People's Democratic Republic of Algeria
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The Impact of the Learning Anxiety on EFL Learners'Speaking Skill

Case study: first year LMD students of English at Mohamed Khider University- BISKRA.

A Dissertation Submitted to the Department of Foreign Language as A partial fulfillment for the requirement of Masters' Degree in English Language: Sciences of Language

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May 2016

Dedication

To the light of my life; my precious parents

To my dear brothers: Lotfi, farouk, and younes

To my lovely sister; safa

To all my friends

I dedicate this work

Acknowledgements

I would like to express my sincere gratitude to my supervisor Dr.Meddour Mostefa   for his

Uncountableguidance, support, help and patience.

To the jury members: Mr.Slimani Said and Mrs.Aichaoui Theldja for their time, valuable

comments and precious remarks.

My appreciations go to the teachers I made with whom the classroom observation, for their

help and facilitating role. I would like to extend my thanks to all the students of First year for

their help and seriousness in completing the questionnaire.

Finally, I would like to thank all the people who helped me in one way or another to finish

this work.

Abstract

learning anxiety is the most prominent problem among EFL learners. The present study aims to explore its impact on the learners' speaking skill and, it also aims to discover the sources that cause this phenomenon and some strategies to cope with it. This qualitative study relies on two tools of collecting data: a questionnairethat was addressed to fifty seven first year LMD students of Biskra university, and a classroom observation that was conducted with five groups of First year students during the academic year 2015-2016. The results revealed that most of English learners suffer from anxiety especially in speaking skill. In addition, there are many sources of learning anxiety such as: communication apprehension, test anxiety and fear of negative evaluation which affect their learning process which lead to a low performance. The results obtained from the questionnaire and the classroom observation confirm the hypothesis set for this research that is if learners cope with their anxiety they will enhance their speaking skill. Then, a set of recommendations revealed for students, teachers, and administration. For students, they try to cope with their anxiety and fears and to try to work in pairs or groups to be more confident. Then, for teachers, they can help their students in reducing their anxiety through using innovative practices such as using ICTs (Information and Computer Technology). Finally, for the administration, it is supposed to create a comfortable and relaxed environment for both learners and teachers.

List of abbreviations and acronyms

EFL: English as a foreign Language

LMD: License/ Master / Doctorate

ICT: Information and Computer Technology

L2: Second Language

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الملخص

General introduction

Recently, many researchers (Chastain 1998, Word2003, konodo 2004, Casado and Dereshiswsky 2004, Horwitz and Gregersen 2005) have been involved in the field of educational psychology to investigate the main difficulties that may face EFL learners. One of the major difficulties that face EFL learners is the existence of anxiety which obstructs the learning skills in EFL classes. Anxious students may have difficulty in learning, difficulty in using knowledge and difficulty in expressing themselves. Anxiety makes language learners nervous and afraid which may lead to poor speaking skill. In Algeria, the goal of most of EFL learners is to communicate in the target language. However, they are in a non-English environment where it is hard to realize it because the only place that offers them the chance to practice the language is inside the classroom and particularly in the oral classes.

Most of EFL learners have a genuine fear from speaking English because they think that they must sound as natives. It is noticed that most of EFL learners suffer from anxiety especially in the oral classes, so teachers should help their learners to express themselves and encourage them to talk and avoid evaluating and correcting them directly. Teachers should inform their learners that making errors are part of the learning process and mistakes are opportunities to learn from them as Bassett (1985) said" mistakes are opportunities for growth nothing more», because making mistakes helps them in developing their skills.

Learning anxiety becomes a serious problem that has a strong relation with the speaking skill. This study attempts to shows the powerful impact of anxiety on the learners' speaking skill .The results obtained from the questionnaire and the classroom observation has revealed that learning anxiety affects the speaking skill and shows that anxiety prevents the learning process.

1. Statement of the problem

Speaking English language is one of the main goals of EFL learners; however, they encounter a very common problem which is anxiety. According to Worde (1998), more than half of foreign language learners experience some degree of anxiety. My experience as an EFL learner at Biskra University showed that in oral expression courses the majority of students feel anxious and worried to speak fluently and accurately. I also noticed that some students hesitate in performing role plays. Anxiety can be debilitating factor that prevents learners from showing their potentials and capacities. Learners who feel anxious in their foreign language learning may find their study less enjoyable,(Gregerson and Horwitz 2005), which will have a negative impact on their performance. This research studies the impact and the effect of the learning anxiety on the students' speaking skill, and analyzes the problems that cause anxiety to find some solutions to cope with it.

2. Significance of the study

This study is very important for both teachers and learners. Understanding the causes of anxiety and investigating how to decrease anxiety that improve learners' performance. This study seeks to help EFL teachers to understand anxiety from the perspectives of learners. It may serve as a guide for teachers to encourage learners to interact more freely in the class and get involved in the tasks given; moreover, it aims to help learners to express their ideas and feel more comfortable inside the classroom. In this present study ,an attention is given to positive aspects of anxiety that may help teachers and learners to facilitate learning and performance and to improve awareness and lead to change.

3. Objectives of the study

The aim of this study is to shed some light on the effects of Anxiety on students' speaking skill, and to investigate the way EFL learners experience anxiety. It also aims to find out the factors that cause anxiety in order to help EFL learners enhance their speaking skill and cope with their anxiety. It also shows how anxiety can be demonstrated psychologically and physically.

4. Research questions

This study intends to find relevant answers to the following questions:

-What are the major causes and effects of anxiety?

-How do student often cope with their anxiety to have relaxed feeling?

-How can teachers encourage learners to minimize anxiety levels?

5. Hypotheses

Since there is a potential link between anxiety and speaking skill the present research sets the following hypothesis to confirm or reject this relation : if learners cope with their anxiety, they will enhance their speaking skill.

6.Methodology

The Scope of this study requires using the **qualitative** method as a research design to gather data. The qualitative method offers adequate information and leads to a deeper insight into the phenomenon under study. To support the choice of **qualitative** method, Flick (2009) views that Qualitative method is the most effective to investigate the participant's perspectives and viewpoints on a particular topic.

7. Population and sampling

Fifty seven of first year EFL learners at Biskra University will be chosen as a sample of this study due to the fact that they learn English at the tertiary level for the first time so their reaction will be genuine.

8. Research tool

This study opted for two chief research tools: questionnaire and classroom observation.

-Giving questionnaire for the students to reach large numbers of students more easily, as you can leave them to fill in the questionnaire and send it back to you.

-Classroom observation is used to observe closely the situation and to see if teachers are aware of how they behave in the classroom and of the needs of students in their classroom. It also allows the research to observe the different sources that generate anxiety among learners.

9. Limitations of the study

This study is concerned only with first year oral expression courses and it cannot be generalized to other courses or levels.

10. The structure of the study

The present dissertation consists of two main parts; the theoretical part and the practical part. On the one hand, the theoretical part which constitutes the literature review of the study includes two chapters. The first chapter is devoted to learning anxiety its definition, types, symptoms, sources, and its impact on learners, in addition to some strategies for coping with it. However, the second chapter is concerned with the speaking skill, its definitions, types, importance, learners' difficulties and some of its activities that can be practiced inside the classroom .On the other hand, the practical part contains just

one chapter that is chapter three. This third chapter is devoted to the analysis of the classroom observation and the learners' questionnaire with some pedagogical implications for students, teachers, and the administrations in order to be more aware of impact of learning anxiety and the importance of coping with it to improve the speaking skill inside the classroom.

Introduction:

Anxiety is an effective variable which makes an obstacle for learners to be successful in the foreign language speaking. Anxious learners are afraid of being laughed by the surroundings when engaged in conversations and discussions. Foreign language anxiety is considered by many researchers, teachers, and learners as the most important effective factor influencing foreign language learning. For example, Oxford Dictionary (2015)states that "Anxiety is quite possibly the affective factor that most perversely obstructs the learning process". Foreign language anxiety can have a negative effect in foreign language learning, and it can be considered as one of the factors that controls students" success in the foreign language. In this chapter, we are mainly intended to discuss anxiety from different aspects. It starts with the definition of the term anxiety which is a very common phenomena within foreign language learners. This chapter deals also with the types or kinds of anxiety by describing each one of them. Then the symptoms and sources of anxiety will be mentioned. Going deeper, the chapter discusses the impact of anxiety on learners and mentions some strategies to cope with this phenomena.

1.1. Definition of Anxiety

Most of EFL learners experience the feeling of anxiety in the language learning process, but the degree and severity of this feeling differ from one learner to another. Many definitions have been suggested to identify the meaning of language anxiety .

The online etymology dictionary(2015) defined anxiety as a noun that existed from the 1520's, derived from the Latin word anxietatem (nominative anxietas) which mean to" choke". MeriamWebsters Dictionary (2015)defined anxiety as: a fear or nervousness about what might happen. The Longman dictionary described anxiety as an effect variable categorized under the "constantly fluctuating states" (p. 16). Spielberger (1983) defined anxiety as: The subjective feelings of tension, apprehension, nervousness, and worry

associated with an arousal of the automatic nervous system. Horwitz view anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning process. According to Gardner and Macintyre (1993), language anxiety is the fear or apprehension occurring when a learner expected to perform in the second or foreign language. Anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learningarising from the uniqueness of the (foreign) language learning process" (Horwitz et al., 1986).From the above definitions,it is obvious that anxiety is a kind of an unpleasant emotional statecharacterized by a particular state of mind, referred to as uneasiness which is perhapsthe main characteristic which distinguishes anxiety from fear.

1.2. Types of Anxiety

According to McIntyre and Gardner (1991) there are three types of anxiety: trait anxiety, state anxiety and situation specific anxiety.

1.2.1 Trait Anxiety

A person who has trait anxiety is likely to become anxious in different situations or events. It is «an individual's likelihood of becoming anxious in any situation" (Spielberger, 1983, cited in MacIntyre & Gardner, 1991, p. 87). Trait anxiety is a part of a persons' character and it is permanent and difficult. Through the examination of Australian students attending high school and university, it has been found that Trait Anxiety reflects the stable tendency of the person to respond with nervousness in any threatening situation. Subsequent studies (Young, 1990;MacIntyre & Gardner, 1991b) have confirmed such conceptualization of trait anxietySpielberger (1983)states that "Trait anxiety may be defined as an individual's likelihood of becoming anxious in any situation." adopting also avoidance behaviours (Eysenck 1979 in MacIntyre & Gardner, 1991b: 87). MacIntyre &

Gardner (1991b: 87) describe this feeling as "general personality trait that is relevant across several situations".

1.2.2 State Anxiety:

State or situational Anxiety as the name implies, arises in a particular situation and it is not permanent .It occurs because the learners are exposed to a particular situation that is stressful for them .For example ,there are some learners who feel anxious if they are called by the teacher to speak in the classroom. Spielberger (1966) defined state anxiety as: a transitory state or condition of the organism that varies in tendensity and fluctuates over time.Spielbgers (1983) gives as an example of state anxiety, the apprehension experienced before taking examination, and he claimed that state anxiety is "apprehension experienced at a particular moment in time" (MacInyre & Gardner, 1991b, p. 90).State Anxiety is a sense of uneasiness that may be experienced at a particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger, 1983).People with a high level of Trait Anxiety (i.e. people who are anxious in general) are usually likely to get an increase of State Anxiety.

1.2.3 Situation-Specific Anxiety:

This kind of anxiety is aroused by a specific type of situation or event such as public speaking, examination or class participation.Spielberger (1983) defined this type of anxiety as "a personal predisposition or tendency to become anxious in one type of situation" (Tóth, 2010, p. 8).Situation-specific anxiety can also be defined as "The probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety)" (MacIntyre and Gardner 2).Situation Specific Anxiety(Tobias, 1986; Young, 1991; Aida, 1994; Bailey & Nunan, 1996), originated from

the occurrence of well-defined circumstances. "Studying anxiety means studying the interaction of the person in the situation

producing that anxiety." (Endler, 1980): for some persons, for example, sitting written examinations may be a stressful activity (Cheng, et al., 1999). For others, however, speaking in front of their peers in the classroom may cause a high level of anxiety (Price, 1991; Phillips, 1992).

In 1999, Oxford added new types of anxiety: facilitating and debilitating anxiety that characterize the negative and positive types of anxiety.

1.2.4 Facilitating anxiety

Generally, most people have such idea that anxiety is not a good thing in the learning process because it harms the learners' performance. Some researchers reported that anxiety is a helpful and facilitating factor: (wilson 40).

"Anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety –producing situation. A lack of anxiety may result in an "I don't care" attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however, are beneficial, they supply motivation and added energy and increases one's ability to focus on the task at hand"

Facilitating anxiety is a kind of anxiety that helps learners to improve learning and performance; it is a way to improve one's level and to increase motivation within students to study harder. Facilitating anxiety "motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approach behavior" (Scovel, 1991, cited in Tanveer, 2007). According to Scovel (1978) facilitating-anxiety keeps the learner motivated and

"fight" the new information and pushing them to make more efforts to reduce the negative impact of anxiety. (Scovel 1978, cited in Ellis1994:482). Facilitating anxiety is described as the positive force which may lead the student to become even more motivated for language learning. In this case, the subject deals with the task in a more rational way. Alpert & Haber (1960) wrote an important paper in which the key point was the **"**description of a new achievement-anxiety scale which has been devised to indicate not only the presence of or absence of anxiety, but whether the anxiety facilitates or debilitates test performance" (Alpert& Haber, 1960)

1.**2.5 Debilitating Anxiety**

Debilitating anxiety is a negative type that makes learners unwilling to speak in classroom or in public situations. Debilitating- anxiety, has a negative impact on the student's motivation and his preparation before and during exams, like waiting until the last minute to revise and prepare for a big test or exam, feeling more anxious and unprepared or arriving at a test late and having to answer all of the questions in time. (Alpert and Haber, 1960) Dorney. (2005) concluded that anxiety does not only hinder achievement, but in some cases improves and develops it. Debilitating anxietymotivates the learner to withdraw from the language task and leads him to adopt avoidance behaviors (Alpert & Haber, 1960; Scovel, 1978). According to Horwitz et al. (1986), highly anxious students avoid conveying complex messages in the foreign language, or take more time to learn vocabulary items (MacIntyre & Gardner, 1989). In addition, though anxious students tend to over study, their course grades often do not reflect that effort (Price, 1991). The present research will focus only on debilitating anxiety

.1.3. Sources of Anxiety

Language anxiety is attributed by different causes. According to Horwitz et al (1986) the primary sources of language anxiety are: communication apprehension, fear of negative evaluation, and test anxiety.

.1.3.1 Communication Apprehension:

Communication apprehension has a great influence on students' communication competence. Horwitz et al (1986) defined communication apprehension as "a type of shyness characterized by fear of or anxiety about communicating with people"

Learners who have difficulty and feel uncomfortable in speaking in front of others due to their limited knowledge of the language are likely to be less able to learn a second language and develop their communicative skill .MacCrosky(1987) believed that communicative apprehension is type of anxiety experienced in interpersonal settings.

Manifestations of communication apprehension have been reported by Foss & Reitzel and Lucas (in Aida, 1994: 157), giving support to the idea that "people experience anxiety and reluctance in communicating with other people or in expressing themselves in a foreign language in which they do not have a full competence" (Aida 1994: 157). Difficulties in speaking in groups or in pairs, in or out of the classroom are all "manifestations of communication apprehension" (Horwitz et al., 1986: 127).

Very anxious students are more likely to avoid the foreign language class or to withdraw from courses with several communication demands (Ely, 1986; Phillips, 1992). They prefer "mass-lecture" (Daly et al., 1997a: 40) classes over smaller classes in order to be able to hide themselves in the back rows and to avoid any possible involvements in those class activities which may put the students "on the spot" in front of their peers.Through studies, communication apprehension has been defined by different terms such as, shyness (Buss 1984

in Daly et al., 1997a), reticence (Tsui, 1996), and social anxiety(Schlenker & Leary, 1982). In a study carried out by Schlenker & Leary (1982) it has been claimed that "social anxiety occurs when people are motivated to create a desired impression on an audience but doubt they will do so" for some reason. This might be due to lack of knowledge about certain subjects, or, referring to the foreign language, to the low level of certain skills: the lexicon, pronunciation, or grammar, for example. In the foreign language classes, apprehensive students are unwilling to talk in front of the others and they tend to wait until the end of the lecture to ask a question, not raising their hand, and hoping that somebody else asks the question (Daly et al., 1997a). The same students may also engage in modes of behavior that tend to vary the speed of speech when in front of others, compared to when there is no audience (Paivio1965 in Daly et al., 1997a).

1.3.2 Test-Anxiety

This type of anxiety could be defined as a fear from failing in test. Horwitz and Young (1991) reported that this type of anxiety concern apprehension towards academic evaluation which is based on a fear of failure. According to Sarason (1984) test anxiety is "the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation". Test anxiety have been outlined by McKeachie et al.(1955) , Horwitz et al. (1986): these could be, for instance, the high expectations or motivation of some students for achieving a good grade in the course. In a test situation the student inevitably encounters difficulties and demanding obstacles which may increase his tension. Thus the student may become frustrated rather than rational towards the task. Even the manner in which students perceive their L2 teacher is worthy of attention: "student's anxiety in the testing situation derives from his helplessness in relation to the instructor's power" (McKeachie et al., 1955: 97). The anxiety experienced in test situations has also been related to the more general

anxiety felt on other occasions (Gordon & Sarason, 1955), being described as a personality trait rather than as a feeling due to the specific situation.

Since one of the roles of the teacher is augmenting students' L2 skills, by assigning a low grade, the instructor can preclude the learner from achieving important aims, such as the prestige of college graduation or admission to certain universities. For this reason, it is relevant that the student perceives the instructor as a person whose role is not punitive but helpful as the learning process is concerned. Horwitz et al. (1986) report that anxiety is provoked when the teacher corrects students' errors in a non-supportive way.

1.3.3 Fear of Negative Evaluation

It is the students' fear from being evaluating negatively by their colleagues and the teacher. It is the feeling of fear from having others laugh or evaluate their language ability. Watson and Friend (1969) defined fear of negative evaluation as "apprehension about others evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively" (Collins et al., 2005). In 1986, Horwitz et al. claimed that this kind of fear comes from the negative evaluation and judgment that the learner may perceive in the classroom from his teacher or classmates. Weeks et al. (2005, as cited in Pitarch, 2010) claimed that fear of negative evaluation is the student's illogical ideas about the teacher or classmates' negative judgment.

1.4. Symptoms of Anxiety

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Peters Mayer, Diane (2008, p. 4-5) classified three types of anxiety symptoms that an individual feel when face a threat.

1.4.1 Physiological symptom

- ➢ Intense rush of adrenaline and other stress hormones
- ➢ Shaky limbs and trembling
- ➢ Body and muscle tension
- ➢ Nausea, diarrhea and/or vomiting
- ➢ Pounding heartbeat, heart palpitations, and sweating
- ➢ Dry mouth
- ➢ Headache
- ➢ Fatigue, eating ,and sleeping problems

1.4.2 Psychological symptoms

- ➢ Nervousness
- ➢ Inability to concentrate
- ➢ Feeling of panic ,fear, and uneasiness
- ➢ Anger and shame
- ➢ Loss of concentration
- ➢ Feeling overwhelmed
- ➢ Feeling out of control
- ➢ Hopefulness

1.4.3 Behavioral symptoms

- ➢ Inability to sleep
- ➢ Refusal of going to school
- ➢ Avoidance of social situations and certain people

➢ Acting out behavior such as angry outbursts and tantrums

➢ Crying

In the case of learning anxiety the most common symptoms are all the psychological and the behavioral symptoms in addition to very common physical symptoms which are pounding heartbeat, heart palpitations, and sweating

1.5. The impact of anxiety on learners

Anxiety has a very negative impact on the learners' academic performance .MacIntry and Gardner (1991) suggest that anxiety causes many potential problems for the EFL students because it can interfere with'' the acquisition, retention and the production of the new language ''. Goshi (2005) reports that there is a negative relationship between language anxiety and achievement so that the higher is anxiety the lower is performance. Krashen (1985) agree that anxiety is an obstacle that impedes and hinders the learners' progress, performance, and proficiency.Anxiety stands as one of the main influential factors for effective language learning(Brown, 2007).Anxious students have been shown to be less likely to volunteer to answer in the class and to be hesitant in expressing their ideas in the target language.

1.6. Strategies for coping with anxiety

Both teachers and learners can play major role in coping with anxiety and reducing it. Teacher can help his students by employing some techniques such as pair or group work and to involve them in oral tasks without evaluating them. Also, he can decrease his learners' anxiety by motivating them.

1.6.1 Motivation:

Motivation is a very important factor to reduce anxiety. It can be defined as a desire to achieve something and it is known as the willingness to achieve a specific goal. It is one of

the important keys to success and to obtain a greater result and achievement and considered as one of the main factors that influence foreign language learning process. Scheidecker and Freeman (1999) believe that: "motivation is, without question, the most complex and challenging issue facing teachers today". So the lack of motivation is caused by the uninspired teachers who do not show the purposes behind the program, and the teachers' discouragement of learners towards the English language, as well as teachers' low performance in classrooms.

1.6.2 Types of Motivation

There are two types of motivation intrinsic and extrinsic. Intrinsic motivation is the inner energy that pushes towards doing something because is enjoyable such as learning a foreign language while the extrinsic motivation is all the external factors that give you the desire to learn a foreign language such as reward from the teacher, parents support ,and effective syllabus.

The lack of motivation, whether extrinsic or intrinsic may the learner frustrated and anxious to learn the language .The lack of extrinsic motivation may appear in the case of the sever evaluation and correction by the teacher and in laughing at his mistakes by the his classmates which may make him anxious in speaking. On the other hand the intrinsic motivation may occur when the student has no desire to learn because of his negative perspective on the language.

1.6.3 Group work

A group work is a classroom situation where learners are working in smaller units or groups. According to the Collins online dictionary group work is teaching or learning in a group setting with the aim of developing students individually through group cooperation. Group work is one of the effective strategies that help in reducing anxiety ,because usually in the each classroom ,we have different levels of learners so, they will complet each other .

According to Johnson (2005), cooperative learning is a classroom strategy in which small groups consisting mixed-level students, use various learning tasks to learn a subject matter. Also the group work help to increase the learners talk inside the classroom instead of the dominance of the teacher as (Mackay & Tom, 1999) says it reduces the dominance of the teachers'' talk over the class. In addition, it increases the opportunities for students to practice and to use new features of the target language.

Students also can help themselves to reduce their anxiety to be more successful in their learning process by following some strategies such as: preparation and self-esteem.

1.6.4 Preparation

According to Merriam-webster dictionary preparation is the action or process of making something ready for use or service or of getting ready for some occasion, test, or duty. Students must get enough preparation for each session to be actively involved in the tasks, giving and to increase their confidence and speak freely in the class. Preparation at home help students to avoid frustrations and unpleasant surprises, stay on track and achieve their objectives.

1.6.5 Self-esteem:

It is defined as how much a person likes himself and how he feels about it.According to Coopersmith (1967): "self-esteem is a personal judgment of Worthiness that is expressed in the attitudes that individuals hold towards themselves".Self-esteem tasks relate to the learners own assessments in particular situations, such as: speaking.Self-esteem considered an important element in the learning process because their absences make the learners mistrusting their abilities. Brown (2007) suggests that:

Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that ne successful cognitive or effective activity can be carried out without

some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy belief in your own capacities to successfully perform that activity.

So some degree of self esteem is very important and helpful to do any activity, and the learners must believe in their capacities and knowledge in order to reduce their anxiety.

Conclusion:

EFL learners and teachers should be aware of language anxiety as a concept, and as a negative factor that impede the learning process especially in the speaking skill. they should also realize that language learning is a potentially stressful process for some learners. Anxiety is clearly an issue in language learning and has a debilitating effect on speaking English to some students. So it is important that teachers are sensitive to this in classroom interactions and provide help to minimize second language anxiety.

Introduction

Since speaking English seems to be the most challenging aspect of EFL learners, this chapter starts with the definition of speaking skill, then it deals with its types and importance. Later, it shows the speaking difficulties in foreign language learning and describes the relationship between anxiety and speaking skill. Finally it deals with the effects of speaking anxiety on learners' speaking performance.

2.1. Definitions of speaking skill

Speaking skill has different meanings according to each author's point of view. According to Bygate (1987), the termspeaking skillinvolves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other, therefore, speaking is regarded as one of the most important skill that learners require in order to be able to communicate fluently in the classroom situation.Littlewoods, (1981) sees speaking as "an important part of the curriculum in language teaching, and this makes them important object of assessment as well".

According to Cora and knight, (2000), speaking is an act of performing and producing the oral language to convey a message in different situations and in appropriate contexts. In order to be able to communicate with other speakers, responding to someone else, knowing how to deal with different events, so speaking is a productive skill for putting all elements of language together to perform or construct the intended message. The spoken language includes some characteristics that differentiate it from the other skills as the tone of voice,

stress, intonation, speed of speech, besides the gestures and facial expression of the speaker that they can use with repetitions and pauses.

In addition to the previous definitions, Hedge (2000) considers speaking as "a skill by which they (people) are judged while first impressions are being formed." This means that speaking is an important skill because it is given more attention in both first and second language and because it reflects people's thoughts and opinions. Moreover, according to Ur (2004) the speaker must be aware with vocabulary, grammar, and pronunciation at the same time. Also, the learner must be a good listener because when they say something they respond for something else. In addition to enhance their speaking skill, students do not only learn how to speak but they should be aware of how to use this language in a given speech community.

2.2. Types of speaking skill

According to Brown(2000 P271-272),there are six types of speaking:Imitative Speaking; Intensive Speaking, Responsive Speaking,Interpersonal Speaking, and transactional speaking.

2.2.1Imitative Speaking

Imitative speaking is the ability to repeat the other's speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in aconversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible.

2.2.2 Intensive Speaking

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language.

2.2.3 Responsive Speaking

Agood deal of student speech in the classroom is responsive ,short replies to teacher questions' or comments, these replies are sufficient and do not extent into dialogues. This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions .

2.2.4 transactional Speaking

This type is an extended form of responsive speaking ,this type carried out for the purpose of conveying and exchanging specific information .

2.2.5 Extensive Speaking

this type of speaking is more deliberative and formal for extensive tasks. Extensive speaking includes oral reports,summaries,and short speechs.

2.3.The importance of speaking skill

Most of EFL learners 'give the speaking skill priority in their learning process, because they believe that if they mastered the speaking skill they would mastered all the other skills. The communicative approach gave speaking more importance since oral communication involves speech where learners are expected to interact verbally with other people. Ur (2000p12) reports that :

> of all the four skills (listening ,speaking, reading, and writing),speaking seems
>
> intuitively the most important, people who know a language are referred to as
>
> "speakers" of the language, as if speaking included all other kinds of knowing.

In addition, many people consider speaking and knowing the language as synonyms. Celce-Murcia (2001p203) argues that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication".

2.4.Speaking difficulties

The majority of EFL learners encounter various problems in speaking skill. Munjayanah (2004: 17) states five main problems ,Inhibition, nothing to say, mother tongue use ,and law or uneven participation

.

2.4.1 Inhibition

Unlike the other skills, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about mistakes or simply shy of the attention that their speech attract.

2.4.2 Nothing to Say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

2.4.3 Mother tongue use .

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

2.4.4 Law or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded of some learners to dominate, while others speak very little or not a tall.

2.5. The relationship between foreign language anxiety and speaking skill

Anxiety is considered as an affective factor that hinders foreign language learners' performance. Students' foreign language competence is represented by their production of the input of this foreign language i.e. their production shows their level of competence (Hwang 2012). Because of the negative affect of anxiety on learners'speaking performance, it seems that anxiety effects students' speaking skill. In other words, anxiety has a relationship with speaking in the foreign language .Chang, Horwitz, and Schallert report that "speaking is the most anxiety provoking aspect in a second language learning situation" (cited in Tsiplakides2009). This means that speaking the foreign language generates learners' anxiety. One reason that makes speaking as the most anxiety provoking is the nature of its activities.

As it is stated by Hedge(2000) that these activities of speaking need much effort from students and teachers since they tend to be so sentimental. In this case, learners feel anxious and insecure to speak the foreign language (Hung, 2012). Maclntyre and Gardner state that high levels of anxiety are linked to negative experiences in speaking activities (Hedge 2000). It is deduced that anxiety is negatively correlated with speaking the foreign language.

This is confirmed by Allright and Bailey(1991) who claim that " the more anxious learners are, the less likely they are to do well at speech skills" Consequently, researchers and teachers perceive foreign language anxiety as a hindrance for foreign language learners to achieve good speaking abilities (Irzeqat 2012). However, it is not clear whether it is the increasing anxiety that hinders developing learners' speech, or whether it is the poor speech skills that provoke anxiety (Allright and Bailey1991).

2.6. The effect of speech anxiety on learner's speaking performance

Horwitz, and cope (1998) state "anxiety is a major obstacle to be overcome in learning to speak another language" Consequently, it seems that speaking anxiety has a negativeimpact

on learning and speaking the second language. Speaking anxiety affects manyaspects of learning. Some of these aspects are identified as follows:

2.6.1 Language Learning Process

According to Maclntyre and Gardner(1991), speaking anxiety has negative effects on students' concentrating and processing the input in the class; consequently, their output of the language is also negatively affected.

2.6.2 The Practice of the Target Language and the Development of the Speaking Skill

Maclntyre and Gardner(1991) state that speaking anxious students tend to withdraw from participating in the class and are unwilling to take risks. These behaviors deprive learners from many opportunities to practice the target language. Therefore, the speaking skill of those speaking anxious students will be less developed .

2.6.3 Grades

Basic states that speaking anxious students are less motivated than other learners. Consequently, their learning is affected as well as their grades. She also demonstrates thatlearners' grades depend on their participation on classroom activities. Unlike learners who participate more in these activities, learners who are calm and do not participate tend to receive lower grades. Thus, their less learning is the result of their lack of chances to participate in classroom activities.

2.6.4 Speaking Ability

The outcomes of the study carried out by Fang Peng and Dong on Chinese collegestudents proved that high anxious learners had low spoken English ability. Some problems appeared during their oral production such as in their pronunciation and the interference of

their mother tongue (Subaşl 2012).

2.6.5 Self-Confidence

Through a study done by Aydlen to find the sources of foreign language anxiety on Turkish students learning English as a foreign language, the results showed that anxiety prevents learners to speak the target language and reduces their self-confidence (Subaşl 2012). In addition, Basic claims that speaking anxiety pushes learners to remain quiet and lead them to have low self-confidence.

2.6.6 Performance in Oral Exams

Speaking anxiety influences students' performance in oral exams. Phillips, through her study, found that there is a negative relationship between students' anxiety and their performance in oral exams. The outcomes of her study revealed that unlike learners with low anxiety, learners with high anxiety tend to speak less (Huang2012).

Conclusion

Speaking skill has been studied by many researchers who provided it with different definitions. The issue of foreign language speaking anxiety has been studied from different angles. For example, some researchers have investigated its relationship with language skills, and others have explored its effects on the learners. Most of the researchers agree that foreign language speech anxiety has negative effects on students' learning and speaking performance, it can affect students' grades, their speaking ability, their self-confidence, and their performance in oral exams. Anxiety can affect the four skills; however, it has a great effect on the speaking skill more than the other skills. Hence, speaking is considered as the most anxiety provoking skill.

Introduction

The present chapter aims to collect data about the impact of anxiety on the EFL learners' speaking skill. To achieve that, we have attempt to investigate how students of first year of English at Biskra University are affected by anxiety, which activity provokes it, and their strategies to cope with its sources. In order to conduct this investigation, answer the research questions, and confirm the hypothesis, data is collected from students' questionnaire and classroom observation. The major tool of collecting data was the questionnaire which was addressed to first year LMD students of English at Biskra University ,and the classroom observation is used in order to collect more information and answer the research questions.

3.1. Research Design

This section deals with the adopted method, the sample, and the data gathering tool.

3.1.1 Research Method

The choice of the method is determined by the nature of the study. This work adapted the qualitative method because it can determine the facts about the actual situation (the impact of anxiety on the EFL learners speaking skill) and thereby to clarify that coping with anxiety can enhance their speaking skill.

3.1.2 The sample

The sample of this study was selected from first year students of English, at the university of Biskra.There are many reasons behind choosing to work with first year students. First year students are exposed to the English language as specifically for the first time and they have just started to develop their speaking skill so their reaction will be genuine. From a population of 789 students, dealt with fifty five students selected randomly to be the research sample.

3.2. Description of the questionnaire

The questionnaire is given to seventy five first year EFL learners. it contains three parts, the first part is concerned with personal information, the second part is about speaking fluency, and the third part deals with speaking anxiety.

- **Part one: personal information**

It contains three questions, aimed to gather information about: learners gender, their choice to study English, and their purpose to learn it.

- **Part two: speaking fluency**

It consists of four questions. It aims to obtain information about the learners' level of speaking fluency and the kind of activities they like in Oral Expression course. In addition we want to know what kind of activities that provoke their anxiety and how they cope with their speaking anxiety.

- **Part three: speaking anxiety**

It consist of six questions, they are planned to get information about the learners' attitude about the oral expression class, their frequency of participation and attendance. This part mainly investigates the factors that cause students anxiety in Oral Expression.

level and the most difficulties of them in mastering this skill. In addition, to confirm our hypothesis we ask students how they cope with their anxiety. Finally, we aim to know about the factors that may cause their speaking anxiety.

- **Administration of the Questionnaire**

The questionnaire was administered to students of English at the beginning of the oral course. We have administered it in our presence to make sure that all the students understand the questionnaire and avoid as well as any ambiguity in order to obtain clear and full responses.

3.2.1 Analysis of the learners' Responses

Item1: The learners' gender

Gender	Number	Percentage%
Male	14	19%
Female	58	81%
Total	72	100%

Table1: Gender distribution
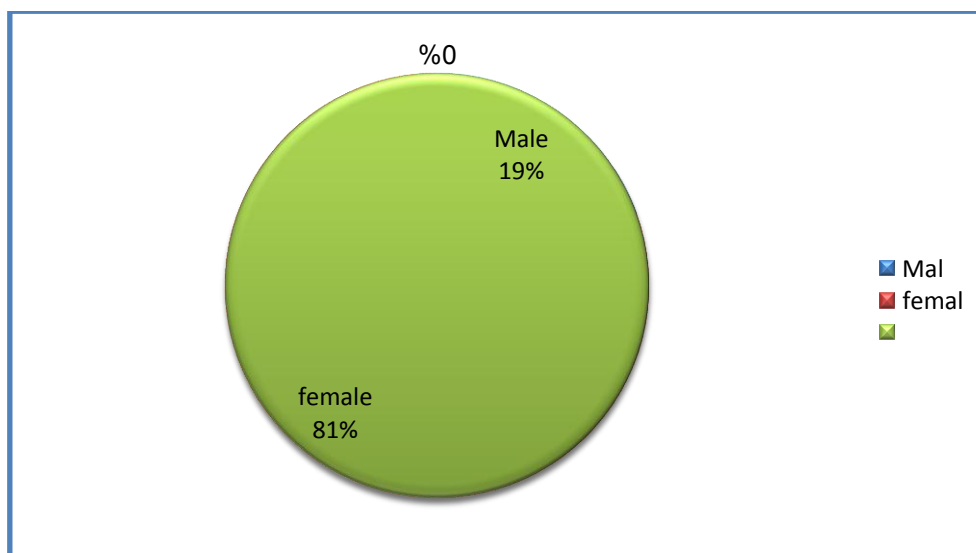
Figure 1 :Gender distribution

Table 1 shows that the number of t females is 58(81%) and the number of males is 14(19%). This reflect that our study consists of both males and females; However, the number of female learners is more than the number of maleslearners. The obtained information from this table might have some affects on the results of the study. It can help us in discovering whether anxiety exists among one gender or among both of them.

Item 2: your choice of studying English at the university was:

Responses	Number	Percentage
Personal	66	91%
Parental	4	5%
Administrative	2	3%

Table2: students' choice of English
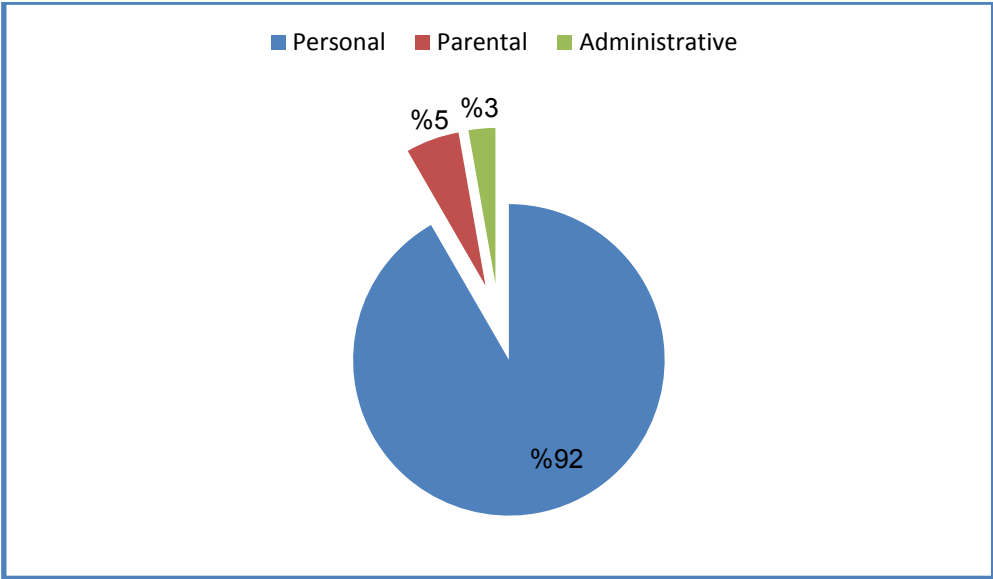
Figure 2 : students choice of English

It is noticed that the majority of the participants (91%) opted for personal choice, while (5%) followed their parents' choice, and only (3%) were not allowed to learn the specialty they wanted to .

Item3: why do you learn English ?

	Number	Percentage %
For academic purpose	42	58%
For communicative purpose	21	29%
Others	9	13%

Table 3: the purpose of learning English
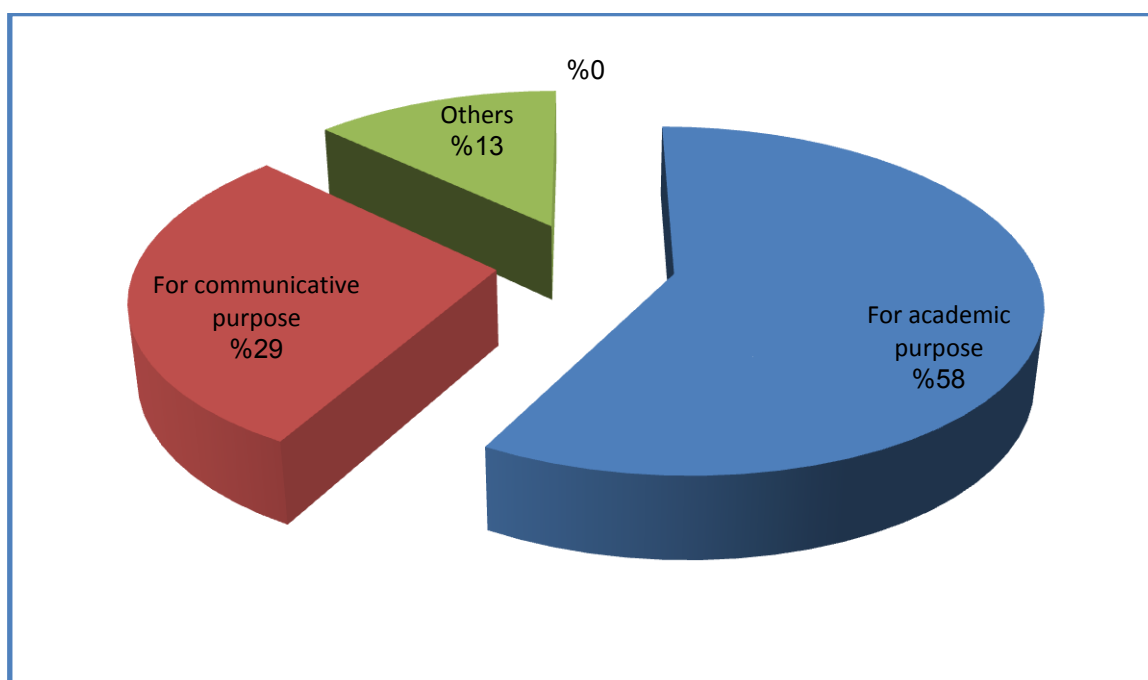
Figure 3 :the purpose of learning English

It is noticed that 58% of the participants learn English for academic purposes and 29% learn English for communicative purposes, while only 13% participants learn English for

other purposes. This means that all of them have different purposes to learn English which can be as a motivation for them to improve their level.

- **Part two: speaking fluency**

Item 4: how do you consider your level of speaking fluency?

	Number	Percentage %
Excellent	0	0%
Good	30	42%
Acceptable	39	54%
Law	3	4%
Total	72	100%

Table 4:The learners consideration of their level
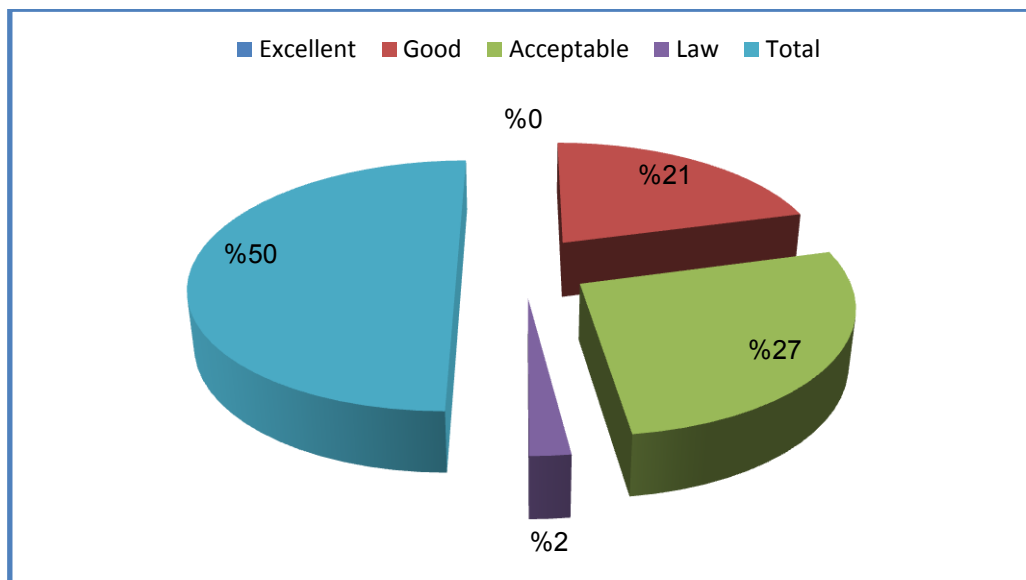
Figure 4 : The learners' consideration of their level

No one from the students admitted that their level of English is excellent .30students (42%) believed that their level in English is good. 39 students (54%) said that

their level is acceptable, while 3 students (4%) who asserted that their level is low.Sinse the majority of the students find that their level of English is good and acceptable is beneficial for them to speak confidently and cope with their anxiety.

Item 5:what kind of activities do you like in oral course?

	N	PER
Group discussion	23	32%
Role play	15	21%
Pair work	25	35%
Others	9	12%

Table 5: the learners' preferable activities in oral courses
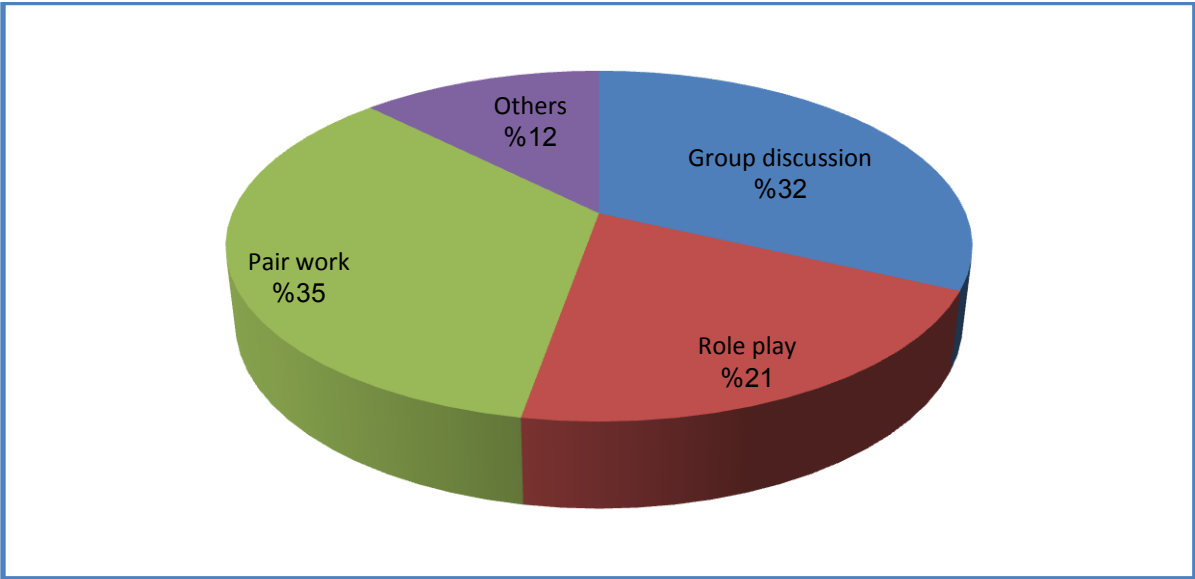
Figure 5 : the learners' preferred activities in oral expression course

The table showed that 25 learners (35%) like to work in pairs and 23 learners (32%) like free discussion activities, while only 15 learners (21%) who like role play and 12% prefer other activities .This means that working with each other and preparing a topic for

freediscussion is easier for them because they prepare the information in advance and working in groups makes them comfortable and reduces their nervousness since they share the responsibility with each other.

Item 6:what are the activities that make you feel anxious?

	N	**PER**
Role play	15	21%
Free discussion	45	63%
Story telling	12	17%

Table 6: speaking activities that generate most anxiety
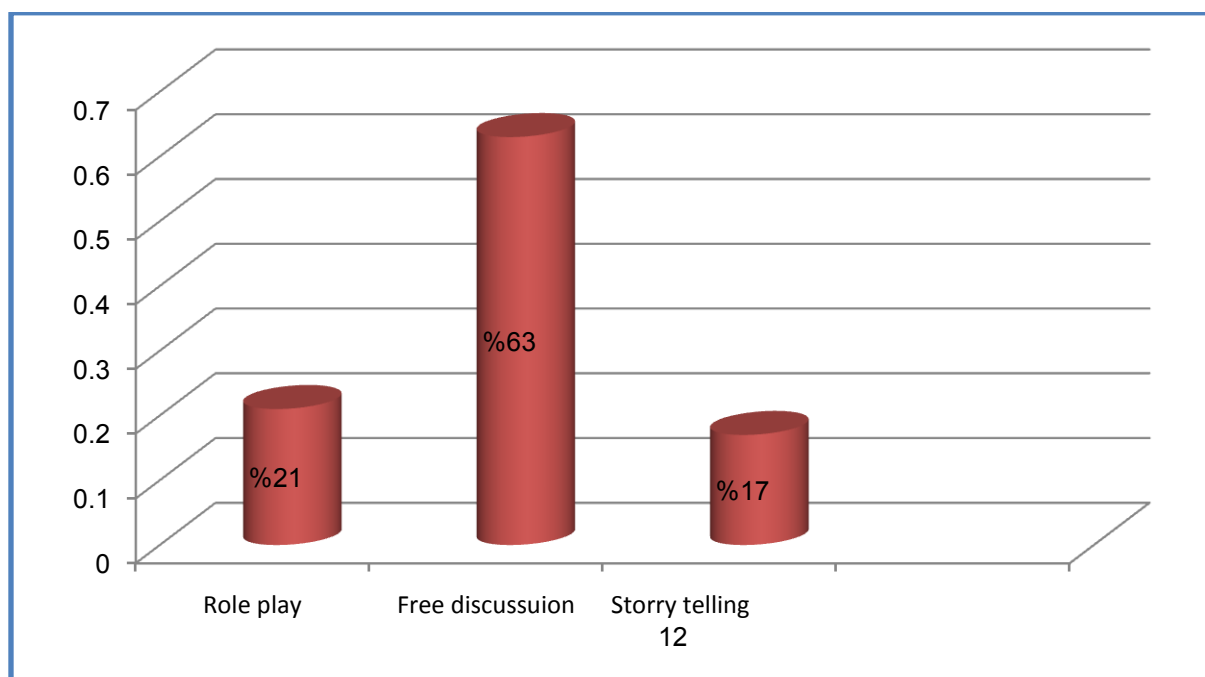
Figure 6 : speaking activities that generate most anxiety

From the table above, it is apparent that the majority of the learners (63%) feel anxious in the free discussion activity and (21%) feel anxious in the role play, wile (17%) feel anxious in the story telling activity. The results shows that the activities which provoke

much anxiety for the learners are free discussion and role play activities, because they are obliged them to speak in front of the whole class spontaneously and fluently, the level of anxiety arouse ,so they not will able to express their ideas in English .

Item 7: how do you cope with your speaking anxiety?

	N	PER
Building self esteem and confidence	12	17%
Preparation of the lesson at home	22	31%
Working in groups	21	29%
Improving my speaking skill	14	19%
Others	3	4%

Table 7: Learners' strategies of coping with anxiety
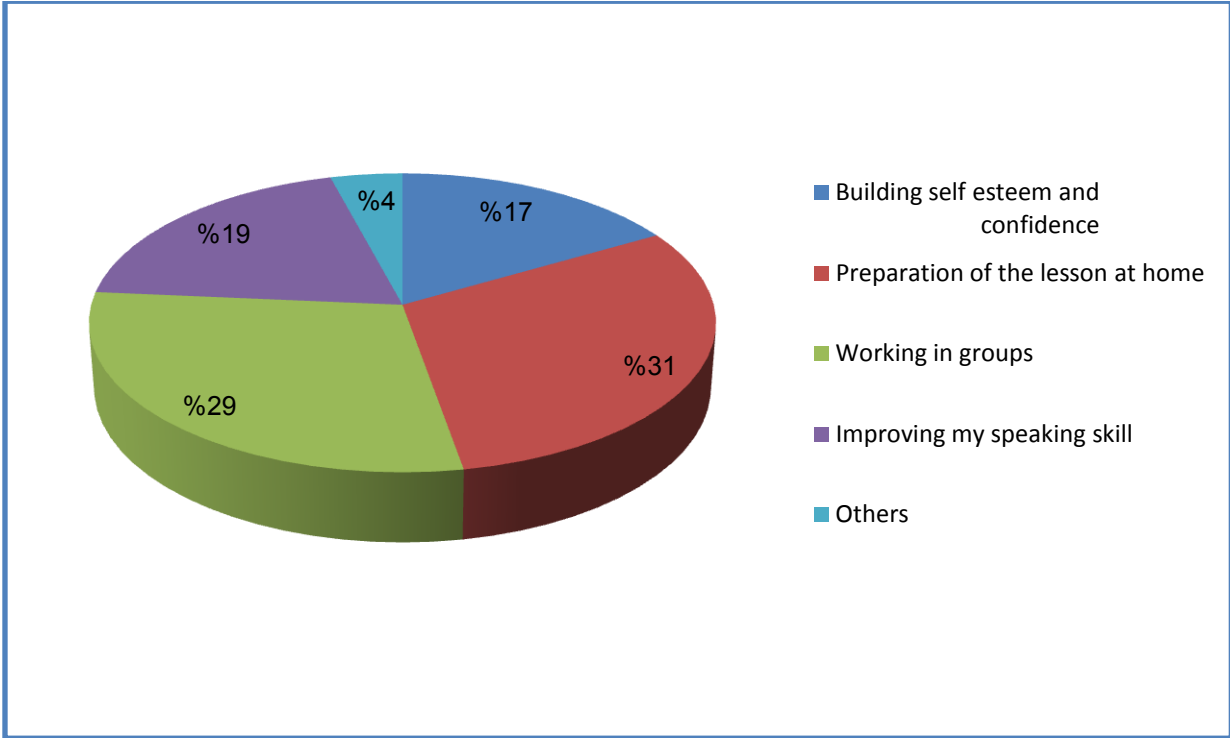
Figure 7 : Learners' strategies of coping with anxiety

Table 07 shows that the majority of the participants (31%) cope with their anxiety through preparation of the lesson at home and (29%) through working in groups , while (19%)

through improving their speaking skill and (17%) through building self esteem and confidence .The rest (4%) through other strategies .

Item8: how do you find your oral English class?

	Number	Percentage
Very interesting	22	31%
Interesting	41	57%
Not interesting	9	13%

Table8: learners' attitude towards the oral English class
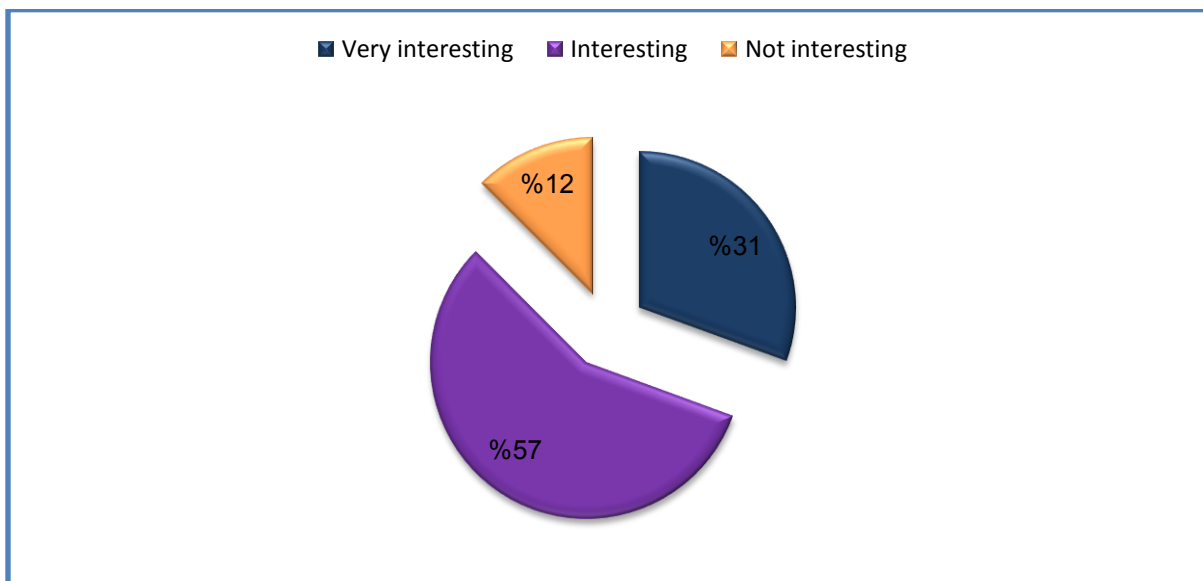
Figure 8 : learners' attitude towards the oral English class

From the table above, it is observed that 41(58%) of the learners find their English oral class interesting and 22(31%) find it very interesting while only 9(12%) find it not interesting. This means that the majority of them find the oral English class important and show readiness to attend the session.

Item9: how often do you participate?

	Number	Percentage
Always	15	21%
Often	35	49%
Never	2	3%
Rarely	20	28%

Table 9: learners' frequency of participation
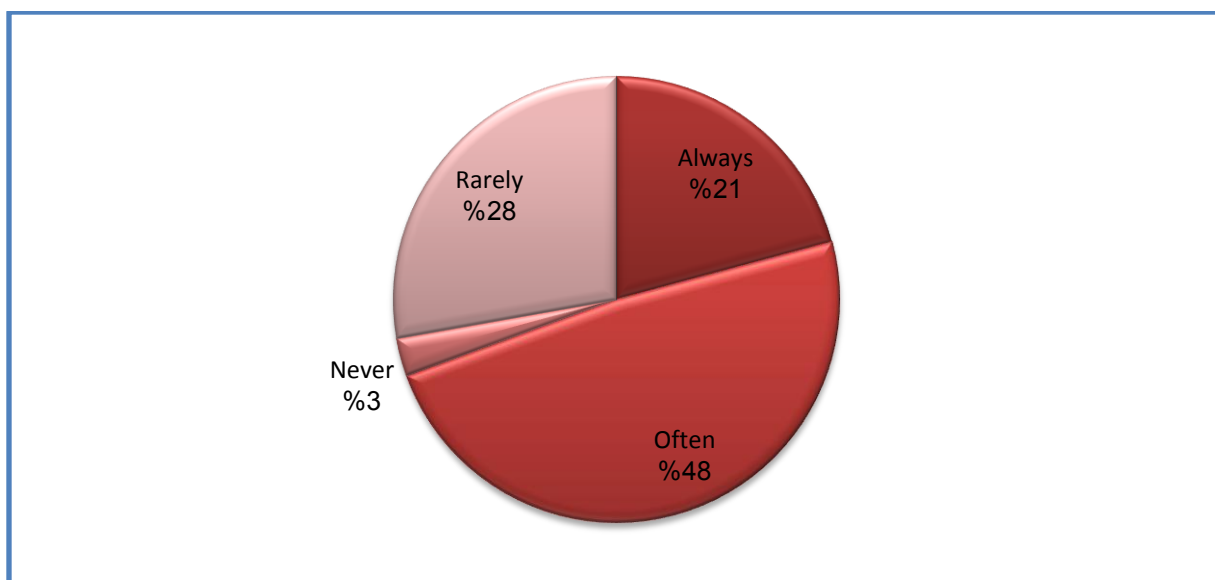
Figure 9 :learners' frequency of participation

From the table above, it is noticed that 35 (49%) of the participants often participate in the class and 15(21%) of them always participate. While 20(28%) rarely participate and 2(3%) of them never participate. A considerable number do not participate in the class which means that they are showing hesitation to participate and talk may be because of their shyness and nervousness or because of their lack of knowledge and preparation.

Item 10: do you attend oral English class?

	Number	Percentage %
Yes	62	86%
No	10	14%

Table 10: learners' frequency of attendance
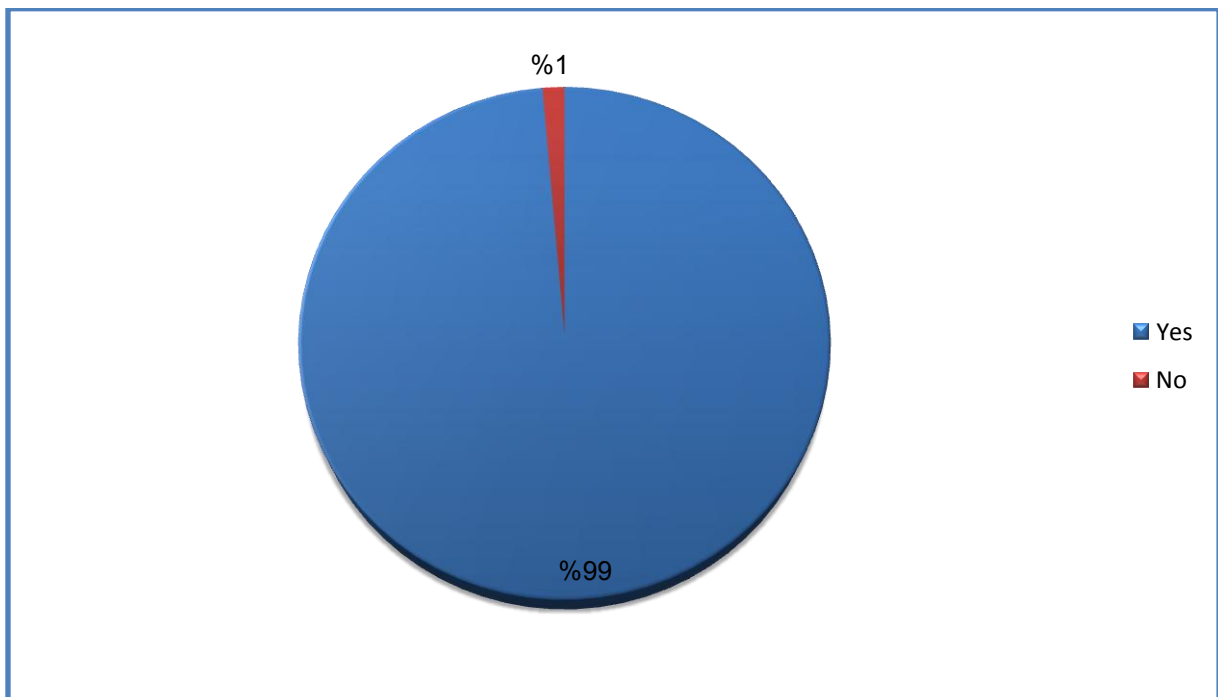
Figure 10 :learners' frequency of attendance

It seems that the majority of the participants 62(86%) frequently attend the oral English class, which mean that the majority of them have the intention to improve their speaking skill and reduce their anxiety.

Item 11: in the English oral class how do you speak?

	Number	Percentage %
I speak confidently	28	39%
I feel nervous when I speak	34	47%
I sit at the back and keep silent	10	14%

Table 11: learners' ways of speaking
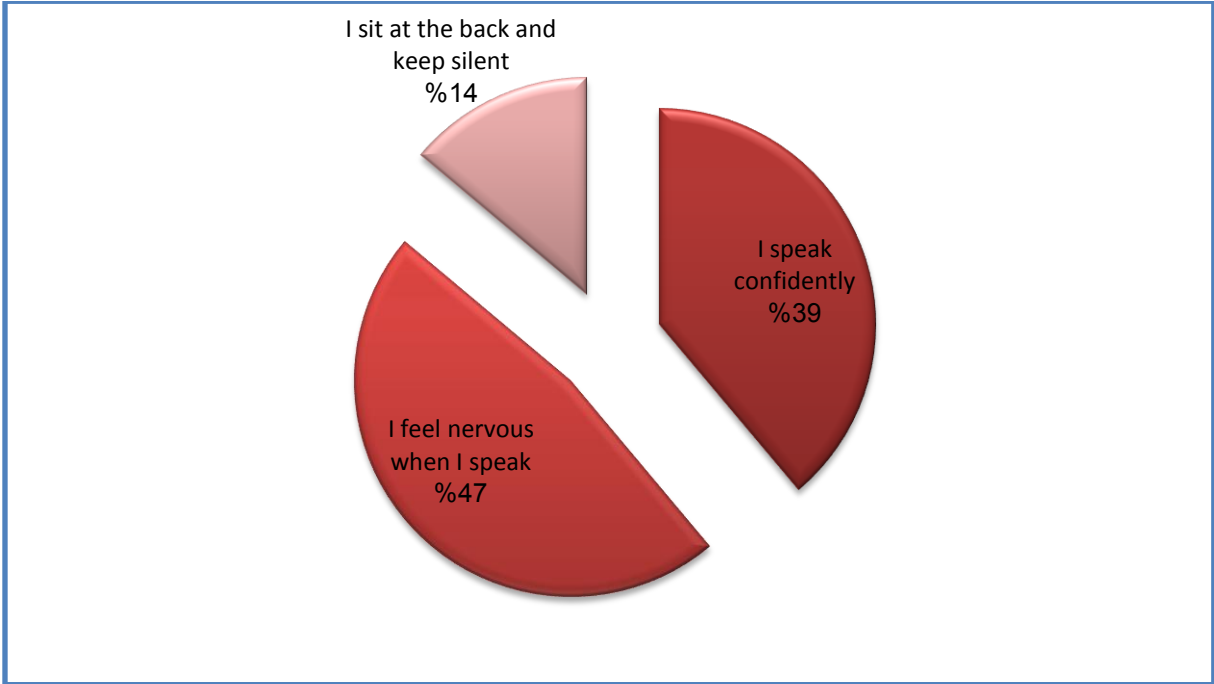
Figure 11 : Table 11: learners' ways of speaking

From the table above, the results showed that 47% of the participants feel nervous when they speak and 39% of them speak confidently, while 14% sit at the back and keep silent.

Item 12: when the teacher calls your name how do you feel?

	Number	Percentage %
Nervous	15	21%
Hesitating	13	18%
Shy	31	43%
Blocked	3	4%
All of them	10	14%

Table 12: the learners' feelings when they are called by the teacher
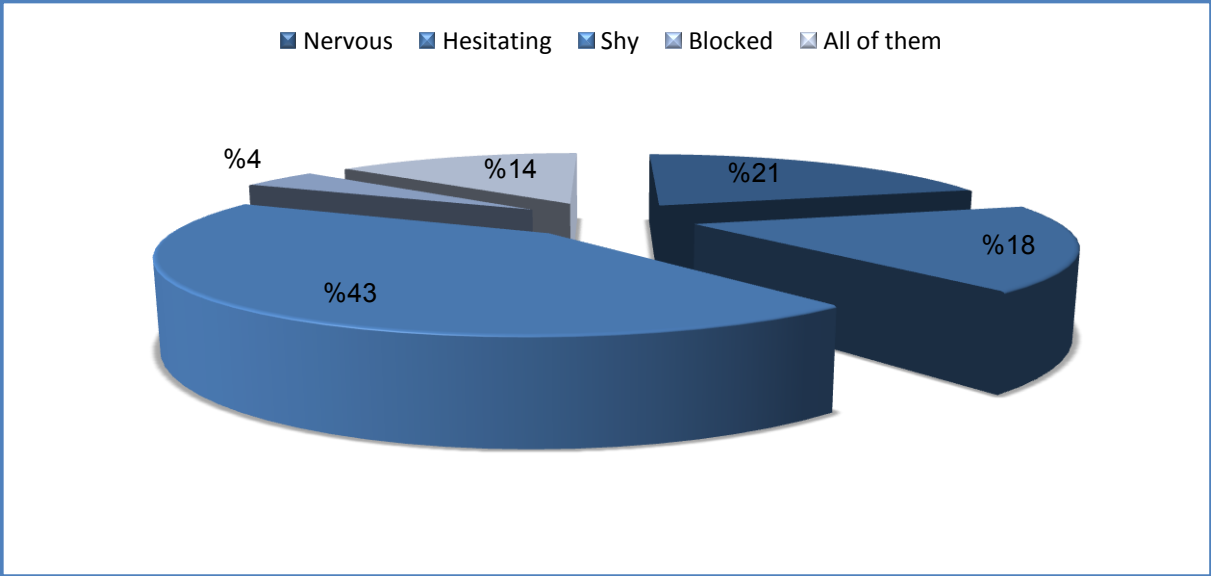
Figure12 :the learners' feelings when they are called by the teacher

Fromthe above results, 31(43%) feel shy and 15(21%) feel nervous while 13(18%) feel hesitating and 3(4%) feel blocked and the rest 10(14%) experience all the feelings. These results reflect that all of the participants experience such feelings when they are called by the teacher .So, this means that the teacher also can provoke their anxiety.

Item 13: check one of the following factors that cause your anxiety

	Number	Percentage %
I feel nervous when I speak in front of the class	12	16%
I feel anxious even if I have the correct answer	5	7%
I want to speak but I am worried about making mistakes	10	13%
The teacher does not understand what I mean	2	3%
The teacher does not give me the chance to speak	1	1%
There are other students who speak better than me	3	4%
Fluent students laugh at the anxious students like me	1	1%
The negative evaluation of the teacher and the classmates	1	1%
All of them	**40**	**53%**

Table 13: Factors that cause anxiety

From the table above we noticed that, the majority of students (53%) think that all the suggested factors cause their anxiety, 16% think that the cause of their anxiety is when they speak in front of the class, 13% think that the cause of their anxiety is worrying from making mistakes ,7%   feel anxious even if they have the correct answer ,3% think that they are anxious when the teacher does not understand them,1% think that the fluent students laugh at them which provoke their anxiety and 1% afraid from the negative evaluation of the teacher and the classmates. It is remarkable that nearly all the learners are anxious speakers; they know the impact of their anxiety in hindering their speaking abilities.So,they can help themselves by using ways that they can rely on to minimize their fears ,which may help them to feel more comfortable.

3.2.3 Description and analysis of the classroom observation

To investigate the nature of anxiety and its sources and whether both students and teachers give importance to classroominteraction as a significant strategy to develop the speaking skill, a classroom observation to explore what goes on inside the classroom, either between the teacher and thelearners or among the learners themselves. Our observation was applied with three first year LMD classrooms in the division of English, Biskra University.

- **Design and description**

The observation was carried out during the second semester of the academic year

2015-2016 with first year EFL classrooms at Biskra University. This observation

involves five groups (2,7,8, 3,and 11) which are chosen randomly from the whole number of

groups that istwelve groups. Eachgroup session consists of one hour and half to explore the

extent to which students interact inthe classroom and the extent to which oral expression

teachers give opportunities to studentsto practice the speaking skill inside the classroom when

teaching the oral expression course.The physical setting, the learners' interaction and the

teacher' actions were observedthrough the observation over the two sessions that are devoted for each classroom groupreflecting classroom interaction perspectives: learner-learner interaction, teacher-learnerinteraction and students" group work inside the classroom. The observation conducted using a checklist includes a set of items under four sections. The first section is designedfor observing the management of the learning environment. The second section is devoted for the observation of the learners" interaction inside the classroom; however, the last section is designed for observing the teacher-learner interaction by focusing on the teachers' roles and responsibilities in the classroom.

- **Section one: classroom management**

In the observation checklist, this section involves four items. It aims at getting real

life data about some aspects of classroom environment in which classroom interaction takes

place such as the physical setting, the teacher's actions and the lesson's objectives.

- **Section two: interaction inside the classroom**

Section two includes five items. It attempts to know if the learners participate in the classroom and if their speaking ability develops through the classroom interaction. It aims to know if the learners correct each other's mistakes and if they show readiness and motivation to work in groups.

- **Section three: the teacher-learner interaction in the classroom**

Section three consists of five items. It attempts to explore the teacher's roles and

responsibilities in the classroom in order to raise the degree of teacher- learner interaction.

For example, it finds whether the teacher provides his students with a comprehensible input, gives them opportunities to interact with him during the classroom oral tasks, uses some speaking activities during classroom interaction, uses some expressions as "good", "well done" to motivate students to speak in the classroom and whether the teacher uses some strategies to correct the learners' mistakes and gives them feedback.

- **Section four: students' speaking anxiety**

Section four consists of five items. It attempts to know more about the learners' interaction in the classroom. For instance, whether they give opinions and participate in the classroom,and whether they express willingness to speak in classroom or hesitate when expressing themselves and finally whether students correct each other's in the classroom.

3.2.4 Discussion of the students' questionnaire and classroom observation

The analysis of the students' questionnaire revealed that language anxiety has an effect on the development of students' speaking skill. The questionnaire results have revealed that the majority of the students are females, which means that females tend to learn foreign languages more than males do. This result support the study of Faranga and Joyce (1999), which revealed that the girls were choosing to do language, arts, or biology, whereas boys were choosing to do physical science courses. The causes of this result as stated in the Porta Linguarum journal (University of the Balearic Islands, 2006) are because girls are regularly superior to boys in terms of overall achievement in languages in general and foreign languages in particular, also because girls are generally excel boys in tasks involving verbal skills (listening, speaking; reading, writing).

At Biskra University, a little attention has been paid to the role of the gender on EFL learners' anxiety; many scholars (Arnazia and Guillen 2012, Elkhafaifi 2005, Furnham and Heaven 1999, Machida 2001) have reported that females experience a higher level of foreign language anxiety when learning a foreign language. For examples, Furnham and Haeven (1999) found that males experienced less foreign language anxiety than females. In the study of Arabic as a foreign language, Elkhafaifi (2005) found that females experience greater FLA than males. Similarly, Machida (2001) reported that women have a higher levels of FLA

compared to men in a Japanese language class setting. Arnaiz and Guillen (2012) showed that Spanish women experienced higher FLA than Spanish men when considering English as L2.

The choice of studying English at the university was personal for the majority of the students 91% which means that the majority of them are motivated to learn. This personal choice is a kind of motivation. Lewin (1952) showed that choice has a powerful motivating effect, demonstrating that people would be more likely to engage in an activity if they believed they had chosen it.

The second part of the questionnaire devoted to speaking fluency, the majority of the students described their level of speaking fluency as good 42% and acceptable 54%, these results shows that the majority of them are able to learn English.

Concerning the activities that they prefer in oral courses, the majority of them like pair work 35% and group work 32%. These results reflect that the students can achieve well together much more in individual working, also learners can develop their skillsthrough cooperative working, such as: speaking and listening, and they can motivate each other.

The cooperative work helps learners to know themselves, their strengths and weaknesses and help them to develop their communicative skill. In addition, the cooperative work can reduce the learners' anxiety because it creates a supportive environment and relaxed atmosphere. Normally, in each classroom always there are excellent and weak learners, the weak learners are usually isolated because they do not have confident in their English skills. Group work can be an effective solution to this problem because it helps shy learners to become more comfortable and helps them to complete each other. For example: one student is good in vocabulary and the other one is good in grammar so they complete each other. Hence, working in cooperative environment is expected to be useful to reduce anxiety ((Kangan 1994).

When asked which activity makes you feel anxious, the majority of students answered that they feel anxious in the free discussion activity . Learners justified their choices and said that the free discussion activity make them feel afraid, nervous, and shy to speak in front of others. Also, they think that their ideas and thoughts are not good like the other colleagues. In addition, they believe that they do not have good pronunciation and vocabulary.

The last question in this part was: how do you cope with your anxiety? The majority of the participants (31%) cope with their anxiety through preparation of the lesson at home and 29% through working in groups. These results mean that the learners found preparation of the lessons at home strategy to reduce their anxiety as stated by Kanar (p. 293) "preparation and practice are the keys to feeling confident" (as cited in Achibi & sebaà, 2012). Also, they consider the cooperative work as strategy to reduce anxiety. According to Johnson (2005) cooperative learning reduces competitiveness and individualism but it offers chances to build the knowledge among students. The results confirm that all of the students know about their anxiety and they try to cope with it.

The last part of the questionnaire is about speaking anxiety, we have asked the learners desire to attend the oral classes.

The second question was about their participation in the oral class, the majority of them are often 49%   participate, this results are may be due to their shyness and fear from the evaluation of the teacher and the classmates, also because of the fear from speaking in front of the class.

The third question was about their attendance. The majority of the learners showed willingness to attend their oral classes which might reflect positively on their achievement and progress.

The fourth question was about how they speak in oral class, the majority of them 47% said that they feel nervous when they speak, which means that they may be do not have self-confidence. It is also because of the fear of making mistakes.

The fifth question was about their feelings when they are called by the teacher to answer, 43% they felt shy. While 21% felt nervous, 18% hesitate while answering. And 4% said that they blocked. Whereas, 14% answered all of them. This results shows that all of the students do not feel comfortable when they obliged to answer even if they are excellent and have the correct answer, or it is due to the way they are called by the teacher, i.e., when the teacher named them randomly or by using the list.

The last question in this part was about the factors that may cause their anxiety, the learners have given options (table 13) but the majority of the learners 53% answered that all of the options cause their anxiety, these results shows that the majority of the EFL learners suffer from anxiety which affect their achievement and prevent them from developing their speaking skill.

The focus of the classroom observation was on four main sections which are classroom management, interaction inside the classroom, the teacher- learner interaction, and students' speaking anxiety. First, the classroom management section concentrates on the physical setting i.e. if the teacher moves around and checks for comprehension, if the teacher controls any irrelevant behavior, and if the teacher sets the objective of the lesson.

During classroom observation, it was remarkable that only one teacher used the lab as a setting. Whereas, the other teachers used the arbitrary classes which they were not appropriate for the oral courses, for example, we have attended one session of listening comprehension in which the teacher bring his own materials for the task (the PC and loudspeakers) and he spent about fifteen minutes searching for the appropriate place to put the PC and the loudspeakers in

which all the students can hear. The students therefore were sitting in random and in a chaotic way in order to be able to listen which created a messy atmosphere. So, the physical setting is very important for both the teacher and the learner. Therefore, the most appropriate place for the oral expression courses is the lab. The lab is very organized and the teacher from his place can see all the learners without moving around, unlike in the ordinary classes where the teacher cannot check them, because all the rows are conjoined with each other.

As far as the objectives of the lesson are concerned, in the four sessions that the researcher attended, all the students knew that the session is devoted for free discussion topic and oral presentation. So, the teacher does not need to set the objective of the lesson, but in one session which was devoted to the listening comprehension the teacher did not set the objective of the lesson and this resulted from wasting a lot of time in organizing the setting which caused the dispersion of his mind and made him begin the lesson quickly without setting the objective and even what is the course about. From the results above, we deduce that the physical setting plays an important role in the success of the classroom management procedure.

Furthermore, interaction inside the classroom, in this section the focused was on the participation of the learners in the classroom .i.e., whether the learners hesitate and express themselves in a difficult way, whether the students' speaking abilities developed through the classroom interaction process, whether the learners correct each others' errors and whether they showed readiness to work in groups and in pairs. In the three sessions of observation, it was observable that the learners fairly participate in the classroom; this result may be due to the subject of the session which was free discussion task. Then, the learners were hesitated and worried during this session. While, just few of them were participating and the others just watching.

At the end of the session, some students had been asked about the reason of their silence and non participation, some of them said that they does not prepare the topic; others said that they feel shy and worry from making mistakes, also others said that they get bored from this task and they want something new. But, in one session which was about listening comprehension task, the majority of the learners were participating, very active, and discussing with the teacher. These results are might be due to the subject which was listening comprehension.

At the end of the session, the researcher asked the students about their opinions on the task, the majority of them were happy and like the use of the PC in the lesson. So, we conclude that the use of the audio visual aids in teaching help in the interaction within the classroom and help the teacher to gain the learners' attention.

Also, during the observation, it has been noticed that the learners hesitate and express themselves in a difficult way and this result appeared mainly in the free discussion task. This result was because the lack of preparation of the topic, lack of vocabulary, and lack of confidence. It had been noticed also, that the learners speaking ability is developed through the classroom interaction progress which means that the learners began to become familiar with the general atmosphere of the class and break the fear from lesson.

In addition, it was remarkable that in all the sessions except the oral presentation test , the learners were correcting each others' mistakes in the classroom, especially, when they deal with the free discussion task which cause a lot of embarrassment for the learners and provoke their anxiety.

The last item in this section was about learners' readiness and motivation to work in groups or in pairs. In the classroom observation, it had been noticed that all the learners represented motivation for the cooperative work which means that they find the group work helpful for them to discuss in English and to share ideas with each other. It also, helps them

to feel comfortable and reduce their anxiety since they share the responsibility of their responses to the task. While, a few learners from all the groups do not support the cooperative work, the ones who have excellent level want to show up their skills and to look good in front of the teacher. Others want to work with their friends or with the excellent ones because they feel comfortable with them or may be because they still unfamiliar with other mates since they are first year students .Others simply achieve better results individually.

Section three was about the teacher- learner interaction, in this section the main focuswas on the amount of talking i.e., whether it is taken by the teacher or by the learners, whether the teacher gives opportunities to the learners to interact with him or not, whether he uses different types of activities, whether he uses motivational expressions such as "good "and "excellent" to motivate his students, and whether he use different types of correction strategies to correct his learners mistakes. In the observation, in all the attended sessions the teacher gave opportunities for the learners to interact with him and some teachers pushed their learners to talk even out of the task, their personal life for instance, their problems, hobbies which helps to break the barriers between them and make them feel secure and confident.

Then, it had been noticed that the majority of the teachers use different types of activities, but just for a limited time. In other words, after finishing the task, which is for the majority of the teachers free discussion, and if there is time they use another activity. For example, in one session the teacher gave them an educational song and asked them to sing with him and then answer some questions about it. Other teacher gave them a short story and also asked them few questions about it. This result is unsatisfactory because teachers should vary the activities and do not focus on one activity because most of the learners get bored and want something new and attractive.

Also, it is noticed that almost all the teachers use some expressions to motivate the learners such as" good" ,"excellent" ,"nice work" . And this behavior plays a vital role in promoting and strengthening the psychological state of the learner.

The last item in this section was about the use of different types of correcting strategies by the teacher.The majority of the teachers correct their learners' mistakes directly and few of them repeat the wrong statement of the learners but in the correct way. So, in an indirect way he corrected him without saying that he was wrong, this type of correction is in some extent useful since the teacher does not embarrass the learner.

Finally, students' speaking anxiety was the main focus of this section; if the learners give opinions and provide suggestions, whether they express willingness to speak when dealing with free discussion topic, if they provide new ideas, if they speak fluently, and if they share ideas with their mates. During the observation, the majority of the learners gave opinions in the listening comprehension and in the storytelling tasks better than in the other tasks. These results are due to the nature of the tasks and the materials used.

Then it has been noticed that the majority of the learners do not express willingness to speak while dealing with free discussion topic except a few of them who were memorizing some information and others speak in an improvisational manner and this is because of shyness, nervousness, and the lack of preparation. A sort of explanation would take place concerning the lack of preparation, a discussion had been made with the teacher and some students from different levels (excellent, average, law) ,and it seems that the teacher gave them the topics in advance in order to be prepared but most of them do not take this into consideration; although the topics were from their propositions. So, here the teacher needs to use some degree of severity with them and he should not be permissive with them in order to teach them the responsibility and the discipline.

The other thing that had been noticed is that the majority of the learners did not express new ideas in the classroom, and this was due to their lack of reading, culture, and as it was mentioned previously lack of preparation. In addition, it is fairly observed that the majority of the learners are speaking fluently, this is due to the lack of vocabulary, pronunciation, and the most important reason is nervousness.

The last thing in this section is if the learners share ideas in the classroom with their classmates.Sharing ideas in class was noticed only in one session which was about listening comprehension task, here the students were very active and enthusiastic, while in the other sessions it was not observed.

The results of the classroom observation helped a lot in deducing that classroom interaction differs not only from one student to another, but also from one group to another. This means that in each group, the students are interacting differently according to their speaking abilityand according to the nature of the task.

Generally speaking, increasing the students' classroom interaction depends on the teachers' use of some effective teaching strategies that will make all the students participate as a way to improve their speaking proficiency.

3.3.Recommendations

For the purpose of reducing foreign language learning anxiety and enhancing the learners speaking performance, here are some suggestions for teachers, learners, and administration.

3.3.1-Recommendations for Administration

- The administration should apply the exclusion system to adjust the absence because the majority of students' are escaping from the oral sessions.

- The administration should reduce the number of the learners in order to achieve a good learning level. For instance, twenty five students per group.

- The administration should increase the hours of the oral expression sessions In order to provide the opportunity for learners to practice English intensively, for example, three or four sessions per week.(about four and half to six hours per week)

- The administration should enable the learners to take the oral session in the lab.

3.3.2- Recommendations for Teacher

- Teachers should vary the activities in order to keep the learner' attention and to prevent them from bored.

- Teachers should motivate their learners and push them to participate and involve them in the tasks.

- Teachers should control the bullies and any inappropriate behavior inside the class.

- Teachers should use ICTs in order to improve the learning process and get the learners' interest.

- A good relationship should be constructed between teachers and students to create a relaxed atmosphere.

3.3. 3- Recommendations for Students

- Students should bear in their minds that mistakes are part of the learning process, so, they should not be afraid and shame from making mistakes.

- Students also should bear in their minds that nervousness is natural and it can be controlled through preparation of the lessons.

- Learners have to practice the language in order to increase their English proficiency and to reduce their anxiety.

- Teachers and learners' awareness of the appropriate strategies of reducing speaking anxiety without implementing them cannot help in enhancing learners speaking performance.

Conclusion

This chapter is concerned with the main results obtained from both the classroom observation and the questionnaire. The main finding proved that most of First year students' encounter an anxiety problem because of many reasons .This problem has a great effect on learners' oral performance and achievement level. The existence of anxiety in foreign language classroom can really impede the learners' ability to achieve better results during the learning process. Therefore, anxiety has a great impact on student' speaking performance, as well as their accomplishments in their foreign language learning.

General conclusion

The current study is conducted to find out the existence of relationship between the learning anxiety and speaking skill. To gather relevant data for this study: two main instruments were used, a questionnaire for first year students and a classroom observation with five groups in the oral expression course.

The findings have showed that there is an important relationship between anxiety and the speaking skill. It affirms that speaking is the most aspect that provokes anxiety and learners' feel more anxious in the tasks that require speaking. Anxiety has many types : debilitating anxiety, facilitating anxiety, trait anxiety, state anxiety and situational specific anxiety. The learning anxiety is generally caused by many factors such as: communication apprehension, test anxiety, and fear of negative evaluation. There are many symptoms that can help in demonstrating learning anxiety. First, psychological symptoms, like nervousness, panic, fear, and loss of concentration .Second, physiological symptoms as heart palpitations, sweating and pounding heartbeat are the common ones. Finally, behavioral symptoms, such as refusal of going to school, anger, and outburst are reported to be the prevailing signs among learners.

The current study presents several results about the relation between learning anxiety and speaking skill. It has proved that most of EFL learners suffer from anxiety and both of them teachers and learners know about the negative effects of anxiety and they consider it as the most important factor that hurdle the learning process.

Learners and teachers can help in reducing anxiety by applying some strategies. Learners can lower their anxiety levels by using some strategies such as: preparation and reinforcement of self esteem. Also, teachers can help in decreasing anxiety by motivating their learners, encouraging them to talk and express themselves, use different types of activities and let them working in groups. Minimizing the factors that cause and provoke the learners' anxiety can

help in enhancing their speaking skill.Therefor, we conclude that the findings of this study has shown that anxiety have great impact on the EFL learners' speaking skill which confirm the research hypothesis that states that if the EFL learners' cope with their anxiety, they will enhance their speaking skill.

The present study comes across some difficulties that limit the achievements such as: the questionnaire and classroom observation conducted for a short period of time which limits the results obtained.

To conclude, this subject is very important and it needs further studies to valid the results and to stretch the research to all the levels of EFL learners. In addition to contribute other strategies that help in reducing anxiety and assert the main effects of anxiety not only speaking skill but on other language skills as reading, listening and writing.

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Appendix A

Dear students:

This Questionnaire serves as a data collection tool for Master's dissertation in English language. It aims to gather data about your opinions on the issue of anxiety and its impact on speaking performance .Please **tick** (√) the appropriat box(s) and make full answers where necessary (You can tick more than one)

Part (1) : Personal information

Q1 : You are :

a-Female ☐   b-Male ☐

Q2: your choice of studying English at the university was:

a-Personal ☐   b-Parental ☐   c-Administrative ☐

Q3: Why do you learn English?

a-For academic purposes (study) ☐   b-For communicative purposes ☐

c-Other purposes, please specify …………………………….................................

…………………………………………………………………………………………

Part 02:Speaking fluency:

Q1 : How do you describe your level of speaking fluency ?

a-Excellent ☐   b- Good ☐   c-Acceptable ☐   d-Law ☐

Q2 : What kinds of activities do you like most in oral expression courses?

a-Group discussion ☐

b-Role-Play ☐

c-Pair work ☐

d -Others, please specify……………………………………………

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

Q3 : What are the activities that make you feel anxious

a-role play ☐

b-Free discussion task ☐

c-Story telling task ☐

-Why ?..

....

Q4 : How do you cope with your speaking anxiety?

a-Building self esteem and confidence ☐

b-preparation of the lessons at home ☐

c-Working in groups ☐

d-Improving my speaking skills ☐

Others, please specify ……………………………………………………………………………………

……

Part3: Speaking anxiety

> Anxiety is the feeling of being very worried.*(Cambridge dictionary online)*

Q1: How do you find your oral English class ?

a- Very interesting ☐   b- Interesting ☐   c-Not interesting ☐

Q2: How often do you participate in the classroom activities?

a-Always ☐   b-Often ☐

c-Rarely ☐   d-Never ☐

Q3: Do you like to attend your oral English class?

a-Yes ☐   b-No ☐

Q4: In the English Oralclass ,how do you speak ?

a-I speak confidently ☐

b-I feel nervous when I speak ☐

c-I sit at the back and keep silent ☐

Q5 : when the teacher calls your name to answer a question how do you feel or react ?

a-Nervous ☐

b- Shyness ☐

c-hesitation ☐

d-Block ☐

Q6 : check any of the following factors that may cause your anxiety :

a-I feel nervous I speak in front of the class ☐

b-I feel anxious even ifI have the correct answer ☐

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

d-The teacher does not understand what I mean ☐

e-The teacher does not give me the chance to speak ☐

f-There are other students speak better than I ☐

j-Fluent students laugh at the anxious students like me ☐

h-The negative evaluation of the teacher and classmates affect my speaking- ☐

Others, please specify..

Appendix B

Observation checklist

Observer :	Group :
Course :	Date :
Session :	Time :

Rating scales :

A-Well observed   B-Fairly observed   C- Not observed

Section one: classroom management	A	B	C
the physical setting is appropriate and comfortable			
The teacher moves around to give suggestions and check for comprehension			
The teacher controls some irrelevant behaviours such as the students use of L1 instead of L2			
The teacher sets out the objectives of the lesson			
Section two: interaction inside the classroom			
Learners participate in the classroom.			

Learners hesitate and express themselves in a difficult way in the classroom.			

ملخص

يعد القلق النفسي من ابرز المشاكل التي يعاني منها طلبة اللغات الأجنبية. تقوم هذه الدراسة علي اكتشاف تأثير القلق النفسي على المهارة الكلامية للطالب واكتشاف المصادر التي تسبب هذه الظاهرة وبعض الاستراتيجيات للتعامل معها. تعتمد هذه الدراسة النوعية على أداتين لجمع البيانات: استبيان موجه لطلبة السنة أولى ل م د , وعددهم سبعة وخمسين طالب بجامعة محمد خيضر بسكرة ومراقبة الفصول الدراسية التي أجريت مع خمس مجموعات من طلبة السنة الأولى في العام الدراسي 2015- 2016 . أظهرت النتائج أن اغلب طلبة اللغات الأجنبية يتعرضون لهذه الظاهرة. حيث هناك العديد من العوامل التي تأثر علي الأداء الكلامي للطلبة مثل: القلق في التواصل، قلق الامتحان والخوف من التقييم السلبي الذي يؤثر على عملية التعلم ويؤدي إلى انخفاض الأداء. النتائج المتحصل عليها من الاستبيان والملاحظة الصفية تؤكد صحة الفرضية القائلة "إذا تمكن المتكلمون من التعامل مع القلق النفسي فان مهارة الأداء الكلامية لديهم ستتحسن" . مجموعة من التوصيات تم الخروج بها من خلال هذا العمل موجهة للطلاب والأساتذة والإدارة.فبالنسبة الطلاب، محاولة للتعامل مع القلق ,المخاوف ومحاولة العمل في مجموعات ليكونوا أكثر ثقة. ثم، للأساتذة عن طريق مساعدة الطلاب في الحد من القلق من خلال استخدام الممارسات المبتكرة مثل استخدام تكنولوجيا المعلومات والاتصالات. وأخيرا، لإدارة، من خلال خلق بيئة مريحة لكل من اللطالب و الأستاذ