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**Investigating the Effects of Language Anxiety on English Language
Learners' Pronunciation**
Case study: First Year LMD EFL Students at Biskra University

**A Dissertation submitted to the Department of Foreign Languages in Partial
Fulfillments of the Requirements for a Master Degree in Sciences of Language**

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Dedication

To my dear and beloved parents

To all my precious sisters and brothers

To all my friends especially my dear Halima, Hedger, Sabrina, Sara

Acknowledgments

Initially, I am genuinely grateful and thankful for Allah who provide me with the ability to achieve my goal and in completing this study.

I show my deepest gratitude to my supervisor Mr. Laala Youcef for his encouragement and patience to finish this study in a good manner.

I am also so merciful to first year English students who participate with me in the interview in addition to the teachers who filled the questionnaire.

I am utterly grateful to the members of the jury for reading this work and for their observations that surely will help me in polishing this work and to all teachers who have helped me.

Abstract

Pronunciation is very significant for FL learners' speech because it facilitates for the speaker to address his message as well as for the listener to comprehend the message, but the anxiety hinders the process of communication because the speaker falls in the feeling of dread, fear, and nervousness resulting in the mispronunciation of words, failing to convey a clear message. This leads to misunderstanding on the part of the listener and communication fails altogether. In such contradictory issue the student will be the loser if he did not know how to deal with such kind of problem.

The general aim of this dissertation is to explore the relationship between language anxiety and Foreign Language learners' pronunciation. The investigation is a quantitative and qualitative method based on a questionnaire for gathering data from teachers and a semi-structured interview for first year LMD English students at the Department of Foreign Languages in Biskra University. In order to fulfill our objectives, we hypothesize that if the students are able to get rid of their anxiety, they will improve their pronunciation. In the field work, we have chosen participants randomly to trail our hypothesis and to answer the research question which is: what is the relationship between language anxiety and foreign language learners' pronunciation?

The main result that we have found after the research is From the literature review, we found that language anxiety and pronunciation are interrelated because most students are suffering from a situation- specific anxiety which is followed by three characteristics (cognitive, behavioral, and psychological). Furthermore, The effects of language anxiety hinder the students from mastering the elements of pronunciation. In addition, Both teachers and students ensure that the students take into their consideration the comments of the audience, which lead to less concentration and hesitation . We suggest some solutions to minimize this apparent failure:

- Teachers should create a comfortable atmosphere by encourage the students and give them the chance to choose topics according to their interest.
- Teachers can benefit from the development of technology in enhancing the students' pronunciation
- Teachers should be aware about the weaknesses of the students in oral communication
- Students should be more self -confident and also they should take into consideration that mistakes are part of learning process

- Extensive listening and speaking helps the students to improve their pronunciation also Students should practice and use the language inside and outside the classroom

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General Introduction

Speaking the English language fluently and accurately is the main objective of all English language learners and achieving this goal requires from learners to be knowledgeable about the different field of the language in addition to practice the language where most of EFL learners face difficulties in speaking. Those difficulties are varied for instance, lack of vocabulary and grammar, weaknesses on pronunciation, anxiety.

In this research, we spot the light on the effect of language anxiety on EFL learner's pronunciation because we noticed in oral communication students do not control on their speaking and this obviously appeared on their articulation that lead us to ask the following question: what is the relationship between language anxiety and FL learners' pronunciation and how does language anxiety effect students' pronunciation. In order to answer the following research questions, we hypothesize that if the students are able to get rid of their anxiety, they will be able to improve their pronunciation. The objective of the study is to realize that language anxiety has a negative effect on FLL pronunciation and to find strategies to reduce language anxiety. Our research contains two theoretical parts and the field work.

1. **Statement of the problem.**

Many English language learners at Biskra university face difficulties in speaking English language more than reading or writing. Not only speaking skill requires knowledge of grammar, vocabulary, pronunciation for enhancing the students' oral proficiency

During the period of my study at the University of Biskra, I have noticed in our classes that the students find it hard to master the language pronunciation. This has made me ask many questions to both teachers and students in order to recognize the reasons behind this problem the majority of them approved one main reason which is language anxiety that appears strongly in oral performance via the mistakes and mispronunciation of words and sentences.

When the students are anxious, they lose their ability to control their speech and this can be observed easily by the listener articulation and sound through the changes in the speakers' body and their pronunciation as sweat, coldness, fear of making mistakes and receiving negative comments. That is why I did further reading to recognize the views of other educators.

Based the views of educators, we have found, conducting a research to investigate the relationship between language anxiety and Foreign Language learners' pronunciation is necessary, taking into account that inadequate pronunciation prevent the students' capacity in sending the messages appropriately and clearly.

2. **Significance of the study**

Based on what has been noticed among the students as negative outcomes on the idea that language anxiety has a great effect on Foreign Language learners' pronunciation, which reflects on the student's intonation, rhythm, being silent, or stammering, it is important to conduct a research to investigate how does language anxiety reflects its negative attitude on the students' pronunciation and suggest some possible solutions to this issue.

This investigation is worth undertaking since it focuses on the students' weaknesses and seeks to find out solutions by raising their awareness about the negative effects of anxiety and how to overcome this excessive feeling of fear that impedes their oral communication. Making the students aware can help them make an effort to disregard the negative thoughts like doubt and hesitation and concentrate more on their ideas in order to

convey clear messages. In addition, providing students with techniques and strategies or communicative strategies enable them to control their behaviour and lower their anxiety.

This research addresses both students and teachers as it includes basic background on anxiety and other useful conclusions of specialists in the field of education. The students can find information and ideas as how they maintain their oral performance under control. The teachers, being knowledgeable of the impacts of anxiety on students' pronunciation, will perform their role of facilitators fully, and create a convenient teaching environment for all the students in different situations.

3. Aims of the study

The overall aim of the study is intended to determine the relationship between language anxiety and students' pronunciation as far as several researches dealt with this issue.

The main objectives of this research are to ascertain that language anxiety is detrimental to the students' pronunciation, and to find out strategies and solutions that may minimize this apparent failure.

4. Research questions

The following questions are asked to achieve the objectives of the dissertation:

1. What is the relationship between language anxiety and foreign language learners' pronunciation?
2. What are the strategies that can enhance the students' pronunciation?

5. Research hypothesis

There is a crucial relationship between language anxiety and foreign language learners' pronunciation.

We hypothesize that if students are able to get rid of their anxiety when speaking, they will be able to improve their pronunciation of EFL.

6. Research methodology

In order to collect data, mixed research is used. It considered. There are various techniques for data collection, we choose the questionnaire for phonetic and oral

expression teachers and semi-structure interview for students of first year English students as a sample. We select those tools for two main important reasons :it is easy to collect questionnaire because the respondent feels more comfortable and the answers will be honest and in the interview I have observed the weaknesses of students' pronunciation in oral communication also making a record it will be so suspense to them first of all to present their capacity.

7. The structure of the study.

Our research is formed of three chapters, two theoretical parts and field work. First of all, we start with research proposal where we introduce our topic by an abstract, statement of the problem contains the identification of the problem and the reason behind choosing this subject ,the significance of the study, the aim of the study, also research question, hypothesis, and methodology.

The first chapter, involves a literature review about language anxiety its definitions, types, factors, and characteristics, in addition, the effect of language anxiety, and some strategies to reduce language anxiety. On the other hand, the second chapter about foreign language learners' pronunciation where we identify pronunciation and the most important element in pronunciation, theories about teaching language pronunciation, furthermore; the importance of teaching language pronunciation.

The field work covers the population, the administration of the questionnaire and interview, in addition to a description of the tool and the analysis of the questionnaire and the interview.

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Chapter One

The Effect of Language Anxiety

Introduction

Doubtlessly, the main central learning objective and rationale of learners behind learning the English language as a foreign language is to master the language well within the integration of the four skills mainly speaking skill because it is considered as the most important skill for foreign learners, however; language anxiety hinders the students' communication. Actually, It is generally followed by uncomfortable emotions such as embarrassment, stress and nervousness caused by the anticipation of something threatening, that's why it is really important to shed the light on this problematic social pedagogical and psychological issue from different angles. Identifying the problem is considered as a solution to be aware in connecting, with such issue that touches most foreign language learners in the classroom.

1. Language Anxiety Definitions:

A. Merriam-Webster, 1993 incorporated, the word "Anxious" "derives from a Latin word "Anger" which mean to strangle distress. (Nafti, 2013, p. 22)

The Oxford Concise Dictionary gives Four meanings: first, "state of being anxious-troubled, uneasiness of mind; about the future; serious desire (as in, anxious to please or to succeed); moody state of excessive uneasiness." (Ibid).

"An uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future."(Walter, 2008)

Since most of Foreign Language Learners had been hesitate in oral communication, language anxiety was probably the main effective problem .American Psychiatric Association2000 defined anxiety as a complicated problem related to negative emotions and feeling of danger which followed by a sense of 'disphoria' or 'somatic' symptoms of tension and it could be external or internal. (Cooray& Balaka, 2005, p. 355). The future events will be ambiguous by learners who give priority to the teachers and peers comments as an external factor; on the other side, internal factor is related to the students internal thought of failure followed by symptoms of stressful and apprehensive.

In the same context, the field of second language acquisition studied foreign language anxiety. Some researchers have given importance on perception in relation to Foreign Language anxiety regarding to the learners 'needs, abilities and expectations. This issue is related to Expectancy-value Theory that Prekun has taken to progress an algorithm of anxiety. He proposed that anxiety occurs as a result of the expectancies of negative future outcomes influenced by student's feelings and opinions values of these outcomes.

Moreover, there are combinations between total expectancies and total valence. First, the belief that negative situations will occur. Second, the belief those preventative actions can be taken. Third, the belief that such action will be effective. Total expectancies based on the learner's belief of negative will occur. In this sense the students lose their action-control expectancies. Wherein total valences consisted of intrinsic, and extrinsic valences of outcomes. (Lim, 2007, p. 02).

anxiety is a mixed emotion of uneasiness, frightened, and dread which started as obstacles in front of others, especially when they have a subjective experience about futuristic on their memory. In psychological literature anxiety comprised of unpleasant emotional present. (Singh. 2015. p. 117).

Most of the researchers describe anxiety in a close direction. March 2015 also did, but he added the physical sensations; the fight or flight is related to anxiety, according to him when students are under threat, the body release hormones such as adrenaline, which physically prepare you to fight the danger or run away from it.

2. Types of Language Anxiety:

Language anxiety has a degree of intensity that hinder foreign language learners speaking during the test, communication, and evaluation performance, also language anxiety has different types that educators classified them into three main types: trait anxiety, state anxiety, and situation-specific anxiety.

2.1. Trait Anxiety:

“Trait anxiety is chronic and pervasive across situations and is not triggered by specific events.” (Huberty, 2009, p. 13). Foreign Language Learners attribute their fear to the person inside thinking and it is not correlated to a specific event. It is considered as an aspect of personality (Scovel 691) claim that “more permanent predisposition to be anxious.” (Hadjab, 2013, p. 24).

Trait anxiety is global and it is not related to this specific situation what is experienced in the examination of Australian students, which found trait anxiety reflects the stable tendency of the person to respond with nervousness in any threaten situation. (Occhipinti, 2009, p. 14).

2.2. State Anxiety:

Unlike trait anxiety, state anxiety occurs in specific situations. (Spielberger, 1973)stated that not all students who suffer from a high state anxiety, have high trait anxiety while students who suffer from trait anxiety are expected to experience state anxiety. (Huberty, 2009, p. 13).

Spielberger 12 has seen anxiety as an apprehension situation“ it is transitory state or condition of the organism that varies in intensity and fluctuates over time.”(Hadjab, 2013, p. 23).

2.3. Situation-specific Anxiety:

Some researchers as Tibias or Dorney claimed that “studying anxiety means studying the interaction of the situation producing that anxiety”. This issue is happening during written or oral examination when students receive comments from others. Furthermore, Macintyre and Gardner said “the probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematical problems (math anxiety), or when speaking a second language (language anxiety).”(Hadjab, 2013, p. 24).

Test, state, and situation-specific anxiety are types which can easily discover the stress and the level of the student’s anxiety.

3. Characteristics of Anxiety:

Language anxiety concerns a psychological problem of apprehension and stress that mostly occurs in oral communication where we notice some characteristics of the students which indicate their anxiety. Vasey,Gnic, and Carter (1994) stated that worry is a central characteristic of anxiety which has been defined as an anticipatory cognitive process including negative expectation of future outcomes and possible threaten. In addition, loss of control produces more when students feel highly anxious, so their belief on potential

deficiencies will mainly occur. Anxiety is manifested via three ways: cognitive, behaviorally, and psychologically. (Huberty, 2009, p. 12).

Cognitive	Behavioral	Psychological
Concentration problems	Motor restlessness	Tics
Memory problems	Fidgets	Recurrent, localize pain
Attention problems	Task avoidance	Rapid heart rate
Oversensitivity	Rapid speech	Flushing of the skin
Difficulty solving problems	Erratic behavior	Perspiration
Worry	Irritability	Headaches
Cognitive dysfunction	Withdrawal	Muscle tension
distortion	Perfectionism	Sleeping problems
Deficiencies	Lack of participation	Nausea
Attributional style problem	Failure to complete tasks	Vomiting
	Seeking easy tasks	Enuresis

Table01: Primary Characteristics of Anxiety (Huberty, 2009, p. 14)

The table mentions the primary characteristics of anxiety that influence the learners and it will be as an obstacle in achieving their goal. First, cognitively disturbs the students' concentration and the brain create groups of problems and difficulties and the consequence of it reflects on the behaviors; some of them choose to be alone and others speak rapidly, in addition; the physical problem that can easily notice as tics and headaches.

4. Factors of Language Anxiety:

The classroom contains different levels of students whose aim is success by the end of the year. Success generally requires hard work from students who should be patient and self-confident, but they have some obstacles which hinder them from achieving their aim.

Most students face difficulties with three factors where students feel anxiety: test, communication, and negative fear anxiety.

4.1. Test Anxiety:

Usually Foreign Language Learners have the feeling of anxiety under examination . According to (Farooqi, Ghani&Spielberger, 2012; Rariq, Ghazai&Farooqi, 2007) test anxiety is a psychological condition which students experience anxiety in a testing situation: it devastates the student's achievement. (Zeidner1998) divided test anxiety into three components: cognitive, affective, and behavioral.

The cognitive component relates to the students' abilities in thinking and understanding, the question and how to deal with them. Second, the affective component includes the persons' appraisal of their psychological state such as tension, tight muscles, and trembling". Third, the behavioral component includes poor study skills, avoidance and procrastination of work .(Akinsola&Nwajei, 2013, p. 18).

There are other researchers deal with test anxiety such as Mandler&Sarason (1952)who found the result of 37 answers of Australian students about test anxiety before and during examinations where high levels of anxiety depreciate the students' worry and limited the students in special tingle. Similarly, both of Marlet& Watson's 1952 and Sarason1984 have supported the idea that students' mind tries to escape from such kind of frightened this whatSarason called it intrusive thought .(Occhipinti, 2009, p. 19).

4.2. Communication Apprehension:

Classroom interaction consists of various types of interact where teaching classes as a whole are commonly appropriate for students because they feel more comfortable and save than working individually. Among all the students there are two different kinds of students; firstly, the active students who are extremely dynamic . secondly, silent students who are passive in the class as a result of communication apprehension.

Many researchers as Horwitz et al, (1986); Daly, (1991) demonstrated that "communication apprehension is the fear of individual experiences in oral communication". Communicating individually was considered as a risk that most students feel embarrassment. It does not concern only Foreign Language but the mother tongue as well because it is not a matter of mastering the language only, but it is the matter of the

ability to transmit the message clear and appropriate (Lucas, 1984; Horwitz et al, 1986). In the same version, the mode of behavior refers to the idea that Foreign Language anxiety is a kind of ‘situation-specific tension’.

Manifestation of communication apprehension in the second language learners has been reviewed by Foos&Reitzel& Lucas 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 fail competence”. It is a matter of competence and encouragement to express themselves also speaking in groups or in pairs out of the classroom are so beneficial in reducing the students anxiety. In addition, Dalay et al, Merluzz who demonstrated that there is a link between the students who are not able to transmit their thought as a result to their hesitation and apprehension.

Anxious students follow some technique in the classroom in order to hide themselves to be saved from communication activities as Dalay et al found what they called “masslecture” it is a technique when students prefer to work with the whole class rather than performing individually. (Occhipinti, 2009, p. 17).

4.3. Fear of Negative Evaluation:

Usually, students do not accept when they evaluate from their teachers and classmates negatively especially among the audience. Fear of negative evaluation was defined by Watson & Friend “apprehension of others evaluations, distress over their negative evaluations, avoidance of evaluative situation, and the expectation that others would evaluate oneself negatively”.

The fear of negative evaluation follows with certain behavior such as high stress, being silent and the students try to minimize their contribution during conversation. Test anxiety is different from fear of negative evaluation. Test anxiety occurs in the specific situation of testing while fear of negative evaluation occurs in any social evaluation context.

At the end, upon the three components of anxiety and regarding to all what researchers have been found, we conclude that the problem of anxiety either from the test, communication, or evaluation is a consequence of students lack of self- confidence and limit themselves in a close triangle taking into account others’ comments which reflect negatively on their engagement (Occhipinti, 2009, p. 20).

5. The Role of Anxiety in Learning a Foreign Language:

Anxiety in learning a foreign language is widely expressed as a manifestation of cognitive process which happen via both ways, facilitating or debilitating learning a foreign language that improve or impair students' engagement in oral communication.

5.1. Facilitating Anxiety:

“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 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 apply motivation and added energy and increases one's ability to focus on the task at hand”

What is interesting in facilitating anxiety is that foreign language learners had become motivated for language learning and increase to them the sense of competition and involvement so foreign learners become more self- confident (Hadjab, 2013, p. 24).

5.2. Debilitating Anxiety:

In contrast to facilitating anxiety, debilitating motivates foreign learners to be in isolation with language activities such as oral performance and it insists their fear from the comments of the audience. Ely Christofer reviewed that students with high level of anxious were less encouraging to take a risk and they avoid transmitting complex messages (Hadjab, 2013, p. 24).

6. Causes of Language Anxiety in the Classroom

Nobody denies that language anxiety is a problematic issue which faces students during speaking and oral performance, which constricts the students thinking upon the comments of others. Foreign language learners have fallen under the feeling of anxiety because of main reasons.

First, when the students do not organize their work in terms of goals and objectives, they fail to transmit the message to the audience and if the work is ambiguous for the learners, they will feel unsure, uncomfortable and so nervous. Instead of that, if these students experienced failure in school repeatedly, in unconscious mode the brain reinforce and remind you and suggests other relevant topics. Depending on this latter, classroom testing, evaluating, and communicating has reflected the students' worry because such

situation explores uneasiness position to the learners. In addition, some parents contribute a huge pressure on their children to succeed in the school and convince them if they fail in school, they cannot succeed in other fields, as a result; this pressure is created for the students the frighten of classroom success. On one hand, generally the extreme negative criticism affects the students' achievements and engagements on the classroom and they get rid of participating and keeping silent (wrench&Richmond&Gonhan, 2009, p. 66-67).

On the other hand, speaking anxiety is related to prior experience depending on Atterstrom suggested that if the learners was not being able to speak in front of the audience and be silent at an early age, this will limit their opportunities to practice oral communication and create a sense of inhibition and withdrawnness (Basic, 2011, p. 09).

Spark and Ganschow explained that language anxiety may be a result and a cause in the same time on the insufficient linguistic background of the target language also, Schwart, 1972 “within social context, language anxiety may be experienced due to extrinsic motivators”. The variety of cultural components among one country where first and second language influence the students' oral communication (Tanveer, 2007, p. 05).

7. The Effects of Language Anxiety on Classroom:

Students in the classroom entail a wide range of intelligent aptitude that transports the student's perspective about the topic that discuss under study. Scholars tried to investigate the relationship between language anxiety and the learners' performance and state the impact of anxiety on learning.

7.1. Attention:

“Anxious student has a narrow focus of attention biased toward possible treating” (Lyueham, 2009, p. 05). Students cannot concentrate on their attention because they feel anxious and under threat.

7.2. Interpretation:

The students misunderstand and interpret a neutral situation as to threaten or dangerous situation and they will in a doubt about every be thought taking account that what is happening is more than their capacity, also they will be slower in receiving information that contains a potential threat (Lyueham, 2009, p. 06).

7.3. Concentration:

Generally, when the students are not comfortable mentally and physically, their worry commence to affect on the students' cognitive process and their capacity on academic tasks and solve problems decreases also surprising worried thoughts is incredibly difficult (Ibid).

7.4. Memory:

Anxiety is associated with “decreased short term memory capacity... the same area of the brain (medial temporal lobe) play a role in memory and anxiety therefore possibly reflects a dysfunction in these brain structures/processes”. Students embarrassment and apprehension instead to this less attention and concentration obviously leads to less memorization (Lyneham, 2009, p. 07).

7.5. Beliefs/Expectations:

Especially when the students' belief on perfectionist that lead to unrealistic expectations; the students expect that they will be perfect among all their peers in addition to belief and expectation, self-comparison when the student makes a balance with peer group (Lyneham, 2009, p. 08).

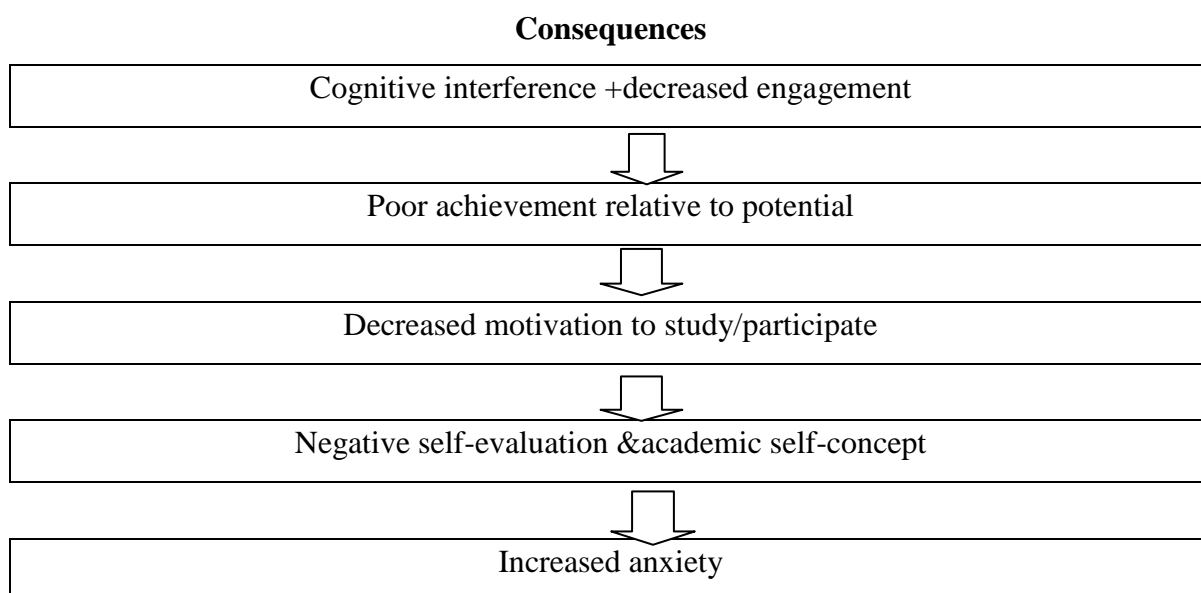


Figure01: Consequences of Anxiety (Luneham, 2009, p. 09)

In addition to those steps that limit the students' achievements and affect them in their behaviors in the classroom many scholars as Dadson, Alpert and Haber (1960) described the negative relationship between anxiety and students' performance because anxiety is harmful and create a sense of tension and apprehension.

8. Some Communication Strategies to Reduce Classroom Anxiety:

Language anxiety is a universal problem that effects on the student outcomes in various ways and in different situation from performance. Although, the mistakes that students can make it during performance cause of their anxiety, we suggest some strategies to reduce classroom anxiety.

First of all, 'FUN' the classroom should be in a comfortable atmosphere, i.e. in the process of learning, teachers can make the balance between enjoyment and learning which use an interesting technique that make the students follow teacher such as telling stories related to the content, funny jokes they attempt to make the students love the classroom environment while learning.

Second, 'POSITIVE' the way teachers communicate with students should be positive as possible and try to deal with the students smoothly and guide them, it will be more beneficial for student outcomes than negative criticism and courage, reward, and reinforcement could make the students more involved and engaged in the classroom.

Third, 'INPUT' teachers and students are unique for the sake of reducing the likelihood of classroom anxiety emerging. Teachers can include the students in determining some assignments, projects instead of oblige them with certain subjects so it will be better to discuss collaboratively in the classroom.

Fourth, 'SOLIDARITY AND AFFINITY' is available between students and teachers, the act of communication will be more effective. It can both increase student achievement and decrease classroom apprehension.

Fifth, 'FEEDBACK' teachers can benefit from the students' opinion and suggestion on teaching content. Flanders (1970) said that "when we use students' ideas, we are showing that we accept our students".

Sixth, 'CLARITY' Brophy and Evertson (1976) stated that "in general, it seems reasonable to suppose that teacher clarity becomes increasingly important as the

curriculum becomes more complex” the more teachers are clear and easy to convey the message the more students’ understanding will increase.

Seventh, ‘CLIMATE’ according to Hurt, Scott, and Mcroskey lend support to this idea by stating “it is crucial, then the teachers communicate with their students as supportively their classmates”.

Dealing with our students in a kind way by respecting their ideas and opinions giving them the chance to produce themselves, they will work extremely higher than we expect and they reduce classroom anxiety (wrench& Richmond& Gorham, 2009, p. 68-69)

Conclusion:

Last but not least, learning English language requires cognitive and psychological parameter to help students go beyond the language boundaries. The teachers should be knowledgeable enough in order to know who can deal with students and the students should learn in a comfortable atmosphere because we see in the chapter that there are some reasons and factors that effect on the students oral communication which insure the strong relationships between language anxiety and student's pronunciation.

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Pronunciation of Foreign Language Learners

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Chapter two:

Pronunciation of Foreign Language Learners

Introduction:

Pronunciation is considered as an effective aspect in language communication, therefore; it is so important to English learners to be knowledgeable about pronunciation since there is a variety of English language with different pronunciations. There are many approaches dealt with teaching pronunciation from various angles into different periods of time, also it contains many elements that enable the learners to decode the keys of pronunciation easily, although; the factors that hinder the process of acquiring the correct pronunciation that can be physically or psychologically. For this point, researchers suggest some techniques and theories for the sake of teaching English pronunciation which improve the level of students in pronunciation. The importance of pronunciation is giving the students the ability to increase themselves to be fluent in order to convey the message in both understanding and correct way.

1. Teaching Pronunciation:

There are many approaches shed the light on the pronunciation because of its importance in language communication between interlocutors. Researchers such as Morley and Lane emphasized on segmental and supra-segmental aspects that had great effects on pronunciation and they were interrelated according to Lane who named this relation balanced approach. Celce -Murcia et al stated that “computer assisted instructional technology could naturally be made use of in pronunciation teaching, and it has also been suggested that the teaching could benefit from the idea and techniques from other disciplines such as drama.”(Tergujeff, 2012, p. 600).

Teaching pronunciation continued in an unorganized way between who were interested in teaching pronunciation and on those who were neglected it. From the late of 1960's to 1980's appeared two different points of view about the instruction of pronunciation, whether concentrate on teaching pronunciation in order to be as native speakers or eliminate it since the objective of speaking was making the receiver understand the message even if the speaker didn't have a good pronunciation.

After 1980's teaching pronunciation took another position since immigrant, refugee, and academic professional demanded to learn pronunciation because of many reasons such as economic and financial opportunities.

In the 90's teachers of pronunciation was not focused only on supra-segmental but on how students were going to communicate with each other where Brown 2003 claimed that "the focus of pronunciation learning shifted from the teacher playing the key role in the learning process to the student performing that role". On the other hand, in the recent study ,the focus is given to technology and on the tools that help both teachers and students to improve their pronunciation by using a smart phone, computer, tablet, and other application for teaching pronunciation (Hismanoglu, 2011, p. 25).

To sum up teaching pronunciation passed through different stages and each one proved the importance of learning pronunciation to communicate effectively.

2. Definition of Pronunciation:

Foreign language learners give the receptive skill more attention than the productive skill. Language is a matter of communication correctly and fluently, for this reason, we consider pronunciation as the basic process in realizing this principle. Pronunciation according to The Longman Dictionary of Applied Linguistics is " the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sound is perceived by the hearer"(Doudi, 2016, p. 19). The learners should be at least aware about the elements of pronunciation that contain segmental and supra-segmental because they are considered as the basic learning and enhancing the process of speaking and listening.

3. The Elements of Pronunciation:

The elements of pronunciation are divided into two parts segmental and supra-segmental. actually they are varied because The traditional approach focus on segmental aspect that was related to letters in writing, whereas; the recent approach was emphasized on supra-segmental which had a great effect on intelligibility for speakers. Definitively, learners will benefit from both aspects because they are interrelated and fit the students'awareness(AMEP, 2002, p. 01).

3.1. Segmental

It contains both vowels and consonants which are dependent on the individual's ability in learning the sounds and how they pronounced because huge numbers of students faces difficulties with the particular sounds cause of the interference of the mother tongue, lack of participating, and anxiety.

3.1.1. Vowel

Small defines a vowel as “vowel are phoneme that are produced without any appreciable constriction or blockage of the airflow in the vocal tract”. The sounds pronounced with an open mouth and the tongue not touching the teeth, top of the mouth (Zerdoumi, 2015, p. 11).

Gerald sates that “ vowel are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped of the mouth.” (2000, p.05). There are 44 sounds in the phonetic alphabet: 20vowels and 24 consonants.

Vowels:

/ I: / deep - seet

/ I / hit - bit

/ ʊ / book - put

/ U: / moon - shoot

/ e / send - shed

/ a / suppose - item

/ ɜ:/ bird- earn

/ ɔ / ball- saw

/ æ / fat - man

/ ʌ / love - truck

/ ɑ: / dark - father

/ ɒ / want – box

Diphthongs: (double vowel sounds)

/ Iə/ fear- beer

/ eɪ / day - prey

/ ʊə / cruel - poor

/ɔɪ / joy – boy

/əʊ / grow – rose

/ea / fair – wear

/əʊ / grow – rose

/əɪ / ride - eye

3.1.2. Consonant:

The Longman dictionary of language teaching and applied linguistics defined consonants as:

A consonant is a speech sound where the air stream from the lungs is completely blocked (stop), particularly blocked (lateral) on where the opening is so narrow that the air escapes with audible friction (fricative) with some consonants (nasal) the airstream is blocked in the mouth but allowed to escape through the nose.

Unlike vowel sounds that are pronounced freely with an open mouth, consonant sounds are unvoiced blocked by tongue, teeth, or lips (Zerdoumi, 2015, p. 06).

	Lips Bilabia l	Lips+ Teeth Labiodental s	Teeth denta l	Alveola r Ridge alveolar	Alveola r Palate Palate alveolar	Hard Palate palata l	Velu m velar	Glotti s glottal
Plosive	P b			t d			k g	
Fricative		f v	θ	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Nasal	M			n			ŋ	
Lateral				l				
Approximate	W				r	j		

Table02: The Place and Manner of Articulation (Adapted from Roach 1991:62)

The table previous describes the place of articulation that contains the location where the constriction of the airflow is exactly made in the vocal tract. From bilabial where the sounds formed by pressing the lips to each other. Labiodental that is made with the lower lip articulating against the upper teeth. Dental produced with the tip of the tongue slightly touching the back side of the teeth. Alveolar involves the tip of the tongue hitting the alveolar ridge. Palate alveolar has produced by moving up the tip of the tongue towards the part of the palate just behind the alveolar ridge. Palatal produced when the front of the tongue is raised up against the palate. Velar is articulated when the tip of the tongue is against the velum or the soft palate while sound involves a rounding shape of the lips. Glottal produces when the air passes via the glottal as it is narrowed. The manner of the articulation which refers to the degree and the type of the obstruction formed in the vocal tract. Plosive involves a complete blockage of the air at a particular point. Fricative is a slight restriction of the airstream which forces to pass through a tightened passage, resulting in the creation of friction sound. Affricates are a cluster of two sounds. Nasal are made when the soft palate is lowered completely obstructing the air to escape from the oral cavity. Approximates speech organs are approximate or close to each other. (Zerdoumi, 2015, p. 07-08-09).

3.2. Supra-segmental:

Unlike segmental, supra-segmental elements are not easy to master because the elements that contain describe the students' attitude during speaking as intonation, stress, rhythm, and accent which make the speech obvious (AMER, 2002, p. 02).

3.2.1. Intonation:

Intonation includes the speaker's emotions and it helps the receiver to understand the intended meaning of the speaker so it is not only the matter of the variation of the speaker pitch. In random House Unabridged English Dictionary defined intonation as "the pattern or melody of pitch changes in connected speech, esp. The pitch pattern of a sentence." (Wei, p. 07). Each individual word and sentence include different melody of pitch and there are five major patterns of tones can be identified: fall, rise, fall-rise, rise-fall, and level.

First, a falling pattern the speaker lower his voice at the end of the speech either in statement or in question, whereas; in a rising intonation the speaker raises the pitch of his voice mainly on the questions that answer by yes or no. Instead, a fall- rise intonation is a

combination where the pitch rise and fall within the statement and this latter indicates that the speaker is not sure it is usually used with unfinished thoughts and in introductory phrases. Also, a rise fall intonation used when the speaker wants to express a specific emotions such as: surprise, anger, and amazement. In addition, a level intonation is a tone without movement of the pitch and it is so boring it is used when the speaker doesn't pay attention to his pronunciation.

From the variation of the tone, the process of understanding will be more effective and clear also the speaker's intonation indicates his level of respect with the connection to the other (AMER, 2002, p. 03).

3.2.2. Stress:

Certainly the speaker produces a multi-utterance, but their emphasis on special points to make the receiver understand the central ideas you want to deliver. Stress is usually used on particular syllables in both words and utterances depending on volume force, pitch change, and syllable length. Small stated that "a stressed syllable is a word is generally spoken with more articulatory force, resulting in a syllable that is louder in duration and higher in pitch than unstressed syllable" (Zerdoumi, 2015, p. 19).

On the English language stress situation varies unlike other languages where the stress is fixed in the same position, instead; there are some words unstressed in English, for instance, articles, conjunctions, and prepositions whereas, verbs, nouns, adjectives, and adverbs are received stress.

3.2.3. Rhythm:

Rhythm is defined by Scarcella and Oxford:

The measured movement or musical flow of, language. English has a rhythm in which stressed syllables normally occur at regular time intervals. Thus, in English, rhythmic patterns are based upon a fairly regular recurrence of stressed syllables. That's why English is often called a stressed-time language. (Wei, nd, p. 08).

Rhythm contains a special melody that is related to the language and gave it its special characteristics, so teachers should encourage the learners to listen carefully to authentic speech.

3.2.4. Accent:

Not only intonation, stress, and rhythm are receiving attention in English pronunciation, but also the accent is considered as a basic concept in pronunciation when the student's articulation is clearly, the message will convey inappropriate and understandable way. Pennington(1996) notes that "voice quality is the aspect of prosody that spans the longest stretches of speech and underlies all other aspects". The segmental and supra-segmental aspects related to voice quality by improving the articulators and the breath stream coming up from the lungs. (AMEP, 2002, p. 03-04).

4. Techniques of Teaching English Pronunciation:

Depending on, what have we seen from the factors that affect English pronunciation that enable the teacher and the learner to choose the appropriate techniques in order to help the learner in enhancing the process of pronunciation. According to Penny UR and Harmer(2002) suggested that "imitation or recorded model of sounds, recording of learner speech and contrast with native model and choral repetition of drills can be effective techniques of teaching pronunciation". Imitating native speaker sound can be fruitful and valuable on students' pronunciation instead, Celce- Murcia, Brinton, and Goodwin, J.M(2000) claimed that the method of teaching pronunciation is considered as a portion of communicative language teaching as listening and imitating, phonetic, training, minimal pair drills, contextualized minimal pairs, visual aids, (e.g. Sound, color chart) unfortunately those techniques is not really achievable as Celce- Murcia, M, Brinton, D.M and Goodwin, J.M (2000) has discovered a new techniques that will be more beneficial than the traditional one which are musical aspects of pronunciation more than sounds as well as relying on other activities as effective listening exercise, discussion wheel, and values topics, and personal introduction collage (Howlader, 2010, p. 238).

5. Theories about Teaching Pronunciation and Language Learning Strategies:

Speaking in fluent and inaccurate way requires from the learner to be knowledgeable enough on the linguistic manifestation and on pronunciation for effective communication. There have been various researchers as Morley, Yong, claimed that training the learners on pronunciation would be increasing their communicative competence and Yong confirmed that reading and writing are not sufficient to fit the oral communication. "Acton reported in

detail on a program of instruction focusing on the link between pronunciation, affect, personality, and social context, which was designed to help learners whose pronunciation had fossilized. However, no empirical evidence of its success was offered". Furthermore, Derving, Munro, and Wiebe has hypothesized that the collaboration of segments accuracy and instruction in general speaking habits and prosodic feature advantages the learners' pronunciation. On the other hand, researchers saw that learners can improve themselves and learn segmental and supra-segmental elements. However, they should be able to differentiate between their mother tongue and the second language. This latter can be realized only when the students are motivated and interested in the field which increase to them the sense of awareness and self-autonomy (Varasarin, 2007, p. 17-18).

6. Some Factors Affecting Pronunciation Teaching:

Foreign language learners pass through various factors that influence their pronunciation. It can be physically or psychologically.

6.1. The Age of the Learner:

Young children have the ability to learn the language more than adults and this what researchers observed because they absorb the sounds and imitate the words, linguistics, name this period in a child's life the critical period for language acquisition. Mr. Donough stated that "young children learn languages better because they are nearer the age at which they become native speakers of their mother tongue."(Benhalima, 2013, p. 06).

In specific period receiving the language with the right pronunciation is easy access especially for child, whereas it is difficult for adults whose pronunciation is almost influenced by their mother tongue and it will be so hard to be like native speaker even if they gather all the roles of pronunciation.

6.2. Motivation:

In any subject, we cannot force students to do their best unless they are motivated. Motivation applies to teaching pronunciation where the teacher can provide the students with information and practices about pronunciation but they cannot enhance their pronunciation unless they will be willing to do the work themselves. Celce Marcia et all suggested three goals that can motivate the students:

- ✓ **Integrative motivation:** learners want to be accepted into a group that uses the language. The group might still recognize the learners as “outsiders” but they can function well in the group.
- ✓ **Assimilative motivation:** they want to be accepted as real members of the group. They don’t want to be thought of as “outsiders”
- ✓ **Instrumental motivation:** they want to be able to use the language to reach a goal: to get a job, to conduct business, to pass a test, or to travel easily in a foreign country.

The teacher takes a great part in motivating the students by creating an interesting and comfortable atmosphere in order to encourage them to do their best in learning process in general and create a sense of curiosity to discover and go deep through the language and on its details. (:.....,p. 3).

6.3. Personality and Aptitude:

Different personality and aptitude is naturally affected the human arrangement in any field not only in learning a language according to some researchers there are outgoing and introverted learners in the class. The outgoing learners are more likely to use the language which enables them to improve their pronunciation rather than the shy learners, but this is not guaranteed to cause maybe they are using language without paying attention to their pronunciation whereas, introverted students give more attention to sound on pronunciation even if they are less participating in the class. Teachers should take into consideration the characteristics of their students. in addition, there are other kind of students who found difficulties in using unfamiliar sounds and melodies of foreign language otherwise other categories of students have the ability to imitate the pronunciation of foreign language so that teachers should take into consideration the students’ personality and aptitude in teaching the language (ibid).

6.4. Mother Tongue:

The influence of mother tongue on foreign language learners is something naturally happen and it can impede the learners in acquiring the pronunciation of the second language. It can be both the comparison or the different between sounds this what can hinder the process of learning according to Avery and Enhilich 1992 claimed that “the sound pattern of the learner first language is transferred into the second language and is

likely to cause foreign accent.” (Ahmadi, 2011, p. 78). The reflection of the sounds, rules, stress, and intonation of the native language on the second language, Avery and Enhlich concluded that the second system of the mother tongue can influence the learners’ pronunciation of a target language in three ways:

First, the existence of sound in the second language, whereas; it is absent in the students’ mother tongue or vice versa. Second, the different roles between the mother tongue and the second language. Third, the rhythm and melody of the mother tongue transfer into the target language (Benmalima, 2003, p. 07).

7. The Importance of Teaching Pronunciation:

Pronunciation is very important in the field of learning and in speaking actually it is not a matter to be as a native speaker, but it is a matter of correctness in pronunciation because inappropriate pronunciation can lead to misunderstanding and ineffective communication even if their grammar and vocabulary are perfect. Dan 2006 states that “language competence covers many aspects. Phonetics both in theory and practice constitute the basis of speaking above all other aspects of language and pronunciation is the foundation of speaking”. According to the criteria of pronunciation, it will be fulfill for the learners to take into consideration the supra-segmental elements while listening practice. Carter and Nunanso that learners should start learning pronunciation at an early age, depending on the complexity of the second language acquisition as an organic rather than linear process (Varasarin, 2007, p. 19-20).

Some important elements in learning pronunciation:

- Pronunciation is an essential part of oral communication.
- Even with excellent vocabulary and grammar, learners will not be understood if they consistently mispronounce English.
- Listeners process incoming language according to their “schema”. If they hear doesn’t fit this schema, they will be frustrated in their attempts to understand the speaker (Brinton).

Conclusion:

Foreign language learners tended to learn pronunciation because of its effectiveness in communication competence. In order to master pronunciation, students need to have an idea about its elements and know how they will benefit from it in improving their pronunciation while speaking English language. There are many researchers and theories who debate on learning pronunciation and stating its importance for the learners instead of suggesting some techniques which help the students in enhancing their pronunciation.

Chapter Three:
Data interpretation and analysis

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Field work:

Data interpretation and Analysis

Introduction:

The aim of this research is to investigate that language anxiety is detrimental the students' pronunciation and to find strategies that may minimize such issue. With the constraint of time, we have addressed a questionnaire for teachers and interview for students of first year at the Department of Foreign Language University of Biskra. This latter supported us in answering the research questions, furthermore; we are going to describe the research tools that are used in this study in addition, to the analysis of data used followed by tables and graphs in order to make the process of reading the analysis easy and comfortable.

1. Population:

In this research mixed research is used and we choose questionnaire for teachers and semi- structure interview for students. The population used in this study contains (885) students of first year learners of English at the division of English divided into (fifteen groups). We have chosen to work with first year students because they are new to the system of university and they will be the most influenced by the problem of language anxiety that's why we made a recorded interview with 07 students from the whole population because we needed to observe the students pronunciation while oral communication and this data can help me in realizing our research question. On the other hand, we have distributed questionnaire to 20 teachers English from (39)in order to benefit from their experience in teaching English as foreign language.

2. Administration of the Questionnaire and the Interview:

The aim of this study is to find solutions and strategies to reduce English learners pronunciation .We addressed a questionnaire for teachers, especially to oral expression and phonetic teachers because they give more attention to pronunciation and speaking skill than other teachers, also to be more reliable in our study and to see different overview from various teachers. We distributed 20 questionnaires, but we receive 18 questionnaires. In addition, we do an interview with first year students without focusing neither on high level

students nor on the weak ones, but it was randomly to discover the real level of pronunciation of the students by recognizing their reaction and how they will act in face to face conversation for this reason, we select semi- structured interview in order to achieve the goal that language anxiety effects on foreign language learners' pronunciation.

3. Description and Design of the Questionnaire:

The questionnaire served us in the fulfillment of the aim of this study that is investigating the relationship between language anxiety and foreign language learners' pronunciation. The design of the questionnaire was divided into two sections. The first section includes two parts, the first part contains personal information about the teachers' gender and on their years of work while the second part includes a combination of close-ended and open ended questions as (yes/no) and multiple choice questions followed by space for stating why choosing such answer this part entitled by the teachers' perception towards students' pronunciation. Whereas, the second section is about the problems that faced students in oral classes, especially the problems of pronunciation and we asked about the attitude of the students during oral performance, taking into consideration the role of teacher in encouraging the learners via the method, activities and material has used in the class for better engagement.

4. The Analysis of the Teachers' Questionnaire:

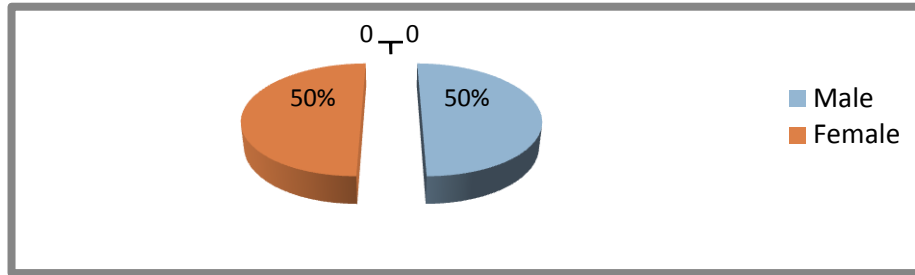
Section One:

Part One: Personal Information.

Q1: Teachers' Gender

The Gender	Frequency	Percentage
Male	09	50%
Female	09	50%
Total	18	100%

Table 03: Teachers' Gender



Graph 03: Teachers' Gender

The table has presented an equal percentage (50%) of both male and female gender from the total frequency of the questionnaire (18).

Q2: how long have you been teaching English language?

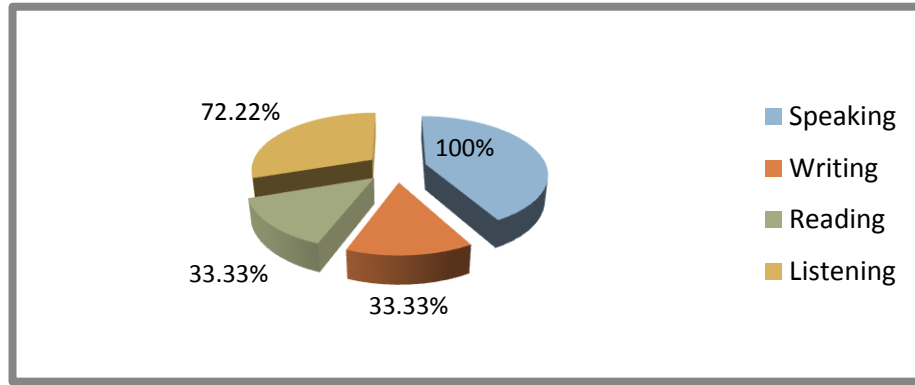
Depending on teachers' answers there are variations between years that have been taught for one year to thirty year. The different period of time indicates the random distribution of the questionnaire. The goal behind using this question is to advantage from the teachers' experience in teaching and in evaluating students, taking into account that novice teachers are different from the advanced ones and this helps us to benefit from their different views.

Part two: Teachers' perception towards students' pronunciation.

Q3: Which skill do you focus on during oral classes?

Options	Frequency	Percentage
Speaking	18	100%
Writing	06	33,33%
Reading	06	33,33%
Listening	13	72,22%
Total	18	100%

Table 3.1: The Skill does Teachers Focus on during oral classes



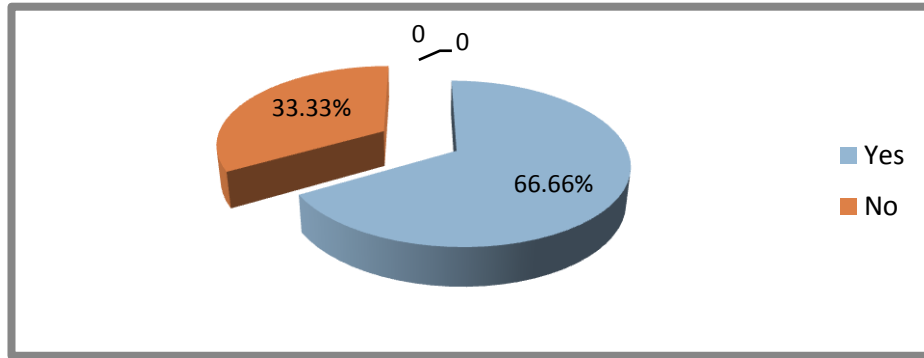
Graph3.1: The Skill does Teachers Focus on during the oral classes

Obviously, depending on the percentage that represents the skill does teachers focus on during oral classes, all teachers focus on speaking(100%) which reflects its momentous as a basic skill in oral communication. Listening represents (72%) and this percentage proved its significance also we can consider the agreement of teachers, especially on speaking skill and the higher frequency of listening that the receptive skills are interrelated and important to develop pronunciation aspect. However; we notice the percentage of writing and reading are equal (33%) and less than speaking and listening. It indicates that both productive skill received less attention in the field of oral communication.

Q4: Do you Think that Language Anxiety is the Most Important Reason that Affects on the Students Pronunciation?

Option	Frequency	Percentage
Yes	12	66,66%
No	06	33,33%
Total	18	100%

Table 3.2:Language Anxiety is the Most Important Reason that Affects on the Students Pronunciation.



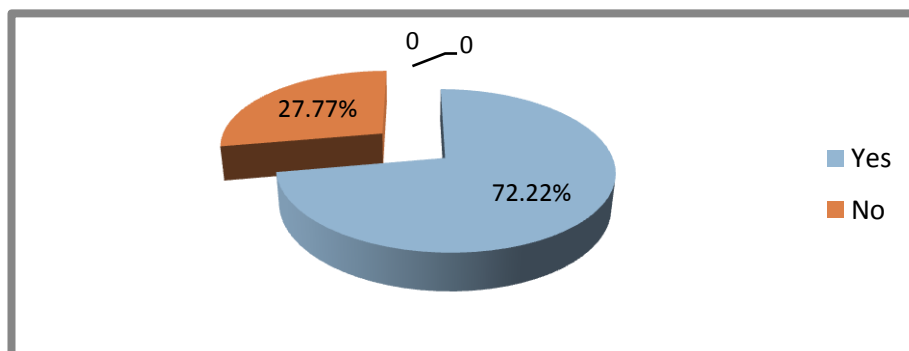
Graph3.2: Language Anxiety is the Most Important Reason that Affects on the Students Pronunciation.

We consider language anxiety is the most important reason that affects on the student's pronunciation since there have been 66% of the answers supported the idea while 33% of the answers are disagreed. We conclude from the various answers that the feeling of anxiousness hinders and provoke the students during oral performance which reflects on pronunciation.

Q5: Do You Correct Pronunciation Errors during The Lesson?

Option	Frequency	Percentage
Yes	13	72,22%
No	05	27,77%
Total	18	100%

Table3.3: The Correction of Errors in Pronunciation



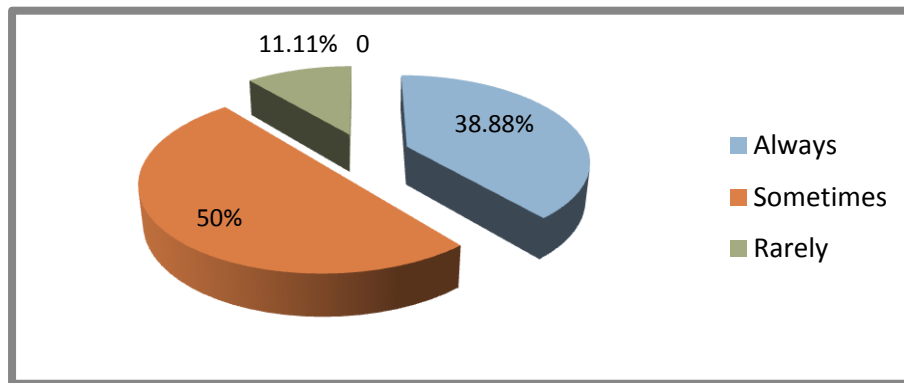
Graph3.3: The Correction of Errors' Pronunciation

We demonstrated from the result on the graph the majority of teachers that 72% correct the students when they make an error in pronunciation and the rest 27% do not. This is due to the fact that pronunciation has a great role in enhancing the student's level in speaking in an accurate and fluent way.

Q6: If Yes How Often Do You Correct the Learners' Pronunciation Errors?

Option	Frequency	Percentage
Always	07	38,88%
Sometimes	09	50%
Rarely	02	11,11%
Total	18	100%

Table3.4: The Frequency of Correcting the Learners' Pronunciation Errors.



Graph 3.4: The Frequency of Correcting the Learners' Pronunciation Errors

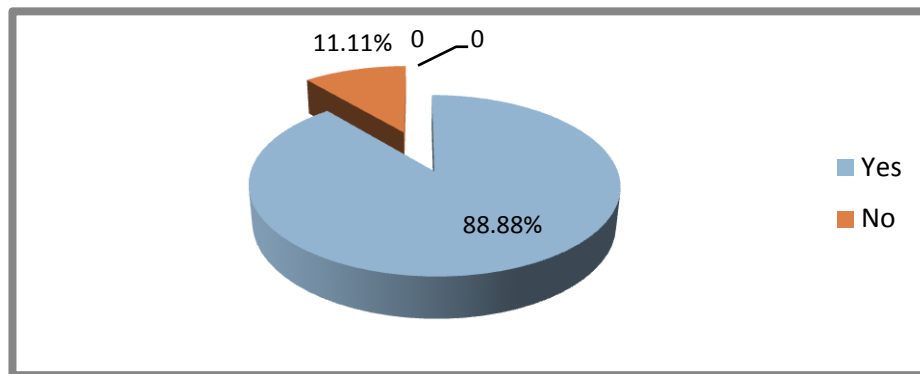
As the result in the graph above shows that 38% of teachers responded that they always correct the students errors in pronunciation to teach them speak correctly and to avoid the recurrence of such mistakes in their communicating process. whereas, 50% declared that they sometimes correct such mistakes which lead us to conclude that half percent of teachers just correct when they see this necessary for the students also in order to not frustrate the learner by correcting each time when they make an error. In addition, the less percentage that represents 11% of the teachers who are rarely correct the students' errors in pronunciation for the reason to do, not increase the students' anxiety especially for those who are lucky self- confident.

Q7: What Are the Most Errors that Learners Make in Pronunciation?

According to the collected answers of the participants about the most errors that learners make in pronunciation. We concerned the interference of mother tongue on the wrong pronouns of vowels and consonants and also it reflects on the students' accent as well as to the wrong using of stress regardless the roles of syllables in addition, to the problem of rhythm and intonation.

Q8: Do You Think That Your Students Are Motivated to Learn Pronunciation?

Option	Frequency	Percentage
Yes	16	88,88%
No	02	11,11%
Total	18	100%

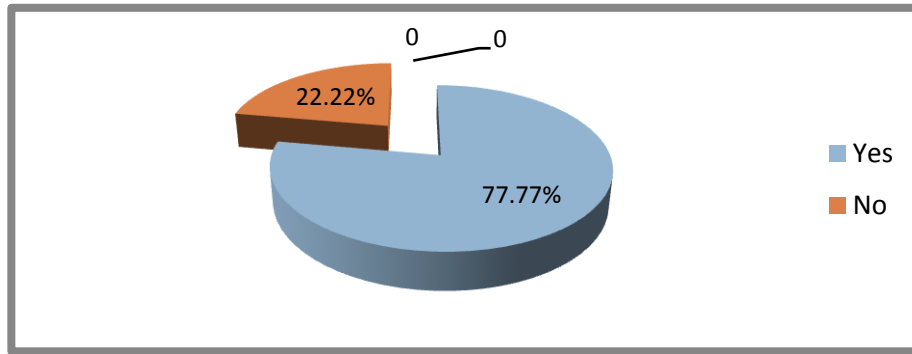
Table 3.5: The Motivation of Students to Learn Pronunciation.**Graph 3.5: The Motivation of Students to Learn Pronunciation**

Statistics show that the great majority agrees with the idea that students are motivated to learn pronunciation with the percentage of 88% so we can conclude that students are aware of the significance of pronunciation in enhancing language because correct pronunciation leads to fluency and this is the reason behind the motivation of students to learn pronunciation. On the other hand, 11% of teachers think that students are not motivated to learn pronunciation.

Q9: Do You Tolerate pronunciation errors?

Option	Frequency	Percentage
Yes	14	77,77%
No	04	22,22%
Total	18	100%

Table3.6: Teachers Tolerance of the students Errors in Pronunciation



Graph 3.6: Teachers Tolerance of the students Errors in Pronunciation

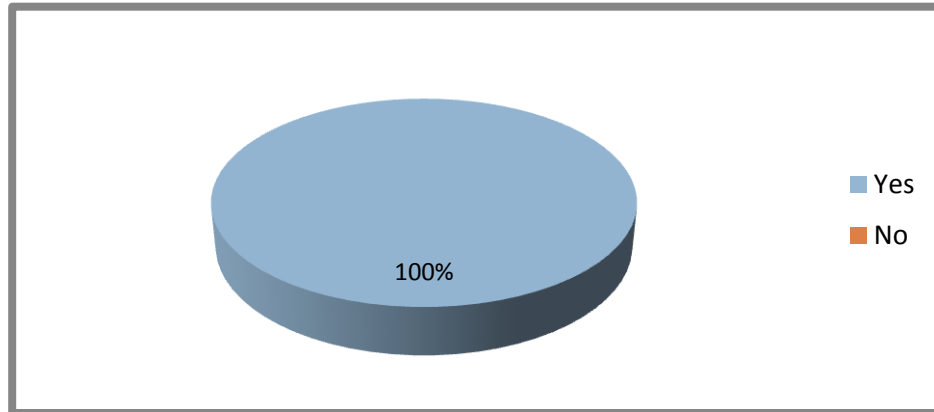
The majority of respondents, (77%)stated that they are tolerating the pronunciation errors obviously because the students are not a native speakers so the possibility of making mistakes is possible. In contrast, the rest participants, (11%) who do not tolerate the pronunciation errors.

Section Two: students' problems with the class

Q10: Do Students Feel Anxious During Oral Activities?

Options	Frequency	Percentage
Yes	18	100%
No	00	00%
Total	18	100%

Table 3.7: The Students Feeling of Anxious During Oral Activities



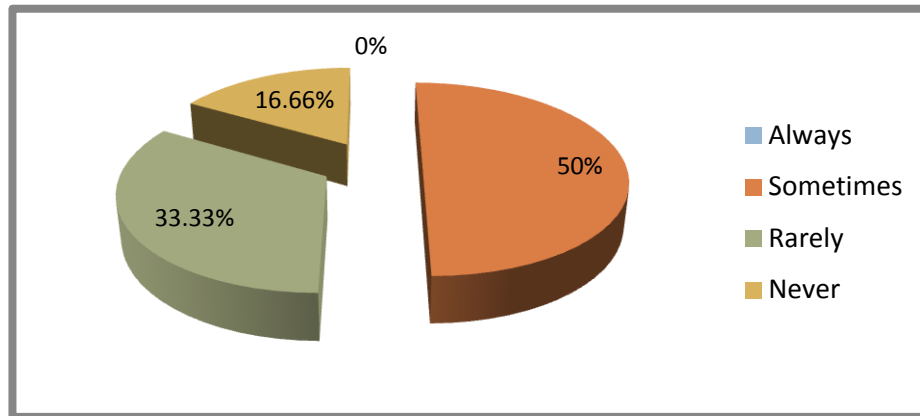
Graph 3.7: The Students Feeling of Anxiety During Oral Activities

The table above proved with the percentage of 100% that all teachers supported to the idea that students feel anxious during oral activities without exception. This latter followed by various consequences reflects on the students' cause of anxiety will be suffering from less self- confidence, fear of making mistakes in addition to the feeling of shyness and embarrassment.

Q11: How Often Do You Give Negative Comments to Your Students?

Option	Frequency	Percentage
Always	00	00%
Sometimes	09	50%
Rarely	06	33,33%
Never	03	16,66%
Total	18	100%

Table 3.8: Giving Negative Comments to the Students



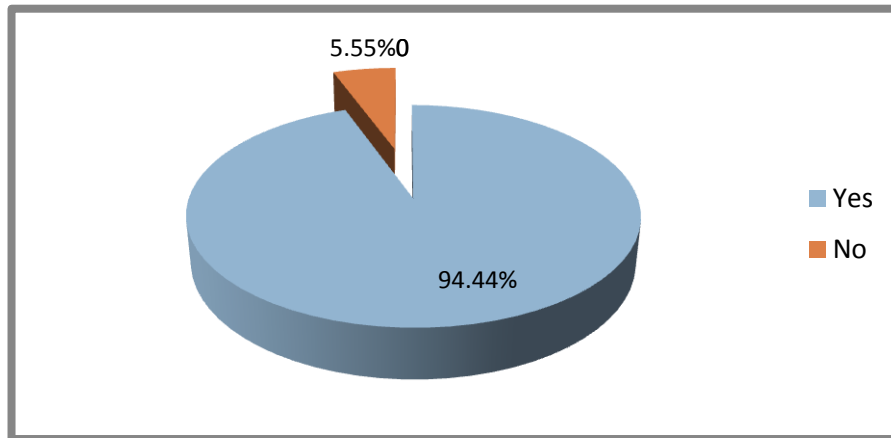
Graph 3.8: Giving Negative Comments to the Students

The goal of this question is to see the degree of giving negative comments to the students while oral performance. The percentage is different from each other on the graph shows all teachers (00%) do not prefer to give always negative comments to the students as a way to avoid maximize from the students' anxiety. Teachers' answers indicate 50% of them sometimes give negative comments only when it is necessary, (33%) of respondent are rarely while 03 teachers (16%) said that they never been done. The results that can be summarized from those answers are teachers to some extent avoid the negative comments in order to not make them lose their confidence and motivation in the process of learning.

Q12: Do You Think That Teachers of Phonetic and Oral Expression Session Should Work Collaboratively?

Option	Frequency	Percentage
Yes	17	94,44%
No	01	5,55%
Total	18	100%

Table 3.9: The Collaborative Work between Phonetic and Oral Expression Teachers



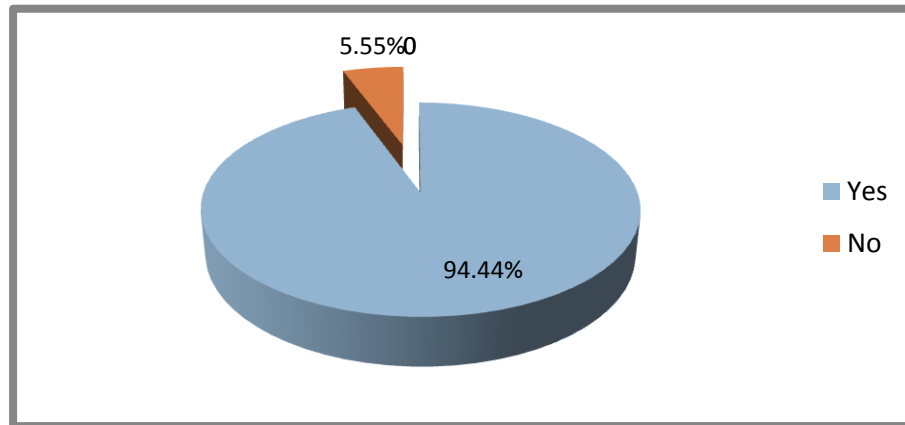
Graph 3.9: The Collaborative Work between Phonetic and Oral Expression Teachers

The reason behind asking this question is to see whether the collaborative work between phonetic and oral expression teachers can improve the students' oral proficiency and develop their pronunciation. Most of the participants' answer 94% reveal that teachers of oral expression and phonetic should work in parallel, whereas one teacher (5%) was against the idea. We can illustrate from the percentage that idea is really hitting the goal of teaching strategies and techniques in use to improve pronunciation and reduce from its deficiency in the process of oral communication.

Q13: Do You Think That If the Students Work Collaboratively, They Will Improve Their Engagement in Pronunciation?

Option	Frequency	Percentage
Yes	17	94,44%
No	01	5,55%
Total	18	100%

Table3.10:Thestudents Working Collaborative can Improve Their Engagement in Pronunciation



Graph3.10: The students Working Collaborative can Improve Their Engagement in Pronunciation

The result exposes that 94% convinced that working collaboratively; they will improve the students' engagement in pronunciation, in contrast to 5% from the whole responses who ignores the idea. The suggestion of this question and the feedback of the participant definitively proved that students will have an opportunity to practice and check their errors as well as they will commit by their classmates.

Q14: What Do You Suggest to Reduce Language Anxiety During Oral performance?

Teachers suggest some strategies to reduce language anxiety during oral performance and their answers have centered on both the role of teachers and students on the class for achieving their goals.

First of all, teachers should create a positive atmosphere for motivating the students to speak and attracting them by an interesting topic near to their age, also our teachers speak about an extensive speaking, listening, and reading instantly because they help students to reach their vocabulary and correct their pronunciation while communicating. In addition, they have stated that students should be self- confident and trust on their capacity. The most significant thing is using the language inside and outside the classroom.

5. Summary of the Findings from Teachers Questionnaire

The analysis of the teachers' questionnaire authorized drawing this conclusion:

❖ From the various experience of the participants and according to their answers we admit both phonetic and oral expression teachers whom based on how students increase their level by focusing on speaking skill and on pronunciation as well because failure in pronunciation lead to ineffective communicate.

❖ Teachers show that students have many pronunciation errors this due to the fact that, they are not a native speaker, but our teachers try to correct those mistakes instantly but in an indirect way of avoiding embrace the students.

❖ Teachers have highly trust to the students because they are motivated to learn pronunciation in order to communicate fluently and correctly.

❖ Teachers see that students faced many deficiencies in oral communication that's why all of them supported that students feel anxious during oral activities for this reason they avoid giving negative comments only when it is necessary.

❖ The majority of teachers largely agreed with the collaborative work between oral expression and phonetic teachers for better engagement in the field of speaking and pronunciation.

❖ Furthermore, teachers recognize that when students work in groups or in pairs, they will reflect on their feedback also working collaboratively allows the students to correct their mistakes by themselves.

6. Description and Design of the students' Interview:

We designed the interview for students in order to be able to concrete the real relationship between language anxiety and learners' pronunciation. Recording the answers help us in observing the actions of the students while speaking focusing on their pronunciation.

The questionnaire of the interview designed under one section and they are a combination between open-ended and close-ended questions which contain questions about the interviewee level in speaking the English language also we based on whether oral expression classes hold the students need in improving their speaking and pronunciation, in

addition; we want to know whether students aware of their pronunciation when they feel anxious while oral performance. Furthermore, we shed the light on the teachers role in the class if they use materials that can help them to enhance their pronunciation and if they encourage the students to get rid of their fear with the consideration to the types of activities they have given them that focus on improving the students' pronunciation and we conclude with the students reaction when they receive negative comments from their teachers.

7. The Analysis of the Students' Interview:

Section One:

Q1: Can you identify your level in speaking English language ?

Very good Good Medium weak

S1: Good

S2: Medium

S3: Good

S4: Medium

S5: Medium

S6: Medium

S7: Medium

Most of the interviewees have medium level in speaking the English language except two students who have a good level. Generally, since our sample contains the first year students of foreign language, it is fruitful to contact with the medium students because they consider much more than very good and weak students.

Q2: Do you think that oral expression class is useful for English students?

Yes

No

Please state why

S1: yes, I guess because in oral classes we use our speech to participate and share our thoughts so we can practice more and more on our pronunciation.

S2: no, because I think the teacher speaks all the time in the session and he did not give us as a student a chance to speak and develop our language.

S3: yes, it motivates us as learners of English language to practice speaking skill, so that we can improve our level by the end.

S4: yes, because the oral expression gives to the English students the ability to contact with each other and to discover new information and a new subject.

S5: yes, in oral expression, we break fright and we communicate with our classmates, keeping, using English in addition we learn new vocabularies and pronunciation

S6: yes, oral expression is one of the solutions to obtain a good pronunciation and to speak fluently as well.

S7: yes, oral expression ameliorates the level of language and attracts our attention to the importance of using the language not only in the classroom and make the cooperation easy between classmates.

The majority of the students ascertain that oral expression is beneficial because it allows the students to use the language and speak in front of the audience , also students learn new vocabulary in addition; to make the students aware about the importance of pronunciation during speaking for an effective communication as well as the students knowledgeable about the great advantages of oral expression what is considered as a clue to the consciousness of the students to the process of speaking focusing on pronunciation and this is the goal behind asking this question.

Q3: Do you care about your pronunciation while speaking?

Yes

No

Please state why?

S1: yes, because if you do not produce a good pronunciation, the listener will face difficulties in understanding the message in the right way.

S2: yes, because all the time I feel fear that's why I make a lot of mistakes in pronunciation while speaking.

S3: yes, because I believe that when I am going to introduce my topic in front of my classmates, I have to take care about my pronunciation to attract the them to listen to my topic and to make them understand.

S4: yes, in order to make the receiver understand my message clearly.

S5: as a girl learn English is for showing off first of all and pronunciation makes word clear, easy, and helpful to understand the meaning even if we can link words together but still pronunciation takes its place especially for English learners.

S6: no, I do not care about pronunciation because we are not a native speaker also what I notice it is everyone has its own pronunciation.

S7: yes, I care about my pronunciation while speaking and I try to make it obvious for making the other understand me.

As a result of the students respond 06 of them corroborated the fact that pronunciation plays a precious, valuable on showing their mastery of the language in one hand. By the other hand, proper pronouncing of English language services the listener to recognize the message he wants to convey as well as attracting his attention easily, even if the speaker has mistaken in grammar or he uses a simple English language.

Q4: Does teacher's pronunciation influence students?

Yes No

We notice from the answers that there is a kind of collaboration for all the students said that the teacher's pronunciation does influence the students. Usually, students trust the teacher and make him as a model by following him in most of his behaviors and imitate their speech in the way he pronounces words. Students learn more about what they heard extensively.

Q5: Do you think that language anxiety affects your pronunciation in oral activities?

Yes NO

Please state why?

S1: yes, if I feel uncomfortable and stressed, I cannot focus and produce a good pronunciation so I have to be calm and comfortable.

S2: yes, because I think that I feel shy while I am in front of my classmates and teacher. I cannot concentrate on the performance, but I just care about the audience comments.

S3: yes, the feeling of anxiety doesn't affect on my pronunciation only, but it disperses the ideas that I want to convey.

S4: yes, language anxiety can cause stuttering and cause us to mispronounce words, making it difficult for others to understand what is being said. It can also slow the learning process due to lack of confidence in my ability.

S5: yes, because I am not courageous enough to speak English language fluently just in case when I am obliged to do so especially in classroom activities. Usually, anxiety influence my pronunciation in the beginning of my performance.

S6: yes, the mixed feeling of fear of making mistakes, shyness, and stress, consider as an obstacle that affect my pronunciation on the classroom oral activities.

S7: yes, because when I was under a stress I cannot concentrate neither on the information that I prepared to introduce nor on the way that I am going to introduce. I think only on my teacher and the peer's version of me also unfortunately because of those feeling I forgot what have prepared.

We presented this question that has both variable aspects of the study to determine closely the students' point of view about the issue and to affirm what has been found in the theoretical part of the study. Undoubtedly all the students have granted our findings that language anxiety affects on the students' pronunciation even if they are familiar with the words they pronounce because the subconscious mind entered in a position of lack of concentration cause of fear of making mistakes in front of the audience and giving much interest on the teacher and classmates view on their speech so the mind will be untidy to organize the preferences.

Q6: How does teacher encourage you to get rid of your fright during oral communication?

S1: teachers told us to be relaxed and comfortable and to take it easy because it is not a matter of being perfect since we are not a native speaker, but it is all about sharing thoughts, participate, and presenting our self as apart from the whole class and learn from each other for better engagement.

S2: our teachers insist on convincing us that no need to feel fear because we are a unique and he gave us some techniques to pass our anxiety.

S3: teachers encourage us to feel comfortable while speaking by telling us that no one is perfect, so we need to practice speaking in order to make the change to be nearly close to native speaker.

S4: the teacher does encourage us to get rid of our fright by giving oral homework, encourage us to read books and novels also to listen to English songs.

S5: they encourage us by saying it is easy to do so because each student has the capacity to learn.

S6: supporting us by giving some information relating to our topics when we introduce our performance, giving us time to reorganize ourselves if we forget some details, sometimes having fun and making jokes in order to make us feel comfortable.

S7: teachers help us to avoid the feeling of fear and give us ideas and information when we forget or when we cannot explain the ideas.

Usually, students tend to prefer the friendly teachers who are interested to the students' problems in the class and they attempt to be close to them for the purpose of making the process of learning and receiving information easy to the students. When the teacher creates a comfortable atmosphere as all the interviewees said this position can help them to increase their self- confidence which reflects positively on their engagement in oral communication.

Q7: What kind of materials that teacher uses to enhance the student's pronunciation?

S1: some English songs with the lyrics, data show, and English videos.

S2: my teacher does not use materials, he just gives us topics to present and play a role.

S3: we just make a presentation during the lecture and we present ourselves and discussion.

S4: we use recording voice in phonetic.

S5: data show, PC, and smart phone.

S6: data show, videos, audiovisual seeing the differences between American and British pronunciation.

S7: plays, videos, interviews.

Most of the students said that their teachers used such kind of materials (data show, videos, songs) only student number two and three who their teachers relaying on oral presentation and discussion. Always, the concrete materials as videos or songs allow students to remember what they see or heard from vocabulary and pronunciation much more than speaking only. From the huge development of technology students also can learn pronunciation by himself from the internet by attending pronunciation courses online, watching movies for successful pronunciation.

Q8: What are the activities that the teacher gives you to improve your pronunciation in oral activities?

S1: a role plays with classmates and self presentation.

S2: we do a presentation, dialogue, and sometimes role plays.

S3: presentation, discussion, role play.

S4: role plays, prepare presentation, oral activities as asking questions and answers and interviews.

S5: teacher bring videos, audio conversation, visual, written one, role plays, and sometimes asking tricky questions.

S6: role plays, songs for listening activities, reading poems.

S7: role plays, presentation, interviews, video games.

Improving the pronunciation of students requires a hard work for successful communication, clear pronunciation, and fluent speaking, depending on various activities, for instant: role play, presentation, and interviews where the teacher reinforces to develop the weaknesses of students. All the previous thing that we talk about as using material, working collaboratively between oral expression and phonetics teacher, and the

cooperation work with the students themselves will help teacher to decide the right technique that helps him to achieve this goal.

Q9: What can you do when your teacher criticizes your presentation during the performance?

S1: I ignore them and I focus on my presentation.

S2: actually, I just keep silent.

S3: if the teacher means to criticize my topic, I feel dejected honestly.

S4: I try to control myself and to find a quick solution to continue my presentations as well as I take those comments into my consideration for the next time.

S5: actually, I did not receive a negative comment, but in case I receive it, I prefer comments comes at the end of the performance.

S6: I carry on my topic taking into accounts those comments.

S7: I just keep silent and correct my mistake.

Making mistakes is a part of learning process and students should receive the comments from their teacher and classmates as a constructive criticism. The students' answers are varied where some of them accept criticism and take it into account in order to avoid repeating the same mistakes whereas, others carry on their presentation also some of them just keep silent. The principle behind giving positive or negative comments is rectifying the weaknesses of the students not to hinder them or make them fear from the stage.

8. Summary of the Findings from Students Interview:

The analysis of the students' interview has helped to set the following findings:

❖ The awareness of the participants to the importance of pronunciation which they are considered as a precious value in order to realize the fluency. Attracting the listener, conveying the message correctly, increasing the students' self –confident are factors the speaker is able to achieve it only when they work hard on their pronunciation even if they know how to speak but if they have a problem in pronunciation, they will minimize from their oral effectiveness.

❖ Knowing the role and the elements of pronunciation is really significant, but what is more achievable is practicing the role via different materials on a variety of activities as most of the students said in the interview. In addition, to the positive power that a teacher has granted to students by encouraging them and appreciates their capacity and works this is what the interviewees have supported.

❖ Anxiety is feeling hinders the students' mind because it creates obstacles and fear of the teacher and students' comments, also the participants have stated that complicated psychological feeling reflects on their oral communication.

❖ Some of the respondents accept the criticism of teacher and consider it as a piece of advice to correct and help them to be fluent and accurate in speaking the language. Whereas, other students lose their control and they will be less self- confident or even they have chosen to be in isolation, i.e. they did not take part in oral communication in the classroom.

At the end, those points explain and ascertain our research question and stating the relationship between language anxiety and learners' pronunciation.

Conclusion:

To recapitulate what have we found in the analysis of statistics and interview both teachers and students acknowledge that language anxiety affects on foreign language learners' oral performance and this can be noticed on their sounds and on their pronunciation of words and sentences because they do not regard to the roles and elements of pronunciation and this problem accompanied the students since they are under the stress and fear. Even though, the students are motivated to improve themselves in pronunciation and the teachers as well for reducing anxiety.

General Conclusion

English language learners have one major goal which is to speak the language fluently and accurately. He is considered as an effective speaker, one should master the role of pronunciation. This latter is not easy, but it needs hard work and practicing, but the majority of the students faced many difficulties that have influenced their speaking skill generally and on their pronunciation specially which is the psychological emotion of anxiety that contains various feelings of fear, embarrassment, apprehension from the audience. For this reason, we tried to answer the research questions and the resultant support, what have we found on the description part. Firstly, most of the students are suffering from the third type of language anxiety which is situation specific anxiety and it includes three characteristics: cognitive, behavioral, and psychological anxiety. Furthermore, students in the interview have proved that language anxiety led to the loss of concentration. All those factors and negative effects debilitate the students' performance, also the variance of the elements of the students' pronunciation and the difficulty in using those rules correctly to convey the message to the receiver during oral communication which indicates the importance of pronunciation to be an effective speaker.

The result of teachers' questionnaire and students' interview ensured that language anxiety debilitate the students to enhance their pronunciation, for that we suggest various techniques to reduce anxiety. At the end, we cannot overgeneralized the result of this sample to the total population of first year English students because of the huge number of the students and the limitation of time.

Suggestions and Recommendations

The importance of this research concerns mainly on enhancing the students' pronunciation and reducing language anxiety that impede the students' articulation. For this reason, after what have been done on the theoretical part and the analysis of the results, we suggest the following points:

- Teachers should create a comfortable atmosphere by encouraging the students and give them the chance to choose topics according to their interest.
- Teachers can benefit from the development of technology in enhancing the students' pronunciation
- Teachers should be aware about the weaknesses of the students in oral communication
- Students should be more self -confident and also they should take into consideration that mistakes are part of learning process
- Extensive listening and speaking helps the students to improve their pronunciation also Students should practice and use the language inside and outside the classroom
- Both teachers and students should attend and even prepare to seminars exposing information about the negative effect of anxiety on the engagement of learners
- Students should not rely only on what they learned from a teacher, but they should rely on themselves
- Teachers should think carefully and choose the right method in teaching with different activities
- Competition and games really motivate the learners to do their best, especially in oral communication

- Students should respect each other because no one is perfect

Appendices

Appendix 01: Questionnaires for Teachers

Mohammed khider University of Biskra

Faculty of letters and languages

Department of English

Teachers' Questionnaire

Dear teachers,

This questionnaire is concerned with the effect of language anxiety on foreign language learner's pronunciation in order to determine the relationship between language anxiety and student's pronunciation. We would be grateful if you could help us by answering those questions.

Thank you very much for your help.

Section One:

Part one: Personal Information:

- Male

- Female

1. How long have you been teaching English language?

.....

Part two: Teachers' Perception towards Students' Pronunciation:

2. Which skill do you focus on during oral classes?

➤ Speaking

➤ Writing

➤ Reading

➤ Listening

▪ Please state why?

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.....
.....

3. Do you think that language anxiety is the most important reason that affects on the student's pronunciation?

➤ Yes

➤ No

▪ Please state why?

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

4. Do you correct pronunciation errors during the lesson?

➤ Yes

➤ No

- Please state why?

.....

.....

.....

5. If yes, how often do you correct the learner's pronunciation errors?

- Always
- Sometimes
- Rarely

6. What are the most errors that learners make in pronunciation?

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.....

7. Do you think that your students are motivated to learn pronunciation?

- Yes
- No

8. Do you tolerate pronunciation errors?

- Yes
- No

Section Two: Students' Problems with the class.

9. Do students feel anxious during oral activities?

- Yes
- No

Please state why?

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.....

10. How often do you give negative comments to your students?

- Always
- Sometimes
- Rarely
- Never

Please state why?

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11. Do you think that teachers of phonetic and oral expression session should work collaboratively?

- Yes
- No

▪ Please state why?

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12. Do you think that if the students work collaboratively, they will improve their engagement in pronunciation?

➤ Yes

➤ No

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.....

.....

13. What do you suggest to reduce language anxiety during oral performance.

Appendix 02: interview for students
Mohammed khider University of Biskra
Faculty of letters and languages
Department of English

Student's Interview

Dear learners,

We are carrying out a research to obtain a Diploma in English Language, and our research is about the Effects of language anxiety on classroom in another way, it sheds the light on the relationship between language anxiety and the learner's performance and states the impact of anxiety on pronunciation comfortably or not. We are organizing an interview on both the effects of language anxiety on learners and their pronunciation so would you please help us by completing the interview. We would be so grateful if you could answer the following questions honestly and openly.

Thank you in advance for your contribution.

Section One:

Answer the following questions:

1. Can you identify your level in speaking English language?

- Very Good
- Good
- Medium
- Weak

2. Do you think that oral expression class is beneficial, fruitful and useful for English students?

- Yes
- No

Please state why?

.....

.....

.....

3. Do you care about your pronunciation while speaking?

- Yes
- No

Please state why?

.....

.....

.....

4. Doesteacher's pronunciation influence students?

- Yes
- No

5. Do you think that language anxiety affects your pronunciation in oral activities?

➤ Yes

➤ No

Please state why and to what extent?

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.....
.....

6. How does teacher encourage you to get rid of your fright during oral communication?

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7. What kind of materials that teacher uses to enhance the student's pronunciation?

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8. What are the activities that the teacher gives you to improve your pronunciation in oral activities?

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9. What can you do when you receive comments from your teacher and peers during your presentation?

.....
.....

المخلص

تحتل اللغة الانجليزية مكانة بارزة في العالم بحيث تعتبر اللغة الأولى عالميا لذا يسعى كل طلبة اللغة الانجليزية إلى تحسين مستواهم فيها من حيث طلاقة اللسان وتعلم النطق السليم لما لهما من مكانة بارزة في عملية التعبير الشفهي ولذا حاولنا من خلال هذا البحث الأكاديمي معرفة الأسباب التي تؤدي إلى عدم النطق السليم ولعل أهمها من خلال ما لاحظناه خلال فترة دراستنا في جامعة مجد خيضر بسكرة أن التوتر والقلق يؤثران بشكل سلبي على عملية النطق السليم و الذي دفعنا إلى طرح تساؤلات عن علاقة التوتر اللغوي على عملية النطق وكيف تتم عملية التأثير مفترضين انه لو استطاع الطلبة التخلص من الخوف والتوتر سيكون بإمكانهم تحسين مهارة النطق لديهم .

ينقسم البحث إلى ثلاثة فصول اثنين منه نظري وجزء تطبيقي. الفصل الأول تطرقنا إلى تعريف التوتر اللغوي أسبابه خصائصه أنواعه وعناصره بالإضافة أهم تأثيراته على الطلبة كما اقترحنا بعض التقنيات للتقليل من التوتر أما بالنسبة للفصل الثاني فقد تطرقنا كذلك إلى تعريف النطق إعطاء نبذة عن المراحل المختلفة لتدريس النطق وكذا أهم النظريات لتدريس النطق بأساليبهم المختلفة فضلا عن أهم العناصر المؤثرة في النطق وأخيرا أهمية تدريس النطق في تطوير التعبير الشفهي للطلبة. الجزء التطبيقي قمنا بتوزيع استمارة للأساتذة و إجراء مقابلة لطلبة السنة الأولى بكلية الأدب واللغات بجامعة مجد خيضر بسكرة ومن خلال المعطيات و النتائج المتحصل عليها توصلنا إلى انه فعلا طلبة اللغة الانجليزية يعانون من التوتر اللغوي أثناء عملية التعبير الشفهي مما ينعكس بشكل واضح على النطق السليم لمخارج الحروف والكلمات ومن خلال ما تحصلنا عليه حاولنا تقديم بعض الحلول والمقترحات للتقليل من هاته المشكلة.

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