this serious problem, a main hypothesis was put forward which stipulates that, if EFL teachers apply speaking activities such (discussion, role play, group work, pair work...) in classroom, the student's anxiety will be reduced. This study used a qualitative research method in a questionnaire format, which required the participation of a group of twenty six students of English (second year) at Biskra University, and to the teachers of oral expression. The results of the analysis reveal that foreign language (FL) anxiety can originate from the fear of failing tests or negative evaluation, also the fear from classroom procedures that provokes anxiety besides to the fear of speaking foreign language. Lastly, we can positively conclude that the research work has confirmed the validity of our hypothesis, as a matter of fact all the results indicate that the proposed activities enhanced the students' confidence towards the English speaking skill in the classroom on one hand and lowered their anxiety on the other hand.

## المخلص

يفرض الارتباك اللغوي نفسه كظاهرة التي تكبح طلبه اللغة الانجليزية أثناء تمارين التعبير الشفهي ، و تسعى هذه الدراسة إلى البحث عن العوامل الأساسية التي تسبب الارتباك اللغوي في أقسام اللغة الانجليزية. هذا البحث يرتكز بصفة خاصة على دور بعض التمارين الشفهية في تقليل القلق عند طلبه اللغة الانجليزية. لمحاولة إيجاد علاج لهذه المشكلة، قمنا بوضع الفرضيات التالية: إذا طبق أساتذة اللغة الانجليزية التمارين الشفهية مثل المناقشة، المسرحيات، العمل الجماعي، العمل الثنائي في الأقسام ، سيقوم بتقليل الارتباك اللغوي عند الطلبة. اعتمدنا في هذه الدراسة على أسئلة مقترحة لـ 26 طالب في السنة الثانية في جامعة بسكرة و أساتذة التعبير الشفهي في نفس الجامعة

تبين نتائج التحليل أن الارتباك في اللغة الأجنبية مصدرها الخوف من الرسوب في الاختبارات أو التقييم السلبي و الخوف أيضا من طرق التدريس المثيرة للقلق و الخوف من التحدث بلغة أجنبية. و يخلص البحث إلى أن الفرضيات صحيحة مما يعني أن التمارين المقترحة تعزز من الثقة في النفس للطلبة من اجل إتقان التحدث باللغة الانجليزية في القسم و التقليل من الارتباك و القلق.

## **List of abbreviations**

<b>FL:</b>	Foreign Language
<b>EFL:</b>	English as a foreign Language
<b>CLT:</b>	Communicative Language Teaching
<b>L1:</b>	First Language
<b>L2:</b>	Second Language
<b>TL:</b>	Target Language
<b>LAD:</b>	Language Acquisition Device
<b>CLT:</b>	Communicative language Teaching
<b>FLCAS:</b>	Foreign Language Classroom Anxiety Scale
<b>SA:</b>	Strongly Agree
<b>A:</b>	Agree
<b>N:</b>	Neither Agree or Disagree
<b>D:</b>	Disagree
<b>SD:</b>	Strongly disagree
<b>Q:</b>	Question
<b>N:</b>	Number
<b>OE:</b>	Oral Expression

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# *Chapter one*



## **General introduction**

At first glance, it may seem that anxiety associated with feeling of being uneasy, frustrated, apprehensive or worried, plays an important affective role in language learning. Anxiety is one of the most negative psychological hinders for many English foreign language learners. They attach too much importance to their self-image and other's evaluation. Anxiety threatens their self-esteem, they often choose to speak a little, or to keep silent in the classroom just to avoid making mistakes and to be laughed at by others in English communication. For that, students must engage and practice in many speaking activities to express themselves, and to know about the outcomes of their speaking, check their progress and reducing anxiety.

The purpose of the study is to identify language anxiety and provide teachers with strategies for reducing language speaking anxiety stemming from student's fear of negative evaluation from their peers and perception of low ability.

### **Statement of the problem**

Language anxiety is a state of apprehension occurring in the process of second / foreign language, use owing to the user's incompetence in communication with the language. An oral classroom session is a source of anxiety for many second year English students, they show negative emotions and behavior such as : fear of speaking in front of classmates and teachers, fear of difficulties, fear of losing self –esteem when making mistakes in front of peers, fear of negative evaluation. These various manifestations of anxiety constitute an important problem that exists among EFL learners. The actual problem will be observed among Second year student who suffer from language anxiety in classrooms, because they do not

speak and perform well. All what is mentioned above increase our interest in investigating what is language anxiety, and what is the most important supportive activities used by teacher to alleviate student's language anxiety.

### **Significance of the study**

Teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as : lack of motivation, or low performance. This research is significant in term of giving insights into the causes of language anxiety faced by students, and to provide English teachers worldwide with a useful array of activities and suggestions, which will help them reducing language anxiety, promote motivation to learn, and in the long run increase English language acquisition.

### **Aims of the study**

The present study deals with using classrooms speaking activities to reduce language anxiety among EFL learners with the purpose of :

- 1- To identify causes of anxiety while speaking English in classroom.
- 2- To determine that classroom speaking activities play a crucial role in reducing the level of language anxiety among EFL students.

### **Research question**

The research aims to answer the following question:

- 1- What are the possible causes of language anxiety?
- 2- What are the most important speaking activities that help students to overcome their language anxiety when they speak ?
- 3- Can the classroom speaking activities really reduce the language anxiety among EFL students .

## **Research hypotheses**

Through the observation of the problem and the research questions , we hypothesized that:

- 1- If the teachers use supportive speaking activities and apply it in the classroom, then students will speak and perform well to reduce language anxiety.

## **Methodology**

It is an appropriate to choose a descriptive method because for adopting this method is the nature of this research. The issue of anxiety and particularly student's fear of speaking is not a matter which existed in the past, but it is used to be and still existed. The descriptive method is the used method by researchers studying the issue of language anxiety, they collect data from the student's questionnaire, then they analyze and describe these data. So the descriptive method is the best way for realize this aim.

In investigating a research problem, we depend on: questionnaire. It is administered to students of second year of the department of English at the university of Biskra, the reason behind the choice of this tool is that, it can provide a great amount of information in a short period of time, and to the teachers of oral expression in order to know the extent to which anxiety exists in oral sessions, or specifically the extent to which anxiety is related to the speaking skill.

## **Literature review**

Despite the great efforts which has been done in the field of language anxiety, many scholars agreed that there is anxiety provoking potential in learning a foreign language. Learning difficulties could predict anxiety best in foreign language learning setting. (Chan and Wu. 2004. Cited in Ling Lee,p 171 ). Concerns the definitions of anxiety, we find

that: Young stated that, “ Language anxiety is type of anxiety specifically associated with second / foreign language learning context”. (Cited in *Ju.Wu*, 275). Syllamy described anxiety as an affective state characterized by a feeling of insecurity a diffused trouble. (Cited in *Idri*, 2012 . 56). In the same source we find that supporting the suggestion that language anxiety is a specific relatively unique type of apprehension. It was also evidence by *Young (1990)* that: “ the most anxiety provoking tasks in language classrooms involves public communication and/or evaluation.”

*Peale (1994.4)* : suggested another definition of language anxiety, it may be defined as “ continuous an pervasive apprehension that can become fear in depth, it is basically an accumulation of irrational mental attitudes”. In describing language anxiety, *MacIntyre and Gardner* argues that , the student may be characterized as an individual who perceive L2 as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes and who is less willing to try uncertain or novel linguistic forms (*Burden. 2004,6*).

Concerning the speaking skill, we find that : *Horwitz* stated that difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the lsc.” ( *Cited in Occhipinti .2009,6*). We summarized that from a careful review of research in the area of language anxiety, suggestions focus on a range foreign language variables from in class practice, and activities to instructor are behavior to help to reduce personal and interpersonal anxieties. Further, learners may need to participate in some form of supplemental interaction or a support group work with tutor, join a language club, do relaxation exercises and practice self talk. ( *Young. 1991,430*). So, each teacher is going and adopt a suitable activity and strategy that meet his learners needs, interests, and goals. According to ( *Harmer. 2001,271*). In oral

expression course; the most widely used speaking activities should fall at or near the communicative end of the communication continuum.

### **The structure of the study**

The dissertation is divided into three chapters, the first one is entitled “ general introduction”. The second chapter is divided into two section, the first one is about “ language anxiety” it aims to provide an insight about the issue of anxiety in foreign language anxiety classes. The second one is entitled “Classrooms speaking activities”, it aims to provide an overview about the most supportive activities used in the classrooms in order to eliminate language anxiety. The third chapter is devoted to the field work, which entitled “ Analysis of data collected” is to explore the causes that lead the student’s language speaking anxiety, and the strategies that teachers and students can depend to reduce it .

### **Limitations of the study**

This study will be prove a useful information regarding a learner’s problem with language anxiety, that EFL learners encounter when they are speaking English and performing in classrooms. In addition, this study is concerned and analyzes on EFL second year student’s language anxiety, only at Mohammed Kheider University of Biskra.

# *Chapter two*

# Language anxiety

## Introduction

*I always feel nervous when speaking English.*

*I feel bad in my mind because I wonder why I can't speak English very well.*

*My English appear is not good enough; I can't express very well.*

*I need to use English perfectly; I can't make mistakes in front of my friends*

*Sometimes I feel stupid, some people look at me, a strange student, cannot speak well.*

*(Quoted from the transcripts of this study)*

These statements indicate an important problem that the majority of the students face in learning and particularly speaking a second or foreign language. Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second or foreign language. In the consideration of psychology, anxiety is a general term for several disorders that cause nervousness, fear, apprehension and worrying. These disorders affect how we feel and behave; they can manifest real physical symptoms. Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry that dominates and interferes with daily functions like work, school, relationships, and social activities. As regards foreign language anxiety, different researchers have approached it from different aspects. Today professional interest in the development of student's speaking proficiency is considerable.

This chapter includes and addresses the issue of identifying language anxiety, its causes and the major consequences of language speaking anxiety; we will discuss its sources and manifestations in L2 classrooms.

## **1. Definition of Anxiety**

Some scholars have defined anxiety as:

**1.1** May (1977) saw anxiety as “an emotional response to threat to some value that the individual hold essential to his existence as a personality”. (cited in Wilson, 2006: 35).

**1.2** Scovel (1978) seen anxiety as “a state of apprehension, a vague fear that is only indirectly associated with an object”. (cited in Wilson, 2006: 36).

**1.3** Horwitz and Cope (1986: 125) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic system”.

**1.4** Bootzin and Richard (1991) proposed anxiety as “a feeling of dread apprehension, or fear that is often accompanied by increased heart rate, perspiration, muscle tension, and rapid breathing”. (cited in Tabbakh, 2014: 6).

**1.5** Please describe the feeling of anxiety as:

Your heart is pounding fast and you are feeling dizzy. It seems as though you have to sit down in order for you not to fall. You are having trouble catching your breath. There is a tightening pressure in your chest area; you think you may be on the verge of the heart attack, you think something is really wrong with you; however, you are far from dying.

(p:3)

## **2. Nature of anxiety**

Since the mid 1960s, scholars have shown interest in the way anxiety interferes with foreign language learning and performance. Horwitz(1991) defines foreign language anxiety as “ a distinct complex of self-perception, beliefs, feelings, and behavior related to classroom arising from the uniqueness of language learning processes.” (p: 25)



Many studies have been conducted to examine the effect of foreign language anxiety on foreign language learning and their results have mostly been uniform. Gardner (1985) claims that anxiety has a negative effect on foreign language learning, and is one of the best predictors of foreign language achievement. According to Young (1992), speaking in a foreign language produces the greatest amount of anxiety in language learning. (cited in Tabbakh, 2014: 7).

Young (1990: 540), stated that “ the definition of anxiety is changeable depending on the research purposes.”, and went to define speaking anxiety as “the feeling of apprehension, nervousness, or worry that interrupts students speaking performance just before or whilst performing English speaking tasks in class”.

### **3. Language anxiety**

Language anxiety is a state of apprehension occurring in the process of a second or a foreign language use owing to the user’s incompetence in communication with the language. It’s a distinct complex of self-perception, beliefs, feelings and behaviors. (Horwitz et al, 1991: 31).

In their influential study Horwitz, Horwitz, and Cope (1986) with many other researchers in the field of language education and psychology, confirm that language anxiety has been almost entirely associated with the oral aspects of language use. This means that FL speaking is the most anxiety provoking aspects for more learners, followed by listening as opposed to reading and writing. (cited in Maouche, 2010: 11).

Generally, there are two approaches to the explanation of language anxiety: first, language anxiety in the broader construct of anxiety as a basic of human emotion that as McIntyre (1995) claims may be brought on by numerous combinations of situational factors. Second, as Horwitz, Horwitz and Cope (1986) put it language anxiety as a combination of other anxieties that create a separate form of anxiety intrinsic to language

learning. This second trend believes that there is something unique to the language learning experience that makes some individuals nervous. (Cited in Azrafam, 2012: 153).

#### **4. Theories of language anxiety**

As far as theories on language anxieties are concerned, three of them seem to be most frequently mentioned in similar researches. Horwitz et al. (1986) suggests that a parallel should be drawn between language anxiety, on the one hand, and communication apprehension, test anxiety, and fear of negative evaluation on the other hand, which are supposed to provide useful conceptual building blocks for a description of foreign language anxiety. (cited in Azrafam, 2012: 155).

##### **4.1 Communication Apprehension**

Communication apprehension (CA) Daly et al (1997) described it as “the people’s willingness to approach or avoid social interaction”, communication apprehension is a fear an individual experiences in oral communication (Horwitz et al, 1986, Daly, 1991. Cited in Occhipinti, 2009: 17).

Communicative apprehension may occur in several situations: in using one’s own mother tongue (L1), or in using a foreign language, or in both cases. It has been proved that persons who are usually talkative and relaxed in their L1 may become embarrassed or even silent when communicating in the foreign language (Lucas, 1984; Horwitz et al, 1986.) (ibid).

Manifestations of communication apprehension are difficulty in speaking:

- In pairs or groups (oral communication anxiety).
- In a class or in public (stage fright).
- In a listening to a spoken message (receiver anxiety) (Horwitz et al, 1986: 127).

Communication apprehension or some similar reactions obviously play a vital role in foreign language anxiety. People who typically have trouble speaking in group are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored. (McCrosky, 1977, in Zhang 2006, p: 2).

## **4.2 Test Anxiety**

The second components, identified by Horwitz, et al(1986). As a characteristic of foreign language anxiety is test anxiety. Described by Horwitz et al (1986) as “a type of anxiety stemming from a fear of failure”, and by Sarason (1978, in Occhipinti, 2009: 19) as “the tendency to view with alarm the consequences of inadequate performance in evaluative situation”

As far as test anxiety is concerned, the focus of our research would be on language anxiety in a foreign language classrooms and its main objectives is to examine whether students feel anxious when they know their speaking abilities are being assessed.(Tabbakh, 2014: 9). Test anxiety also has a pervasive effect on EFL students, particularly on those with high anxiety. Since FL learning usually requires a continual evaluation by teachers.

It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students.(cited in Maouche, 2010: 17, 18).

## **4.3 Fear of Negative Evaluation**

Watson & Friend (1969 in Occhipinti, 2009: 20) define this factor as “the apprehension of other evaluation, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.” Fear of negative evaluation differs from test anxiety in that it is a tension which is not limited to testing situation. Although similar to test anxiety to some extent, fear of negative

evaluation is broader in scope, in that it applies to any social or evaluative in which an individual worries about the possibility of being negatively evaluated by others. (Cited in Tabbakh, 2014: 10).

In foreign language classrooms students with fear of negative evaluation tend to “sit passively in the classrooms, withdrawing from classroom activities that could otherwise enhance their improvement of the language skill” or even “skipping class to avoid anxiety situation”. (Aida, 1994: 157).

These three aspects, communication of apprehension, test anxiety, fear of negative evaluation are always involved in language classroom. They do not necessarily occur at the same time, although it is possible. Their occurrences depend on the lessons or objectives of each class. The first aspect may be present especially in a speaking class during student to student, or teacher to student conversation. Test anxiety stems from a fear of having speaking test. The third aspect, fear of negative evaluation, takes place when student know he/ she is going to be evaluative so he /she may not feel confident and then a negative feeling may take place.(ibid).

## **5. Types of Anxiety**

Anxiety, as perceived intuitively by many language learners, negatively influence language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001 in Tanveer, 2007: 4). Psychologists make a distinction between three categories of anxiety: Trait anxiety, state anxiety and, situation-specific anxiety.

### **5.1 Trait Anxiety**

Trait anxiety, as MacIntyre and Gardner (1991) describe, refers to a more permanent feeling of anxiety; a learner suffering from this type is likely to be highly

apprehensive in a number of objectively non threatening situation. It provoked by the confrontation with threat.

Spielberger et al (2005 in Tabbakh, 2014: 10), treat anxiety is a general characteristic of an individual's personality. Individuals who experience an anxiety treat, will tend to have to attitude and reaction which reflects their ability to understand the nature of certain environmental stimuli and stressful as situations as more or less difficult or threatening.

## **5.2 State Anxiety**

It is fleeting and no an enduring characteristic of an individual's personality. It is “a transitory state or condition of the organism that varies in intensity and fluctuates over time” (Spielberger, 1966 cited in Wilson, 2006: 42).

“State anxiety” refers to anxiety that occurs in specific situation and usually has a clear trigger. Not all people have high state anxiety have high treat anxiety, but those who have treat anxiety are more likely to experience state anxiety.(ibid, cited in Huberty, 2009:13).

It arises in a particular situation and hence is not permanent. It is nervousness or tension at a particular situation or event that is stressful to them. (Riasati,2011:908).

## **5.3 Specific- Situation Anxiety**

Originating from the occurrence of well-defined circumstances. “Studying anxiety means studying the interaction of the person in the situation producing that anxiety”. (Endler, 1980 cited in Occhipinti, 2009: 14).

It is related to the general orientation of anxiety and certain situation, or in a learning context in which the EFL learners find themselves less proficient in speaking or reading passages (Tabbakh, 2014: 11).

Anxiety can also take *debilitative* and *facilitative* form:

“*Facilitative Anxiety*” is described as the positive force which may lead the student become even more motivated for language learning. In this case, the students deal with task in a more rational way. In fact, this type of anxiety helps him to improve his performance. (ibid).

By contrast, “*Debilitative Anxiety*” motivates the learners to withdraw from the language task and leads him to adopt avoidance behavior.( Scovel, 1978 in Occhipinti,2009:13).It is regarded as a discouraging aspect of hinders their language learning success.(Horwitz, 1986).

## **6. Speaking anxiety**

The fear of speaking in public is related with anxiety or communication apprehension. It is a panic feeling associated with physical sensations that are all to painfully familiar to those affected-increased heart and breathing rate, over rapid reactions, and a tension in the shoulder and neck area (Mohamed et al, 2009 in Tabbakh, 2014: 12).

Young (1990) also defined speaking anxiety as “a feeling apprehension, nervousness or worry that interrupt students speaking performance just before or whilst performing English speaking tasks in class”. (p: 540)

## **7. Sources of Language Anxiety in L2 Classroom**

There are different sources of language anxiety in the foreign language class; some may be associated with the student’s personality, the classroom, the teacher, or the instructional practice. Language anxiety may also arise from certain speaking activities experienced by the learner.

## **7.1 Gender**

Gender has also been found to cause anxiety in male and female interaction both within. And out of classroom settings. (Carrier, 1999 cited in Tanveer, 2007:25).

Former researchers have considered and studied the possibility that gender might be a possible source of anxiety in the foreign language (Campbell, 1999, Krohne et al, 2001 cited in Occhipinti, 2009:25). Describing and observing individual differences (nationality and gender) under stressful situations. Krohne report evident disparities between men and women in relation to “cognitive responses to an aversive situation.” They found women seemed more apprehensive than men, whereas men manifested more avoidance behavior in anxiety-arising situation.

## **7.2 Mistakes**

One of the major concerns shared by anxious English majors in the classrooms was their fear of speaking the language inaccurately, “with mistakes”, a major source of language anxiety for them. Talking for foreigners or native speakers they did not feel this pressure to speak with impeccable grammar and vocabulary and felt more comfortable as a result.

In the classroom, however, anxious English majors makes a conscious effort to speak their TL correctly, trying hard to avoid mistakes and find the most appropriate words, as a result of which they perceive speaking in the L2 as the laborious and, at the same time, very stressful experience (Toth, 2011:47).

## **7.3 Errors in Social Setting**

Language learning cannot be without errors, errors can be a source of anxiety because they draw attention to the difficulty of making positive social impression when speaking new language (MacIntyre & Gardner, 1989 cited in Tanveer, 2007:25).Errors in

social setting are mostly overlooked because people consider it impolite to interrupt and correct somebody who is trying to have a conversation with them. Interlocutors only react to an error if they cannot understand the speech and try to adjust their speech with the speaker in their effort to negotiate for meaning (Lightbown and Spada, 2006).

#### **7.4 Linguistic Difficulties**

Many learners experience a lot of difficulties when they are studying a second or a foreign language. They could develop into language anxiety.

At the earlier stages of language anxiety, a student will encounter many difficulties in learning, comprehension grammar and other areas. Students become anxious about these experiences, and they feel uncomfortable in making mistakes, then state anxiety occurs.(MacIntyre, 1999 cited in Kayaoglu, Saglamel, 2013:1490

#### **7.5 Competitiveness**

Students are always consciously or unconsciously competing with their classmates. This competitiveness and the feeling of being unable to attain a desired image in front of the teacher and their peers also makes them feel anxious and frustrated. Several investigators have identified competitiveness as playing a major role in determine student's speaking anxiety. Bailey (1983) attentively observes such a factor; the anxious student underestimates his readiness as well as his language skills when she/he over-thinks about possible negative results of his/her poor performance compared to his/her peers.

The competitive self-image described by Bailey may derive from other personality variables like the desire to out- perform other language learner, or the desire to gain the teacher's approval, even overcoming his expectations in the language. ( cited in Tabbakh, 2014:14).



## **7.6 Unwillingness to Take Risks**

Students need to be mentally supported to participate more in class activities, even facing the risks which language learning entails. According to Oxford (1990 in Zhang, 2006: 36), lack of risk-taking can actually result in seriously stunted language development as language learning needs plenty of practice, which is a high risk activity. Her view is supported by Tudor (1996 in Zhang, 2006: 36) who believes that risk-taking can foster language use, and is likely to expand the learner's exploration of the target language and thus increase potentially productive learning opportunities.

## **7.7 Classroom Procedures**

Different activities in the classroom procedures, particularly the one that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. Students get more anxious when called upon to respond individually, rather than when they are given choice to respond voluntarily. In addition, students were found to be more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students. (Tabbakh, 2014: 18).

As a matter of fact, most anxiety producing activities are those which "spotlight" the language learner in front of others. Horwitz et al (1986, in Tanveer, 2007:18) reported the same:

Sometimes when I speak English in class, I am so afraid I feel like hiding behind my chair. When I am in my Spanish class I just freeze! I can't think of anything when the teacher calls on me. My mind goes blank.

A good remedy for such embarrassment could be provided by giving students the opportunity to answer voluntarily, an activity which has been rejected only by the minority.

## **7.8 Negative Experience**

The past unpleasant experience the learner endured in the course of the L2 learning may constitute a further source of speaking anxiety. Price (1991:104) stated that “due to the fear of a negative evaluation by the language teacher and the classmate’s derision, students may experience problems when performing orally, especially in novel, ambiguous, evaluative situation.”

As (Larande, 2012: 34) anticipated, student brought up the issue of errors and correcting themselves. Therefore, they were also asked to comment on error correction during speaking activities. Being friendly, having a sense of humor, being relaxed and patient, and telling students that everyone makes mistakes are all qualities of a good teacher. These may make learners comfortable in the foreign language class and that may encourage students to see the L2 class as appositive experience and a pleasant environment to learn the FL, Also, giving the student constant reinforcement and help, may positively develop their attitude towards the target language and hence allow them to speak without barriers.

## **7.9 Attitudes towards the L2**

Favorable attitudes towards the foreign language may imply a positive involvement in the L2 learning process. As a matter of fact, encouraging frequent contact with native speakers of the other language, active participation in the L2 learning situations i.e. (in class activities in the foreign language class), exposure to the L2 itself, for example: (watching television in other language, or travelling to the TL country), all of which we are indispensable for the improvement of one’s own L2 skills. (Gardner et al, 1976 in Occhipinti, 2009: 29).

## **7.10 Self Perceptions**

According to Horwitz et al (1986), perhaps no other field of study poses as much of a threat to self –concept as language study does. They believe that any performance in L2 is likely to challenge an individual’s self-concept as a competent communicator, which may lead to embracement. Self-concept is “the totality of an individual’s thoughts, perception, and beliefs, attitudes and values reference to himself as object”. (Liane, 1987). This self-concept forms the basis of the distinction made by Horwitz et al (1986), between language anxiety in other forms of academic anxieties. They posited, “the importance of the disparity between the ‘true’ or ‘actual’ self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics and science. (Cited in Tanveer, 2007: 15).

## **8. The Impact of language Anxiety on Foreign Language Learning**

Tobias (1986) claims that FL anxiety can interfere with the three stages of FL: input, processing, and output. It can affect the learner’s ability to process information at each stage. this description of the three stages with relation to anxiety will point out the reason of FL learner’s oral deficiencies and linguistics difficulties when learning and using the target language. This can offer an insight to help understand anxiety experienced while communicating in the target language. (In Maouche, 2010: 22).

### **8.1 Input**

It is the first learning stage that activates the Language Acquisition Device (LAD). A highly anxious learner cannot receive information because of the high degree of the learner’s effective filter. As Krashen define the learner effective filter is “the unreal barrier

which causes learners not to acquire a language, the language despite the availability of suitable knowledge”. These barriers are the learner’s effective factors including self-esteem, risk-taking, inhibition, empathy and anxiety. They cause the mental block that prevents the input from reaching the LAD. They restrict the anxious student’s ability to pay full attention to what their instructors say and reduce their ability to represent input internally. (ibid).

## **8.2 Processing**

At this stage, anxiety interferes with the learner’s cognitive tasks. The more difficult the task is, relative to the student’s ability to concentrate and use stored information. For instance a learner talking about a given topic, such as having to express oneself, gives one’s opinion about politics, economics, cooking travel, or any other topics with which a student has little previous experience or has a lack of vocabulary. (Maouche, 2010).

## **8.3 Output**

According to Tobias (1986, cited in Byrene, 1997: 28) FL anxiety affects the output stage of learning. This is most often with speaking in FL. Anxiety at the output stage refers to learner’s nervousness or fear experienced when required to demonstrate their ability to use previously learned material. Output anxiety involves interference, which is manifested after the completion of the processing stage but before its effective reproduction as output.

## **9. Manifestation of Speaking Anxiety in Foreign Language Classrooms**

Anxiety, in general, has physical, psychological, emotional, behavioral and social manifestations, and these letters can differ with each individual. According to Oxford (1999:60):

**9.1 Physical symptoms:** can include rapid heartbeat, muscle tension, dry mouth, and excessive perspiration

**9.2 Psychological symptoms:** can include embarrassment, feeling of helplessness, fear, going blank, inability to concentrate, as well as poor memory recall and retention.

**9.3 behavioral symptoms:** can include physical action such as squirming fidgeting, playing with hair and clothes, nervously touching object, being unable to reproduce the sound or intonation of the target language even after repeated practice. Moreover, behavioral symptoms of anxiety can be manifested in negative avoidance behaviors like inappropriate silence unwillingness to participate, coming late, arriving unprepared, showing indifference, cutting class, and withdrawal from the course

**9.4 Social symptoms:** can include negative behavior such as unwillingness to participate, absenteeism and withdrawal from the course. These symptoms influence language learner's performance and low achievement.

Krinis (2007 cited in mouache,2010:28) listed the following manifestations as prominent symptoms of foreign language anxiety:

- Sweat
- Avoidance of eye contact
- Lack of concentration
- Forgetfulness

- “Freezing up” when called to perform.
- Short answer responses
- Avoidance behavior such as (missing class, postponing homework, refusing to speak or remaining silent, and coming to class unprepared).
- Worry and apprehension.

Other signs which may reflect language anxiety are over-studying, perfectionism, hostility, excessive competitiveness, as well as excessive self-effacement and self-criticism. In addition, Harrigan et al 2004( in Gergersen, 2007: 219) posited that anxiety can be accurately decoded both through prosodic (stress and intonation pattern), paralinguistic (non-verbal) features of communication and through visual non verbal cues. Gergersen(2007: 210) on her study on non verbal behavior of anxious and non-anxious language learners found that “anxious learner manifested limited social activity, including brow behavior and smiling, maintained less eye contact with the teacher, and were more rigid and closed with their posture”.

## **10. Investigations into Language Anxiety in Relation to the three Skills**

Welson’s (2006: 97- 122) study about anxiety and the learning of the skills are of importance because his empirical study is based on language anxiety experienced in students who were taking English course which focused on the skill area.

The relation of anxiety and other skills is summarized as follow:

### **10.1 Language Anxiety in the Listening Skill**

Quite a lot attention has been paid to the anxiety suffered by many learners when listening to the foreign language. Krashen (1976) theorized that listening or the extracting meaning from messages in L2 was the “primary process in the development of a second language” ( Horwitz et al 1986), and postulated that anxiety formed an effective filter, that

interfered individual's capacity to receive and process oral messages successfully. One definition of language anxiety given by two researchers (MacIntyre & Gardner, 1994) involves not only speaking, but also listening: "language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning".

## **10.2 Language Anxiety in the Reading Skill**

The researchers have looked into the question of whether anxiety in the reading skill is a separate kind of anxiety from more general language anxiety, and have been interested in exploring in reading in a variety of language. Anxious students bewildered when they could not comprehend every word of a reading text and were very concerned about reading of cultural aspect which were unknown to them. Such students tended to translate each word when approaching a text and many felt anxious when they come across unknown grammatical structure.

Saito et al asserted that it is difficult to whether foreign language reading anxiety is "the cause or effect" of student's reading problems, but stated that in anxiety seemed to stem from reading, not vice versa.

## **10.3 language anxiety in the writing skill**

Some researchers have undertaken the task of looking for links between language anxiety and the writing skill. Cheng's (2002) study into language anxiety and the skill of writing had two objectives: to explore associations between L2 writing anxiety and various individual differences, and to ascertain whether L2 anxiety was related to other kinds of anxiety, above all, writing anxiety in the mother tongue.

Anxiety in L2 writing appeared to be quite strongly correlated to L2 speaking anxiety, but no statistically significant correlation was found between English writing anxiety and Chinese writing anxiety. There appeared to be a much stronger relationship between anxieties experienced in different modes of communication in one language than across different language.

## **11. Conclusion**

In summation, anxiety can be broadly defined as a feeling of fear or worry which causes psychological self-withdrawal and psychologically the blushing of the cheeks. It usually occurs when foreign language learner are exposed face to face talks. The purpose of this research, anxiety is narrowed down to speaking anxiety in the front of the class.

There are two types of anxiety. The first is facilitating anxiety in which the anxiety can help and improve student scores and performance. The second is debilitating anxiety leads to the impairment of student score and performance. This phenomenon comprises three different types of anxiety which have been carefully classified. The first is trait anxiety that people become anxious as a tendency. The second is state anxiety in which the anxiety emotion sets in temporarily such as in taking a test. The last is situation-specific anxiety, in which the anxiety is recurrent and often happens in recurring situations such as in the classroom.

In the next section, we will try to have some insight into previous studies of anxiety reduction strategies and techniques, and the most important classroom oral activities that alleviate the language anxiety.



# **Classroom Speaking Activities**

## **Introduction**

The mastery of speaking skill in English is a priority for many second or foreign language learners. They consequently often evaluate their success in language learning as well as, the effectiveness of their English course on the basis of how well they feel, they have improved in their spoken language proficiency. Students while dealing with the process of the oral language they should be confident when they communicate in a wide variety of social context to a large variety of audiences.

Thus learners should be able to speak about to different ideas as well as clearly explore knowledge through enjoyable engagement. They should not only understand and use oral language in a range of a context but also respond to other ideas, perspectives and thoughts as well. In order to acquire effective speaking skill, and develop learner's oral communication in a foreign language classroom need to a well structure, plan meaningful tasks and experiences within classroom environment.

In this section we will shed a light on classroom activities especially the speaking skill which is reflected in each of these activities, and the importance on speaking fluency as well as some other speech anxiety reduction strategies in EFL classrooms. We will highlight certain types of activities that may promote student's engagement in speaking inside and outside the classroom

## **1. The Speaking Skill**

According to Clark (1977) speaking is fundamentally an instrumental act. Widdowson (1984) say that speaking is the active or productive skill. Based on these two definitions we can conclude that speaking is an interaction between two people or more.

The achievement of good speaking activity is when the people who interact can understand each other.

Hedge (2000, 261) define speaking as” a skill by which they are judged while first impression are being formed” it is an important skill which deserves more attention in both first and second language because it reflects people’s thought, personalities and emotions.

Luama (2004: 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”. The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns.

## **2. The Importance of Speaking**

In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teacher’s talk will be reduced; that is to say learners are supported to talk more in the classroom. Ur (2000: 12) declares also that:

“all of the four skill ( listening, speaking, reading and writing ), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language, as if speaking included all the other kind of knowledge”

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then, they will be considered as if they have mastered all of the other skill. Furthermore, the main question often given to the foreign language learner is “do you speak English?” or “do you speak French?” but not” do you write English?”. We understand that the most of people take speaking and knowing a

language as synonyms. Celece-Murcia (2001:103) argues that for most people” the ability to speak a language is synonyms with knowing that language since speech is the most basic means of human communication”

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help student to develop their vocabulary and grammar, then improving their writing skill. With speaking, learners can express their personal feeling opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

### **3. Functions of speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983 cited in Richards 2-5) made a useful distinction between: talk as interaction, talk as transaction, and talk as performance. Each of these speaking activities is quite distinct in terms of form and functions are requiring different teaching approaches.

#### **3.1 Talk as Interaction**

This refers to what normally mean by “conversation” and describes interaction which serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message such exchanges may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983). The main factors are summarized as follows:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker’s identity
- May be formal or casual

- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words

### **3.2 Talk as Transaction**

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. One is situations where the focus is on giving and receiving information and where the participant focus primarily on what is said or achieved (e.g. asking someone for the time). Accuracy may not be a priority as long as information is successfully communicated or understood.

The second type is transaction which focuses on obtaining goods or services, such as checking into a hotel.

The main features of talk as transaction are:

- It has a primarily information focus
- The main focus is the message and not the participants
- Participants employ communication strategies to make themselves understood
- There may be frequent questions, repetitions, and comprehension checks
- Linguistic accuracy is not always important.

### **3.3 Talk as Performance**

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches.

Talk as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language. It is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

The main features of talk as performance are:

- There is a focus on both messages and audience
- It reflects organization and sequencing
- Form and accuracy are important
- Language is more like written language
- It is often monologic

#### **4. Types of Speaking Performance**

Brown (2004 cited in Bahria,2014: 30-31) stated that, there are five type of classroom speaking performance. They are useful in guiding teacher in planning speaking instructions which are the following:

##### **4.1 Imitative Speaking**

It is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Students try to repeat or imitate the native speaker and especially when they are exposed to authentic listening materials. In order to pronounce the words the same way, that they heard them. This gives the students the opportunity to listen and to repeat orally some language forms.

##### **4.2 Intensive Speaking**

It is considered as a second type of speaking frequently employed in assessment context. The speaker must be aware of semantic properties in order to be able to respond,

but interaction with interlocutor or test administrator is minimal at best. The intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited pictures-cued tasks including simple sequences; and translation up to simple sentence level.

### **4.3 Responsive Speaking**

Students in a language class are often responsive; they give the teacher short answers when they are asked. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments, and the like.

### **4.4 Interactive Speaking**

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and participants. Interaction can take the two forms of **transactional** language, which has the purpose of exchanging information, or **interpersonal** exchanges, which have the purpose of maintaining social relationships.

## **5. Characteristic of Speaking Performance**

In recent teaching context, a lot of attention has paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

In the communicative approach, fluency and accuracy are of the main characteristic of this approach, and they are seen as complementary in accomplishing a given task. Richard and Rodgers (2001:157) mention that "fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context", and this

obvious point since the emphasis of CLT is on the communicative process between learner or teachers-learners, rather than mastery of the language forms.

### **5.1 Fluency**

The main goal teacher to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristic of the speaker performance. Hedge (2000:54)” the term fluency related to language production and it is normally reserved for speech, it is the ability to link unit of speech together with facility and without strains or inappropriate slowness, or undue hesitation”. To achieve this goal, the teacher should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury, (2005) argues that speed is an important in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called “trick” or production strategies, i.e. the ability to feel the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions such as “short of “ and “ I mean “. Another device for filling the pauses is the repetition of one word when there is a pause. (cited in chabira,2014: 28).

### **5.2 Accuracy**

Most second language teacher nowadays emphasized the term of accuracy in their teaching because learner seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. According to

Bailey (2002) accuracy is the degree in which the speech of the learner is connected with the norms of the native speaker. Further, learner should focus on such areas are: grammatical structure, vocabulary and pronunciation.

### **5.2.1. Grammar**

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

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

### **5.2.2. Vocabulary**

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all context. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.



### **5.2.3. Pronunciation**

English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sound and their features and where they are made is in one's mouth; they have also to be aware of where the word should be stressed, when to use raising intonation, and when to use falling intonation. Holmes (2004, 330) “ the best way to improve your pronunciation is: first, to get the right sound into your head and then repeat it over and over, the way that children do when they are learning their own native tongue”. Redmond and Verchota (2007, 104) argue that:

It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.

## **6. Definition of classroom activities**

This definition of communication is related to language learning by positing that “interpretation, expression, and negotiation” are not only the mechanism whereby people deploy their current linguistic resources but also the mechanism whereby they simultaneously develop them. This is held to be true of native speaker deploying their native-speaker resources, and also true of people involved in foreign or second language learning. (Allwright, 1976: 14)

## **7. The Importance of Classroom Activities**

In 1981 Littlewood advocated a progression from “pre-communicative” to “communicative” activities involving various forms of interactive language practice. His underlying view of the psychological of language learning was that systematic language practice is crucial, as it was in the otherwise discredited behaviourist model of learning. But he also believed that practice should progressively emphasize relevance over repetition

that is to say, that practice activities should progressively come closer and closer to Imitating “real- life” language use.

Moreover, Allwright (1984, 158) claims on the importance of classroom interaction in language learning. In FL lessons it is “inherent in every notion of classroom pedagogy itself”. This view of teaching as interaction is in line with arguments put forward by other authors (for example, Ellis,1984, 1990; Tsui, 1995; wong-fillmore, 1985) which support the belief that the quality of observable interactive patterns of student participation in classroom discourse correlate with learning outcomes.

Students participation in classroom oral interaction is seen here also based on Allwright’s (1984, 160-161) three types of oral engagement language lesson. In the most frequent type, called “compliance”, student’s utterances are very much dependent on the teacher’s management of classroom communication. In the second type, known as “navigation”, learners take the initiative to overcome communication breakdowns, as in requests for clarification of what has been said. The less frequent type is “negotiation”, and when it occurs, the teacher’s and the student’s roles may become less asymmetrical, and interlocutors attempt to reach decision making by consensus.

## **8. Types of Classroom Speaking Activities**

Communication activities are dealt with in a large number of methodology books and their classification is distinguished according to each author’s point of view. However, all of them mention the same or the similar communicative tasks, but in different extent. Supported by a sufficient amount of literature, we stated the following categorization of classroom speaking activities:

## **8.1 Discussion**

Discussion is a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001,106) mentions that “ student need to be reminded that each person within a group should have specific responsibility in the discussion- either keeping time, taking notes or reporting the results made by the group members”. A discussion can held for various reasons: the student may aim to arrive at a conclusion, share ideas about an event or find a solution in their discussion group. ( Marozano, 2007: 8)

## **8.2 Role Play**

A widely spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Ladousse (1987: 6) points out the special reason for using the role play in the lessons. It puts students in situations in which they are required to use and develop the necessary language in social relationship and helps them to build up their social skills. Using role play is useful especially while teaching shy students who have difficulty participating in a conversation. Through this activity they are put into various roles and, therefore; no longer feel that their own personality is implicated. Furthermore, role play is an essential communicative technique which develops fluency, promotes interaction in the classroom, and reduces speech anxiety and increases motivation. For instance, participants are given a situation plus problem or task, as in simulations; but they are also allotted individual roles which may be written out on cards

Fredrick (2002 cited in Tabbakh, 2014: 31) defines the role play as a loose simulation in which students assume the roles of individuals or group in a real-life situation. Contemporary issues in the social sciences are often appropriate for these kinds

of simulation (for example: the forced integration of an ethnic neighbourhood, or the opening of nuclear power plant). In order to plan such an exercise, the instructor must clearly identify the situation, define the roles of the interest group involved, and specify the task of each group.

### **8.3. Simulations**

Littelwood (1994) states that simulation is a kind of role play but the emphasis is put on creating the atmosphere of real world. Students pretend they are a part of simulated environment and participate either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged 0

and; whenever possible converted in the required place according to the situation (p: 31).

For a simulation to work it must have the following characteristics:

- “Reality of function”; where students feel their complete involvement in the situation as if it really exists and they act as real participants.
- “A simulated environment” created by the teacher.
- “Structure” in which the students must have general view about the tasks to be performed, and the activity to be done.

Furthermore, it seems somehow difficult to distinguish between the two sorts of activities (role play and simulation as a type of a role play), but the clear difference lies to in the fact that simulation is more difficult than role play since it requires not to act as characters that are not their own but get more personality involved (using their own background and knowledge to the situation). (Cited in Guettal, 2008: 52).

#### **8.4. Pair works**

Littelwood (1994), further states that pair- work activities is also an efficient one which promotes the involvement of in the task thus it facilitate speaking with peers as well as the teacher. The teacher responsibility is to choose a suitable communicative activity depending on what is going to be practiced either fluency or accuracy, and organize the students into pairs (35).

#### **8.5. Interviews**

It is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but outside and helps them becoming socialized. (Sexon, 2012:19).

#### **8.6. Information Gap Activities**

Information gap activity are described by Thornbury (2005: 80-84) who claims that in these kinds of tasks there is a knowledge gap between learners and it can be bridged by using the language. So, in order to obtain the information, the interaction has to communicate. Littlewood(1994: 22-26) labels these activities as functional communication activities. He emphasized sharing the information among learners and its processing. The most common information gap activity is spotting the differences in the pictures exchanging personal information, guessing games and also creating the story based on flashcards shown to the student in random order, for a few seconds and one flashcard per group only. This makes students to cooperate and communicate with each other to find the lacking information.

### **8.7. Guessing games**

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called “games”, they provide intensive language practice, especially in asking question, so they should not be regarded as an extra activity student are found of these guessing tasks mainly because they enjoy themselves without realizing; they also practice and improve their speaking skill (Littelwood,1994:32).

### **8.8. Storytelling**

Storytelling is described to be the original form of teaching and there are still societies in which it is the only form of teaching. Storytelling is relating a tale to one or more listeners through voice and gestures; it differs from reading a story a loud or reciting a piece from memory or acting out a drama through it shares characteristics with these arts.

It is the oral interpretation of a personal, literary or traditional story during which the storyteller invites the listeners to create meaning by active participation through conversation and imagination. Through the storyteller’s voice, gestures and facial expression. The listener sees and creates a series of mental image derived from meaning associated with words, gestures and sounds.( Pedersen, 1995 cited in Gettal, 2008: 66).

### **8.9. Talking circles**

Talking circles provides safe environment where students are given the opportunity to share their points of view with these partners using the target language, of course without fear of criticism or judgment. This activity is useful when the discussed topic has no right or wrong answer, when students are sharing, feeling, considering moral or ethical issues as well. It is an effective strategy for reaching group consensus and for real life problem solving.

In class, the students sit in circles and each one has the opportunity to speak during these spoken activities, both parts of interaction have some guidelines to follow:

- Only one student speak at a time, while the other are listen and remain non judgmental
- Address all comments to the issue or topic, not to comments made by other students
- Encourage listeners to focus on the speaker supporting him by taking an interest in what he/she says, rather than turning and thinking about what they will say when it is their turn.(ibid)

### **8.10. Playing Cards**

In this game student, should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** earning money
- **Hearts:** love and relationship
- **Spades:** an unforgettable memory
- **Clubs:** best teacher

Each student in the group will choose a card, then each student will write 4-5 questions about that topic to ask the other people in the group.

### **8.11. Pictures Describing**

For this activity students can form groups and each group is given different pictures, then students discuss the pictures with their groups, a spokesperson for each group describe the pictures to the whole class.

This activity fosters the creativity and imagination of the learners as well as their public speaking skill and reduces their anxiety. (sexon, 2012: 29).

### **8.12. Find the Differences**

In this activity students can work in pairs and each couple is given to different pictures, then students in pairs discuss the similarities and/ or differences in the pictures.

## 9. Teachers and Student's Roles in CLT Classroom

The learner- centered characteristic of CLT and the new type of classroom activities imply different roles in the language classroom for teachers and learners than from those found in more traditional second language classrooms. Learners in CLT classrooms are supposed to participate in the classroom activities that are based on a collaborative rather than individualistic approach to learning. They are described as active participants in the language. Learning process; Therefore, CLT adjusts the role of the teacher. In addition, CLT has much to do with interaction. It uses communication as a mean to reach the goal, which is also communication. Accordingly, teacher and student roles in CLT classroom have a dynamic feature, and thus they tend to vary all the time. (cited in Chabira, 2014:21). Furthermore, huw (2002) proposes that the roles of students in CLT classroom are supposed to be “those of negotiators for meaning, communication, discoverers, and contributors of knowledge and information” (95-96).

Breen and Candlin (1980), in defining the role of the teacher in CLT classroom note the following central roles:

- A facilitator of student's learning and such he has many roles to fulfill. Freeman (1986,131) describes him as a manger of classroom activities. In this role, one of his major responsibilities is to set up activities that promote communication
- To act as an independent participant within the learning- teaching group
- A researchers and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities



- A motivator who helps his students, as well as provides them with a comfortable classroom atmosphere for language learning. Littlewood (1981) states that the role of teacher in CLT consist of, but are not limited to, coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant. In addition, it is typical in a CLT classroom that is not merely the teacher, but everyone present who manages the classroom performance.

## **Conclusion**

To sum up, we have reviewed in this chapter classroom speaking activities (communication language teaching) as an approach that was put as a reaction against the traditional method which gave importance to the learning of language rules at the expense of communicative. Communicative language teaching inventors noticed that communicative successfully in a language necessitated more than the linguistic competence. It necessitates the communicative competence. In the pursuit of their aims; i.e. communicating fluently in the target language linguists centered their attention on the learner's affects. They emphasized the importance of using different activities, language games and group work in the classroom to enhance motivation, lower anxiety and inhibition and increase self-esteem which can be achieved only if teacher play the role of facilitators and guides who have give more weight to fluency rather accuracy.

# *Chapter three*

# **Field work**

## **Student's and Teacher's Questionnaire**

### **Introduction**

Concerning the first and second chapters, we have dealt with the literature review about the language anxiety and the classroom speaking activities. But in this present chapter we are going to use a questionnaire to investigate the hypotheses. So, we use two main questionnaire, one is administered to the second year students of English department at Biskra university, and the second one is administered to the teachers of oral expression module of the same department and the same university.

The student's questionnaire contains likret scale, and the multiple choices types, where the students and the teachers put a tick in the corresponding boxes after reading the questionnaire. The collected data and the obtained results will enable us to diagnose how speaking activities reducing the learner's language anxiety.

## **1. The Students' Questionnaire**

### **1.1 The Sample**

This questionnaire has been distributed to twenty-six students among second year LMD students at the University of Biskra, and they answer immediately in the classroom. The choice of this sample was based on the consideration at second year students are ready to participate in such innovative activities and the results likely to be effective.

### **1.2 Aim of the Questionnaire**

The goal of the student's questionnaire is to investigate the factors that lead the language anxiety in EFL classes in one hand, and to implement some speaking activities that would eventually alleviate the level of language anxiety on the other hand. In the

section we will see the results of the student's questionnaire to check the validity of the research hypotheses

### **1.3 The Foreign Language Classroom Anxiety Scale**

The research instrument used for the second section of the questionnaire was modified version of the foreign language class anxiety scale created by Horwitz (1986). There are several reasons which led the researchers to use the FLCAS in their study. First, this scale had been created on the basis of previous in-depth qualitative research, which made it as one of the most comprehensive and valid instrument that were valid to measure the anxiety which is specific to the context of foreign language classroom. Actually it is nowadays the most frequent by used scale which is often abbreviated as in our case or adopted in other research studies that focused on similar purposes.

### **1.4 Results Analysis of The Students Questionnaire**

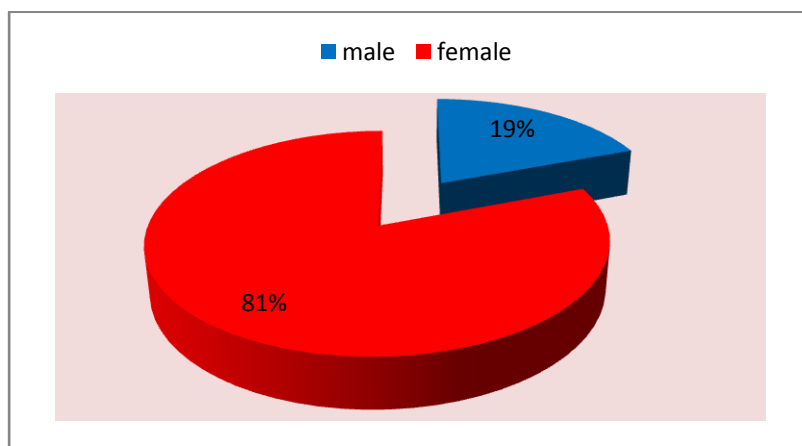
#### **Section One: Background Information**

#### **Q1: Gender**

**Table 1: Gender**

Gender	Male	Female	Total
N	5	21	26
%	19%	81%	100%

**Figure 1: Students' Gender**



The graph shows that 21 of our learner representing (81%) are females, whereas only 5(19%) are males.

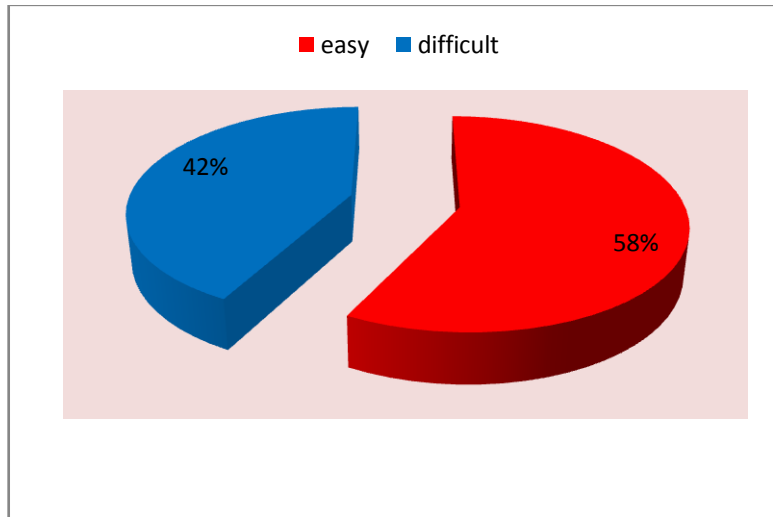
This high female representation in the English department at Biskra University shows that females are expected to be more interested in the studying foreign language more than boys.

**Q2: Before you study English at university level, do you think that?**

**Table 2: Learning English**

Options	Easy	Difficult	Total
N	15	11	26
%	58%	42%	100%

**Figure 2: Learning English**



We can notice that the highest percentage of students (58%) claims that before they study English at the university level, they think that learning it would be easier; some others say (42%) that they think that learning English would be more difficult before the university level.

**Section two: Foreign Language Classroom Anxiety Scale**

In this section we use the FLCAS, in the table below refers to all the percentage of students who agreed or disagreed with the statement, the first and the second column of the table show the percentage of the students who strongly agree and agree, the third column stand for neutral responses, the fourth and the fifth column show the percentage of the students who disagree and strongly disagree.

**Table 3: Classroom Anxiety Scale**

<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>N</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
------------------	-----------------	-----------------	-----------------	------------------

1. It frightens me when I don't understand what the teacher saying in English.

34.61%      38.46%      15.38%      3.34%      7.69%

2. I keep thinking that the other students are better at English than I am.	30.79%	34.61%	19.23%	7.69%	7.69%
3. I tremble when I know that I'm going to be called in the English class.	38.64%	34.61%	11.53%	11.53%	7.96%
4. I get upset when I don't understand what the teacher is correcting.	23.07%	38.46%	15.38%	15.38%	7.69%
5. I start to panic when I have to speak without preparation in the English class.	30.76%	38.46%	11.53%	7.69%	11.53%
6. I worry about the consequences to failing in my English class.	46.15%	19.23%	7.69%	15.38%	11.53%
7. When I'm in my way to English class, I feel very relaxed.	30.76%	15.38%	34.61%	15.38%	3.84%
8. The more I study for an English test, the more confused I get.	30.76%	15.38%	19.23%	19.23%	15.38%
9. I would probably feel comfortable around native speakers of English.	23.09%	38.46%	26.92%	7.69%	8.84%
10. I feel confident when I speak in English class.	30.76%	38.46%	19.23%	11.53%	0%

Table (3) summarizes the student's responses to the FLCAS items, which are reflective to the communication apprehension, test anxiety, and fear of negative evaluation in the oral English class. According to this table, the respondents supported the FLCAS items indicative of speaking anxiety such as: "I tremble when I know that I' am going to be

called in an English class”, item (3): (38.64%). The high anxious students were more worried to speak and felt threatened when asked to present their selves or their self-image which is threatened by speaking English in the presence of other people.

The student’s expectations and fear of being unable to understand all the language input was also associated with communication apprehension, students endorsed the item “it frightens me when I don’t understand what the teacher saying in English” item (1): (38.64%), and “I get upset when I don’t understand what the teacher is correcting” item(4): (38.64%), they believe the mastery of the target language and comprehending, it is a matter of understanding every word that was spoken.

Anxious students also suffered from the fear of being less competent than other student or being negatively evaluated, they reported that “ I keep thinking that the other students are better at English than I am” item(2): (34.61%), and “ I worry about the consequences to failing in my English class” item(6): (46.15%).

Student’s reactions to the two items associated with test anxiety are striking in the sense that they agreed on the statement “the more I study for an English test, the more confused I get” item (8): (30.76%), and “I start to panic when I have to speak without preparation in language class” item (5): (38.46%). These results revealed that the student’s test anxiety is a temporary in the sense that it exists before the testing situations, but whenever they are confronted with it, their anxiety is automatically diminished.

Student’s response to these items “I feel confident when I speak in English class”, item (10): (38.46%), and “I would probably feel comfortable around native speakers of English” item (9): (38.46%) denoted and supported the view that anxiety related to the foreign language learning process is unique and different from other anxieties.



To conclude, these 10 statements reflective of foreign language anxiety were supported by half or more of the students. They were supportive to most of the FLCAS.

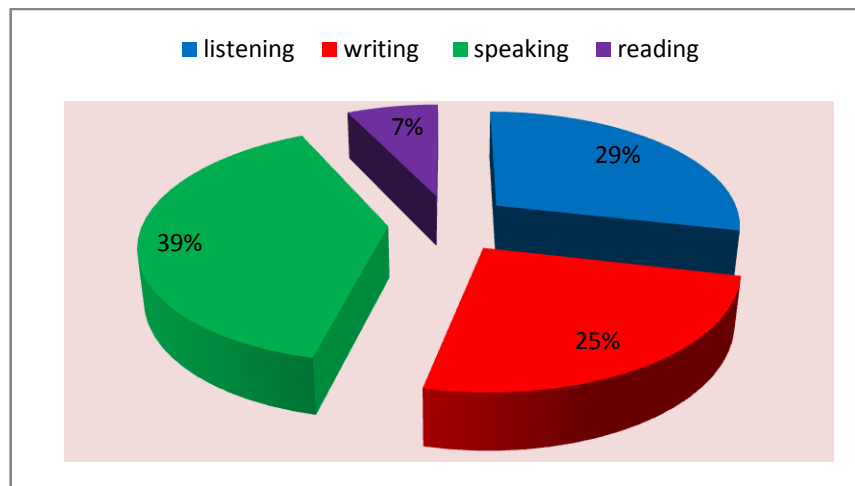
**Section Three: Participation in Classroom**

**Q4: Which of the four skills is stressful to you?**

**Table 4: The Skills which is Stressful**

Skills	Listening	Writing	Speaking	Reading
N	8	7	11	2
%	29%	25%	39%	7%

**Figure3: The Skill which is Stressful**



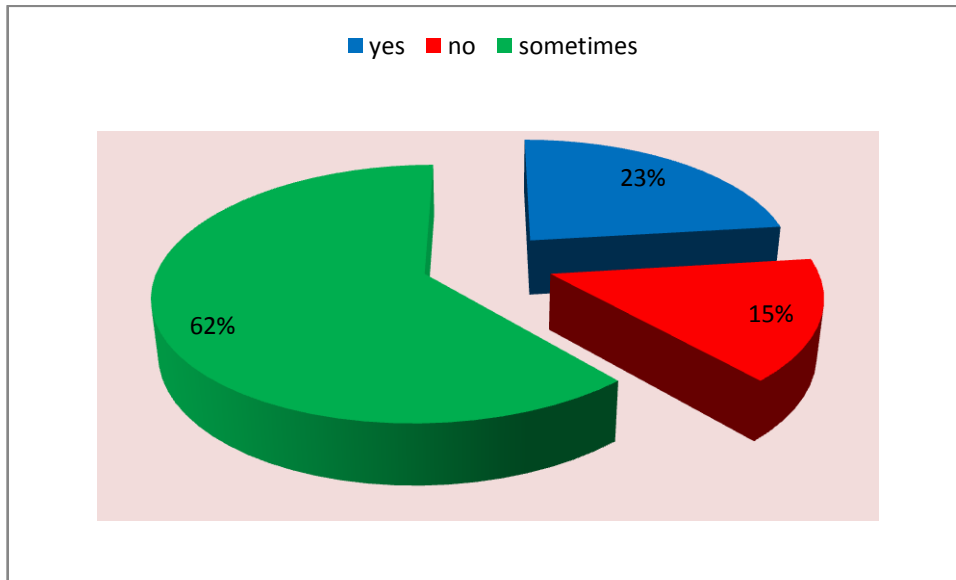
Student’s answers are various and each students has his own preferred activity in the oral expression session, so the graph reveals that the majority of students which marked (39%) prefer speaking skill which consider it as a useful skill, then (25%) of the participants choose the writing skill. As the last choice students choose listening (29%) and reading (7%). We can notice that the students give more importance to speaking and writing skill.

**Q5: Would you be troubled by the feeling of incapability, if you answer orally?**

**Table 5: Students Feeling of Incapability**

Choice	Yes	No	Sometimes	Total
N	6	4	16	26
%	23%	15%	62%	100%

**Figure 4: Student's Feeling of Incapability**



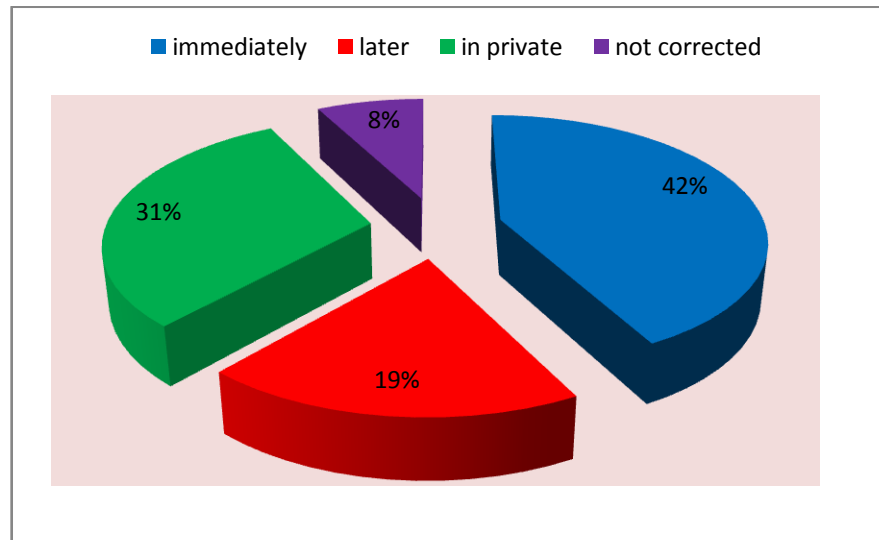
16 students representing (62%) declared that they sometimes in oral session they feel incapable in presenting or saying something. About 6 participants (23%) stated that they don't feel capable to answer orally, they are very anxious in oral classroom. About 4 students (15%) they feel capable and they take risk in answer orally.

**Q6: When you speak and in a case of errors, do you want to be corrected?**

**Table 6: Student's Errors Correction**

Choice	immediately	later	In private	No corrected	Total
N	11	5	8	2	26
%	42%	19%	31%	8%	100%

**Figure5: Student’s Errors Correction**



It is shown in the graph above that the most students (42%) stated that they want to correct their errors when they speaking immediately, in front of everyone, others participants (31%) say that correction takes place later, in private. Others (19%) want to be corrected later at the end of the activity or a course, in front of everyone; however (8%) say no to be corrected at all

**Q7: Do you avoid participation in classroom because of?**

**Table7: Participation in Classroom**

Options	Difficulty in oral	Doubt about answer	carelessness	Fear of other’s thought	Total
N	10	8	6	3	26
%	37%	30%	22%	11%	100%

**Figure 6: Participation in Classroom**



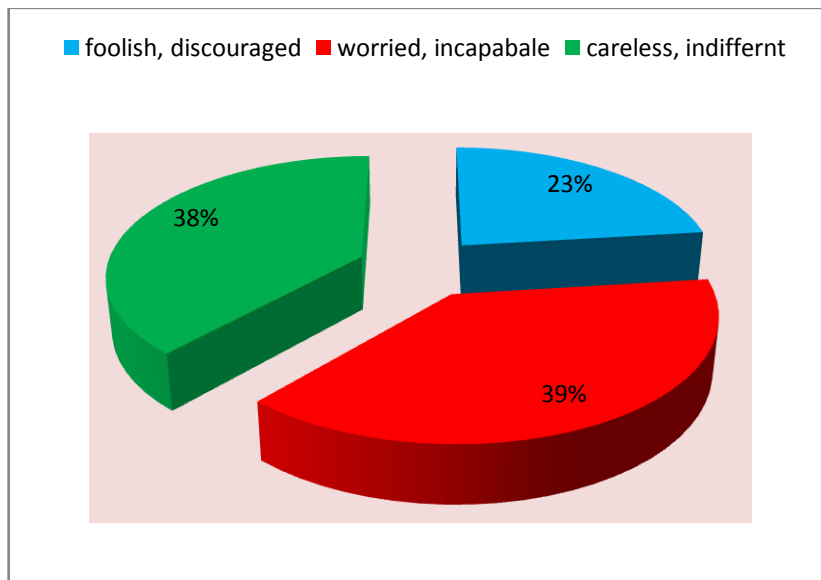
(37%) of students avoid participation in classroom because of difficulty in oral skill, whereas (30%) of participants avoid it because their doubt about their answer as well as their abilities. (20%) are carelessness and lack of interest about the topic. The rest respondents (11%) say that they avoid participation in classroom because of fear of other's thoughts.

**Q 8: In case some students laugh at you when you make mistakes, do you feel?**

**Table 8: Student's Feeling in Doing Mistakes**

Options	Foolish, Discouraged	Worried, Incapable	Indifferent, Careless	Total
N	6	10	10	26
%	23%	39%	38%	100%

**Figure 7: Student's Feeling in Doing Mistakes**



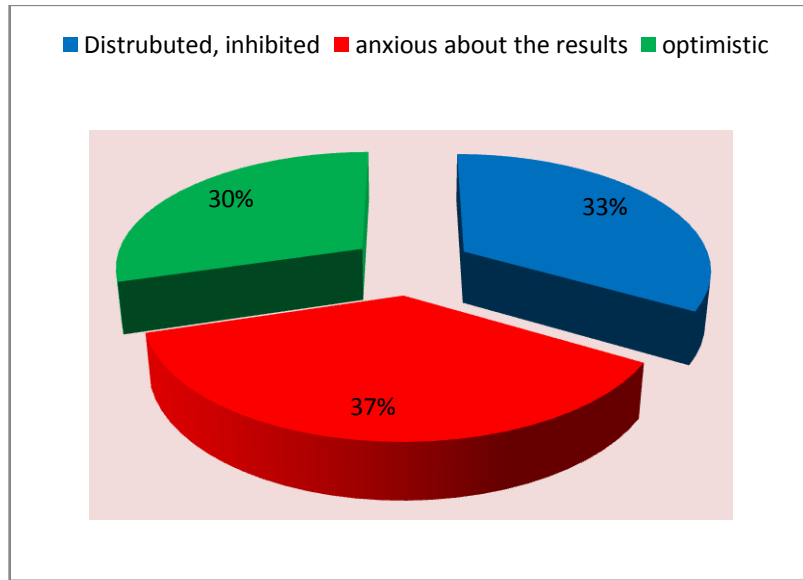
This graph indicates that (38-39 %) of students feel foolish, discouraged, worried, incapable, inferior when they make mistakes and some students laugh at them, however others (23%) feel careless, indifferent.

**Q9: When the teacher tested you orally, do you feel?**

**Table 9: The Student's Feeling when the Teacher tested them Orally.**

options	Distributed, inhibited	Anxious about the result	optimistic	Total
N	9	10	8	26
%	33%	37%	30%	100%

**Figure 8: The Student’s Feeling when the Teacher tested them orally?**



The answer above reveals that while (37%) of the students feeling anxious about the results when they were tested orally, (33%) are distributed and inhibited; whereas, (30%) stated that they were optimistic and sure about their abilities.

**Justify your answer**

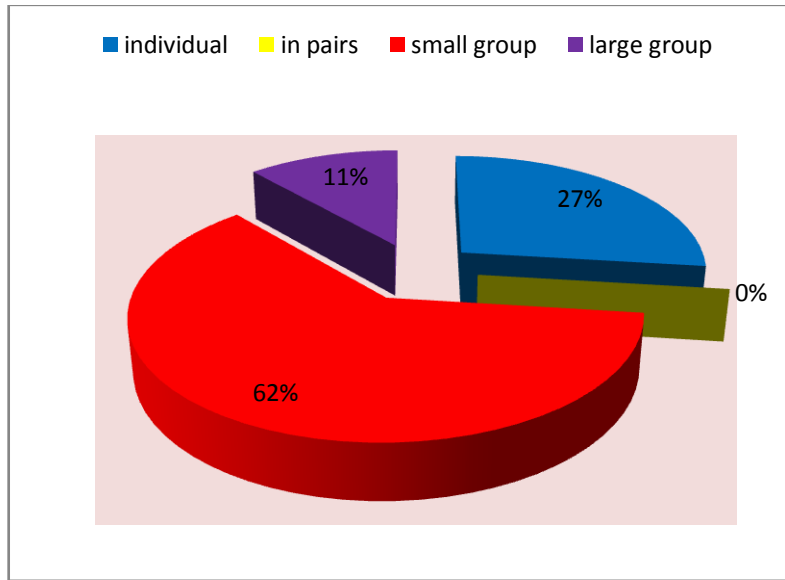
The majority of the students explained that they were very distributed and anxious, they lose their language when they speaking in front of the teacher and their friends. They feel afraid about the results.

**Q10: In class do you like learning?**

**Table10: Learning in Class**

Options	Individual	In pairs	In small group	In large group	Total
N	7	0	16	3	26
%	27%	0%	62%	11%	100%

**Figure9: Learning in Class**



This graph shows that the participants (62%) prefer to learn in small groups in the class, others (27%) prefer individual learning. While (11%) say that they like to learn in large group, they don't like to learn in pairs (0%).

**Justify your answer**

Participants choose learning in small group for many reasons:

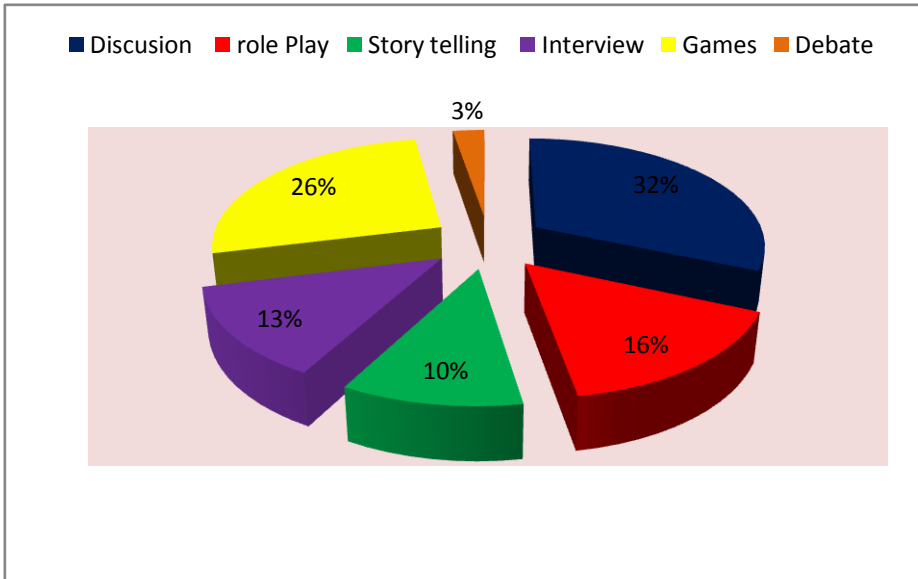
- It is not boring
- Exchange the information and share opinions
- Knows how the others are thinking
- Exchange knowledge and experience

**Q11: In practicing speaking, which activity do you prefer in oral expression?**

**Table 11: Student's Most Speaking Activities that Prefer in Oral Sessions**

Options	Discussion	Role Play	Story telling	Interview	Games	Debates	Total
N	12	6	4	5	10	1	26
%	32%	16%	10%	13%	26%	3%	100%

**Figure10: Student’s Most Speaking Activities that prefer in Oral Sessions**



We can notice that the highest percentage of students (32%) claimed that discussion is the favorite activity in oral expression session, because they found it very interesting then (26%) represent games, whereas (16%) choose role play. Other activities were (10%-13%), so they stated that these activities are partially useful for them.

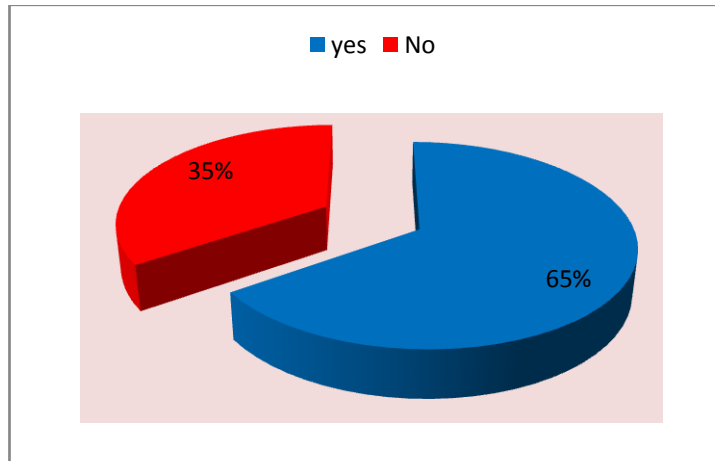
**Q12: Do you practice English outside the classroom?**

**Table12: Practicing English Outside the Classroom**

options	yes	No	total
N	17	9	26
%	65%	35%	100%



**Figure11: Practicing English outside the Classroom**



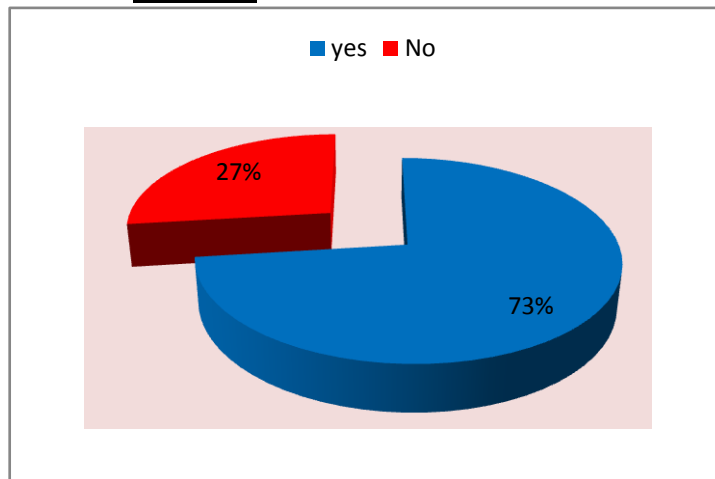
It is shown from the graph above that most of students (65%) stated that they were practice English outside the classroom; however (35%) said no.

**Q13: Is your teacher authoritative**

**Table13: Teacher’s Authoritative**

Options	Yes	No	Total
N	19	7	26
%	73%	27%	100%

**Figure12: Teacher’s Authoritative**



Half of the students (73%) stated that their teachers were authoritative they gave an impression of power and importance in the classroom, others (27%) stated that were not.

**Q14: To what extent do classroom activities reduce your language anxiety?**

**Student's suggestions and explanations:**

- It depends on the teacher's way of teaching
- The more we practice the activities the more we alleviate the level of language anxiety
- The cooperative learning in class can decrease the anxiety
- It gives self confidence
- Reduce fear and shyness
- Get ready to any oral test

**1.4. Interpretation of the Student's Results**

First of all, the selected sample in this study reveals that females (81%) are dominant over males (19%), thus may be due to the fact that females are more interested in studying foreign languages particularly than males who often tend to go to scientific studies. (58%) of students think that learning English is easier, rather than (42%) of participants think that is more difficult.

The results of our study indicated that the scores of the foreign language classroom anxiety scale, which form the second section of our research were high enough to show that anxiety affect the second year students of English at Biskra university. The students' responses to the items of the questionnaire, which are reflective of the conceptual components of foreign language anxiety, were high and nearly similar for each component. First the students' agreement about the item (3) 38.46% of the FLCAS. The students also reported in the item (5) 38.46% that they were apprehensive about oral presentation without preparation in classroom besides, they were overwhelmed by the feeling of tension and anger when they could not express their ideas or answers the teacher's questions. The item (6) 46.17% and the item (8) 30.76% of the FLCAS represent the last components of FLA, which is the fear of negative evaluation. The students were supportive of the item (2

and 6) which indicate that fear of failure is consistent of apprehension about other's evaluation and the expectation that others would evaluate oneself negatively.

Concerning the third section that indicates participation in classroom. In the learning of the four language skills Q1, high percentage of the students (39%) prefer speaking skill rather than other skills (listening (29%), writing (25%), reading (7%) they did not give them much importance, for that they choose the speaking skill. In Q2: (62%) of students say that they sometimes were troubled by the feeling of incapability, if they answer orally, (23%) say yes and others say no (15%). Moreover, in Q3, when they speak in case of errors, (42%) want to correct their errors immediately in front of everyone, others want to be corrected later in private (31%) because they were very anxious about the correction in the class.(19%) prefer to be corrected later, at the end of the course in front of everyone. But we can find that (8%) stated that not to be corrected at all.

According to the participation in the classroom, students avoid to participate because of: (37%) stated that because of their difficulty in the oral skill, whereas (30%) is their doubt about their answers as well as their abilities, other participants stated that (because of their carelessness and lack of interest (22%) and their fear of the other's thoughts (11%). In addition, in case some students laugh at others when they make mistakes, a high percentage (39%) stated that they were worried, inferior, incapable, indifferent and careless. The small students' percentage (23%) represent that they were foolish, and discouraged. In Q6: some students declared that when the teacher tested them orally they feel anxious about the result (37%), other said that they were distributed and inhibited (33%), but the small percentage said that they were very optimistic and sure about the results. According to their justifications some participants, said that the first thing is that they feel afraid about the results and they lose their language when they speak in front of their classmates.

In oral expression sessions students prefer to learn in small group, it represents the high percentage (62%) as in Q7 because of many reasons: to exchange ideas and thoughts, knows how the other are thinking. It is not boring and to exchange knowledge and experience, they didn't support the individual work (27%), and large group (11%), they ignored the pair work (0%). (62%) of students were practice English outside the classroom. In Q13: (73%) of students in this study reported that their teachers are authoritative, the majority of participants stated that the more they practice oral activities in the classroom the they interact with each other then they alleviate language anxiety.

## **2. Teacher's Questionnaire**

### **2.1 The Sample**

The questionnaire was given to (5) teachers of OE in the department of English in the university of Biskra. The selection of such sample is based on the consideration that the teachers of OE have the adequate experience that make their suggestions and observations valuable for our research

### **2.2 Description of the Questionnaire**

The questionnaire begins with a short paragraph that explains our purpose of this work. It was given to the teacher of OE at Biskra University. The teacher's questionnaire contains 14 questions. It involves several type of questions such open-ended question and close questions. They tick up the suitable answer from the number of students, then they are requested to give explanation.

### **2.3 Aim of the Questionnaire**

This questionnaire aims at explaining teacher's point of views about the role of speaking activities in reducing language anxiety.

## 2.4 Results and Analysis of Teacher Questionnaire

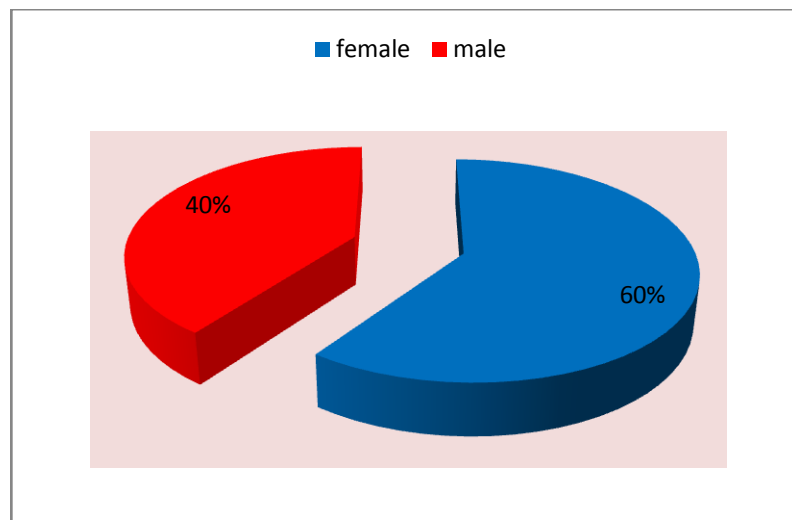
### Section one: Background Information

#### Q1: Gender

**Table 14: Teacher's Gender**

Option	Female	Male	Total
N	3	2	5
%	60%	40%	100%

**Figure13: Teacher's Gender**



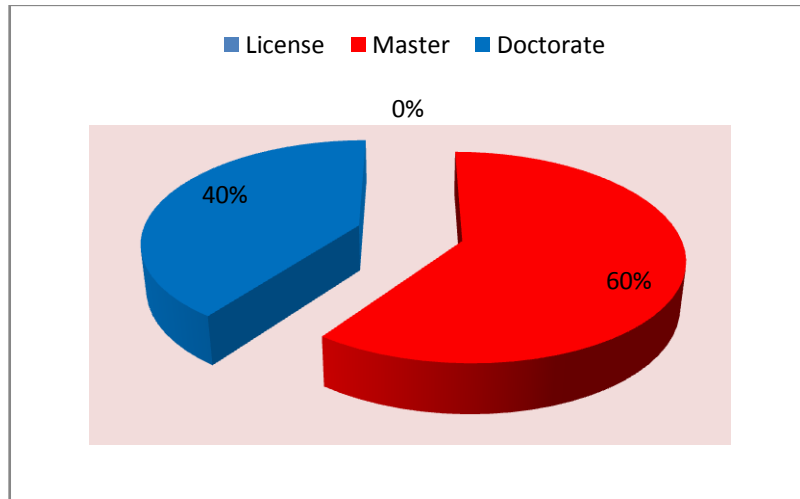
The table above illustrates that (3) respondents out of the chosen sample of the study are females whereas the remaining respondents (2) are males.

#### Q 2: Degree(s) held

**Table15: Teacher's Degree**

Options	License	Master	Doctorate	Total
N	0	3	2	5
%	0%	60%	40%	100

**Figure14: Teacher’s Degree**



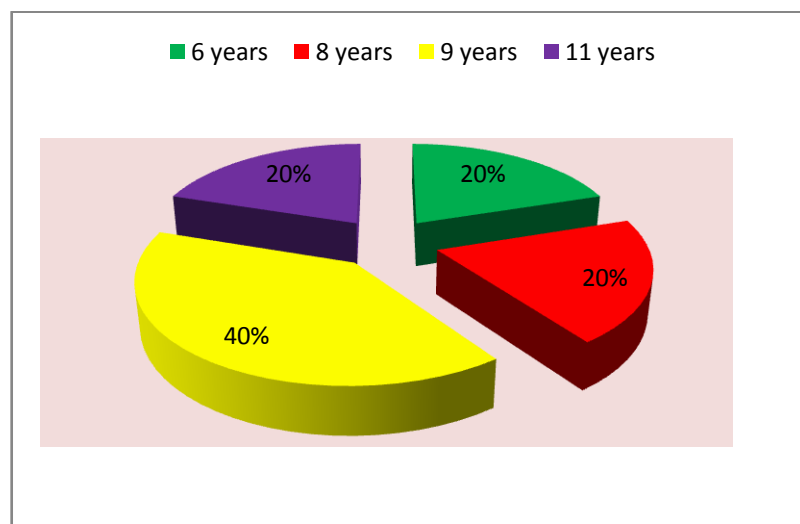
(60%) of the teachers have MA (master/ Magister) degree, however, (40%) have PhD (Doctorate).

**Q3: How many years have you been teaching Oral expression?**

**Table 16: Teaching Experience of OE Teachers**

Years	6 years	8 years	9 years	11 years	Totale
N	1	1	2	1	5
%	20%	20%	40%	20%	100%

**Figure 15: Teaching Experience of OE teachers**



We can notice from the results shown above that one teacher have a long teaching experience (11 years) in OE representing (20%), and two teachers representing (40%) declared that they have 9 years of experience, as well as there is two teachers who hve short experience one is 6 years (20%) and the other 8 years (20%).

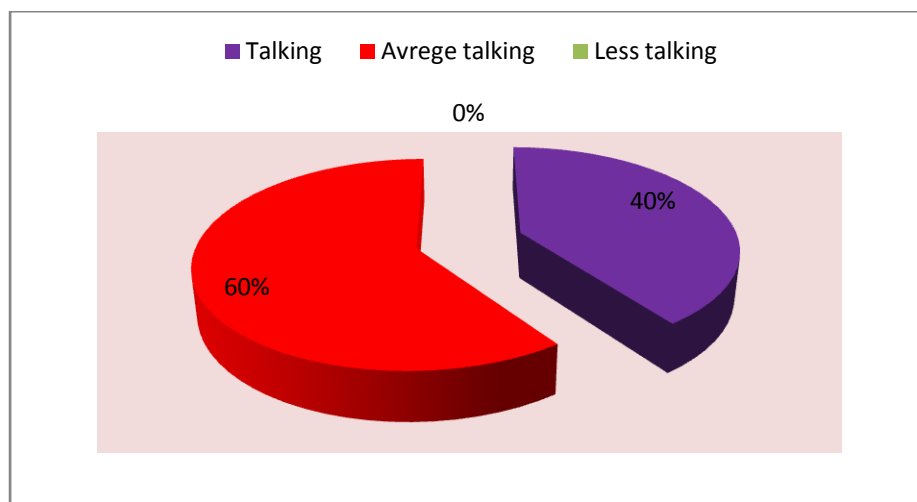
**Section two: Classroom Activities and Teaching Speaking**

**Q1: In the classroom, the teachers are?**

**Table17: Teacher’s Amount of Talking**

<b>Options</b>	<b>Talking</b>	<b>Average talking</b>	<b>Less talking</b>	<b>Total</b>
<b>N</b>	2	3	0	5
<b>%</b>	40%	60%	0%	100%

**Figure 16: Teacher’s Amount of Talking**



The results obtained denote that the majority of teachers are average talkers in the classroom (60%), in one hand two teachers stated that he is talking (40%). Not

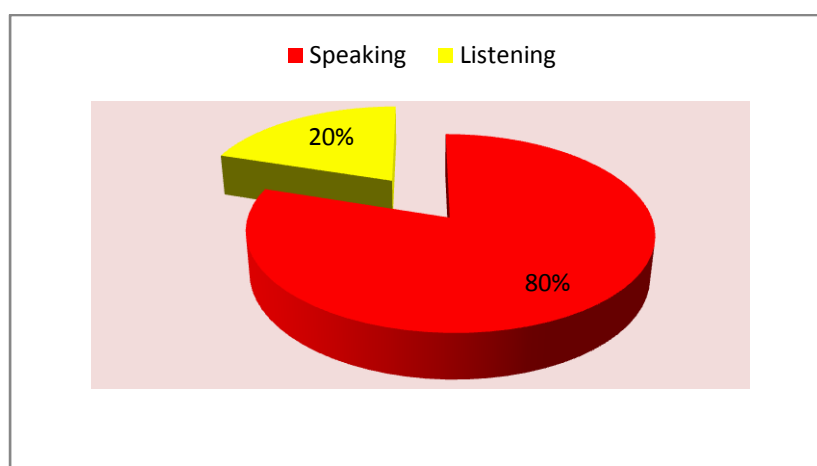
surprisingly, no one of them has chosen the option “less talking” This reflects the usual role of the teacher in using Communicative Approach.

**Q2: Which of the following oral skill you think should be given much more importance?**

**Table 18: Teacher’s Choice of Oral Skill**

Options	Speaking	Listening	Total
N	4	1	5
%	80%	20%	100%

**Figure17: Teacher’s Choice of Oral Skill**



We can notice in the table above that the high percentage of teachers (80%) focused on speaking skill rather than listening skill which is (20%), so we can say that the majority of OE teachers try to give more importance to speaking which enable the students to use the target language for o good oral proficiency.



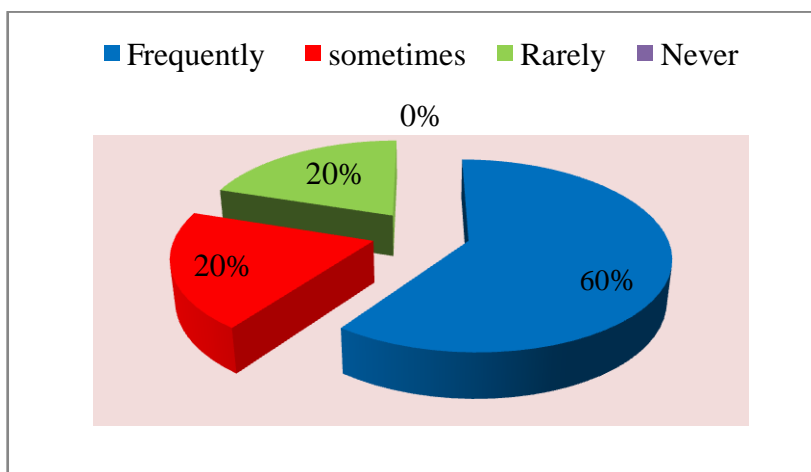
Teachers try to use speaking activities in oral expression sessions in order to get students interact with each other and involved them in any oral test or any performance in the classroom.

**Q3: Do your students participate on oral expression session?**

**Table 19: The Student’s Participation in Oral Session**

Options	Frequently	Sometimes	Rarely	Never	Total
N	3	1	1	0	5
%	60%	20%	20%	0%	100%

**Figure 18: The Student’s Participation in Oral Session**



A clear majority of teachers (60%) claims that their students were frequently participate in oral session, whereas other stated that they were sometimes (20%) and rarely (20%) which are balanced. In the other hand, never were excluded (0%).

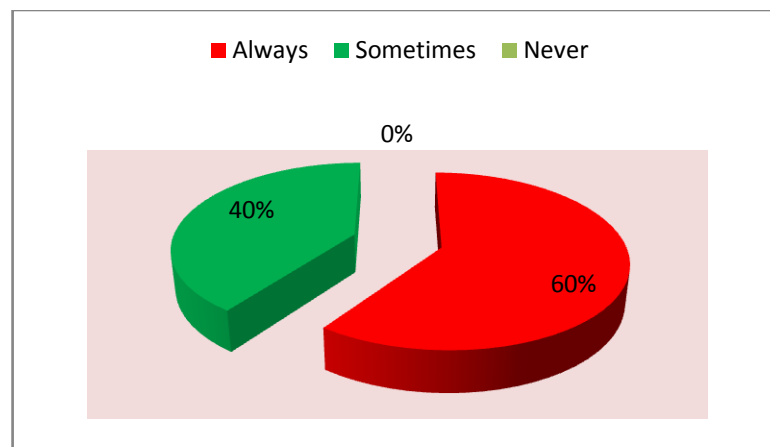
Because teachers motivate their students and let them to participate in any oral activities in order to encourage them or to overcome their weaknesses, and use the language naturally and spontaneously.

**Q4: How often do you engage your students to interact with each other?**

**Table20: Student’s Frequency of Engagement in Classroom Interaction?**

Options	Always	Sometimes	Never	Total
N	3	2	0	5
%	60%	40%	0%	100%

**Figure19: Student’s Frequency of Engagement in Classroom Interaction**



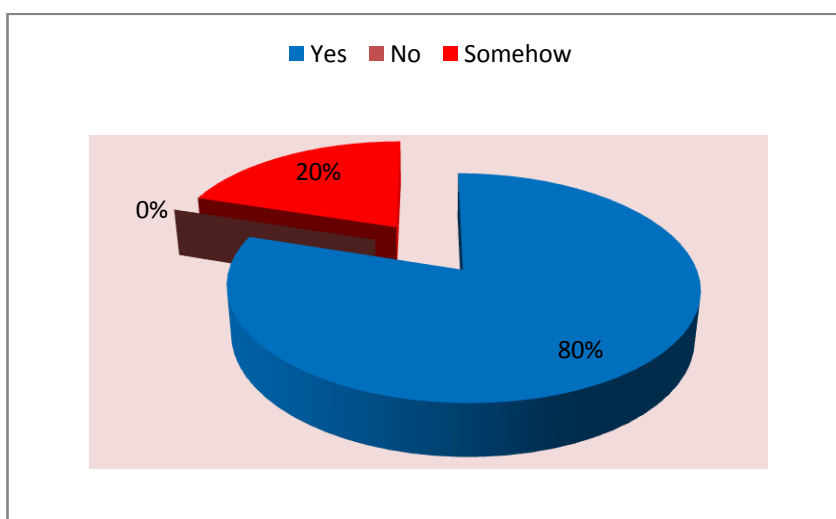
A high percentage of the teachers (60%) claimed that they always invite their student to interact with each others, while only (40%) who said “sometimes”.

**Q5: Do students enjoy this type of interaction (learners-learners interaction)?**

**Table 21: Student’s Enjoyment of Learner-Learner Interaction**

Options	Yes	No	Somehow	Total
N	3	0	2	5
%	80%	0%	20%	100%

**Figure20: Student’s Enjoyment of Learner-Learner Interaction**



Regarding teacher’s answers, about (80%) of them that learners really enjoy this type of interaction, however (20%) said “somehow”.

Teachers explained that learners enjoy the type of learner-learner interaction because:

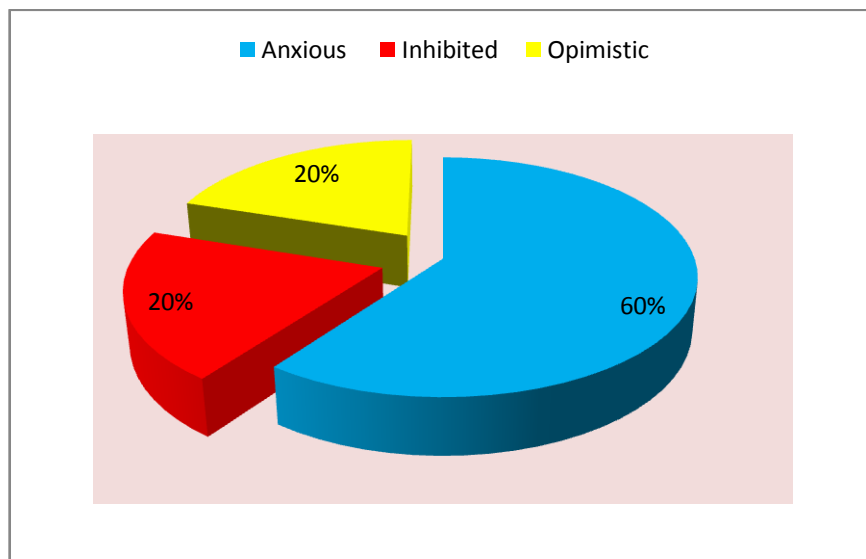
- It is a stress- free situation; students feel less inhibited
- It creates a funny, friendly and relaxing atmosphere
- It provide learners with self confidence and self-evaluation
- Learners always try to participate and take risks to use the language naturally.

**Q6: In oral expression session most of students feel?**

**Table22: Student’s Feeling in Oral Expression**

Option	Anxious	Inhibited	Optimistic	Total
N	3	1	1	5
%	60%	20%	20%	100%

**Figure21: Student’s Feeling in Oral Expression**



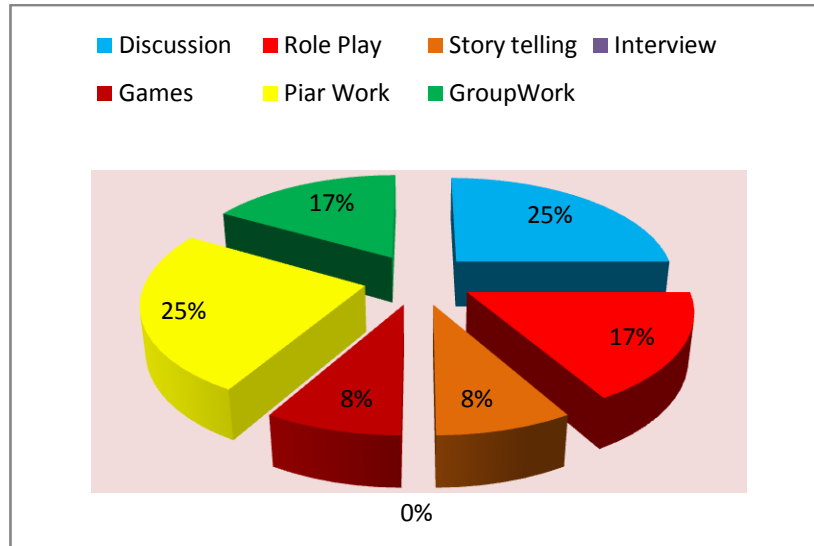
The graph reveals that (60%) of teachers claimed that their students were anxious in oral expression sessions, however (20%) said that they were inhibited. Only (20%) stated that their students feel optimistic in the oral classrooms.

**Q7: What are the speaking activities you focus on most you create a successful interaction?**

**Table23: Most Activities Used by Teachers**

Options	Discussion	Role Play	Story telling	Interviews	Games	Pair Work	Group Work	Total
N	3	2	1	0	1	3	3	5
%	25%	17%	8%	0%	8%	25%	17%	100%

**Figure 22: Most Activities Used by Teachers**



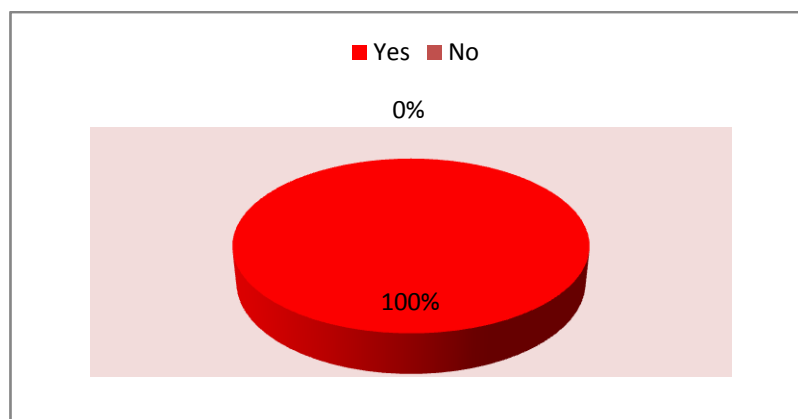
The table above illustrates that most of the teachers (17%-20%) focus on several activities which are (discussion, pair work, role play, Group work) to create meaning interaction. While others prefer (story-telling and games), but with small percentage (8%).

**Q8: Do you think that all these activities can reduce the level of anxiety among learners?**

**Table24: Teacher’s Opinions about Activities**

Option	Yes	No	Total
N	5	0	5
%	100%	0%	100%

**Figure23: Teacher’s Opinion about Activities**



We can notice in this graph that all the OE teachers agree that the speaking activities can reduce the level of language anxiety among learners.

**Justification**

Teachers who say “yes” explain that speaking activities are possible to reduce language anxiety among learners as follows:

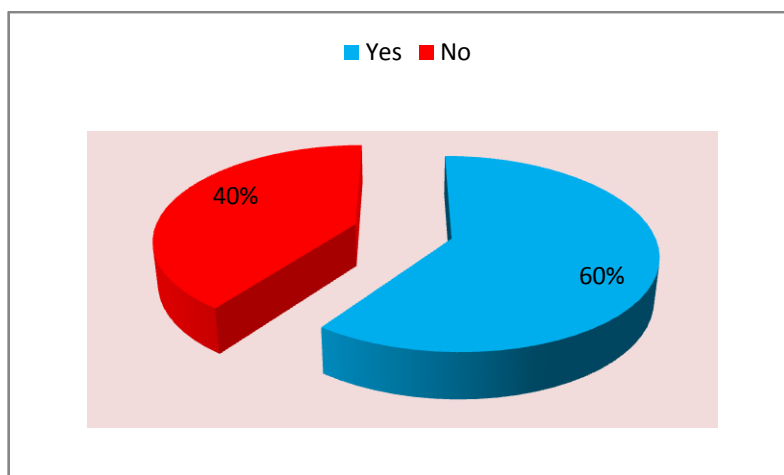
- Students engage in the activities by themselves because the topic is interesting.
- make them active in classrooms.
- perform presentations without fear and shyness.

**Q9: Is it possible to make students participate in the speaking activities?**

**Table25: The Possibility to Make Student Participate in Speaking Activities**

Options	Yes	No	Total
N	3	2	5
%	60%	40%	100%

**Figure 24: The Possibility to Make Students Participate in Speaking Activities**



(60%) of the teachers consider that it is possible to make students participate in the speaking activities, however, (40%) of teacher stated that it is impossible to do that.

### **Justification**

(3) Teachers among who said “yes” explain that is possible to make all the students participate n the classroom as follows:

- It depends on the topic
- I obliged the students to perform tasks individually
- This happen through the appropriate design of the tasks

(2) Teachers who stated “no” agree that:

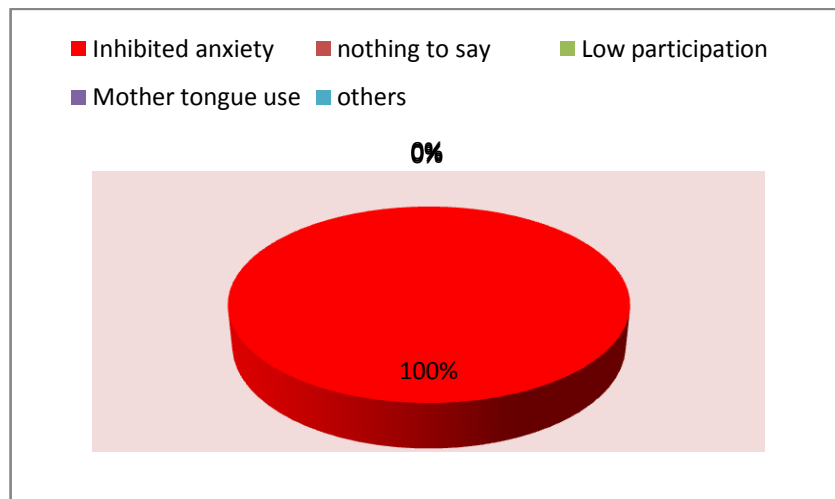
- The time and the number of students in the classroom prevent them from involving all the students in the interactive activities. In addition to the attitudes of some learners who are not talkative.

**Q10: What are the speaking problems students most face in oral expression?**

**Table 26: Student’s Most Speaking Problems**

<b>Options</b>	<b>Inhibited Shyness Stress Anxiety</b>	<b>Nothing to say about the topic</b>	<b>Low participation</b>	<b>Mother tongue use</b>	<b>Others</b>	<b>Total</b>
N	5	0	0	0	0	5
%	100%	0%	0%	0%	0%	100%

**Figure25: Student’s Most Speaking Problems**



The common shared ideas between the majorities of teachers (100%) are that students have the problems of inhibition because of shyness, anxiety, stress.

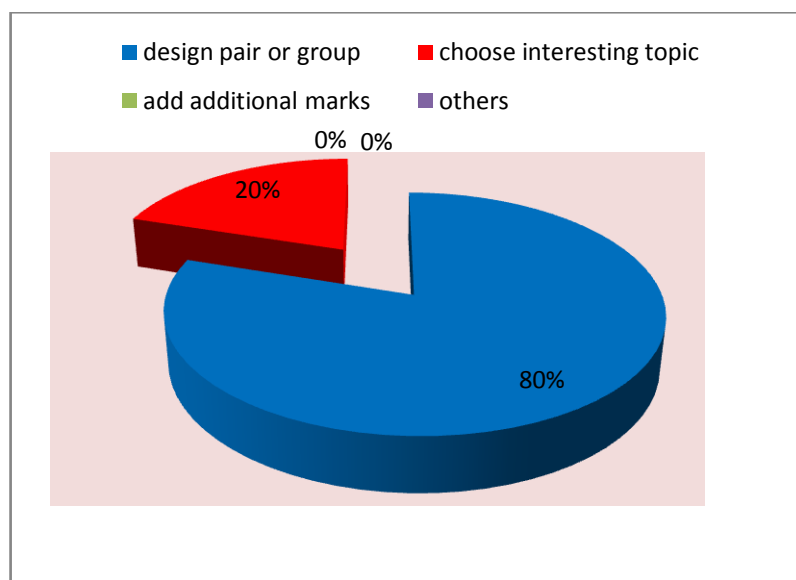


**Q11: What do you do to make silent students interact in the classroom?**

**Table27: Silent Students Interaction**

<b>Options</b>	<b>Design groups and pairs</b>	<b>Choose interesting topic</b>	<b>Add additional marks</b>	<b>Others</b>	<b>Total</b>
N	4	1	0	0	5
%	80%	20%	0%	0%	100%

**Figure 26: Silent Students Interaction**



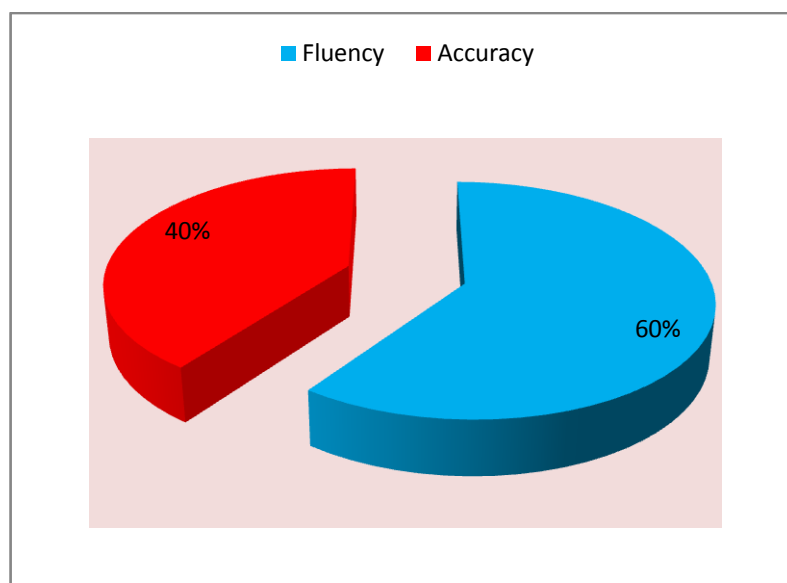
According to this graph we can notice that (80%) of teachers prefer to design pair and group works in oral sessions in order to let silent students interact with their friend to became talkative. While (1) teacher represent (20%) choose interesting topic.

**Q12: Which do you think is better in performing English speaking?**

**Table 28: Teacher's Focuses in Performing English Speaking**

<b>Options</b>	<b>Fluency</b>	<b>Accuracy</b>	<b>Total</b>
N	3	2	5
%	60%	40%	100%

**Figure 27: Teacher's Focuses in Performing English Speaking**



It is obvious from the table above that most of the teachers (60%) prefer fluency in performing English speaking, some others (40%) stated accuracy.

**Justification**

Those who had chosen fluency said that the most important thing is to communicate without pay attention to accuracy because in oral expression sessions learners concentrate more on the message rather than the form. And they considered also

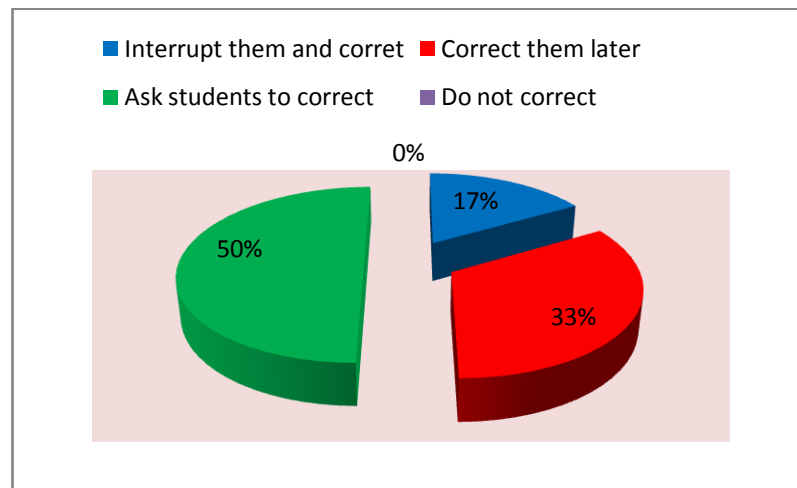
fluency as a primary in all learning stages, however, accuracy as a secondary and it is used more in a high level.

**Q13: If your students say something wrong during interaction, do you?**

**Table 29: Teacher’s Correction their Students Mistakes**

Options	Interrupt them to correct	Correct them later	Ask students to correct each other	Do not correct at all	Total
N	1	2	3	0	5
%	17%	33%	50%	0%	100%

**Figure 28: Teacher’s Correction their Students Mistakes**



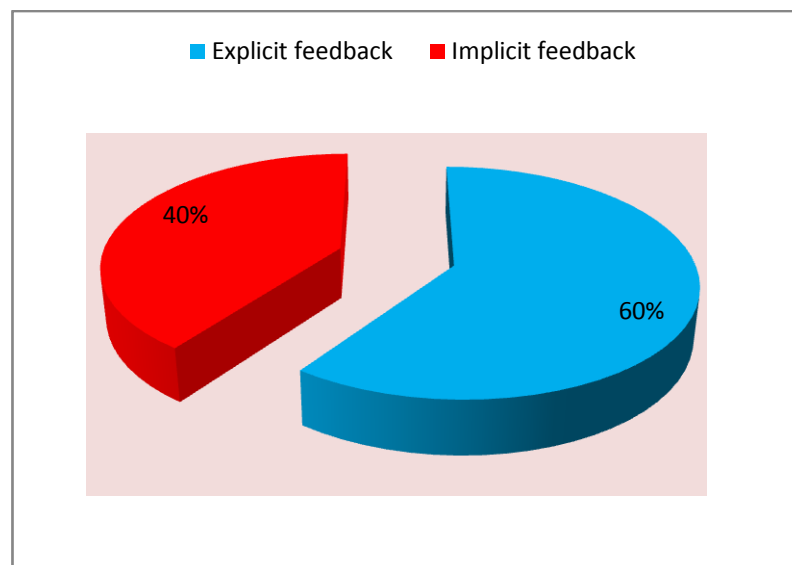
It is obvious from the table above that the most teachers (50%) prefer to ask students to correct each other. Some others (33%) correct them later.

**Q14: When you give corrective answer to your students, do you?**

**Table30: Type of Feedback Given by Teachers**

Option	Explicit feedback	Implicit feedback	Total
N	3	2	5
%	60%	40%	100%

**Figure29: Type of Feedback Given by Teachers**



(60%) of teachers prefer to give their students explicit feedback, i.e. telling the learners about the form of mistakes they have done. Only (40%) teachers stated that they give implicit feedback, that is to say, the teacher here reformulate what learners said correctly instead of mentioning the linguistic form of the mistakes and errors.

## 2.5 Interpretation of Teacher's Results

In background information, the teacher's responses reveal that the chosen sample contains more females (60%) than males (40%). This may be due to the fact that female are more interested in teaching the OE than male (Q1). Concerning Q2, most who responded to our questionnaire have MA( Master/ Magister) or PHD (Doctorate), this mainly means the module of OE has great importance. The results of (Q3) are interesting because three teachers have a long experience in teaching oral expression since they have spent from 9-11 years. So, their responses will be of great importance in comparison with that of the two teachers who have a short experience.

In classroom interaction (60%), of teachers classified themselves as average talking, and (40%) as talking this may be because they want to have their students talk and give them chances to use the language in classroom.

(80%) of teachers prefer the speaking skill rather than listening because with the speaking skill students interact with their classmates and enjoy the session. According to participation in the classroom the majority of teachers declared that (62%) of students were frequently participate in the oral session. In Q4 (60%) of teachers confirmed that they always invite their students to interact with each other. A high percentage (80%) confirmed that learners enjoy the type of interaction (learner-learner interaction), it is where the learners feel less inhibited, also it provides learner self confidence and self-evaluation, because (60%) of teachers stated that in oral expression the majority of learners are anxious and inhibited, for that teachers encourage to choose interesting activities to make silent students speak and involve in these activities, (25%) prefer to design pair work, group work, role play and discussion where the anxious learners were obliged to speak.

Concerning the speaking activities which create a successful interaction, here learners speak more freely through giving or receiving other's opinions. They can also

learn some of the speaking techniques of how to initiate, take turn, and interrupt. For that (100%) of teachers stated that all these speaking activities can reduce the level of anxiety.

(60%) of teachers confirm that it is possible to make all the students engage and participate in the classroom speaking activities, and this depends on the type of the activity, some of them obliged students to perform tasks individually to ensure that all of them will participate. However, (40%) of teachers it is possible to make all the students in the classroom because the time is not enough and some of learners who are not talking at all.

Most second language learners have some problems in OE. (100%) of teachers claim that students have the problems if inhibition because of shyness, anxiety and stress, and this may be due to the lack of the development of communicative skill and the feeling of their linguistic inferiority. (80%) of teachers prefer to design pair work and group work to the silent students in order to interact and engage with their classmates in different topics. (60%) of them focus on fluency rather than accuracy.

(50%) of teacher insists on correcting students speaking mistakes by each other, however (33%) correct later on, i.e. at the end of the session.

Giving explicit feedback is supported by(3) teacher representing (60%), this may be because learners should know the form of their linguistic errors or mistakes, rather than implicit feedback where teacher reformulate correctly what students incorrectly without calling student's attention to the form of errors.

## **2.6 Hypothesis testing**

The role of social variables in the achievement of EFL was identified with the help of the results obtained in the findings. Hypothesis have been either proved or disapproved.

- **The Hypothesis**

**If the teachers use supportive speaking activities and apply it in the classroom, then students will speak and perform well to reduce language anxiety.**

According to the teacher's results, which illustrate that the most of them answered positively toward using several speaking oral activities, it is really beneficial in the EFL classes. They prefer several activities like discussion (25%), pair work (25%) and group work (17%) and role play (17%). Since the majority of teachers say that these activities are effective, this proves that the learner when engage and apply these activities they can reduce their language anxiety, because all the teachers that present (100%) stated that all these speaking activities can alleviate the level of language anxiety among learners

At the end we can say that our hypothesis is proved according to the teacher's results.

## **Conclusion**

The present study reveals that both learners and teachers were focus on the personal information, preferred activities in the classroom to develop their speaking abilities. The research proved valid and valuable in dealing with the question. There are several activities and techniques used by teachers during the oral expression session in order to let students in engaged with others and can try new hypotheses about how English works and they increase the speed of their speaking and reduce their anxiety.

## Pedagogical Recommendation

In this respect, it can be said that the findings of the present research study point to some important pedagogical implication:

Firstly, for the students, they have to bear in minds that if they do not trust their abilities in speaking at the beginning of mastering EFL, they will certainly find difficulties. Thus the best way for overcoming their fears and shyness is to participate in the classroom either with their classmates or with their teachers.

Secondly, for the teacher, should encourage the students to take the risk when speaking English and occasionally discuss the importance of making mistakes with them. The teachers try to act as a communicator in classroom especially in dealing with audio-visual aids as pedagogical strategy for the development of speaking skill. Moreover, for having a good classroom discussion management, they try to engage all their students to talk not just few of them. This can be done through the following:

- In order to make silent students talk, you have to ask authentic question, i.e. the question that are appropriate to their level.
- Teachers should avoid constant correction (over- correction).
- Use eye contact progressively and strategically. This is for keeping student's interaction as well as providing important feedback to the teacher because if teachers make eye contact with all the students in class, they are more likely to stay involves and if they are not involved, they will realize it immediately.
- At the end of the lecture, the teacher should provide his students with the summary and a good feedback.

The last point, teacher should deal with all the student's levels, otherwise students whom have low level will be disappointed and remain silent.



Teachers often have anxious students in their classrooms; these students can have such intense anxiety that it can disrupt the entire classroom. Teachers would always rather see their students having a successful, meaningful and fun experience at school, for that there is simple steps can be taken to increase positive learning and to enable students to feel more in control and safe in their learning environment, then their language anxiety will be reduced.

- **Seating within the Classroom:** where the students most engaged in the class activities and least engaged with rowdy classmates.
- **Class Participation:** know the student's strengths with responding; do they do better with yes/no questions or with opinion questions.
- **Class Presentation:** can the students present to the teacher only or audio tape the presentation.
- **Assemblies/ Large Group Activities:** thoughtful seating selection for the anxious students is imperative to decrease anxiety.
- **Add Laughter to the Class:** Laughter is a good medicine; it tends to unplug stress in teacher and in his students, and gives the students a sense of togetherness with the sense of humor.
- **Build Self-Esteem in Students:** students who suffer from a low self-esteem will sometimes opt themselves out of even trying to learn in the classroom, so the teachers can try some activities that help to build a learner's self-esteem; such looking for ways that student can have leadership role in the classroom.

## **General Conclusion**

This research was conducted with the aim of determining the level of language anxiety among the EFL students. It also aimed at defining the activities that would be useful for alleviating language anxiety, as well as to derive some pedagogical implications from the obtained results. Speaking anxiety in a foreign language can be felt when we are expected to communicate with other people, when we are tested in speaking skill or simply when we have to speak in front of our peers. Language anxiety can produce negative consequences such as lower grade and communication avoidance. That is why our research aim, was to investigate the causes of language anxiety with EFL students, the factors that can influence it and, particularly, the way in which it can be alleviate or to be overcome it.

This study has been divided into three chapters: the first one is about general introduction which gives some background about the topic, the second chapters is divided into two sections the first part is about language anxiety, and its principal causes. The second part is about speaking activities and the most important strategies the teachers apply it in the oral sessions in order to reduce language anxiety. The third chapter in concerned with the practical part that is the analysis of the collected data by means of the teacher's and the student's questionnaire.

The present study showed that the second year students at the department of English at Mohammed Kheider University of Biskra expressed a lower anxiety level. The low overall anxiety level also suggests that the Communicative language activities have given results. The main principles of the Communicative approach are precisely the propagation of the usage of L2, which leads to the students' becoming more fluent and less

apprehensive. Further, this approach suggests that only major and repeated mistakes should be corrected, which makes students more relaxed while communicating in L2.

The two questionnaires designed to both teachers and students that we investigated language anxiety in an EFL context and reached some findings. The results gathered in this study confirmed that speaking activities is a challenging skill that most of the students find difficulties when dealing with. They have also shown that the use of speaking activities is effective and can reduce the students' level of anxiety.

To sum up, what has been gained from this research is an insight into the level of language anxiety among University students in Biskra as well as into the best ways to alleviate it, with some useful pedagogical implications. This problem has proved to be fertile ground for further research, as well, with the hope that the obtained results will inspire other teachers to try to detect their students' anxiety and try to help them reduce it.

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# *Appendixes*

## Appendix one: Student's questionnaire

### Dear students

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It is not test, so there is no "right" or "wrong" answer and you don't evaluate to write your name on it. We direct this questionnaire in order to investigate the foreign language anxiety. We would be very grateful if you could help us in accomplishing our research in feeling the questionnaire.

### Section One: English background

1. Gender
  - a. Male
  - b. female
  
2. Before you study it at university level, did you think that...?
  - a. Learning English would be easier?
  - b. Learning English would be more difficult?

### Section Two: related to the foreign language classroom anxiety scale

Fill in the boxes with: 1.2.3.4.5 which stands for:

1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree.

1. It frightens me when I don't understand what the teacher saying in English
2. I keep thinking that the other students are better at English than I am
3. I tremble when I know that I'm going to be called in an English class
4. I get upset when I don't understand what the teacher is correcting
5. I start to panic when I have to speak without preparation in language class
6. I worry about the consequences to failing in my English class
7. When I'm in my way to English class, I feel very relaxed
8. The more I study for an English test, the more confused I get
9. I would probably feel comfortable around native speakers of English
10. I feel confident when I speak in English class

### Section three: participation in classroom

1. Which of the four skills is stressful to you?
  - a. Listening
  - b. Writing

- c. Speaking
- d. Reading

2. Would you be troubled by the feeling of incapability, if you answer orally?

- a. Yes
- b. No
- c. Sometimes

3. When you speak and in case of error, do you want to be corrected?

- a. Immediately, in front of every one
- b. Later, at the end of the activity or the course, in front of everyone
- c. Later, in private
- d. Not to be corrected at all

4. Do you avoid participation in the classroom because of?

- a. Your difficulty in the oral skill
- b. Your doubt about you answer as well as your abilities
- c. Your carelessness and lack of interest
- d. Your fear of the other's thought

5. In case some students laugh at you when you make mistakes, do you feel?

- a. Foolish, discouraged
- b. Worried, inferior, incapable
- c. Indifferent, careless

6. When the teacher tested you orally, do you feel?

- a. Disturbed and inhibited
- b. Anxious about the results
- c. Optimistic and sure about your abilities

Justify your answer

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

7. In class, do you like learning?

- a. Individually
- b. In pairs
- c. In small group
- d. In large group

Justify you answer

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

8. In practicing speaking, which activity do you prefer in oral expression session?

- a. Discussion
- b. Role play
- c. Story telling
- d. Interview
- e. Games
- f. Debate

9. Do you practice English outside the classroom?

- a. Yes
- b. No

10. Is your teacher authoritative?

- a. Yes
- b. No

11. To what extent do classroom activities reduce your language anxiety?

Explain and give suggestions

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**Thank you**

## Appendix two: Teacher's questionnaire

**Dear teachers,**

This questionnaire is devised to collect information about the role of classroom speaking activities in reducing language anxiety among EFL learners. We would be very grateful if you could answer these questions to help us in our research for the master degree in language science. Please use a cross (x) to indicate your chosen answer and specify our option when needed.

### Section one: background information

1. Your gender:
  - a) Female
  - b) Male
2. Degree(s) held:
  - a) License
  - b) Master / Magister
  - c) Doctorate
3. How many years have you been teaching oral expression?  
.....

### Section two: classroom activities and teaching speaking

1. In the classroom, are you?
  - a) Talking
  - b) Average talking
  - c) Less talking
2. Which of the following oral skills you think should be given much importance?
  - a) Speaking
  - b) Listening
  - c) Both
3. Do your students participate in Oral Expression session?
  - a) Frequently
  - b) Sometimes
  - c) Rarely
  - d) Never

Why.....  
.....  
.....

4. How often do you engage your students to interact with each other?

a) Always

b) Sometimes

c) Never

5. Do students enjoy this type of interaction (learner-learner interaction )?

a) Yes

b) No

c) Somehow

Please explain

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.....  
.....

6. In Oral Expression session most of students feel?

a) Anxious

b) Disturbed

c) Optimistic

7. What are the speaking activities you focus on most to create a successful interaction?

a) Discussion

b) Role play

c) Story telling

d) Interviews

e) Games

f) Pair work

g) Group work

8. Do you think that all these activities can reduce the level of anxiety among learners?

a) Yes

b) No

Please justify your answer

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9. Is it possible to make all the students participate in the speaking activities?

a) Yes

b) No

Please explain



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10. What is the speaking problems students most face in Oral Expression?

- a) Inhibition because of shyness, anxiety and stress
- b) Nothing to say about the chosen topic
- c) Low participation
- d) Mother tongue use
- e) Other problems

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11. What do you do to make silent student interact in the classroom?

- a) Design groups and pairs
- b) Choose interesting topics
- c) Add additional marks
- d) Use other means

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12. Which do you think is better in performing English speaking?

- a) Fluency
- b) Accuracy

Justify your answer

Why

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.....  
.....

13. If your students say something wrong during interaction, do you?

- a) Interrupt them to correct them
- b) Correct them later
- c) Ask students to correct each other
- d) Do not correct at all

14. When you give corrective answer to your students, do you?

- a) Tell them about their mistakes (explicit feedback)
- b) Reformulate what they said correctly (implicit feedback)

**Thank you**