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On:

Investigating the Impact of Foreign Language Learners' Anxiety on Oral Performances

A Case Study of First Year LMD Students at Mohamed Kheider University
of Biskra

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Dedication

To the late memory of my father

To my beloved mother

To my brother and sister

To all my family

To my friends and classmates

I dedicate this work

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First I would like to praise ALLAH for giving me the strength
to finish my work

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Abstract

Speaking anxiety is a psychological problem that takes place in our educational setting. We noticed that a considerable number of students at Mohamed Kheider University of Biskra encounter this problem and that it hinders their performance in oral classes. The general aim of this work is to investigate the effect of anxiety on Foreign Language learners' oral performances. The research is established through a qualitative method based on two questionnaires for gathering data from oral expression teachers and (34) students of first year LMD English at the Department of Foreign Languages in Mohamed Kheider University of Biskra. In order to fulfill our objectives, we hypothesize that if teachers are aware about the impact of anxiety on their students' oral performance; they will help them to improve their speaking skill and to get rid of their anxiety. The results reveal that both students and teachers are aware of language anxiety and that a considerable number of students have experienced it whenever they have to speak the target language, which prevent them participating in their oral classes and affect negatively their speaking skills. The results also provide some solutions that students can follow in order to overcome their anxiety. In addition, the teachers have recommended some techniques and speaking tasks they apply to reduce their students' anxiety.

Key words: Foreign Language Anxiety, Language Teaching, Speaking Skill, EFL Students, Speaking Anxiety.

List of Abbreviations

CA: Communication Apprehension

EFL: English as a Foreign Language

FLCAS: Foreign Language Classroom Anxiety Scale

LMD: License, Master, Doctorate

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General Introduction

Introduction

Nowadays, the English language has become very global, this led to increase the number of English language students in the Algerian universities aiming to use the language as a native speaker. In order to accomplish proficiency in English, students need to practice the language and develop their skills: listening, writing, reading and most importantly speaking. Yet, they may face some obstacles.

Speaking anxiety is one of the major obstacles that a student may face which prevents him from developing his skill. What is remarked in the Branch of English at Mohamed Kheider Biskra University especially in oral expression courses that a considerable number of students have a serious lack of fluency in speaking and seem to avoid participation in classroom activities and eye contact with the teacher.

Consequently, psychological factors such as anxiety are major reason for learner's weakness and failure. As a result, we will conduct a research to investigate the impacts of learners' anxiety on their oral performances.

1. Statement of the Problem

The speaking skill is one of the most important skills that a learner should take care in order to master the language. However, students may face some psychological problems that hinder them from practicing the language.

For a considerable number of learners there is a fear of performing the foreign language which is known as anxiety. Classroom anxiety is a major factor that hinders students' level of performing the language, decrease their speaking skill development and communicating in the foreign language.

In this case, a teacher should find some new ways to help students show their abilities of performing the language freely and comfortably. Hence, in this study we will investigate the impacts of learners' anxiety on their performances

2. Literature Review

There are several problems that face EFL learners in the classroom; one of these problems is anxiety. Anxiety is well remarked by teachers when it comes to students in participating. It may be due to the lack of communication between students, or their fear to answer in a wrong way. The problem of anxiety may lead to serious consequences such as: the student quitting school or failing in all courses.

A research was conducted by Horwitz in 1986 on language's anxiety. This research looked for the answer of two main questions: what are the causes of shy learners' anxiety in EFL classes? And what are the most effective educational strategies to engage shy students in the learning process? The aim of this research is identifying the causes of student's anxiety in EFL classrooms. Horwitz designed "Foreign Language Classroom Anxiety Scale" (FLCAS), a tool that measures the level of students' anxiety in the classroom. He delivered an English language questionnaire and a German one for students. The findings of this study suggest that the causes of foreign language anxiety are communication apprehension, test anxiety, and fear of negative evaluation.

Another research was carried out by Rio Pratama in 2018 about student's strategies to overcome anxiety in public speaking class. This research investigates the problem of students' anxiety in public speaking class and how to overcome this problem. The aim of this research is to find out the strategies to overcome speaking anxiety in public speaking class at English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University of Potianak Indonesia. The methodology used in this research is case study; the

subject of this research is one student (Mr X) of the mentioned above faculty. He has some criteria of having the experiences in public speaking anxiety having the strategies to overcome anxiety. Also, the data were collected through personal narrative inquiry, semi-structured interviews and direct observation. The findings of this research showed that rehearsal, relaxation, visualizations, gestures and using note card were the strategies to overcome the anxiety in public speaking class.

Another research was conducted by Zoltan Dornyei in 2001. His book was titled *Motivational Strategies in the Language Classroom*. The aim of the book is to suggest some motivational strategies for teachers to help their students. The finding of this research is that creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation are helpful strategies to motivate learners in classroom activities.

Another research was conducted by Erik Rogland-Harutunian in 2017 about *Overcoming Speech Anxiety in the Classroom*. There are two main questions in this research: What factors do practicing teachers identify as contributing to speaking anxiety in the Swedish English classroom? How can teachers support students who are struggling with speech anxiety? This research aim is to investigate how teachers can support students experiencing speaking anxiety in their classroom. The researcher used the qualitative approach; he used the interview with two secondary school teachers in Lund, Sweden. The interview was semi-structured to mix between open and close questions. The findings of this research showed that the major solution to overcome students' anxiety is the teacher, when he creates a comfortable atmosphere for his students in the classroom, he will surely reduce his students' anxiety.

In conclusion, after reading and reviewing the literature of the previous works done by different scholars, we can say that many studies have been conducted on this field and all the above mentioned strategies are good to overcome students' anxiety in EFL classroom.

3. Aims of the Research

This study aims to:

1. Show the importance of the speaking skill
2. Raise the awareness about the issue of students' anxiety
3. Look for alternative solutions for teachers and students to overcome anxiety

4. Research Questions

This research attempts to answer three main questions:

1. What are the causes of students' anxiety?
2. How can EFL learners overcome anxiety?
3. How can teachers help students to overcome anxiety?
4. To what extent can speaking anxiety affect EFL students' speaking performance?

5. Research Hypothesis

It is possible that there is a relationship between language anxiety and learners' pronunciation. We hypothesize that if teachers are aware about the impact of anxiety on their students' oral performance; it will help them to develop their speaking skill.

6. Significance of the Study

Based on what we have noticed among students and the negative effect of anxiety on them, it is important to conduct a research on this problem. This investigation seeks to raise

the awareness about the great effect of anxiety on EFL learners, and will suggest some solutions to help reduce students speaking anxiety and improve participation in oral performances.

7. Research Methodology

In this research the used approach is the qualitative. Since the study intends to provide a description of the problem we will proceed through the descriptive method. The questionnaire is used as a research tool. Two questionnaires will be administered, one to the students of first year LMD English division at Mohamed Kheider Biskra University; and the other one for the teachers of oral expression.

The concerned population would be 1st year students since they are the ones whom have this issue the most, and it has to be solved at their level. They are 451 students. Sampling would be done randomly, from 1st year students we have chosen 34 students.

8. Research Structure

The present study is formed of three chapters: two theoretical and one for the field work. In chapter one, we deal with the foreign language learning anxiety; starting by a definition of the phenomenon moving to its types, characteristics, factors, in addition to the effect of language anxiety and some strategies to reduce language anxiety. Chapter two is dedicated to the speaking skill where we highlight the speaking skill and its importance and the speaking activities used in the oral sessions. Chapter three is concerned with field work. It covers the findings of the questionnaires and the analyzing the gathered data.

Chapter One

Foreign Language

Anxiety

Introduction

Practicing a foreign language is always considered as a central issue for many students due to psychological factors. Students may face some psychological problems such as shyness, lack of self confidence and the most common one is anxiety. Anxiety is a major obstacle in the learning process that hinders learners performance and it is noticeable from their feeling of uneasiness, stress and embarrassment. One out of three learners from all the foreign language learners experience language anxiety. This chapter is mainly devoted for the foreign language anxiety, where we will try to describe this phenomenon from different angles, introducing its types and sources, at the end we will present the impacts of anxiety and the possible solutions to overcome it based on the collected data.

1. Language Anxiety

Anxiety is a major factor that hinders students' achievements in the learning process. It is a psychological problem which is generally defined as being uncomfortable. In the last few years, foreign language anxiety has been a topic in many studies, and many researchers, scholars and psychologists have defined it from different views.

The term anxiety is defined by Freud (1836) as an emotional state that includes feelings of apprehension, nervousness, and worry accompanied by psychological arousal (cited in Weiner and Craighed, 2010)

MacIntyre (1998) defined language anxiety as “the worry and negative reaction aroused when learning or using a second language”. Language anxiety also can be defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986, p. 128). As such, Spielberger (1983) views anxiety as “the subjective

feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. It is clear from the above definitions that language anxiety is a kind of uncomfortable emotion that affects negatively on the language learning process.

Gardner (1991) defined language anxiety as a “pervasive and prominent force in the language learning context, and any theoretical model that seeks to understand and interpret the language learning process must consider its effect”. It is a characteristic of an individual’s personality which varies in intensity and fluctuates over time and situations (Spielberger, 1966).

2. The relationship between the speaking skill and anxiety

The most affected skill by language anxiety is the speaking skill. Many researchers stated that anxiety is correlated with the speaking skill. It is noticed that a considerable number of EFL learners experience anxiety while speaking; consequently, their performance seems to be poor. As Allright’s and Baily’s (1991) idea concluded that “the more anxious learners are, the less likely they are to do well at speech skills” (p. 173). On the other hand, student’s poor speaking skill and the language competence can provoke anxiety. Tobias and Everson (1997) also mentioned that there is an agreement that anxiety is related to performance. In fact, most of the students feel anxious when they have to speak in English rather than writing or reading, they face difficulties to express themselves even in simple communications. According to Gardner and MacIntyre (1993), “language learning anxiety is related to how an individual reacts in a nervous manner when speaking in the second language”. That is to show that anxiety has a relationship with speaking the foreign language.

3. Foreign Language Classroom Anxiety Scale (FLCAS)

3.1. Definition

In (1986), Horwitz *et al.* designed “Foreign Language Classroom Anxiety Scale” (FLCAS) at the Foreign Language Center -University of Texas at Austin, a tool that measures the level of students’ anxiety in the classroom and stated that “Pilot testing with the FLCAS affords an opportunity to examine the scope and severity of foreign language anxiety”. Young (1994) mentioned that FLCAS has been recognized as a reliable tool to examine students’ anxiety, and many researchers after that have applied it in their studies.

FLCAS is made of 33 questions, the type of questionnaire items was the Likert scale, and the answer of each question can be: Strongly agree, agree, neither agree or disagree, disagree, strongly disagree. These questions are:

A	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.				
11	51	17	20	1
2. I don't worry about making mistakes in language class.				
11	23	1	53	12
3. I tremble when I know that I'm going to be called on in language class.				
5	16	31	29	19
4. It frightens me when I don't understand what the teacher is saying in the foreign language.				
8	27	29	20	16
5. It wouldn't bother me at all to take more foreign Language Class.				
15	47	12	16	11
6. During language class, I find myself thinking about things that have nothing to do with the course.				
7	19	31	32	12

7. I keep thinking that the other students are better at languages than I am.				
13	25	20	28	13
8. I am usually at ease during tests in my language class.				
5	35	19	20	21
9. I start to panic when I have to speak without preparation in language class.				
12	37	19	28	4
10. I worry about the consequences of failing my foreign language class.				
25	17	12	29	16
11. I don't understand why some people get so upset over foreign language classes.				
5	17	36	37	4
12. In language class, I can get so nervous I forget things I know.				
9	48	11	25	7
13. It embarrasses me to volunteer answers in my language class.				
0	9	19	57	15
14. I would not be nervous speaking the foreign language with native speakers.				
5	12	17	51	15
15. I get upset when I don't understand what the teacher is correcting.				
1	31	28	37	3
16. Even if I am well prepared for language class. I feel anxious about it.				
5	37	17	24	16
17. I often feel like not going to my language class.				
19	28	19	23	12
18. I feel confident when I speak in the foreign language class.				
1	28	24	43	4
19. I am afraid that my language teacher is ready to correct every mistake I make.				
0	15	31	40	15

20. I can feel my heart pounding when I'm going to be called on in language class.				
5	27	19	37	12
21. The more I study for a language test, the more confused I get.				
4	12	8	48	28
22. I don't Feel pressure to prepare very well for language class.				
3	12	19	44	23
23. I always feel that the other students speak the foreign language better than I do.				
12	19	25	31	13
24. I feel very self-conscious about speaking the foreign language in front of other students.				
3	25	19	47	7
25. Language class moves so quickly that I worry about getting left behind.				
16	43	11	28	3
26. I feel more tense and nervous in my language class than in my other classes.				
13	25	19	31	12
27. I get nervous and confused when I am speaking in my language class.				
5	28	28	31	8
28. When I'm on my way to language class, I feel very sure and relaxed.				
3	27	40	24	4
29. I get nervous when I don't understand every word the language teacher says.				
3	24	24	43	7
30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language.				
9	25	32	32	1
31. I am afraid that the other students will laugh at me when I speak the foreign language.				
3	7	20	53	17
32. I would probably feel comfortable around native speakers of the foreign language.				
5	23	20	41	11

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.				
5	44	17	31	3

Table 1: FLCAS Items with Percentages of Students Selecting Each Alternative

3.2. Results

The questionnaire items presented on the table 1 aim to identify the sources of students' anxiety. Results of FLCAS items indicated that a large number of students were anxious during the foreign language classes and suggest some sources of language anxiety. Students have speech anxiety; such as (item 18), 47% of students disagreed with the statement "I feel confident when I speak in foreign language class", 49% of the respondents agreed with (item 9) "I start to panic when I have to speak without preparation in language class", and 62% agreed with (item 1) that they "never feel quite sure of myself when I am speaking in my foreign language class."

Results also indicate that anxiety can be caused by being tested. For example, 57% of participants agreed with (item 12): "In language class, I can get so nervous I forget things I know." And 42% of them agreed with (item 16): "Even if I am well prepared for language class. I feel anxious about it."

Lastly, FLCAS results showed that a considerable number of students are afraid from making mistakes in the language classroom. 65% of the respondents disagreed with "I don't worry about making mistakes in language class" (item 2). And 49% agreed with (item 33) "I get nervous when the language teacher asks questions which I haven't prepared in advance."

In conclusion, according to the findings of the FLCAS it is suggested that the sources of students' language anxiety are: Communication apprehension, Test Anxiety and Fear from negative evaluation.

4. Types of Anxiety

Language anxiety has degrees in the intensity that negatively influence the learning process. Different scholars have classified anxiety into three main types: trait anxiety, state anxiety, and situation-specific anxiety.

4.1. Trait anxiety

Trait anxiety is a relatively stable personality characteristic (scovel, 1978); consequently, a person with high trait anxiety would be highly to become apprehensive in a number of different situations (MacIntyre & Gardner, 1991, p. 87). Dörnyei (2005) defined trait anxiety as a stable predisposition to become anxious in a cross-section of situations.

From these definitions, we can say that trait anxiety is a stable character for some students that occurs in many situations, so that trait anxiety is considered as the highest level of anxiety.

4.2. State anxiety

On the other hand, state anxiety is defined by Speilberger (1983) as the apprehension experienced at a particular moment in time, for example: prior taking examination. (as cited in MacIntyre & Gardner 1991). MacIntyre defined it as “moment-to-moment experience of anxiety” (as cited in Tóth, 2010). state anxiety is the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation (Dörnyei 2005), which means that it occurs in a particular time in a situation.

4.3. Situation-specific anxiety

MacIntyre and Gardner (1994) define situation-specific as “the probability of becoming anxious in a particular type of situation. This kind of anxiety appears when an

individual faces a threat in any situation rather than others. (Messahli, 2015). MacIntyre and Gardner state that this type of anxiety occurs in well-defined situation such as taking a test (test anxiety), speaking in public, performing math... (as cited in Dalkiliç, 2001). That is to say that situation-specific anxiety is the certain situations where the learner finds him/herself uncomfortable.

5. Sources of anxiety

Horwitz (1986) designed “Foreign Language Classroom Anxiety Scale” (FLCAS), a tool that measures the level of students’ anxiety in the classroom by delivering an English language questionnaire and a German one for his students; he found out that the main sources of foreign language anxiety are: communication apprehension, test anxiety, and fear of negative evaluation. Other possible sources are: lack of motivation and lack of competence.

5.1. Communication apprehension

Horwitz, Horwitz and cope (1986) defined communication apprehension CA as a type of shyness characterized by fear of or anxiety about communicating with people. It is the level of anxiety triggered by the real or anticipated communication act (McCroskey & Beatty, 1986). MacIntyre & Gardner (1994) stated that CA is associated with the student’s negative self-concepts which comes from the negative experiences, and the learners’ failure to perceive and transmit information to others as cited in Saidi (2014).

To sum up, this means that students with communication anxiety are commonly afraid from using the language in public; consequently, they tend to avoid participating in the classroom oral activities.

5.2. Test anxiety

Test anxiety refers to a type of performance anxiety stemming from a fear of failure Horwitz et al. (1986, p.127), it can occur before, after or during being tested due to a fear of failure which may influence their answers. Test-anxious learners often set in high norms and unrealistic demands on themselves that anything less than a perfect test performance is a failure. (Horwitz et al. (1986, p.127)

Nolting (2000) stated that there are two types of test anxiety:

1. Somatic: which is related to emotion and what you are feeling
2. Cognitive: which is what you are thinking

He also stated that students with high test anxiety have both somatic and cognitive anxiety. This came from fear of parents' alienation, family, and friends due to poor grades.

5.3. Fear of negative evaluation

Fear of negative evaluation is considered as the main reason of language anxiety. Watson and Friend (1969) defined it as “apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively”. (As cited in Horwitz et al. 1986, p.128). Although, Tanveer (2007) considered fear of negative evaluation as an extension to test-anxiety, fear of negative evaluation is broader in scope than test anxiety because it is not limited to test-taking situations, but it may occur in any social or evaluative situation such as interviewing for a job or speaking in foreign language. (Horwitz et al.1986)

It mainly occurs in oral presentations where learners are exposed to evaluation by the teacher and also their peers. Students with negative evaluation anxiety tend to avoid evaluative situations expecting that they would be evaluated negatively.

5.4. Lack of motivation

Language anxiety is mainly correlated with the unwillingness of communication (Liu & Jackson, 2008). It is noticed that unmotivated learners avoid practicing the classroom activities and seem to keep silent which will harm their progress and lead to anxiety. Cort (2012) stated that the absence of motivation makes the learner anxious; on the other hand, the presence of motivation has several effects on students' learning and behavior and it is a key part of being successful as a student (Wimolmas, 2013).

Anxiety and motivation are interrelated to each other, Gardner and MacIntyre (1993) stated that anxiety impedes motivation when it is in high levels while when motivation is high this will decrease anxiety.

5.5. Lack of competence

Lastly, another source of anxiety is lack of competence. Poor linguistic competence also leads to anxiety. Tadjouri (2017, p14) stated that students hesitate to speak the foreign language because of the limited amount of vocabulary that they have to express their thoughts and views. Students think that if they do not have rich vocabulary, they will be unable to express their reflections and ideas in the target language. in Liu's study (2007) on Chinese English learners, he found that the lack of vocabulary is the main cause of students' speech anxiety in foreign language classrooms (as cited in Tadjouri ,2017, p. 14)

In contrast, competent learners have more confidence to practice the language without being anxious.

6. The Role of Anxiety in Learning a Foreign Language

It is commonly known that anxiety is a major obstacle that a student may face which prevents him from developing his skill. However, some researchers have mentioned that anxiety can function as a facilitator. In 1999, Oxford have divided anxiety into two forms: facilitating anxiety and debilitating anxiety.

6.1. Facilitating anxiety

Facilitating anxiety improves the students' learning and motivates them and raise their awareness. According to Scovel (1978 p139) "it motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behavior"

when using the language students usually feel anxious, so that they became more motivated to do their best. Wilson (2006, p. 40) stated that:

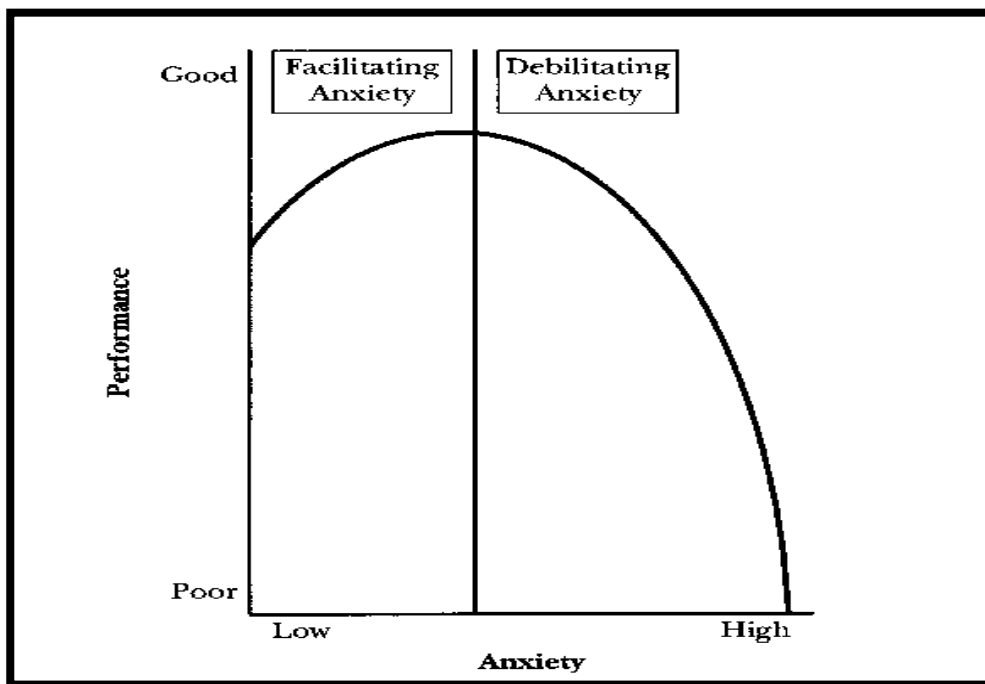
Anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety-producing situation. A lack of anxiety may result in an "I-don't-care" attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however, are beneficial. They supply motivation and added energy and increase one's ability to focus on the task at hand. (As cited in Hadjab, 2013)

6.2. Debilitating anxiety

Debilitating anxiety, in contrast, is associated with the students' poor performance. It motivates the learner to flee the new learning task and stimulates the individual emotionally to adopt avoidance behavior (Scovel, 1978). Oxford (1999) argued that the debilitating anxiety

is more common than the facilitating one, most researchers regard anxiety as debilitating because it harms learners' performance

Williams (1991, p. 21) stated that debilitating anxiety would present a high level of anxiety. A certain level of anxiety may be beneficial but too much anxiety can lead to a debilitating effect (Zheng, 2008) that is to say, the high percentage of anxiety can affect the students' performance



Graph 1: the relationship between anxiety and performance

Figure 1 refers to inverted “U” relation between anxiety and performance. Yerkes and Dodson Law claimed that the low level of anxiety enhances performance (facilitating anxiety), while too much anxiety has a negative effect (debilitating anxiety).

7. The negative effects of anxiety

7.1. Grades

The main goal for students is to achieve good grades, but this goal may be affected by their anxiety. It is argued that anxiety influences the academic achievements of the students. (McCroskey, Booth-Butterfeild, & Payne, 1989). McCroskey et al. (1989, p. 104) also state that “students with higher CA will earn lower grade point average and are less likely to persist at university”. It affects the students’ ability, making it hard to learn and save information leading to problems of memory.

7.2. Memory

Anxiety is associated with short term memory capacity; it can affect the ability to receive or hold information in our minds. Lyneham (2009) mentioned that students’ embarrassment and apprehension obviously leads to less memorization (p. 07). Anxious learners show high level of nervousness that leads them to forget things they already know. It is also noticed that when they are called to perform they forget words or sentences that they were going to say or simply they refuse to speak and say nothing. (Messai, 2016).

7.3. Performance

It is clear that there is a relationship between language anxiety and performance, when the anxiety level is high, student’s performance tends to be poor and vice versa. McIntyre and Gardner (1991) have clearly stated that anxiety negatively affects performance in the second language. Most of anxious students are not comfortable mentally and physically, which will affect their academic tasks negatively and their ability to solve problems (Lyneham, 2009, p.06).

7.4. Motivation

Another major effect of anxiety is that it decreases motivation. Anxious learners are usually unmotivated to do tasks or perform in the second language. Horwitz et al. (1986) stated that anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure (p. 127). By this, if students do not believe that their efforts are likely to be appreciated, they will not be motivated to work hard.

8. Possible solutions

Language anxiety is mainly related to motivation, high level of motivation equals low level of anxiety. The following are some motivating techniques provided by researchers that teachers can use to reduce the level of students' speaking anxiety such as creating relaxed atmosphere, teacher-student relationship and using group work.

8.1. Group works

One major strategy to reduce the language learning anxiety is using the group works. Competence and cohesiveness is often achieved by members seeking each other out, providing mutual support, and making each other welcome in the group (Ehrman and Dörnyei, 1998). Creating groups encourages cooperation between the members, Dörnyei (2001) mentioned that it promotes interaction, cooperation and the sharing of genuine personal information among the learners.

He also asserted that group works and cooperative situations generally have a “positive emotional tone”, this means that they generate less anxiety and stress than individual learning (Dörnyei, 2001, p. 101) and create a relaxed atmosphere which will decrease the level of seriousness

8.2. Creating comfortable atmosphere

Another successful technique that help reducing anxiety is Creating comfortable atmosphere. Mendelson (1995) stated that instructors should try to establish a relaxed atmosphere in the classroom (p.125). Comfortable atmosphere enables students to focus on the communication rather than the negative feeling (Stephenson, 2006).

To create a comfortable atmosphere Dörnyei (2001) suggested to:

- Encourage risk-taking by making clear to them that mistakes are part of the learning process
- Encourage the use of humor to have a relaxed attitude and decrease the level of seriousness. (Dörnyei, 2001, p. 42) this technique will decrease the students' pressure and their fear from the negative evaluation

8.3. Teacher-student relationship

Another suggested strategy to overcome anxiety is focusing on the teacher-student relationship. The teacher could reduce learners' anxiety by being friendly, being supportive and tolerant, having a sense of humour and speaking slowly (Lababidi, 2016, p. 195). In addition to that, the teacher should be tolerant to his students' mistakes and consider it as a part of the learning process "mistakes are opportunities for growth nothing more" (Bassett, 1985), so that the student will be more confident.

Gossa (2017) stated that solidarity between teacher and student should be available so that the act of communication will be more effective; consequently, it will increase student's achievement and decrease classroom apprehension. Birch and Ladd (1998) highlight the importance of student's relationship with the classroom teacher and stated that student who has a strong relationship with the teacher perform better than the other.

8.4. Relaxation techniques

Last but not least, relaxation techniques. It is mainly oriented for the students rather than the teachers.

Students usually use some strategies to relax themselves and avoid being stressed or anxious. For example, a considerable number of students tend to breathe deeply and slowly in stressful situations, making it steadier and deeper (Dorney, 2001, p. 114) which help them to feel more comfortable. Students also may tend to share their feelings with someone else (Dorney, 2001, p. 114), It is a good way to make learners feel that they are not alone in their anxieties (Tadjouri, 2017)

Another relaxation strategy is self-encouragement. Self-encouragement or self-talk is a strategy that anxious students use to help themselves, students used to repeat words like: I am calm, I am good, I can do it or I can handle it.

Dörnyei (2001) also mentioned some other strategies can be used like counting to ten which is helpful in anger situations in addition to praying which is very common method used by students before tests, exams or oral presentation.

Conclusion

To conclude with, many scholars have studied foreign language anxiety from different perspectives. This shows the importance of this phenomenon and its great effect on the learning process. Many instruments have been used by researchers to identify this problem; consequently, they came up with many results. They have identified three types of anxiety: state anxiety, trait anxiety, and situation-specific anxiety. They also found that anxiety can function as facilitative that help the student in the learning process or debilitating that hinders his achievements. We have mentioned causes of foreign language anxiety like communication apprehension, test anxiety, and fear of negative evaluation. In addition to this researches

which identified this phenomenon, researchers came with some useful strategies to help the students overcome their anxiety; so that, both teachers and students should be aware and knowledgeable about this issue especially in the speaking skill to help students be less anxious.

Chapter two

The speaking skill

Introduction

Studying English as a foreign language obligates the learners master its four main skills: reading, writing, listening and most importantly speaking. The speaking skill is considered as a major aspect in the foreign language communication. Students' main goal is to master the speaking skill in the target language and to get a higher fluency level regarding to their anxieties that usually hinder their performances. The speaking skill provides the learner with many advantages in the communication process and lets the language learner be more effective in transmitting his/her messages.

In this chapter, we will shed the lights on the speaking skill in more details including its elements and characteristics in addition to its importance for the EFL learners.

1. The Speaking Skill

The speaking skill refers to the main tool that human beings use to convey information or transmit a message. In foreign language learning, the speaking skill is related to our thinking about language learning, and generally when we refer to speaking a language we often mean knowing a language (Arnold, 2000, p. 3). The speaking skill is defined by Hedge (2000, p. 261) as "a skill by which they [people] are judged while first impressions are being formed." That is to say that the speaking skill reflects the student's thoughts and personality similar to Luona's definition (2004) as "Our personality, our self-image, our knowledge of the world and our ability to reason and to express our thoughts are all reflected in our spoken performance in a foreign language." In Addition, according to Kitano (2001), "the speaking skill is usually the first thing that learners compare with that of peers, teachers and native speakers. That is to show that the speaking skill is important for EFL learners, and both students and teachers should pay more attention to it.

2. The Importance of the Speaking Skill

Different studies give much importance to the speaking skill rather than the other skills. Ur (2000, p. 12) stated “of all the four skills, speaking seems intuitively the most important, people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing”. That is to highlight the importance of the speaking skill and its value for the language learner. Richards (2008) also claims that “learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency”. Gillis (2013) stated that the speaking skill provides the speaker with different advantages such as:

2.1. The ability to inform, persuade and direct

The speaking skill is the main tool for communication; students with good speaking skill are capable to inform their thoughts and ideas more clearly than the other students. Gillis (2013) mentioned that students with good speaking skill gain the audience’s attention and enable them to form a message that is effective, informative and understood.

2.2. Career enhancement

Nowadays, the English language became an international language. Outside the classroom, students have to speak the language well in order to increase their chances to be employed. Baker and Westrup (2003, p. 05) mentioned that: “a student who can speak English well may have a greater chance of further education, of finding employment and gaining promotion”. Most of organizations and companies look for people who speak the language rather than who can write it and the speaking skill can help to excel in interviews.

2.3. Personal satisfaction

Personal satisfaction is also taken from mastering this skill. Gillis (2013) mentioned that Being a good speaker helps you overcome public speaking fear and boost your self-esteem which will lead to a better communication skill. It also helps you engage and build relationships with other people from different places that may share your interests.

3. Characteristics of the Speaking Skill

The main goal for a second language learner is to speak the target language. To do this, a learner should know what are the required skills to become a good speaker. There are four main skills:

3.1. Fluency

Fluency is the most important aspect in the communication process; most of language learners' aim to achieve is the oral fluency. Fluency is defined as “the speaker’s ability to make use of whatever linguistic and pragmatic competence they have.” (Hedge, 1993, p. 275). According to Richard *et al.* (1985, p. 108), fluency is “the features which give a speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions”, this means the spontaneous and smooth movement from one word to another and from sentence to sentence.

Hector (1991) asserted that fluency in daily speech means, “to speak well and rapidly” (p. 12), as such Nunan (2003) defined fluency as “the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.” (p. 55). Moreover, Lennon (2005, p. 26) summarized the term fluency in five words: “rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing” (as cited

Romova et al, 2008, p. 13). That is to say, a good speaker should have the ability to speak fluently with smooth transition of utterance

3.1.1. Types of Fluency

Hedge (1993) mentioned three types of fluency: Semantic Fluency, Lexical-Syntactic Fluency, and Articulatory Fluency.

- **Semantic Fluency:** It is also called coherence, it is defined as the ability to link two or more prepositions and speech acts
- **Lexical-Syntactic Fluency:** it is the ability to link together syntax rules and words (Hedge, 1993)
- **Articulatory Fluency:** They identified this type as the ability to link the parts of speech together (Hedge, 1993)

Therefore, in order to be a fluent speaker, learners should have the knowledge of these linguistic rules and how it works correctly

3.2. Vocabulary

Vocabulary is "the words of a language, including single items and phrases or chunks of several words which convey a particular meaning" (Lewis, 1993); and lack of vocabulary has also been identified as a main cause for Chinese students' anxiety in foreign language in previous studies (e.g., Liu, 2007). Students often face difficulties when they try to express themselves, therefore, students should achieve accuracy in terms of vocabulary which will help them select words appropriately during speaking. Harmer (2001) stated that "the knowledge of the word classes also allows speakers to perform well formed utterances". Hence, a good speaker needs to practice the language more in order to learn more words and build vocabulary.

3.3. Accuracy

Ellis and Barkhuizen (2005, p.139) define accuracy as “how well one’s speech is produced in relation to the rule system of the target language”. Also, to develop a high level of accuracy, that means to use grammar, pronunciation and vocabulary somehow in a perfect way (Hedge, 2000, p. 61). An addition, Richards and Rodgers (2001, p. 157) argue that learners start to realize that they need the other part of dichotomy to master the English language which is 'accuracy' (as cited in Kadri, 2014, p. 8). This means that it requires a high level of accuracy to develop fluency and pronunciation and other skills.

3.4. Grammar

Harmer (2001, p. 12) defines grammar as “the description of the ways in which words can change their forms and be combined into sentences in that language” he also mentions that "if grammar rules are too carelessly violated, communication may suffer". Grammar is the main characteristic of the language whether spoken or written, and every student should learn it to use the language correctly.

3.5. Pronunciation

One effective aspect in language communication and basic element in the speaking skill is pronunciation. “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” Redmond and Vrchota (2007, p. 104). The Longman Dictionary of Applied Linguistics defined pronunciation as “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). Pronunciation contains many elements that a learner should be aware about:

3.5.1. Vowel

Vowel is defined as the phoneme that is 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).

3.5.2. Consonant

The Longman dictionary of language teaching and applied linguistics defined consonants as: a speech sound where the air stream from the lungs is completely blocked (stop), partially blocked (lateral) or 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. This shows the different manners of articulation and the degrees and types of the obstruction made in the vocal tract

3.5.3. Intonation

In speech, intonation is the use of changing (rising and falling) vocal pitch to convey grammatical information or personal attitude. Intonation is particularly important in expressing questions in spoken English. For example, take the sentence, "When does the meeting start?" The word "start"—including the question mark—rises up or comes up in your voice when you utter the word, notes the website English Pronunciation Roadmap. (Nordquist, 2019)

3.5.4. Stress

Fry (1955) stated that in linguistics, and particularly phonology, stress or accent is relative emphasis or prominence given to a certain syllable in a word, or to a certain word in a phrase or sentence. That emphasis is typically caused by such properties as increased loudness and vowel length, full articulation of the vowel, and changes in tone. "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). Stress in the English language is usually used on particular syllables in both words and utterances, while sometimes is not used for example in articles, conjunctions...etc.

3.5.5. Rhythm

Rhythm is defined as a strong, regular repeated pattern of movement or sound. In phonetics, rhythm is the sense of movement in speech, marked by the stress, timing, and quantity of syllables (Nordquist,2019). In poetics, rhythm is the recurring alternation of strong and weak elements in the flow of sound and silence in sentences or lines of verse. (Nordquist,2019)

4. Types of Speaking Tasks

In order help students learn how to express their thoughts; the teacher has to establish an appropriate task of speaking development. It is important to give the students different speaking activities so that to enable them to deal with different situations. Teachers usually choose a speaking task according to the students’ needs and their learning styles.

4.1. Role Play and Dialogues Task

One type of tasks that is used mainly in the oral sessions is the role play task. It is a kind of casting of participants in imaginary situations or simple conversation where the teacher chooses the setting and the scenarios to be performed while s/he gives them their freedom in choosing what to say and how to say it. Harmer (1984) asserted that simulations are very helpful for anxious students to develop their self-confidence. It allows students to be creative by putting themselves in other person’s place (Lindsay and knight, 2006, p. 67), students can bring items to the class to create a realistic environment they will have different roles. Ur (1981, p. 9) claims that "the use of role play has added a tremendous number of

possibilities for communication practice". Dialogues also are common exercises for students to develop their speaking where they perform simple dialogues in pairs or groups.

4.2. Story telling Task

According to Thornbury (2005, p. 95) story telling activity is "Universal function of language and one of the main ingredients of casual conversations". In this task, the teachers allow students to speak about themselves, their families and what they like or dislike. Story telling is the main task that is used to help students practice the language which will help them acquire new vocabulary and the grammar rules. In addition, it will help the students better know each other. However, the teacher should be aware of the students' mistakes and give them some time to think about what they are going to say.

4.3. Information Gap Task

Information gap task is a technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps (Schmidt, 2009). Harmer (2002) described it as "Where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them"(p. 88). This technique is very helpful in which all information is shared at the start of the activity, and students interact with each other and give their own opinions. Therefore, the students are motivated to speak with each other.

4.4. Tasks Using Pictures

Some teachers use this technique by, for example, showing a film or pictures and ask their students to speak about it. This kind of activities can make the lesson more interesting on the part of the instructor. And by showing more pictures, Ur (1996) claimed that the students will do the second time better than the first time. This activity helps students to produce a

considerable number of sentences in a short time and train them to respond directly and spontaneously.

5. Criteria for Autonomous Activities

The main objective of the foreign language speaking classes is to create autonomous learners. These classes consist of tasks that should be established on some criteria to achieve a certain degree of automaticity. According to Thornbury (2005), the speaking activities that enable the learners to produce autonomous language should include the conditions of productivity, purposefulness, interactivity, challenge, safety and authenticity.

5.1. Productivity

Productivity is the main goal to achieve in a speaking task. Thornbury (2005, p. 90) stated "if students can do an information gap by simply exchanging isolated words, or if only a couple of students participate in a group discussion, the task may hardly justify the time spent setting them up". Therefore, rather than just doing dialogues and exchanging certain phrases, tasks should include the maximal new language production.

5.2. Purposefulness

Purposefulness is the clear outcome of the language activity usually achieved through cooperation among learners. Thornbury (2005) suggested that the learners should know the purpose of the task so that the language productivity can be increased. Purposeful activities yield immediate results and help the students build rich language competence.

5.3. Interactivity

Interactivity is the learner's consideration of the effect(s) he have on his/her audience, it is mainly achieved by the atmosphere created by the teacher for his learners. Thornbury (2005, p. 91) stated that "even formal, monologic speaking tasks such as

talks and presentations should be performed in situations where there is at least the possibility of interaction". These interactions open different views and interpretations of the learners.

5.4. Challenge

It means the difficulty level of the task. The task should be chosen according to the learner's level as Thornbury (2005) stated "the teacher needs to be sensitive to the degree of difficulty a task presents individual learners and to adjust the task accordingly". This challenge enables the learner to force himself/herself to improve his/her skills.

5.5. Safety

According to Thornbury (2005) Safety is the learner's feeling of self-confidence while dealing with challenging tasks. It includes the teacher's supportive and encouraging atmosphere and being non-judgmental for making errors. It may be achieved by allowing the students express themselves and making them to feel comfortable.

5.6. Authenticity

Authenticity is the relationship of the speaking tasks to real life language use. Thornbury (2005) mentioned that students need to experience communication outside the classroom in order to be autonomous.

6. Speaking Difficulties

The students may face some difficulties in the speaking skill that hinder their development of learning the language. These problems are: inhibition, having nothing to say, low participation, and mother-tongue use.

6.1. Inhibition

Inhibition is the major obstacle that the students encounter when speaking the language. Unlike reading or writing tasks, speaking requires an interaction with audience.

Inhibition is condition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction (Ur, 1996, p. 121). It may be also worried about being criticized or losing face in front of the rest of the class. Littlewood (1999, p. 93) thinks that “it is too easy for a foreign language classroom to create inhibition and anxiety.” This indicates that inhibition is an important factor that faces anxious students and hinders their language acquisition.

6.2. Mother-tongue Use

Another common problem is that most of learners use their mother language when speaking to each other inside the classroom and sometimes they use it even when performing in the foreign language. They use it because it is easy for them and make them feel more comfortable. Harmer (1991) mentioned some reasons why learners use mother-tongue in their speaking classes like: when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language or because that the application of mother-tongue is very natural for learners to use. another possible cause of the mother-tongue use is the lack of vocabulary.

6.3. Low Participation

In a class with large number of learners, a student has a very little time to speak. According to Leong and Ahmadi (2017) the talkative students dominate the class while the others usually never speak. Here comes the role of the teacher, Harmer (2001) suggests streaming weak participations in groups and letting them work together. That is to say, he should motivate them to participate with the other to improve their vocabulary and avoid talking too much in order to give the students more time to speak.

6.4. Nothing to Say

It is common that when EFL learners are asked to answer a question or participate in a particular topic they respond by “I don’t know” or “I don’t have anything to say”. Rivers (1981) thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. Another reason of this problem is that the learners do not have any motivation or interest to express themselves in the given topic.

7. Errors Correction in the Speaking Tasks

When using the language, learners usually commit errors due to the lack of knowledge about grammar rules and semantics. Making errors is an important part of learning as Davis and Pearse (2002, p. 103) claimed “errors are an integral part of language learning and not evidence of failure to learn”. From these errors, learners can develop their competence of the language by following the teacher’s feedback. Grombczewska (2011, p. 2) defined feedback as “information concerning the comprehension and reception of the speaker’s message given by the listener”. That is to say, feedback can be provided by the teacher and also by the other students as well.

Lucas (1978) stated that “the teacher gives an immediate correct model after the pupil has made the error” (p. 66) and providing different types of feedback which will help students to become more accurate in their use of language and facilitate their language development.

Conclusion

To conclude with, the learners’ main aim is to be fluent speakers. And in order to master this skill, students need to have an idea about this skill and about its characteristics so that they will know how to improve this skill. To sum up from the literature provided, learners cannot master the language speaking skill just by knowing all of its theoretical rules; it needs practice inside and outside the classroom to turn this knowledge into action. Lastly, the

teacher's role here is also very important by providing the suitable atmosphere and the appropriate feedback. These are the main points that has been dealt in this chapter.

Chapter three

Field work

Introduction

After presenting the literature review about the students' problem of foreign language anxiety in the first chapter and speaking fluency and its importance in the second chapter, the present chapter represents the field work which is mainly devoted to the interpretation of the results gathered from the teachers' and students' questionnaires.

1. Students' Questionnaire

The questionnaire was administered to thirty-four (34) students from the whole population (451) of first year LMD students of English at Mohammed Kheider University of Biskra. It aims to investigate students' anxiety and the main sources increase anxiety feelings and its influence on students' speaking performance in addition to the students' level of speaking fluency. The students' questionnaire includes a combination of close ended and open ended questions ("yes" or "no" questions), multiple choice questions and space for justifications when needed. It consists of three sections; the first section is entitled "general Information" aims to obtain background information about students. The second section is entitled "speaking fluency" which is about the students' speaking skill and aims to evaluate their skill. Lastly, section three (speaking anxiety on students' performances) aiming at investigating students' foreign language anxiety and its impact on their oral performances and what are the possible solutions to overcome such a problem.

2. Analysis of the Students' Questionnaire

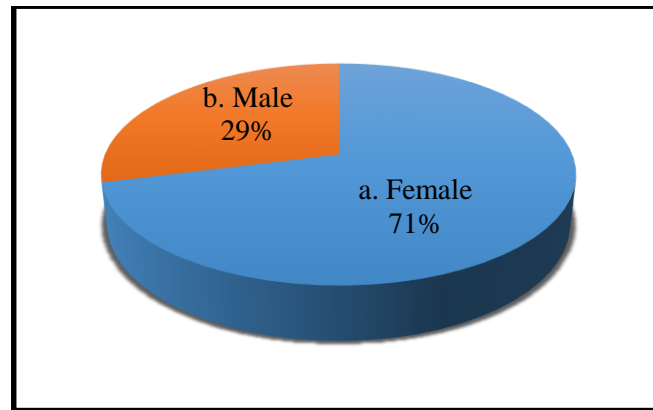
2.1. Section one: General information

Item 1. Would you specify your gender, please?

Table 2: Students' Gender

Option	Respondents	Percentage
a. Female	24	71%

b. Male	10	29%
Total	34	100%



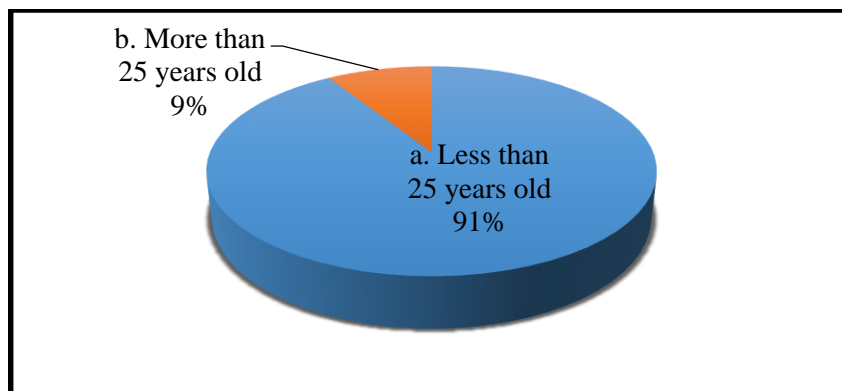
Graph 2: Students' Gender

The result of the table (2) shows that the dominant gender is females, (71%) of the sample represents females (24); whereas, the rest (29%) represent males (10). This indicates that females are more interested to learn the English language than males.

Item 2. Would you specify your age, please?

Table 3: Students' Age

Option	Respondents	Percentage
a. Less than 25 years old	31	91%
b. More than 25 years old	3	9%
Total	34	100%



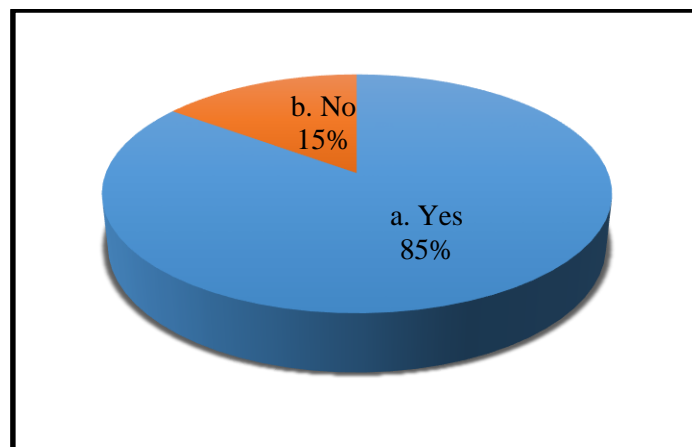
Graph 3: Students' Age

As it is observed from the table (3), (91%) of the participants (31) are less than (25) years old while only (9%) of them are more than (25) years. From the results, we notice that the majority of the respondents are teenagers. Hence, they would share the same experiences when learning a foreign language.

Item 3. Was studying English language your own choice?

Table 4: Students' Choice of Studying English Language

Option	Respondents	Percentage
a. Yes	29	85%
b. No	5	15%
Total	34	100%



Graph 4: Students' Choice of Studying English Language

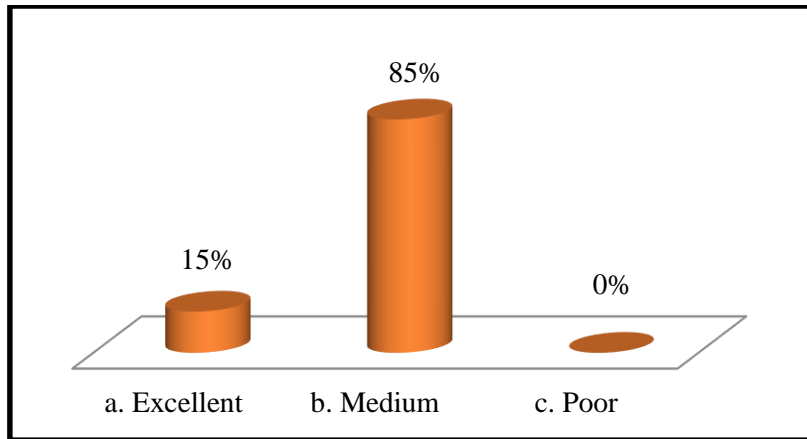
The table 4 shows the number of students who chose English willingly and who did not. The choice of studying English as a language was personal for (85%) of the students because of their passion to the language and their aim to develop it more. Whereas, (15%) of the students chose it unwillingly due to many reasons such as: others' recommendation or the average did not allow them to study what they really wanted.

2.2. Section two: Speaking fluency

Item 4. How do you find your level of English?

Table 5: Students' Level in English

Option	Respondents	Percentage
a. Excellent	5	15%
b. Medium	29	85%
c. Poor	0	0%
Total	34	100%



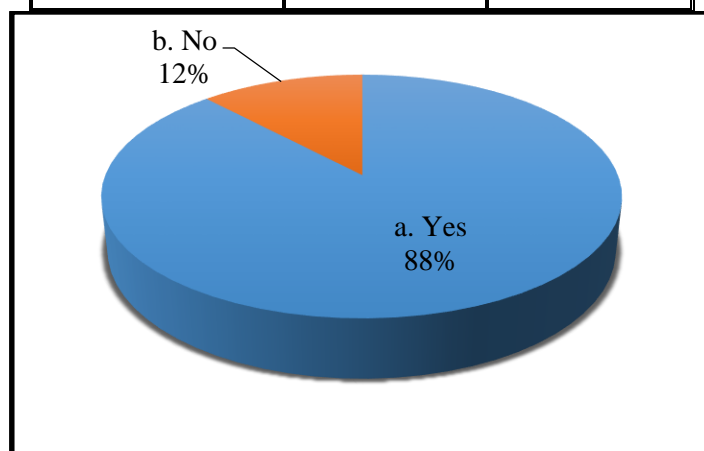
Graph 5: Students' Level in English

From the analysis of the students' answers, we notice that most of the them (85%) think they have medium level in speaking the English language. Only (16%) think that their level is excellent and (0%) think that It is weak, this shows their self-confidence.

Item 5. Do you like to attend your Oral English Class?

Table 6: Students' Attendance in Oral Class

Option	Respondents	Percentage
a. Yes	30	88%
b. No	4	12%
Total	34	100%



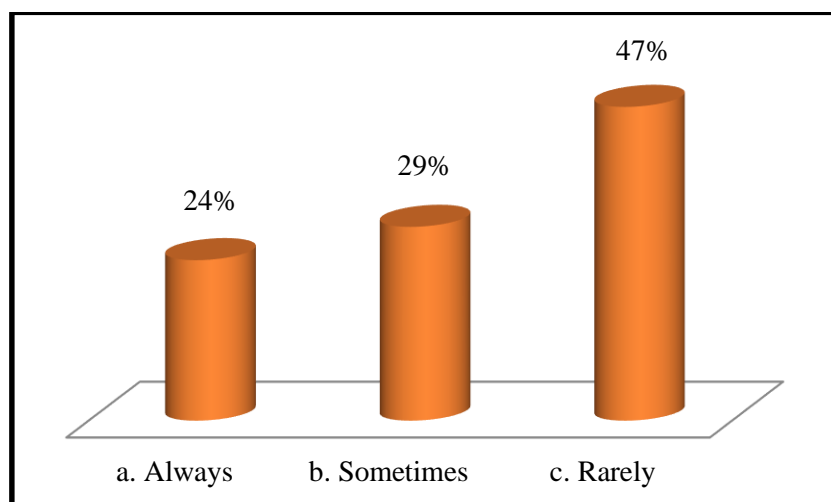
Graph 6: Students' Attendance in Oral Class

Concerning the percentage of students' attendance to oral class, most of the participants (88%) chose "yes", this shows that learners of Biskra University like the attendance of their and are aware of its importance. On the other hand, only (12%) claim that they do not like to attend this class. Only few participants do not benefit from oral English classes

Item 6: how often do you participate in your oral classes?

Table 7: Frequency of Students' Participation in Oral Class

Option	Respondents	Percentage
a. Always	8	24%
b. Sometimes	10	29%
c. Rarely	16	47%
Total	34	100%



Graph 7: Frequency of Students' Participation in Oral Class

It is clear from the results of table (7) that most of students (47%) rarely participate in the English oral class due to many reasons. We mention some of the respondents' reasons in the following points:

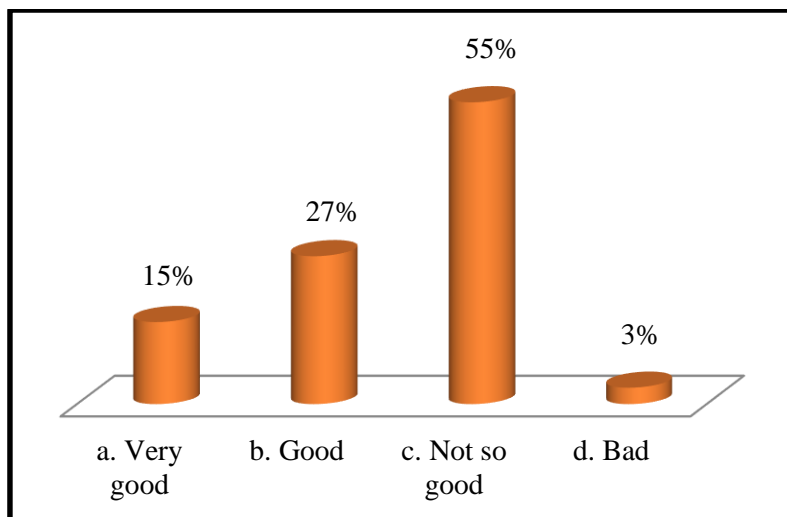
- *I feel stressed to speak the language in front of the students*
- *I am not very talkative*
- *It is a difficult task*
- *I don't like being on the spot*
- *Because I am not good in speaking English fluently*

It is noticed that the majority of the students face many problems that block their learning. The results also showed that (29%) of the respondents sometimes participate when they have enough information about the topic. And (24%) of them like to participate always to share their thoughts and opinions and to improve their skills. Asserting that the English oral class is interesting and beneficial.

Item 7. How do you describe your speaking ability?

Table 8: Students' Speaking Ability

Option	Respondents	Percentage
a. Very good	5	15%
b. Good	9	27%
c. Not so good	19	55%
d. Bad	1	3%
Total	34	100%



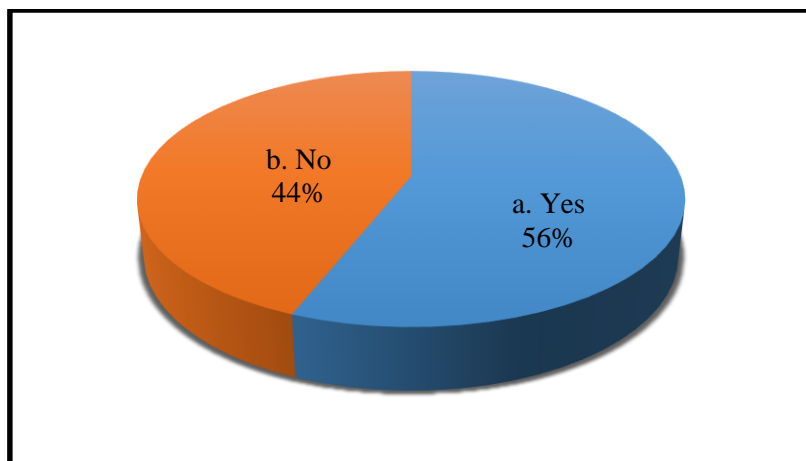
Graph 8: Students' Speaking Ability

The majority of the students (55%) think that their speaking skill is not so good, also (3%) choose “bad” are the worst in the speaking ability showing that they are not competent. This refers to the difficulties that students are facing when they try to speak the language. On the other hand, (27%) of the students (9) think that they are good speakers, and (15%) of participants are quiet sure that their speaking skill is very good. we notice that only a few participants believe that their speaking skill is in a high level.

Item 8. Do you feel interested in your oral expression class?

Table 9: Students' Interest in Oral Expression Class

Option	Respondents	Percentage
a. Yes	19	56%
b. No	15	44%
Total	34	100%



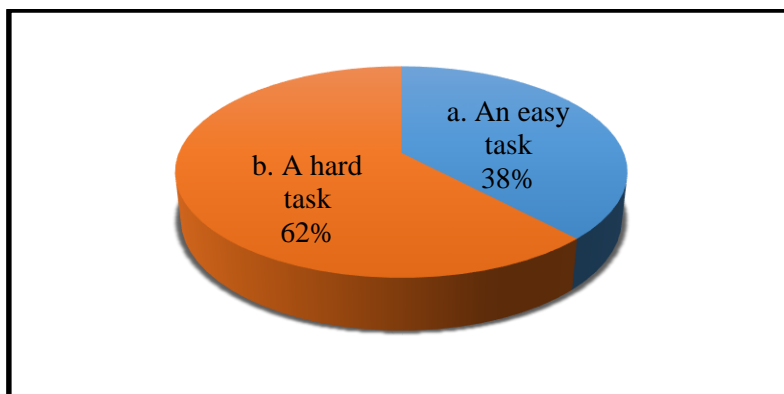
Graph 9: Students' Interest in Oral Expression Class

In this item, students have different views on the importance of the oral class. More than half of the participants (56%) said they find oral expression class interesting. Whereas, a percentage of (44%) said no, they do not. The oral classes are a good opportunity to develop the speaking skill, it should be fun and enjoyable so students can benefit from it.

Item 9. What do you think about speaking the foreign language?

Table 10: Students' Attitude towards Speaking the Foreign Language

Option	Respondents	Percentage
a. An easy task	13	38%
b. A hard task	21	62%
Total	34	100%



Graph 10: Students' Attitude towards Speaking the Foreign Language

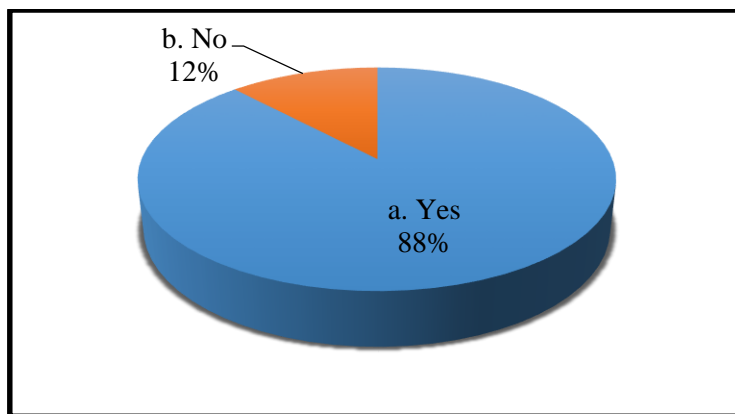
The table (10) shows the number of students who believe that speaking the language is a hard task and who do not. (62%) of the participants think that speaking the foreign language is a hard task. Whereas (38%) of them think that it is an easy task. As the result shows, a considerable number of the students see that speaking the foreign is a hard task and find it uneasy to use it. This may refer to the difficulties they face when trying to speak the target language.

2.3. Section three: Speaking Anxiety on students' performances

Item 10. Do you feel anxious when you are asked to speak in class?

Table 11: The Existence of Students' Speaking Anxiety

Option	Respondents	Percentage
a. Yes	30	88%
b. No	4	12%
Total	34	100%



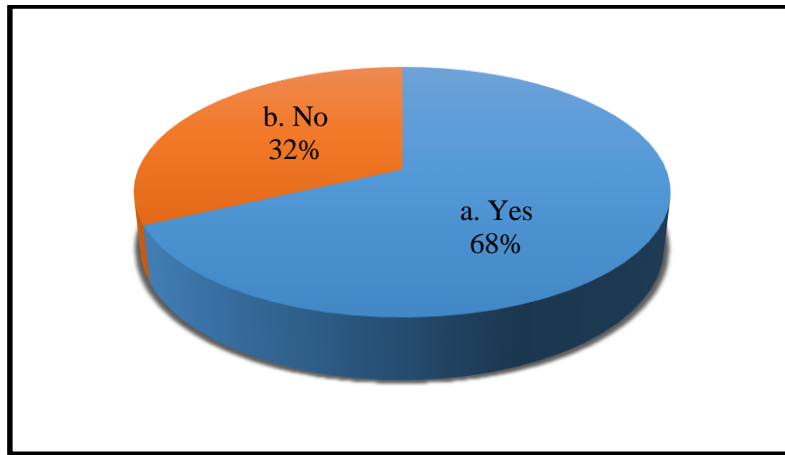
Graph 11: The Existence of Students' Speaking Anxiety

In this question we looked forward to see if students have a certain level of speaking anxiety. As the result shows, the majority of the students (88%) reported that they feel anxious when it is needed to speak in class, yet four of them (12%) reported that they did not feel anxious to speak. From the results we can assume that students who feel comfortable when they asked to speak the language have a high self-confidence. While the majority faces some problems that cause anxiety.

Item 11. Does making mistakes and errors demotivate you to speak in class?

Table 12: Mistakes / Errors and Students' Demotivation in Speaking in Class

Option	Respondents	Percentage
a. Yes	23	68%
b. No	11	32%
Total	34	100%



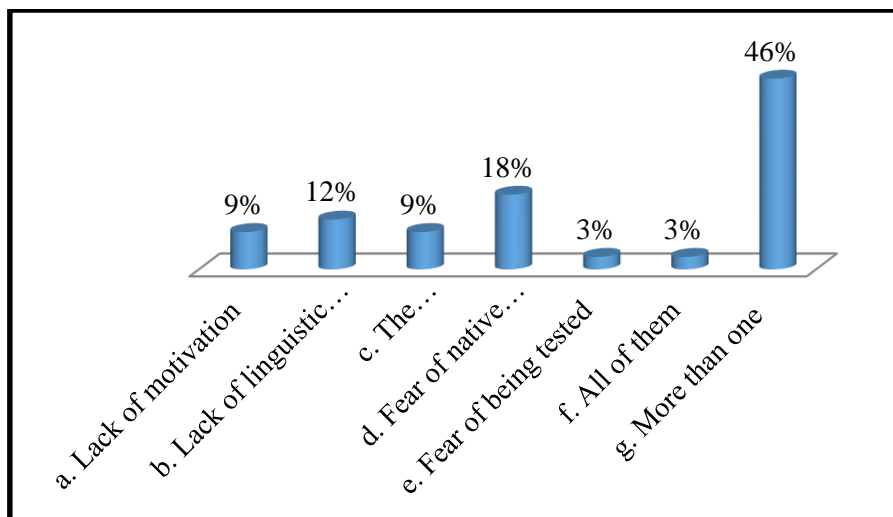
Graph 12: Mistakes / Errors and Students' Demotivation in Speaking in Class

As the table shows, (32%) of the participants believe that making mistakes is part of learning and does not demotivate them. Whereas, most of participants (68%) feel that making errors and mistakes demotivate them to speak the language, so that they avoid participation and remain silent rather than being criticized by the teacher and the students.

Item 12. You feel anxious due to?

Table 13: The Main Causes of Students' Speaking Anxiety

Option	Respondents	Percentage
a. Lack of motivation	3	9%
b. Lack of linguistic competence	4	12%
c. The communication apprehension	3	9%
d. Fear of native evaluation	6	18%
e. Fear of being tested	1	3%
f. All of them	1	3%
g. More than one	16	46%
Total	34	100%



Graph 13: The Main Causes of Students' Speaking Anxiety

The table (13) refers to the main causes of students' speaking anxiety, we asked them to choose the most affective cause for them. The majority of the participants (46%) chose more than one option and (3%) chose all of the options. (18%) say their anxiety is due to the fear of negative evaluation, (12%) were anxious because of the lack of linguistic competence, (9%) were anxious because of the lack of motivation, also (9%) say it is because of the lack of motivation, while (3%) say their anxiety is due to the fear of being tested. Also in the questionnaire we gave students the chance to suggest other choices that causes anxiety to them and they mention some:

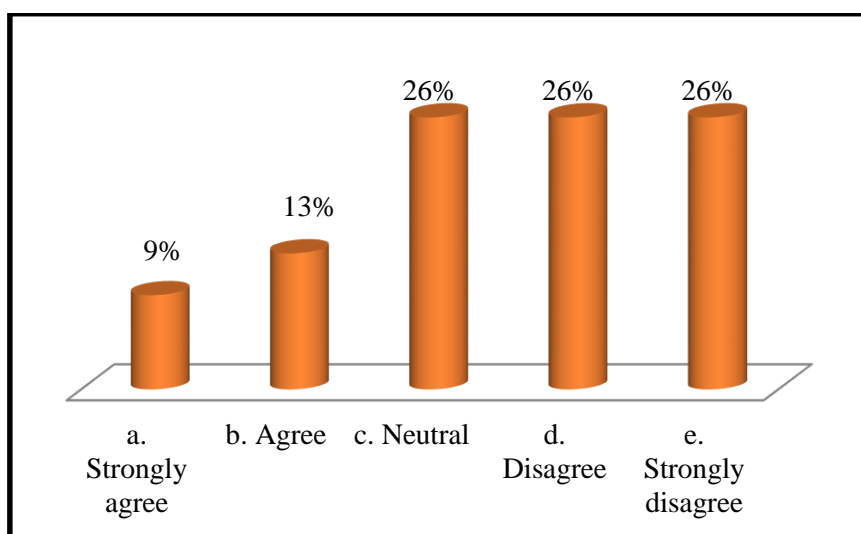
- Lack of practice
- Fear from making mistakes
- Shyness
- Other students' judgments

Item 13. I feel confident in speaking English in oral classroom sessions

Table 14: Students' Confidence in Speaking English in Oral Session

Option	Respondents	Percentage
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a. Strongly agree	3	9%
b. Agree	4	13%
c. Neutral	9	26%
d. Disagree	9	26%
e. Strongly disagree	9	26%
Total	34	100%



Graph 14: Students' Confidence in Speaking English in Oral Session

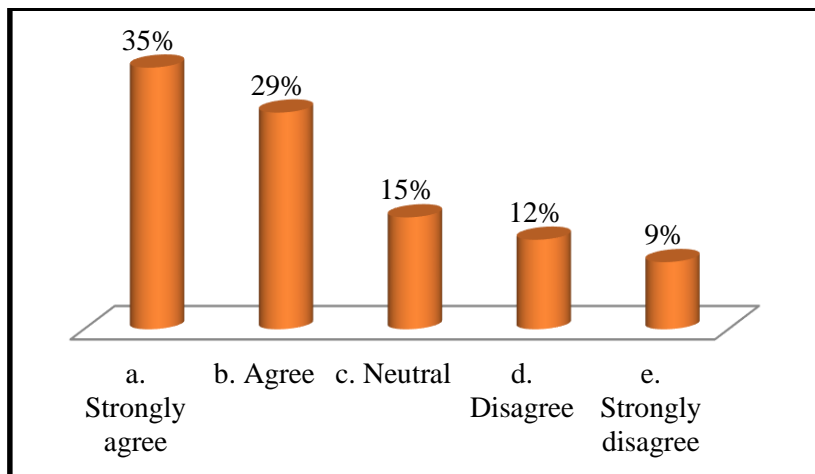
In this pattern a large number of respondents state that they do not feel confident in speaking English in oral classroom sessions (26%) disagreed and (26%) strongly disagreed). Those who were neither agreed nor disagreed represent (26%), while only (22%) agreed that they feel confident in speaking English in oral classroom sessions.

The results may indicate existence of the lack of self-confidence for a considerable number of students, but also it shows that some others have confidence that enable them to manage their anxiety.

Item 14. I always feel that the other students speak English better than I do

Table 15: Students' Self-Confidence

Option	Percentage	Percentage
a. Strongly agree	12	35%
b. Agree	10	29%
c. Neutral	5	15%
d. Disagree	4	12%
e. Strongly disagree	3	9%
Total	34	100%



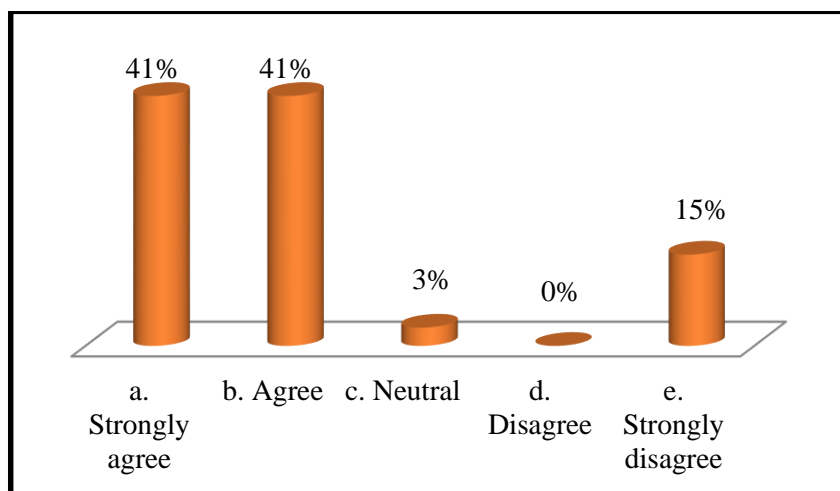
Graph 15: Students' Self-confidence

As the result shows, (35%) (12 students) strongly feel that the other students speak English better than they do, (29%) (10 students) reported that they feel so and (15%) (5 students) preferred to be neutral. Also (12%) (4 students) disagreed with the item, and (9%) (3 students) strongly disagreed with it. That is to say, other students' performance can be a possible cause for language anxiety

Item 15. Even if I am well prepared for the oral class, I feel anxious about it

Table 16: Students' self-conscious of their Oral Anxiety class

Option	Respondents	Percentage
a. Strongly agree	14	41%
b. Agree	14	41%
c. Neutral	1	3%
d. Disagree	0	0%
e. Strongly disagree	5	15%
Total	34	100%



Graph 16: Students' self-conscious of their Oral Anxiety class

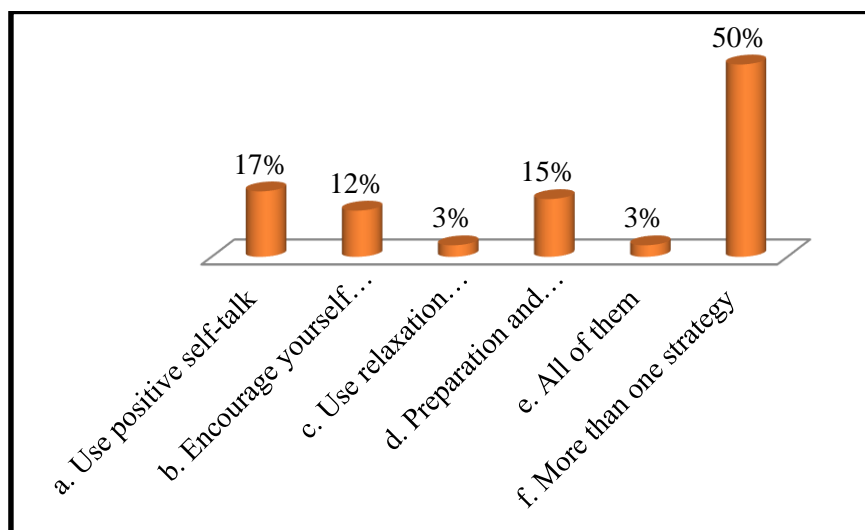
Table (16) reflects a considerable number of students (41%) who agreed and also (41) strongly agreed that they would feel anxious even well prepared. That is to show that anxiety is related more to psychological reasons rather than the students' linguistic competence.

The results also show that (3%) preferred to be neutral. Whereas (15%) strongly disagreed with the item

Item 16. What do you think you can do to reduce your anxiety? (You may choose more than one answer)

Table 17: Students' Strategies to Reduce Anxiety

Option	Respondents	Percentage
a. Use positive self-talk	6	17%
b. Encourage yourself to take risks	4	12%
c. Use relaxation techniques	1	3%
d. Preparation and practice	5	15%
e. All of them	1	3%
f. More than one strategy	17	50%
Total	34	100%



Graph 17: Students' Strategies to Reduce Anxiety

The table (17) shows that the students use many strategies to reduce their anxiety. (50%) of the students use more than one of these strategies and (3%) chose all of them. The results also display that the number of students who reported that they use positive self-talk is

(6) (17%), the number of students who encourage themselves to take risks is (4) (12%), (3%) of students use the relaxation techniques, and practice and preparation is used by (15%) of students. We have noticed that the mostly used strategies by the learners are using positive self-talk and practice and preparation.

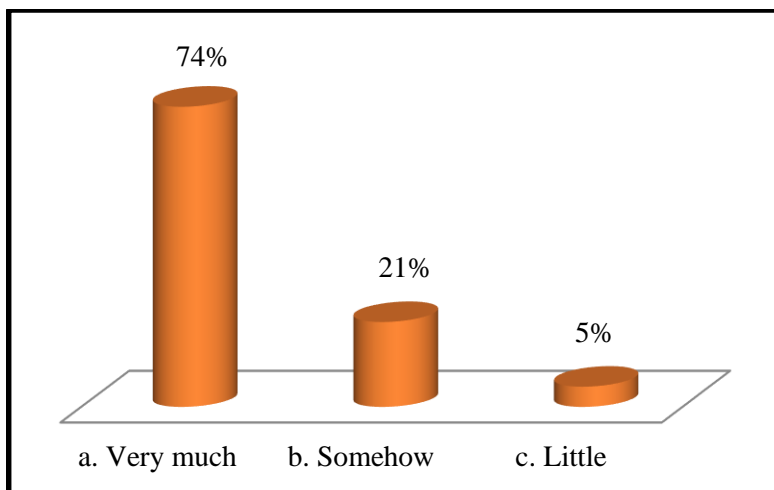
The students have mentioned other techniques that help them to reduce their anxiety, here are some of their responses:

- *Praying God and reading Qur'an to feel more relaxed*
- *taking deep breath is helpful to reduce stress*
- *Use the note cards*
- *talking with others before your speech*

Item 17. To what extent can speaking affect EFL students' speaking performance?

Table 18: Speaking Anxiety and EFL Students' Speaking Performance

Option	Respondents	Percentage
a. Very much	25	74%
b. Somehow	7	21%
c. Little	2	5%
Total	34	100%



Graph 18: Speaking Anxiety and EFL Students' Speaking Performance

The results show that most of participants (74%) believe that anxiety has a high extent in affecting their speaking performances, (21%) claimed that anxiety has an intermediate extent and only (5%) think that anxiety has a low effect on their speaking performance. That is to say, anxiety affect the majority of the students in their performance. Some of the students' justifications was:

- *It blocks the language learning progress*
- *It is the reason why I don't participate*
- *it affects our self confidence*
- *Anxious learners can't develop their skills*
- *Anxious learners avoid contacting or using the language*
- *When you have anxiety, you do not know how to explain yourself even if you have the words*
- *anxiety affects badly on the way students perform*

Item 19. What can the teacher do in order to reduce your anxiety?

This question aims to find what can the teacher do to help students coping with their anxiety. The participants answer the question by a number of suggestions as following:

- *Being supportive and tolerant to the mistakes*
- *Use the sense of humour to relive stress.*
- *Avoid demotivating comments*
- *Encourage their students and use simple way in explaining what to do.*
- *Make his students feel comfortable by creating a pleasant atmosphere.*
- *Give more individual tasks and exercises.*
- *Build strong relationship with the students*
- *Choose interesting topics for the students*
- *Help the student by talking to them and discussing their ideas in a welcoming manner*
- *Communicate with them and help them to reach out the idea that they want to transmit it.*
- *let the students speak freely*
- *Use group works because it makes the students feel comfortable*
- *Varying the speaking activities.*

To sum up, the results indicate that teachers play an important role in reducing their students' anxiety.

Conclusion

From the analyses of the students' questionnaire we found That the majority of the students have experienced the issue of anxiety in many occasions and that its existence in foreign language classrooms can really hinders the learners progress. This problem was due to many reasons such as: the fear of negative evaluation, lack of linguistic competence, lack of motivation, and the fear of being tested. in addition, the students mention some other reasons like: Fear from making mistakes and Shyness. Hence, teachers have to create a comfortable environment for his students to share their knowledge and develop their skills and gain their

trust by building strong relationship with them. Lastly, the participants suggest some criteria that the teacher can afford to make students feel comfortable in language class like: Being supportive and tolerant to the mistakes, building strong relationship with the students varying the speaking activities...etc. Therefore, teachers should focus on dealing with students' anxiety and on how they can help them improve their skills.

3. Teachers' Questionnaire

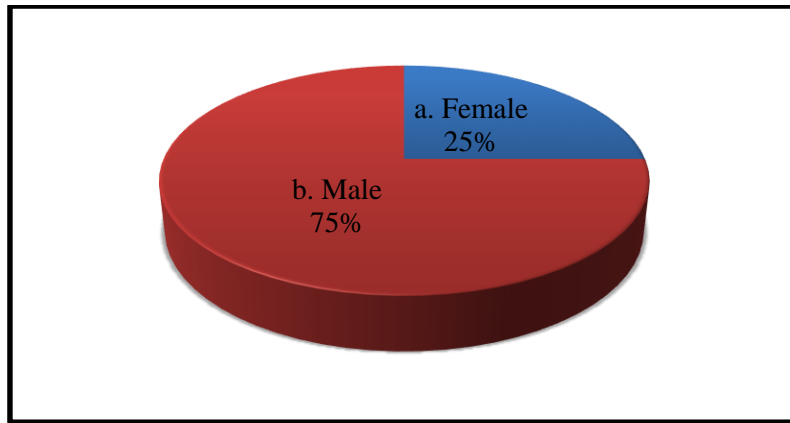
In addition to the students' questionnaire, we found that it is necessary to administrate another one for the teachers in order to fulfill the aim of this study. This questionnaire aims to gather reliable data to confirm the students' answers about the existence of foreign language anxiety and its effects on speaking fluency and to investigate the teachers' views on the presence of this issue during the oral expression course. As well as, it seeks to obtain solutions from teachers on the matter of reducing students' anxiety. The questionnaire was administrated to four (4) teachers of Oral Expression session at the Department of English, University of Biskra. It is divided into two main sections: section one "Personal Information" and section two includes both "Speaking Skills and Anxiety" that includes a combination of close-ended and open-ended questions as (yes/no) and multiple choice questions followed by space to justify when necessary.

4. Analysis of the Teachers' Questionnaire

Item 1. Would you specify your gender, please?

Table 19: Teachers' Gender

Option	Respondents	Percentage
c. Female	1	25%
d. Male	3	75%
Total	4	100%



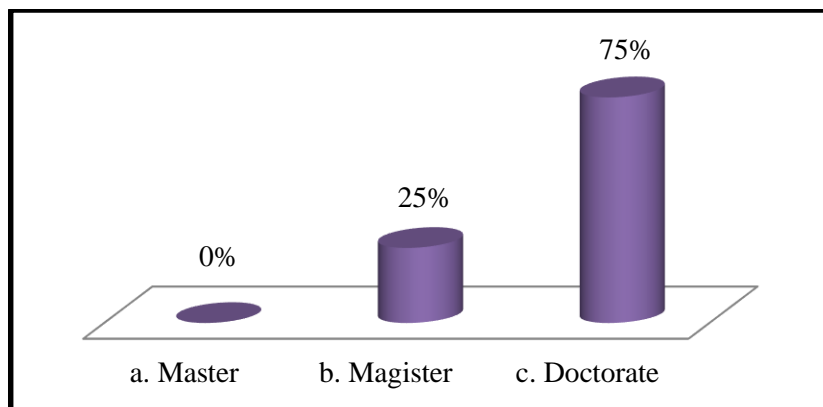
Graph 19: Teachers' Gender

As we notice, the results of the table (19) show that English oral teachers who participated ranged from male (75%) (3 teachers) and female (25%) (1 teacher). The impact of the teacher's gender becomes a crucial subject and it can influence to the students' achievements.

Item 2. Would you specify your degree?

Table 20: Teachers' Degree

Option	Respondents	Percentage
a. License	0	0%
b. Magister	1	25%
c. Doctorate	3	75%
Total	4	100%



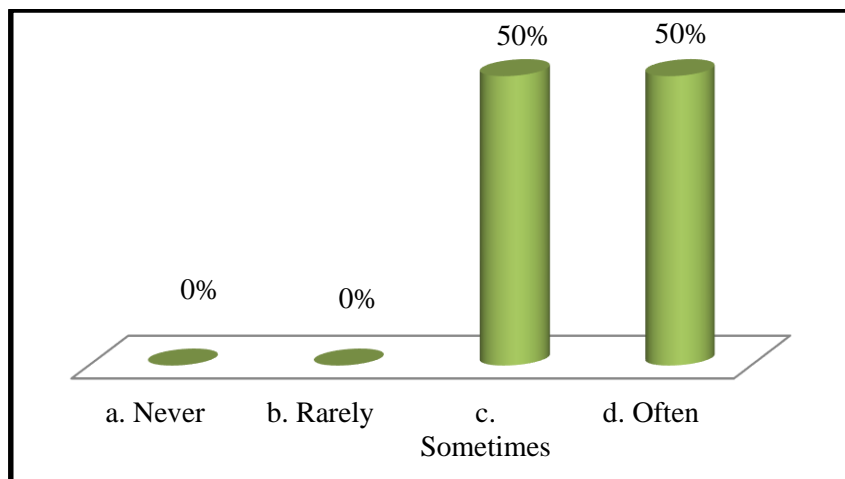
Graph 20: Teachers' Degree

This question aimed to know the qualification of the teachers who answered our questionnaire. We found that (75%) of the teachers have MA (Master) degree and (25%) of them has PhD (doctorate) degree, while none of the teachers have BA (License) degree. According to these results, oral teachers' at Biskra Mohammed Kheider University recommendations can be beneficial and useful in our study.

Item 3. How often your students participate in your class?

Table 21: The Frequency of Students' Participation in Class

Option	Respondents	Percentage
a. Never	0	0%
b. Rarely	0	0%
c. Sometimes	2	50%
d. Often	2	50%
Total	4	100%



Graph 21: The Frequency of Students' Participation in Class

As the result in the graph 21 shows, half of the teachers (50%) stated that their students often participate in the oral activities, and the other half (50%) chose sometimes as an answer. While (0%) chose rarely and never participate. In other words, students usually participate in the oral class that is to show the importance of the oral expression sessions for the students.

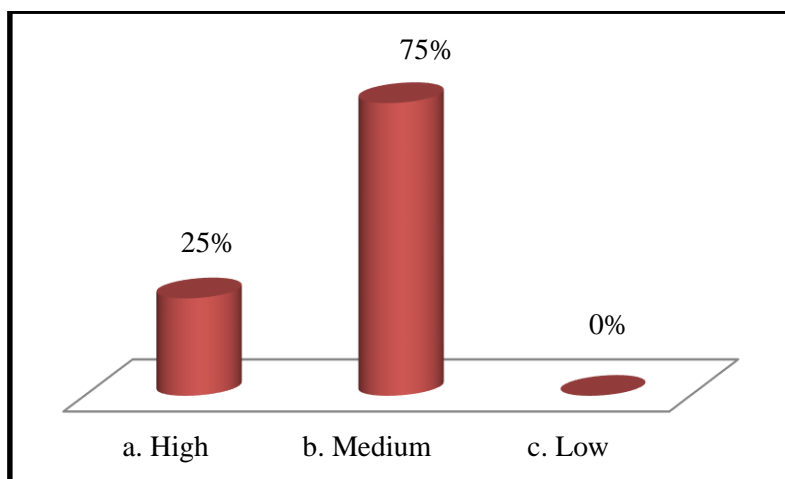
Item 4. What are the challenges you face in teaching speaking?

Teachers' answers show that they face many challenges in teaching speaking. According to the teachers' answers the main challenges are: one teacher reported that the main difficulty is motivating his students by breaking walls of fear, shyness and anxiety. Another teacher assumed that he found difficulties mainly with the lack of motivation, lack of self-confidence, and fear of making mistakes. Another challenge that was mentioned is the students' engagement and motivating them to participate in the tasks which are widely recognized by the teachers in EFL classrooms. Lastly, one teacher claimed that he is always in challenge with how to lead learners to their speaking autonomy. To sum up, most teachers consider the psychological variables and mainly anxiety as the main challenges they face in teaching speaking.

Item 5. How do you describe your students' level of anxiety in the class?

Table 22: Teachers' Opinions About Students' Level of Anxiety in Class

Option	Respondents	Percentage
a. High	1	25%
b. Medium	3	75%
c. Low	0	0%
Total	4	100%



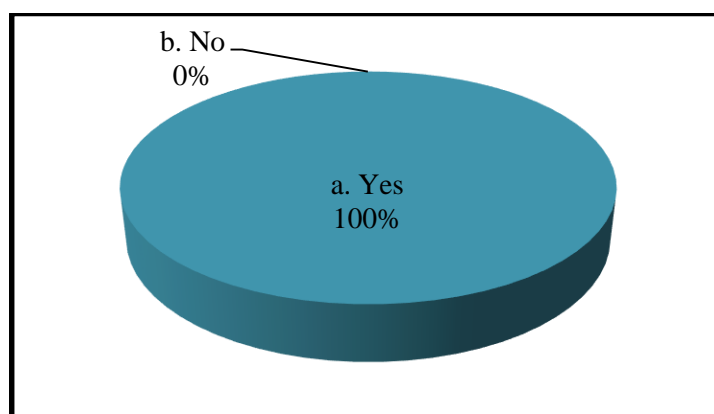
Graph 22: Teachers' Opinions About Students' Level of Anxiety in Class

The results of this question show that the majority of teachers (75%) stated that their students level of anxiety is medium, and (25%) of them reported that the students have a high level of anxiety and none of them think that their students have a low level of anxiety in the class. That is to say, all teachers agreed on that their learners experience anxiety in the oral classes.

Item 6: Do you think that anxiety affects learners' foreign language learning?

Table 23: Anxiety and Foreign Language Learning

Option	Respondents	Percentage
a. Yes	4	100%
b. No	0	0%
Total	4	100%



Graph 23: Anxiety and Foreign Language Learning

Since the teachers agreed that their learners experience certain amount of anxiety, this question investigates if that anxiety effects the students, all the teachers (100%) answer the question with yes. This shows that the teachers are aware of the negative impact of anxiety and believe that anxious students do not perform well.

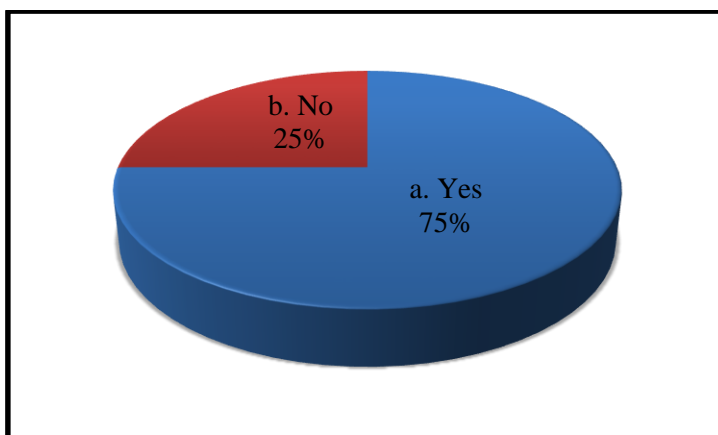
- **Teachers' justifications**

The teachers stated that learners feel anxious whenever they are asked to speak in class and it has negative effects on them. It hurdles the learning process. Anxiety hinders their initiatives and weaken their participation very often. Also, it affects their pronunciation in the first place and disturbs their thinking so that once they speak you find their speech full of hesitation and pauses as you find their ideas are not organized.

Item 7. Do you correct pronunciation errors during the lesson?

Table 24: Teachers' Correction of Students' Pronunciation Errors

Option	Respondents	Percentage
a. Yes	3	75%
b. No	1	25%
Total	4	100%



Graph 24: Teachers' Correction of Students' Pronunciation Errors

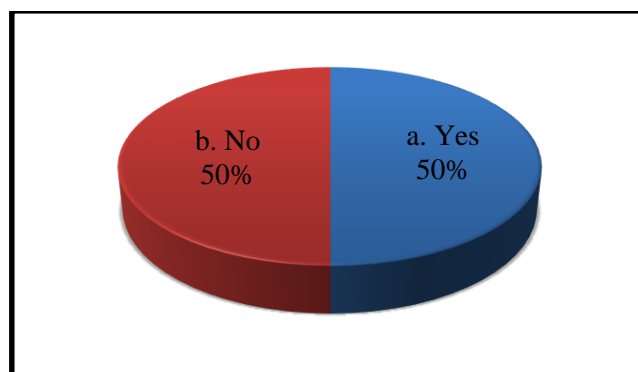
From the result in graph 24, the majority of teachers (75%) correct the students when they make an error in pronunciation and the rest (25%) do not. This reflects the high importance of pronunciation in developing the students' speaking skill. However, the teachers should avoid demotivating their students.

Item 8. Do you think that correcting their errors make them anxious to speak in class?

Table 25: Students' Errors Correction and Speaking Anxiety

Option	Respondents	Percentage
a. Yes	2	50%
b. No	2	50%

Total	4	100%
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Graph 25: Students’ Errors Correction and Speaking Anxiety

This question aims to find if correcting students’ errors is a cause of their speaking anxiety or not. That is, two teachers (50%) answered with no, so errors corrections do not make students anxious. whereas (50%) of them answered with “yes”, so correcting students’ errors can make them anxious to speak. Hence, the teacher should consider the way he corrects his students’ mistakes in order to avoid causing apprehension to them.

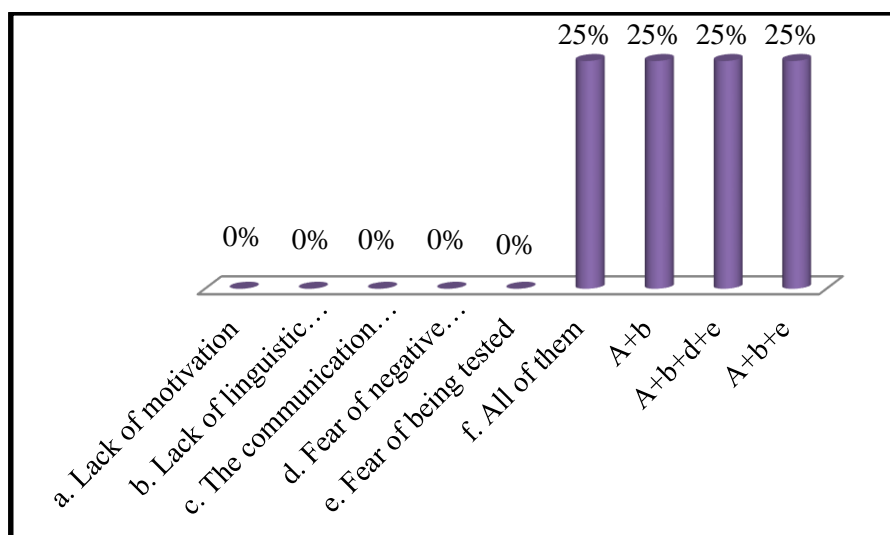
- **Teachers’ justifications**

According to the teachers, it depends on the way of correction, if it is flexibly instructive students will not feel anxious, but if they feel that you are showing their weaknesses or just criticizing it will have opposite effects, it is mentioned that there are students who are already afraid of making mistakes which lead them to stay silent, so when you decide to correct, as a teacher you should be careful and try to provide feedback in an encouraging way to make students feel comfortable and push them to participate in class again and again. Also, it is very important to create an atmosphere of confidence in the classroom.

Item 9. In your opinion, why do students feel anxious to speak?

Table 26: Reasons behind Students' Speaking Anxiety

Option	Respondents	Percentage
a. Lack of motivation	0	0%
b. Lack of linguistic competence	0	0%
c. The communication apprehension	0	0%
d. Fear of negative evaluation	0	0%
e. Fear of being tested	0	0%
f. All of them	1	25%
A+b	1	25%
A+b+d+e	1	25%
A+b+e	1	25%
Total	4	100%



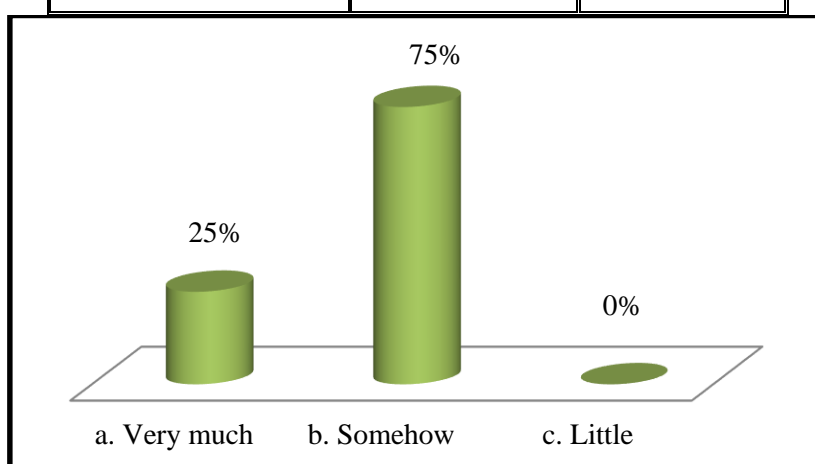
Graph 26: Reasons behind Students' Speaking Anxiety

Table (26) shows the factors that may cause students' anxiety according to the teachers' view. All of the teachers chose more than one option, one teacher (25%) selected option A and B (Lack of motivation and Lack of linguistic competence), another teacher selected all the options except option C (the communication apprehension), one teacher selected four options A, B, D, and E (Lack of motivation Lack of linguistic competence Fear of negative evaluation and Fear of being tested) and lastly one teacher selected all options asserting that the students experience anxiety due to all these causes. The assumption that can be drawn from the results is that students face different difficulties that make them anxious.

Item 10. To what extent does speaking anxiety affect your students' speaking performance?

Table 27: The Effect of Speaking Anxiety on Students' Speaking Performance

Option	Respondents	Percentage
c. Very much	1	25%
d. Somehow	3	75%
e. Little	0	0%
Total	4	100%



Graph 27: The Effect of Speaking Anxiety on Students' Speaking Performance

Since the teachers agreed that anxiety affects the students' speaking performance, this question aims to see to what extent anxiety can affect them. (25%) of the participants see that it affects them very much, and (75%) see that anxiety somehow influences the students' performance, while no one (0%) selected the answer (little). This shows that anxiety has a negative effect on the students.

- **Teachers' justifications**

Teachers mentioned that anxiety stands as an obstacle for them to express themselves in the correct way and affects their performance. Also, it is mentioned that the more students are anxious, the less they speak and vice versa. That is to say, there is a relationship between anxiety and the students' performance.

Item 11. According to your experience, in what kind of speaking activities your learners feel more comfortable?

Different kinds of speaking activities were mentioned and according to the teachers' answer role play, oral presentation and open debates make the students feel more comfortable. It is also suggested that students' interactions make them feel comfortable such as group work, pair work, and plays, in addition to collective educational games.

Item 12. What do you suggest to reduce students' speaking anxiety during oral performance?

In the last question, we asked the teachers to suggest the several solutions that can be applied to reduce students' speaking anxiety during oral performance. First of all, one strategy was mentioned is to involve the students and make them at ease. That is to tell them that there is no perfect performance in foreign language learning. Another suggestion is to advise students to perform as if they are alone, i.e., to forget about the official setting with the presence of their teachers and peers so that they will perform comfortably. Also, it is

mentioned that by more practice and open discussions students will overcome their anxiety. Lastly, a teacher suggested different ways to make students feel comfortable like: friendly warming up, motivating atmosphere where the teacher acts as a learner like them, use of technology such as watching videos or listening to music, encouraging competitive spirit among students instead of focusing on every learner separately, tolerance with slight errors, focusing on fluency before accuracy and sometimes inciting them to work in return for marks or the opposite to achieve better in their performance.

Conclusion

From the analysis of the teachers' questionnaire, we can affirm the high extent that anxiety affects the EFL learners' oral performance. The majority of teachers strongly agree that it affects many aspects of the foreign language learning. The causes of students' speaking anxiety are generally correlated with communication apprehension, lack of motivation, competitiveness, kinds of speaking activities, shyness, lack of self-confidence, and fear of making mistakes. Lastly, the teachers shared opinions about the strategies that help students develop speaking fluency, and may help creating comfortable atmosphere so that the students can get rid of their anxiety.

General Conclusion

General Conclusion

Speaking a foreign language becomes important nowadays where the English language dominates all fields and essential for most EFL learners to develop their fluency. Yet for most of English language students at Mohamed Kheider University of Biskra, this skill is affected by a number of factors such as anxiety. The study discovered that there is a relationship between students' oral performance and anxiety. So we shed the light on learners' anxiety and its effects on EFL students' speaking skill.

This research presents various results about the relationship between anxiety and the speaking skill. In the first chapter, we started by introducing anxiety, its types and roles, and its negative effects on the students' development. The second chapter outlines an overview on the speaking skill, its importance for the students among the other skills, its characteristics, and its tasks and the criteria of choosing them. Lastly, the third chapter is concerned with the analysis and interpretation of the data gathered from the oral expression teachers' and students' questionnaires, their answers and opinions about the two variables (language anxiety and the speaking skill). From the analysis of the questionnaires, the researcher found that a considerable number of EFL students felt anxious to speak and that anxiety debilitates the students to develop their speaking ability. Also, we found that students' feeling of anxiety is due to many factors that differ from one anxious student to another such as: lack of motivation, lack of linguistic competence, and fear from the negative evaluation. Furthermore, the results show that anxious students most of the time try some strategies to reduce their anxiety. However, they still need guidance and motivation from the teachers to help them implement such strategies.

In addition, the analysis of the teachers' questionnaire confirms the students' answers about the existence of foreign language anxiety and it revealed that all of oral expression teachers are aware about this problem and its negative impact. For that, they try to minimize

the causes of students' speaking anxiety and help them to develop their oral performance; also they demonstrate various techniques and some procedures they follow in order to reduce anxiety in their classrooms by creating a comfortable atmosphere, tolerating with mistakes, and motivating the students to do their best.

To conclude, anxiety is a natural feeling that most of students can experience when speaking the language in class. Both students and teachers are aware of its effects on the speaking skill; therefore, they have to work together to create relaxed and comfortable atmosphere to be able to cope with it and to help students to develop and promote their oral performance.

Suggestions and Recommendations

The importance of this research concerns mainly highlighting the effect of anxiety on the EFL learners' oral performance and on enhancing the students' speaking skill and reducing language anxiety that hinders the students' articulation. We conclude by suggesting the following recommendations for both teachers and students of Mohamed Kheider University of Biskra:

- Students should know that speaking is an important skill in learning a foreign language.
- Students should be aware of the language anxiety and its effect on their performance.
- Students should know that feeling anxiety is a normal aspect when performing in front of others, and everyone can experience it.
- Students should know also that mistakes are part of the learning process.
- Students should try to improve their speaking skills through extensive practice and good preparation.
- Students should be more self –confident and know how to control anxiety.
- Teachers should be aware about the problems that students face in the oral courses and their weaknesses.
- Teachers should create a comfortable atmosphere in the class.
- Teachers should to encourage students to speak and give them opportunity to speak more.
- Teachers should vary the speaking activities and give the students the freedom of choosing topics to talk about.
- Teachers should be well prepared and choose the right method in teaching with the speaking activities.

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Appendices

Appendix 1: Students' Questionnaire

Dear students

You are kindly requested to complete this questionnaire in order to gather information needed for the accomplishment of our master dissertation. The main aim of this questionnaire is to shed light on the issue of foreign language anxiety and its impact on EFL students' oral performance that may serve the teaching and learning of English Language at the university. Read each of the following statements carefully and **tick** (✓) your answer(s) in the corresponding box (es).

***anxiety*: “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language”. (Horwitz, 2001).**

General information

1. Your age is

2. Specify your gender

a. Male

b. Female

3. Was studying English Language your own choice?

a. Yes

b. No

Please, explain

.....

4. How do you find your level of English?

a. Excellent

b. Medium

c. Poor

Speaking fluency

5. Do you participate in your oral class?

a. Never

b. Sometimes

c. Rarely

Please, explain

.....

6. How do you describe your speaking ability?

a. Very good

b. Good

c. Not so good

d. Bad

7. Do you feel interested in your oral expression class?

a. Yes

b. No

8. What do you think about speaking the foreign language?

a. Hard

b. Easy

Anxiety on students' performances

9. Do you feel anxious when you are asked to speak in class?

a. Yes

b. no

10. Does making mistakes and errors demotivate you to speak in class?

Yes

b. no

11. You feel anxious due to?

- a. Lack of motivation
- b. Lack of linguistic competence
- c. The communication apprehension
- d. Fear of negative evaluation
- e. Fear of being tested

12. What other reasons that make you anxious when speaking?

.....

.....

.....

13. I feel confident in speaking English in oral classroom sessions.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

14. I always feel that the other students speak English better than I do.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

15. Even if I am well prepared for the oral class, I feel anxious about it.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

16. What do you think you can do to reduce your anxiety?

a. Use positive self-talk

b. Encourage yourself to take risks

c. Use relaxation techniques

d. preparation and practice

17. What other techniques you use?

.....
.....

18. To what extent can speaking affect EFL students' speaking performance?

a. Very much

b. Somehow

c. Little

Please, explain

19. What can the teacher do in order to reduce your anxiety?

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

Appendix 2: Teachers' Questionnaire

Dear teachers

This questionnaire is concerned with the effect of language anxiety on 1st year LMD foreign language learner's speaking skill. Your answers will be important for the completion of this work. So please, tick (✓) your answer(s) in the corresponding box (es), and make statements when necessary.

Thank you for your time and collaboration

1. Gender:

a. Male

b. Female

2. Degree:

a. License

b. Master/Magister

c. PhD

3. How often your students participate in your class?

a. never

b. Rarely

c. Sometimes

d. often

4. What are the challenges you face in teaching speaking?

.....
.....

5. How do you describe your students' level of anxiety in the class?

a. High

b. Medium

c. Low

6. Do you think that anxiety affects learners' foreign language learning?

a. Yes

b. No

7. Why?

.....
.....

8. Do you correct pronunciation errors during the lesson?

a. Yes

b. No

9. Do you think that correcting their errors make them anxious to speak in class?

a. Yes

b. No

10. Please, state why.

.....
.....

11. In your opinion, why do students feel anxious to speak?

a. Lack of motivation

b. Lack of linguistic competence

c. The communication apprehension

d. Fear of negative evaluation

e. Fear of being tested

12. To what extent can speaking affect EFL students' speaking performance?

a. Very much

b. Somehow

c. Little

Please, explain

.....

13. According to your experience, in what kind of speaking activities your learners feel more comfortable?

.....

.....

.....

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

.....

.....

.....

المخلص

أصبحت اللغة الانجليزية من المهارات الأساسية التي يجب أن يتعلمها الفرد و أساسا مهما في حياتنا و صارت تحتل مكانة بارزة في العالم, لذا يسعى كل طلبة اللغة الانجليزية إلى تطوير مستواهم فيها و تعلم النطق السليم. يتعرض طلبة اللغة الانجليزية في جامعة محمد خيضر بسكرة إلى الكثير من الضغوطات النفسية التي تؤثر على عملية التعلم و تعيق النطق السليم للغة و لعل اهم هذه الأسباب هو التوتر النفسي.

تهدف هذه الدراسة الى معرفة كيفية تعامل الطلبة مع مشكلة التوتر النفسي و مدى تاثير هذه المشكلة على طلاب اللغة الانجليزية على تطور اداءهم و طلاقة التحدث لديهم مفترضين أنه إذا إستطاع الطلبة التغلب على هذا التوتر سيكون بإمكانهم تحسين مهارة التكلم لديهم. و لجمع المعلومات قمنا بتوزيع إستبيان على 34 طالبا من قسم السنة الاولى جامعي تخصص لغة انجليزية وإستبيان آخر إلى اساتذة التعبير الشفوي.

ينقسم البحث الى ثلاثة فصول, يتطرق الفصل الأول الى تعريف التوتر اللغوي, أسبابه, أنواعه بالإضافة الى تأثيراتهم السلبية على الطلبة و بعض التقنيات للتقليل منه. الفصل الثاني تطرق الى مهارة تكلم اللغة الأجنبية, اهميتها و بعض الطرق لتدريسها بأساليب مختلفة لأجل تطوير مهارة الطلبة في إستعمال اللغة. أما الفصل الأخير تطرق الى تحليل نتائج إستبيان الطلبة و الاساتذة وقد أظهرت النتائج ان أغلب طلاب السنة الأولى يعانون من مشكلة التوتر و أنها تؤثر سلبيا على تطوير مهاراتهم في التكلم. بالإضافة الى هذا, اقترح بعض الطلبة و الاساتذة طرقا مختلفة التي قد تساعد على التغلب على هذه المشكلة و مساعدتهم على تطوير مهاراتهم.