The Impact of Foreign Language Anxiety among English foreign Language learners' Speaking Skill

Case study: First Year English Students at Biskra University

A Dissertation Submitted In Partial Fulfillment of the Requirements for the Degree of Master (2) in Language Sciences

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DECLARATION

I, *Mebarka NEFTI,* do hereby solemnly declare that the work I am going to present in this dissertation is our own, and has not been submitted before to any other institution or university for a degree.

This work is to be carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

Certified:

Miss. *Mebarka NEFTI*

Signature:

Dedication

To the most precious people to my heart; to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope:

To my beloved "AMAR"   and my dear mother "ZIENEB "I dedicate this work

To my brothers; "MOHAMED" and "ISLAM"

To my sisters: Aziza; Safa and Rania

To my sister Aya and her husband Adel

To all my family "Nefti" and "Didouh"

To the angles of my family: Mohamed, Fouad, Nizar, Abed ALLAH and Mayar.

To my grandmother Fadhila and Khedija

To all my friends and colleagues

To my best friend "Wafa Menani" and her family, especially her mother Ghalia

To all those who prayed for me and besought God to help me

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List of Abreviations

T: Teacher who participated in the interview

%: Percentage

Q: Question

FLA: Foreign Language Anxiety

LA: Language Acquisition

LMD: License, Master, Doctorate

EFL: English as a Foreign Language

ESL: English as a Second Language

LAD: Language Acquisition Device

LCDH: Linguistic Coding Difference Hypothesis

CA: Communication Apprehension

pp.: Pages

P.: Page

ESL: English as a Second Language

LIST OF FIGURES

LIST OF TABLES

Chapter Two: An overview About Foreign Language Anxiety

Chapter Three: Field Work

Abstract

The present study aims at describing and investigating the impact of foreign language anxiety on learners' speaking skill. It used a mixed research method a questionnaire for first – year students' of English at the department of foreign languages in Biskra University with the collaboration of fifty four students in the academic year 2012/2013. In order to reach our objectives two hypotheses were formed in order to be verified after wards our main questions was what makes students feel anxious ? For this reason we have formulate a hypotheses.

We do agree that students of English 1st year LMD at Biskra University are aware of their difficulties in the mastery of speaking English as a foreign language. Next wether teachers of English work to reduce anxiety in their classes, they would reach an interactive oral expression. In order to test our hypotheses and to answer our questions we have chosen the participants have been selected at random and semi-structured interview with teachers from our field of study. The findings that have been reached suggested that foreign language anxiety can originate from: communicative apprehension; fear of negative evaluation; fear of failing in language tests. The students' lack of self- confidence let them fear of peers in particular , they also believe that teachers ' questions and error correction in the classroom are the main sources of anxiety . Furthermore, there are other factors that cause foreign language anxiety; the socio-cultural factors such as, age, gender and social settings. Finally, in an attempt to find some solutions, we propose some strategies in order to help teachers' in order create a relaxed atmosphere, then, students' to have a high self –confidence and a positive attitude about learning to speak the foreign languages easily and also we focus on other points which are the surrounding environment parents and further classmates in order to reduce classroom anxiety. From the results above we can conclude that the teacher has a significant role in reducing students' anxiety; however, students' also are responsible for their success, and have to manage their fear and control their behaviour.

الملــخص

تهدف هذه الدراسة إلى وصف والتحقيق في تأثير القلق لغة أجنبية على مهارة المتعلمين الناطقين واستخدمت الدراسة منهج البحث المختلط استبيان لطلاب السنة الأولى "من اللغة الإنجليزية في قسم اللغات الأجنبية في جامعة بسكرة بالتعاون مع أربعة وخمسين طالبا وطالبة في العام الدراسي 2012/2013 مع. من أجل الوصول إلى أهدافنا، وتم تشكيل اثنين من الفرضيات من أجل ليتم التحقق منها بعد العنابر كانت الأسئلة الرئيسية لدينا ما يجعل الطلاب يشعرون بالقلق؟ لهذا السبب قمنا صياغة الفرضيات:

نحن لا نوافق على أن الطلاب في اللغة الإنجليزية 1 سنة LMD في جامعة بسكرة على بينة من الصعوبات التي يواجهونها في التمكن من التحدث باللغة الإنجليزية كلغة أجنبية. المقبل إذا معلمي اللغة الإنجليزية من العمل للحد من القلق في صفوفهم، فإنها توصل إلى التعبير الشفوي التفاعلية. من أجل اختبار الفرضيات لدينا والإجابة على أسئلتنا التي اخترناها تم اختيارها المشاركين في مقابلة عشوائية وشبه منظمة مع المعلمين من مجالنا من الدراسة. وأشارت النتائج التي تم التوصل إليها أن القلق لغة أجنبية يمكن أن تنشأ من: تخوف التواصلية، والخوف من التقييم السلبي، والخوف من الفشل في اختبارات اللغة. الطلاب عدم وجود الثقة بالنفس والسماح لهم الخوف من أقرانه على وجه الخصوص، إلا أنهم يعتقدون أيضا أن المعلمين الأسئلة وتصحيح الخطأ في الفصول الدراسية هي المصادر الرئيسية للقلق. وعلاوة على ذلك، هناك عوامل أخرى تسبب القلق لغة أجنبية، والعوامل الاجتماعية والثقافية مثل والعمر والجنس والأوساط الاجتماعية. وأخيرا، في محاولة لإيجاد بعض الحلول، فإننا نقترح بعض الاستراتيجيات من أجل مساعدة يعلم "من أجل خلق جو مريح، ثم، الطلاب أن يكون الثقة بالنفس موقفا ايجابيا عالية وعن تعلم الكلام واللغات الأجنبية بسهولة وأيضا نحن نركز على نقاط أخرى والذي هو المحيطة الآباء البيئة ومزيد من زملاء الدراسة من أجل الحد من القلق الفصول الدراسية. من النتائج المذكورة أعلاه يمكننا أن نستنتج أن المعلم له دور كبير في الحد من الطلاب القلق، ولكن الطلاب هي أيضا مسؤولة عن نجاحها، ويكون لإدارة خوفهم ومراقبة سلوكهم.

Table of Contents

General Introduction

Chapter One: Foreign Language Learning

Introduction

Chapter Two: "An Overview about foreign language Anxiety"

Chapter Three: Field Work

Section One: Methodology

Section Two: Discussions and Findings

Appendices

General introduction

1. Statement of the Problem:

Foreign language learners often complain about being anxious while learning to speak English in oral expression session, and claim to have a mental block against learning this language. This issue needs a deep investigation and a careful data analysis on the part of the researchers. This area of research has been previously taken by other researchers in our department; however, there were some very important points which have not been dealt with, like the signs of foreign language anxiety; in addition to taking the learner into consideration as an important affected member in the learning process. For those reasons that we have put our minds into doing this research as to look for the causes of foreign language anxiety, and the strategies that ought to be used by the teacher to reduce this affective factor.

2. Significance of the Study:

Our dissertation is going undertakes about foreign language anxiety because we find this area of research very beneficial for us as future teachers. By reading this work, the causes of foreign language learners' anxiety while speaking the English language will be discovered. In addition to the signs which show to the teacher that students are anxious; this would be a stimulus for him/her to create a relaxed learning atmosphere for students.

3. Aims of the Study:

Our study aims to identify the sources that cause anxiety by the learners of English as a foreign language; especially in the case of speaking it. It also aims at clarifying the relationship between language learning process, and the impact of anxiety on learners' performance in that language.

The second aim of this study is to facilitate the learning /teaching process through a comprehensible and a careful analysis of foreign language anxiety origins, and the strategies that reduce it in the classroom.

4. Research Questions:

1. What makes foreign language students feel anxious in the classroom?

2. How can teachers reduce their students' anxiety in oral expression sessions?

5. Research Hypotheses:

1. If first-year students of English at Biskra University are aware of their difficulties in the mastery of speaking English as a foreign language, they will manage to find some solutions to overstep those troubles.

2. Wether teachers of English work to reduce anxiety in their classes, they would reach an interactive oral expression session.

6. Research Methodology:

The researchers intend to use a descriptive approach as a means to acquire and gather data for this dissertation .The researchers plan to derive information from any material relevant to their field of interest which is a new and a fresh area in their department as far as they are concerned. The results of the questionnaire and the interview will be included in this work.

6. The Literature Review:

Foreign language anxiety (FLA) has been a worthy subject of study among many other affective factors in second language learning in the last three decades. Foreign language anxiety , which is peculiar to the foreign language process , can be associated with various sources that arise from many factors such as linguistic difficulties of language and socio-cultural factors such age , gender , etc .Recently , the main and most important challenge for ESL/EFL teachers is "to provide students with a learner –centred , low anxiety ,and comfortable classroom environment " (Ohata , 2005, p.147) .In an attempt to provide such

an environment , the issue of language anxiety (LA) and its negative effects on second language learning and performance seems to assert a challenge to ESL/EFL teachers ; furthermore , it can hinder the process of "optimal" teaching and learning . Thus , "our first and foremost important task as EFL/EFL teacher is to have a better understanding of the nature of students anxiety in terms of when , where ,how and why students feel anxious , before addressing effective ways of anxiety reduction" (Spielmann & Radnofsky, 2001, p .262).

7. The Organization of the Dissertation:

This study is divided into three chapters' two theoretical parts and the third chapter field work of this study. The chapter was foreign language learning includes definitions and the stage of language learning of the affective filter: input, processes and output. We conclude this chapter with the relationships between foreign language learning and anxiety. The second chapter deals with an overview about foreign language anxiety: definitions, the types, the main sources of the foreign language anxiety, and some assumptions of foreign language anxiety. Moreover, with have deal the socio-cultural factors such as, age, gender. The last point was dealt in this chapter some communicative strategies to reduce classroom anxiety. The third chapter was the practical part of this study with divided into two parts ;the first parts deal with the research methodology tools , instruments , and the second parts deal with the discussion and description of the students questionnaire and teachers' interview .and ends with results and future recommendations .

Chapter One: Foreign Language Learning

Introduction:

   This chapter is under the untitled Foreign Language Learning   . the points we have deal in this deal are :the definition of Foreign language , Foreign language learning the stages of language learning and some socio- cultural factors affecting the language learning such as , age , gender . The relationship between foreign language learning and anxiety   .

1.1. What is a foreign language?

   According to Wikipedia, the free encyclopedia, a **foreign language** is a language original to another country. It is also a language not spoken in the native country of the person referred to.

1.2. What is foreign language learning?

   Foreign language learning usually refers to the learning of another language in an environment where it is not usually heard or spoken. For example, when a high school students in the United States study French, they are studying a foreign language.

   Second language acquisition or foreign language learning is the process by which people learn languages in addition to their native language (s) .The term second language is used to describe any language whose acquisition starts after early childhood (including what may be third or subsequent language learned). The language to be learned is often referred to as the "target language" or (L2 , compared to the first language , 3"L1" . second language acquisition may be abbreviated "SLA" , or L2A, for "L2 acquisition ".

  The term "Language acquisition "became commonly used after Stephen Krashen contrasted it with formal and non-constructive "Learning ".Today , most scholars use "Language

learning "and "language acquisition "interchangeably , unless they are directly addressing Krashen's work .However, "second language acquisition" or "SLA" has become established as the preferred term for his academic discipline .

1.3. The three Stages of Language Learning :

The previous points have reviewed the findings of the past research on LA and its three general causes form conceptual foundations .this points   highlights the psycholinguistic sources of LA that occurs in all the three stages of language learning input, processing, and output.

It is evident that communication in foreign language requires foreign language learning. (MacIntyre &Baker,2003,p.67).However, the sophistications or difficulties included in the process of learning a foreign language may also cause language anxiety for EFL learners .From purely linguistic perspective , 'students' anxiety about FL learning is likely to be a consequence of their language learning difficulties." (Sparks, Ganschow, &Javorsky, 2000, p.251). Chastain (1988) asserted that the appropriate use of linguistic knowledge is a requirement for creating a meaningful oral message for the intended audience. (Cited in Arnold ,2009,p.9).while conveying oral messages ,the non-mastery of linguistic knowledge provides possibilities of making mistakes , which leads to negative evolution ,which is one of the main conceptual foundations of foreign language anxiety .

Language anxiety has been hypothesized to affect cognitive processes involved in language learning. In this line, MacIntyre and Gardner (1994a) proposed a three –stages mode of foreign language anxiety drawing on a model suggested by Tobias (1979, cited in Toth, 2006, p.26).This model suggests that FLA may affect one or more stages of the learning process .The description of language learning stages in relation to language anxiety will clarify the reasons behind the FL learner's mistakes and the sources of linguistic problems

they encounter in learning and using the target language .This   allows us to understand FLA in classrooms while communicating in the target language .

1.3.1. Input :

Input is the stage of language learning in which the learner is presented with new information for the first time. It triggers 'Language Acquisition Device' (LAD), "an innate language specific model in the brain" (Chomsky, 2006, p.38) (ctd in Lightbown and Spada,), which is responsible for the further process of language learning .foreign language students can experience anxiety at the input stage (input anxiety) when they encounter new information in the foreign language such as a new word or phrase in the target language .Input anxiety is similar to receiver apprehension which is defined by Wheeless (1977,cited in Wrench et al ,2009,p.59) as "the degree to which individuals are fearful about misinterpreting , inadequately processing , and/or being unable to adjust psychologically to messages ."

The input is essential for language learning as asserted by Krashen (1985, cited in tanveer, 2007, p.20) in his 'input hypothesis 'that "speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input." The incomprehensibility on the part of learners stems from "the affective filter" which prevents them from using the entire comprehensible input" Lightbown and Spada (2006). in explaining the relationship between affective filter and language achievement , stated that for a successful language acquisition , a learner's affective filter needs to be lower because a high one leads a nervous or bored learner to 'filter out' input which makes it inappropriate for acquisition .(p.37) . This explanation is illustrated by the following diagram:

Filter

Input ⟶ ⟶ Language Acquisition ⟶ Acquired

Competence
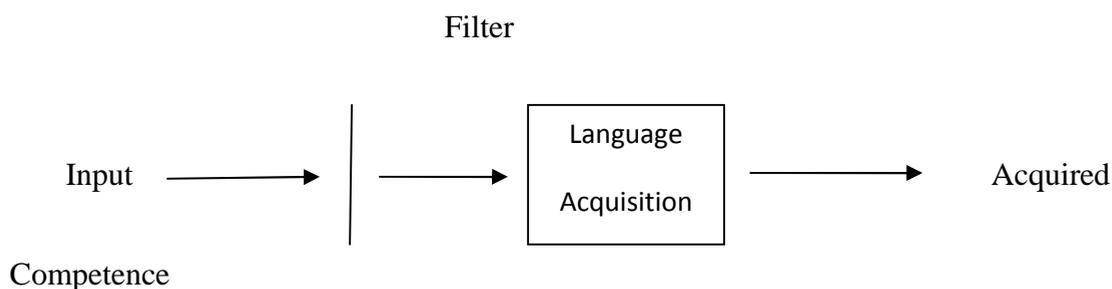
Figure 1.1.: Operation of the Affective Filter.

(Source: from Principles and Practice in Second Language Acquisition by S. Krashen, 1982)

Furthermore, Tobias (1977, cited in Onwuegbuzie et al., 2000, p.475) pointed out that the effectiveness of input may be reduced by 'affective filter' because it limits the anxious students' capacity to pay full attention to what their teachers say and minimizes their ability to represent input internally . In a study conducted by macIntyre and Gardner (1994b) , they concluded that learner's with high level on input anxiety often ask their teachers to repeat sentences more frequently in comparison to their low anxious counterparts .(cited in 2000, p.475) . Input anxiety is usually a source of misunderstandings between interlocutors which may lead to a breakdown of communication and an increased level of anxiety.

1.3.2. Processing :

Anxiety at the processing stage, called processing anxiety, is defined by Onwuegbizie et al., (2000) as the "**apprehension students experience when performing cognitive operation on new information."** (p.476). These cognitive operations have been explored in the 'Information Processingal Model ' by the cognitive like Segalowitz (2003,Cited in Lightbown & Spada , 2006, p.39) in terms of how they are performed in human brain , and have explained how the learners cannot process and use everything they know about a language at a given time .

Psychologists believe that production of any linguistic rule needs processing information and paying attention on the learners' part by using cognitive sources .However , they propose that there is a limit to the amount of information a learner can pay attention to .(Lightbown & Spada ,2006).

The most demanding language skill is the speaking one , particularly in the foreign language because it requires a number of mental activities at one time like "choosing word , pronouncing them , and stringing them together with the appropriate grammatical markers and so on "(Lightbown & Spada , 2006).The performance of these operations while communicating needs "complex and non- spontaneous mental operations are required " and failure to do so may "lead to reticence , self consciousness , fear , or even panic ." (Horwitz et al ., 1986 p.128) .Similarly concerning the listening skill , Chen (2005) stated that students encounter difficulties in recognizing and linking the pronunciation of the words they hear due to the slow mental processing abilities of some students as stated by one of his subjects "the pronunciation is familiar to me but I forgot what the word is " (p.10).

Where processing abilities mental capacity may cause anxiety , conversely , as suggested by Tobias (1986) , anxiety may restrict cognitive processing on tasks that are more difficult , and both together may cause impaired performance or altered behavior .(cited in MacIntyre & Gardner , 1995). Thus, researchers have found a recursive or cyclical relationship among anxiety , cognitive , and behavior .(Leary , 1990; Levitt , 1980 cited in MacIntyre , 1995,p.92)
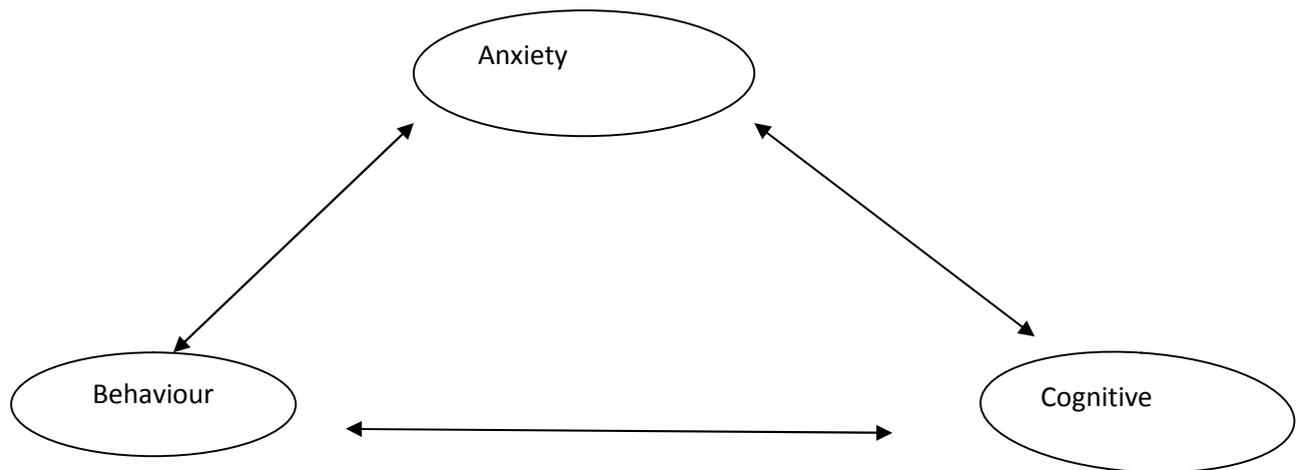
Figure 1.2.: Recursive relation among anxiety, cognitive and behavior

As it is shown in figure 2.2. Anxiety, behavior and cognition are mutually interrelated .MacIntyre (1995) demonstrates this relationship in the following example, a demand to answer a question in a second language class may lead a student to become anxious ; anxiety leads to worry and rumination .Cognition performance is diminishes because of the divided attention and therefore performance suffers , leading to negative self-evaluation and more self deprecating cognition which further impairs performance , and so on (p,92) .

The Cognitive Processing Model can also explain another essential sources of LA for the difficulty EFL learners feel in remembering and retrieving vocabulary items while communicating in the foreign language .In this respect, Toth (2006) reported that the most frequently cited problem interviewees assigned to anxiety concerned the retrieval of vocabulary items from the "mental lexicon ", that is to say , findings the word students needed .One of the subjects commented ; "when I'm in such an anxious state , words simply didn't come .Actually , I think they don't come to mind because I'm afraid they won't "(p.26) .what is crucial as suggested by Toth (2006) about these ambiguous forgetting of words is that the required vocabulary items were either incompletely , or incorrectly retrieved from long term memory , which reveals that anxiety may have interfered at some point with the procedures

for accessing them .This lends support to Tobias' (1977) claim that "**processing anxiety can impede learning by reducing the efficiency with which memory processes are used to solve problems** " (Cited in Onwuegbuzie et al ,. 2000, p.475) .

1.3.3. Output :

Anxiety which is related to communicating in the foreign language is more likely to occur at the output stage , which depends entirely upon the successful completion of the stages : input , and processing .Anxiety at the output stage may interfere with the retrieval of previously learned material and might impede the students' ability to produce the foreign language .(MacIntyre & Gardner , 1994) Tobias (1977) suggests that output anxiety involves interference , which is appeared after the completion of the processing stage but before its reproduction as output (Cited in Onwuegbuzie , 2000) .As reported by MacIntyre and Gardner (1994a) , it is at this stage that language learners are required to show their ability in using the language .Consequently , MacIntyre and Gardner (1994b) asserted , "high level of anxiety at this stage might hinder students' ability to speak …in the target language " (Cited in Onwuegbuzie et al ., 2000, p .475).

There is no clear division between the three stages of anxiety because they have been found to be somewhat interdependent; each stage depends on the successful completion of the previous one, which provides a more comprehensible definition of the language learning process .The definition as follows:

Language learning is a cognitive ability that relies on encoding , storage , and retrieval processes , and anxiety can interfere with each of these by creating a divided attention scenario for anxious students .Anxious students are focused on both the task at hand and their reactions to it .For example , when responding to a question in a class , the anxious students is focused on answering the teachers' question and evaluating the social implecationsof the answer while giving it (MacIntyre , 1995, p.96) .

In brief, faulty input, or "acquisition of deviant linguistic forms " Krashen (1985, Cited in Tanveer , 2007, p.23) believes and "slow and non- spontaneous mental processes ." (Horwitz 2001, cited in Tanveer , 2007, p.23) can clarify the problems included in the processes of foreign language learning .This further explains the sources of anxiety experienced by the EFL learners at the output stage , especially in case of communicating in the target language .The description of the output stage suggests various implications for language teachers who demand quick feedback from learners or expect them to speak fluently and the slow mental process results in apprehension and reticence in the learner .

4: socio-cultural factors :

Social and communicative aspects of language Learning can create language anxiety, thus it can be considered as one the social anxieties (MacIntyre &Gardner, 1989, 1991b, cited in MacIntyre , 1995, p.91). The previous section reviewed the difficulties in learning a foreign language as the potential of LA at the three stages of language learning within the classroom setting. However, language anxiety may also be an outcome of social and communicative aspects of language learning. This section reviews the literature on LA from socio-cultural perspective of language learning and its use.

4.1. Social Environment for Foreign Language Learning :

Two types of social environments are provided while learning a second or foreign language; one where the target language is not used as a native language (L1) in the community, and the other where it is used as L1. The first type of environment supplies only limited and sometimes faulty input to FL learners. As Krashen (1985, cited in Tanveer, 2007, p.24) states, for such learners in such learners "the only input is teachers' or classmates'

Talk-both do not speak L2 well." learners in such environments are exposed to language only in the classroom where they have insufficient time to practice the language. The limited

exposure to the target language and lack of opportunities to practice speaking in such environments do not allow FL learners' communicative abilities to entirely develop and result into apprehension and stress for them when they encounter a communicative situation both in and out of the class .

Prior history of visiting countries has also been found to be a source of FLA variance (Onwuegbuzie et al., 1999). Some researchers claim that students who have visited the country whose language they are studying will suffer from lower levels of language anxiety , in the same line with Schumann's (1977,cited in Wilson ,2006,p.142)that "social distance" between students learning a second language and members of that target group would be reduced by "lengthy residence".

In contrast, the second type of environment provides learners with greater opportunities to be exposed to the target language .However, albeit in this case, some researchers suggest that learners' use of 'cognitive skills' and 'metalinguistic awareness' (world and social knowledge) may interfere with language learning and they may not be able to achieve native – like proficiency as a child –adult difference in the achievement success in terms of the level of 'affective filter'. He believes that 'affective filter' may exist for the child foreign language acquire, but it is seldom high enough to prevent L1-like levels of attainment and for adults , it is rarely low to allowL1-like attainment.

4.2. Error in Social Setting :

It is obvious that errors are an inherent part of language learning; errors can be a source of anxiety of some individuals because they focus on how to make positive social impression when speaking a new language (ManItyre &Gardner, 1989, cited in Horwitz &Gregersen, 2002, p.562). Errors in social setting are mostly neglected, especially if they do not interfere with meaning because interrupting people's conversation is deemed to be impolite.

Interlocutors only react to an error if they cannot detect the speaker's meaning Lightbown & Spada, 2006, p.32). The classroom environment is the only setting where error correction occurs frequently; this leads many learners to frustration and embarrassment by making them aware of their deficiencies.

4.3. Social Status, Power Relations and a Sense of Identity :

From a social – cultural point of view, status is crucial in people's interaction with one another in social relationships. In any social context, there exists a status relationship between interlocutors that bring with an impact on language and language use, and this is believed to be an important aspect of social interaction. For example , "what can be said , the ways it can be said , and possibly , what language to use , and even how much must be said " (Carrier ,1999,cited in Tenveer ,2007,p.25).Carrier , considering the role of status on L2 listening comprehension , asserts that the listener has to consider the listener the status relationship as part of the social context in order to determine the appropriateness of verbal reaction in response to the spoken messages (Carrier , 1999, cited in Tanveer , 2007,p.25).

Sociolinguists agree on the fact that social relationships can have a deep impact on conversational interaction. Wolfson (1989, cited in Tanveer, 2007, p.24), in her theory of Social Interaction, posits that inequality status or social distance "disfavor attempts and negotiation." In the same line, the social rank theory postulates that emotions and moods are highly influenced by the perceptions of one's social status/rank; that is the degree to which one feels inferior to others. A common result of such perceptions is (submissive behavior."It is suggested that "shame, social anxiety , and depression are all related to defensive submissive strategies when individuals find themselves placed in unwanted low status/rank positions "(Gilbert , 2000,p.174). Similarly, studies of classroom interaction on the pattern of social relationship found that the social relationship between teachers and students gives

them an unequal status relationship as interlocutors which can impede "successful second language comprehension , production , and ultimately acquisition "(Pica,1987, cited in Tanveer ,2007,p.26).A sense of power , social distance , and self- identity exists in interaction between L1 and L2/FL speakers , as argued by Pierce ; "I feel uncomfortable using English in the group of people without any problems and I feel inferior"(1995,p.21).

In such interaction, FL speakers may feel anxious due to the fear of social embarrassment and a threat to their social identity. Language, from this perspective, seems essential because it is used to convey this identity to other people. Especially when speaking a foreign language "our self image becomes more vulnerable when our expression is reduced to infantilized levels, which inevitably leads to anxiety"Arnold,2000,p.3).FL speakers' fear of losing self-identity and preserving positive self-image is worsened when their attitudes towards the target language community and culture are hostile (Dewaele,2002,p.26).

4.4. Age :

Some researchers have explored the debate on whether a learner's age might have anything to do with his/her anxiety when learning a foreign language .In this respect, Onwuegbuzie et al. (1999), who investigated the relationship between learner variables and language anxiety, found that in their two hundred and ten participants, whose ages ranged from eighteen to seventy-one, there was a positive and statistically significant correlation between anxiety and age. In the multiple regression analysis , age contributed to four percent of the prediction of foreign of the prediction of foreign language anxiety (Onwuegbbuzie et al,1999).This would indicate that in that study , the older students , the higher his/her language anxiety was likely to be.

4.5. Gender:

Some language a, "females are more anxious; studies have detected possible differences between female and male participants as regards anxiety levels. In this line, Global and Matsuda (2003, cited in Tanveer , 2007,p.29) asserted that gender –related anxiety researcher has yielded conflicting results .Spielberg (1983, cited in Tanveer , 2007,p.29) in her study on state anxiety found "females are more emotionally stable than males in their reactions to highly stressful and relaxing circumstances students have". Similarly in Kitano's study (2001, cited in Tanveer, 2007, p.30) of Japanese college students, male students have been found to feel more anxious when they perceived their spoken Japanese less competent than that of others; whereas, such feeling was not observed among female students.

On the contrary, Cheng (2002), who investigated English writing anxiety in Taiwanese learners, found that females were significantly more anxious than males. In another researcher (Aida, 1994, cited in Wilson, 2006, p.130); however, no stastically significant correlation between LA in learning Japanese and gender were noticed .Onwuegbuzie et al. (1999), who also investigated possible relationships between anxiety and gender with their participants, found no statistically significant correlations. Similarly, results of a Belgican study of university students (Dewaele, 2002), indicated that gender did not correlates significantly with communicative anxiety in either French or English languages.

El khafifi (2005) found that females and males exhibited different levels of anxiety depending on the kind of anxiety experienced. Female students presented significantly higher levels of general Arabic language anxiety than males, but no statistically significant differences were seen between sexes in Arabic listening anxiety.

1.5 The Relationship between Anxiety and foreign Language Learning :

An issue of causal direction stems from the relationship between anxiety and foreign language proficiency. This relationship has brought with it a healthy debate in the literature

"as to whether anxiety negatively affects language learning or whether anxiety is a result of linguistic coding deficits."(Macintyre, 1995b; Sparks and Ganschow 1995, cited in Krinis .A, 2007, P.3).the stated debate has been referred to by Sparks and Ganschow as "the chicken and egg phenomenon-which came first, the anxiety or the language difficulty? Does language cause anxiety or does anxiety cause the difficulty? (Krinis .A, 2007).

Since the mid 1 990's, sparks and Ganschow and their colleagues have questioned the existence of foreign language anxiety ,and their position is referred to as the linguistic Coding Deficit/Difference Hypothesis (LCDH)through which they claim students' native language difficulties , rather than affective variables , as a main source of foreign /second language learning problems .in particular , the hypothesis introduced "the lack of phonological coding skills ,which refers to the ability to sequence , breakdown ,and put together the sound of language as the center of language learning difficulties ." (sparks and Ganschow ,1991cited in into , N .2008,P.32).furthermore , in their 1993 article , they further explained the concept of LCDH by challenging affective explanation for foreign language learning problems stating that students' affective factors such as anxiety are a result of , but are not the cause of their foreign language difficulties .In conclusion , they supported the idea that the linguistic coding differences hypothesis is the cause of students' language learning difficulties , not language anxiety; therefore , language anxiety was considered a " by product" of foreign language problems .(Cited in Ito.N 2008,p.33;MacIntyre.P.D,2002,p.65).

Later in 1995, Sparks and Ganschow conducted a study that provides more details about the idea and supported the Linguistic Coding Difference Hypothesis. The difference in this article compared to the article written in 1993 lies in the fact that they were no longer claiming native language difficulties as the direct and only cause of students' foreign language difficulties . Instead, they suggested that poor native language skills provoke language anxiety which may influence the process of foreign /second language learning.

In order to test their hypothesis, Ganschow and sparks (1996)selected a sample of 154 females aged 14-16 in single -sex private school-first year of a three year foreign language course (either French , German or Spanish).they measured their phonology/orthography; semantics , verbal memory ; foreign language aptitude.They administred a questionnaire in order to measure their levels of anxiety through the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) , thus the students were divided into high-anxiety ; average – anxiety , and low- anxiety . Their findings were summarized in four points .First; the three groups were different with the biggest differences obtained between the high- anxiety and low-anxiety groups. Second, there were differences in first language performance in phonology /orthography, and great difference here with the high group scoring the lowest. Third there were differences in second language aptitude, with the high –anxiety group demonstrating the lowest second language aptitude. Fourth, there were very significant differences in final second language grade (the low-anxiety group scoring highest). (Macaro.E 2005, P.108-109). The authors concluded that the findings support the hypothesis that native-language skills may serve as the basis for success in the foreign language learning may be associated with the strength of one's language skills (Sparks &Ganschow, 1996).

Recently, Sparks, Ganschow and Javorsky (2000) promulgated the Linguistic Differences Hypothesis, which claims that foreign language learning success is basically dependent on language aptitude and that foreign language anxiety is a result of the learning difficulties. Moreover, they contend that "students with the highest levels of anxiety about foreign language learning may also have the lowest levels of native language skills, especially in reading and spelling." (Recently, Sparks, Ganschow &Javosky, P.646). This point of view implies that the Foreign Language Classroom Scale rather than their anxiety about language learning (Sparks and Ganschow, 2007). These two above positions dismiss the research conducted by Horwitz and her associates as 'misguided' .(Davies .A, Elder.C2006,p.540).Not

surprisingly , Horwitz (2000) has reacted strongly to this "dismissal" of her work providing a number of counter arguments to Spark and Ganschow ' Linguistic Coding Difference Hypothesis .Horwitz points out that first language disability may be the cause of anxiety in some learners , but they are not the source of "all anxiety reactions ".According to Horwitz (2000) , "about one third of American college learners have been found consistently to have moderate to serve levels of foreign language anxiety ." (p.257). These findings does not lend support to the LCDH because, first, the number of learners who experience foreign language anxiety is clearly greater than the "incidence " of decoding disabilities in the whole number of learners .(Cassady .J.C 2010, p.154). Second, anxiety studies have been conducted at "prestigious universities "whose students have been selected on the basis on the SAT and grade point average entrance requirements. Therefore, those students would be even less likely to have first language disabilities. The third significant evidence that dismiss the role of first language deficits is that Horwitz (1986) did not find relationship between a "test of public speaking anxiety and foreign language anxiety."(p.257). To put it simply, people who show first language speaking anxiety were most likely not to show second language anxiety and vice versa . Thus, if foreign language anxiety is based on native language skills, "why do learners experience anxiety in their second language but not their first?"(Horwitz 2000, p.257). The fourth argument presented by Horwitz in her article "Even Teachers Get the Blues: Recognizing and Alleviating Language Teachers' Feeling of Foreign Language Anxiety" (1996) she found that many language teachers experienced language anxiety. This result revealed the incomplete and the failure of LCDH explanation of language learning problems because "It would seem surprising that individuals with linguistic processing disabilities would choose to become language teachers." (p.257)

Another response to the research of Sparks and Ganschow is presented by MacIntyre (1995) who has postulated that learning a language is not merely studying it, and he argues

that "the LCDH is incomplete as an explanation for individual differences in second language effect of affective variables such as language anxiety, thus, not acknowledging affective variables as the cause of students 'foreign /second language difficulties may be "s significant omission." (Cited in Cassady .J.C 2010, p.101).

To defend their position, MacIntyre and Gardner explored an "important experimental study investigating the causal relationship between anxiety and academic performance. In their study , they intentionally induced anxiety in language learners by introducing a video cameraat various points in a   vocabulary leaning task .(cited in Dornyei .Z 2005,p.200).Seventy one students of French were randomly selected and devided into four groups ; the first three experiencing the "camera condition " at different levels of task completion (input , processing , and output stages). Whereas, the fourth group was not exposed to the camera. The results of the experiment showed significant increases in anxiety in the three groups , when the video camera was introduced , and clear "deficit in vocabulary acquisition were observed" (Dornyei , 2005,p.200). This study evidence that anxiety can be a cause of poor performance , and is not an outcome of performance deficit due to weak cognitive skills .Despite of the strength of counter-arguments to the LCDH that have been offered by MacIntyre and Horwitz , it is inappropriate to neglect it entirely .It is true to a great exent that a considerable number of advanced learners who are obviously without learning disabilities are anxious about language learning , but it is also logical to consider that students with learning disabilities would find foreign language learning   context anxiety provoking.

Conclusion:

To sum up, this chapter was an introducing our issue the stages of language learning input , processing and output next some factors that affecting the learning process such as, the socio-

cultural factors including age , gender social status and the last point we have dealt which is the relationships between foreign language learning and anxiety to pave the way know more about one of factors that affect language learning which is anxiety .

Introduction

This chapter is going to give an overview about foreign language anxiety. The researcher is going to include the points she sees relevant to this area of study. They include the definitions of anxiety, the different types of language anxiety, the signs of foreign language anxiety, the causes of foreign language anxiety, and signs of foreign language anxiety in addition to some communicative strategies to reduce anxiety in foreign language classrooms.

2.1. Definitions of Anxiety:

Before discussing about foreign language anxiety, it is useful to have some insights into what anxiety is in general .Etymologically speaking, the word "anxiety" is a noun formed of an adjective "anxious".

2.1.1. Dictionaries Definitions :

- **Merriam-Webster Collegiate Dictionary**

According to (Merriam-Webster, Incorporated, 1993), the word "anxious" derives from a Latin word "angere" which means to strangle, distress.

- **The Concise Oxford Dictionary**

The Concise Oxford Dictionary gives four meanings: "state of being anxious-troubled, uneasy in mind; about the future; serious desire (as in anxious to please or to succeed); moody state of excessive uneasiness" (cited in Crozier, 1997, p.123).

- **Penguin Dictionary of Psychology**

Another definition is given by Penguin Dictionary of Psychology which states it that is "a vague", unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness" (Cited in Crozier, p.124).

2.1.2. Definitions from Other Sources :

In the two last definitions, it is clear that anxiety is **a kind of an unpleasant emotional state characterized by a particular state of mind, referred to in both definitions as "uneasiness"** which is perhaps the main characteristic which distinguishes anxiety from fear. In this respect, and although anxiety is difficult to define in a single manner, (Takayuki, 2008), a clinical psychologist , Stanly (2004) presents one of the most complete description of anxiety in which he states that anxiety is "**the tense, unsettling anticipation of a threat , a feeling of suspend uneasiness. It is distinguished from fear in that persists only while the threatening situation prevails**" (cited in Takayuki, 2008, p.10).

Anxiety was also explained in terms of the Human Evolution Theory. From this perspective, Darwin thought of anxiety as **"an emotional reaction that is aroused when an organism feels physically under threat"** (Cited in Wilson, 2006, p. 41). Referring to Darwin's (1872) theory of evolution, Twenge (2002) confirms that "emotions are flexible in that they serve specific purpose for the survival of the individual .Anxiety and fear primarily serve to warm of potential danger and trigger physiological and psychological reactions"(Cited in Wilson, 2006, p.41). In the same vein, James viewed it **"as an instinctive senseless and unpleasant reaction to philogenetically predetermined objects or situations"** (Cited in Takayuki, 2008, p.11).

In contrast to the previous view. introduced his point of view from a behaviourist perspective arguing that "**anxiety is a learned response rather than instinctive one .It is anticipatory in nature and triggers living organisms to prepare for negative events or avoid punishment before they occur and hence functions as a motivator to reinforce behaviour**" (Cited in Takayuki, 2008, p.51)

In the field of psychology, Freud claimed that **"anxiety is an unpleasant affective state or condition similar to dread or nervousness, which results in physiological and behavioural manifestations and anxiety (or dread) itself needs no description; everyone has personally**

experienced this sensation" (Cited in Cook, 2006). From the two above definitions of anxiety, the word has become to include every kind of situation which can evoke any variety of negative affect (be it distress, shame, guilt, surprise, or contempt excluding anger. for   May anxiety is "**the apprehension cued off by a threat to some value as a self**" (cited in Takayiki,N,2008p.11). An advanced definition of anxiety was suggested by Spielberger in 1983 that it is "**a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system."**(Cited in Ellis1999).A similar definition was provided by Hilgrad and his association that **"anxiety is a state of apprehension, a vague fear that is indirectly associated with an object"** (Cited in Sila, 2010, p. 83). One of the widespread definitions of anxiety   is that of Scovel in which he states that "**it is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry"** (Cited in Brown 2000, p.151).

Anxiety in learning differs from general anxiety in that it "refers to a secondary drive that motivates an avoidance response that assumes anxiety's reduction" (Reber, cited in Cook, 2006).

Second language anxiety is a complex psychological concept, difficult to characterise accurately. Nonetheless, researchers have provided helpful definitions that clarify this phenomenon. Young (1990), for example, pointed out that the definition of anxiety has frequently changed with the purpose of the research, and that "comparisons across research are often hindered by lack of consistency in anxiety research"(cited in Mick Hilleson , p. 249). Another variation in the identification of foreign language anxiety, as noted by Scovel, is that it is not "a simple unitary construct, but a cluster of affective states influenced by factors which are intrinsic and extrinsic to foreign language learner" (Cited in Nunan.p.249). To put it simply, anxiety varies in foreign language learners according to their individual characteristics, this means that what makes one learner anxious may not provoke anxiety for another learner.

With their seminal article "Foreign Language Classroom Anxiety", Horwitz ,and Cope (1986) provided a definition of anxiety peculiar to language learning ,that is , **'Foreign Language anxiety'** which is **"a distinct complex of self –perception , beliefs , feeling ,and behaviours to classroom language learning arising from the uniqueness of the language process "**(p.128).The uniqueness of language learning lies in the fact that learners are required to perform in a language that they do not fully master. It lies also in the fact that learners are much more criticised and negatively evaluated than in other subjects because of the chances of making mistakes in the language class are much greater.

Language anxiety also defined as **"fear the of apprehension occurring when a learner is expected to perform in the second or foreign language, or the worry and negative emotional reaction when learning or using a second language"** (MacIntyre & Gardner, 1993, cited in Doubney 2005, p.1).Another definition was suggested by Young who says that **"foreign language anxiety as worry and negative emotional reaction aroused when learning or using a second language"** (Cited in Lee, 2011).

The two last definitions imply that foreign language anxiety would take place only in foreign language learning situations, such as in an EFL or ESL classrooms. This implies that anxiety is a kind of "situations –specific anxiety" (Foss & Reitzel, 1998; cited in Lee 2011, p.170; Ellis, 1999).

2.2. Types of Anxiety:

Anxiety is like other affective factors such as: tiredness, boredom, anger and emotional disorders. It is entirely related to the psychology of the individual. It does not occur as a single issue; it can rather acquire forms of manifestation and can be categorized as: **state** and **trait** anxiety, **situation specific** anxiety, and **facilitative** versus **debilitative** anxiety.

Debilitative

Types of
Anxiety

Situa
tion

Facilita
tive

State
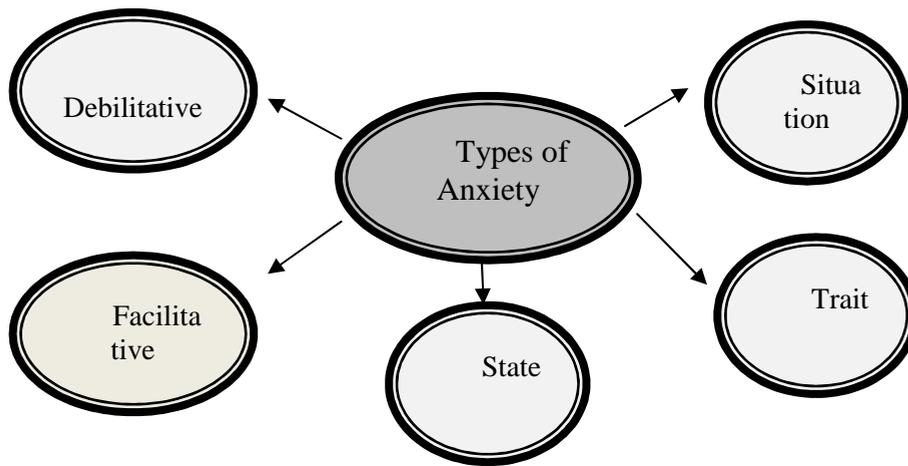
Trait

Figure One: Types of Anxiety

2.2.1. Trait –Anxiety:

According to Spielberger et al (2005) trait anxiety is a general characteristic of an individual's personality. Individuals, who experience an anxiety trait, will tend to have an attitude and reaction which reflects their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or threatening. People who develop a more anxiety-trait are much more prone to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations. These individuals are more likely to present

2.2.2. State – Anxiety:

State-anxiety in some circumstances, especially in normal day-to-day activities, as an example, people who are accustomed to facing tremendous amount of difficulties in their everyday life. The second type of anxiety known as state anxiety is considered as an obstacle and an interruption of individual's emotional equilibrium. For example, when the person hears bad news about a very close friend, he becomes so anxious, so that emotional equilibrium will be put into question (Spielberger et al, 2005). A person who experienced a state anxiety is more likely to feel stress and nervousness or unable to confront any event. In

such moments, the person may feel nervous and can easily react to external stimuli. State anxiety is an unpleasant feeling which can seriously disturb the individual's ability to react positively to any situation and in a certain environment.Moreover, high levels of state anxiety are particularly harmful. It can even disable the person's tendency to engage in adaptive behavior aimed to end and overcome this feeling, for example encountering lot of difficulties. In the question of the exam makes the learner bored and very disturbed emotionally and hence very much anxious about his future. Anxiety caused by different learning situations, such as learner's like trying to understand mathematical quizzes or presenting an oral conversation in classroom.

2.2.3. Situation –Specific Anxiety:

The third type is situation-specific anxiety which is related to the general orientation of anxiety and certain situations, or on a learning context in which the learner does not find himself capable to be proficient in a second language in speaking or reading passages. Anxiety can have also debilitative and facilitative forms. Whereby stress can be a good a motivator, for example may keep a person alert and provide him with motivation. But some stress can have devastating effects and can lead him to forget several issues at one go during an exam. This positive anxiety is called a facilitating anxiety, and this negative anxiety is called debilitating one. The former does not inhibit the preparation for tests and exams, and can motivate the learner to learn and succeed. In fact, this type of anxiety helps him to improve the progress of learning and performance.

2.2.4. Debilitative and facilitative –Anxiety:

Debilitating- anxiety, however, has a negative impact on student's motivation and his preparation before and during exams, like waiting until the last minute to revise and prepare

for a big test or exam, feeling more anxious and unprepared or arriving at a test late and having to answer all of the questions in time. (Alpert and Haber, 1960).

According to Scovel (1978) facilitating-anxiety keeps the learner motivated and fight the new information and pushing them to do more efforts to reduce the negative impact of anxiety. (Scovel 1978, cited in Ellis 1994. p 482). In the work of Bailey (1983), facilitating and debilitating anxiety are closely related with the self-image of language learners and the learners to compare themselves continually with others and react emotively to such comparison, wish to perform better results and evaluation (Bailey, 1983, p 96, Cited in Graham 1997). They may experience anxiety, with in regard to la they may experience anxiety, with in regard to language lessons if their competitiveness is found or an unsuccessful self-image. Such anxiety may be facilitating if it prompts the learner to devote more effort to language learning; in turn the self image will be enhanced as learning outcomes are enhanced. (Hedge and Tricia, 2000). Dornyei (2005) concluded that anxiety does not only hinder achievement but in some cases improves and develops it. Stress is considered as the cognitive part of anxiety and can have a negative effect on performance. For example failing to answer the question will only hinder the future performances of the learner, and mark.

2.3. Components (Causes) of Foreign Language Anxiety:

Foreign language anxiety has been found to have a detrimental effect on language learning .Thus , the components of language anxiety, and how it affects students' learning process , especially their performance when speaking a foreign language , have been the central issue for many researchers and point of focus of various investigation .(Horwitz et al ., 1986; Saito & Samimy , 1996). Horwitz et al. (1986) have asserted that the construct of language anxiety is composed of three related performance activities which are communication apprehension, test anxiety, and fear of negative evaluation.

The construct of communication apprehension is crucial to the conceptualization of foreign language anxiety. (McCrosky , 1977 cited in Horwitz et al., 1986). The description of these components will provide us with the basis for the concept of foreign language anxiety, and recognise its potential origins.

2.3.1. Communication Apprehension (CA):

Most of research in the area of communication apprehension is based on McCroskey's conceptualization of it as "the fear or anxiety associated with either real or anticipated communication with persons". (Richmond & McCroskey, 1998cited in Wrench, Peck, &Gorhan, 2009, p.56).The question of CA obtains a significant importance among second language researchers, and it has been described as "one of mental health condition that an affelicit L2 acquires" (Horwitz, 1996, p.163). About one of every person which means twenty percent of college students is communicative apprehensive usually communicative apprehensive people do not exhibit apprehension unless they are engaged in a particular type of communication .Another conceptualization of communication apprehension is presented by Casado &Dereshiwsky (2001) which states that second language college students who exhibit communication apprehension have mature thoughouts and ideas , but they have immature communication skills .They report that their inability to express themselves or to understand each other leads to apprehension of speaking the foreign language.

In the development of CA, Daly (1991, cited in Tanveer, 2007) presents five explanations which provide an insight into a clear understanding of the causes of language anxiety of foreign language learners. He presents communication apprehension from 'genetic disposition 'view contending that "one's genetic legacy" may be a crucial factor to one's anxiety (p.12). A clearer explanation was given by McCroskey (1997) is that children seem to be born with certain "predisposition" towards communication apprehension (Cited in Tanveer, 2007, p.12).Second, he explains communication apprehension from a behavioural point of view and

in terms of reinforcement and punishment associated with the act of communication . He asserts that people, who from early childhood, are treated negatively by others in response to their attempts to communicate. He concludes that saying quiet is the best solution because it is more rewarded than talking. This can have a pedagogical implication, according to behaviorists learning methodology, that the negative responses of teachers to learners' errors may reinforce their fear of making mistakes; and consequently, fear of future attempts to communicate. Related to the previous cause is "the inconsistent pattern of rewards, punishments, and none response for engaging in the same verbal activity (Cited in Tanveer, 2007, p.13). Another explanation is focused on the adequacy of an individual's early communication skills acquisition. Children who have an early rich experience of talking are more likely to be less apprehensive than those who receive less opportunities of communication. In the last explanation, he argues that children who have been exposed to appropriate social interactive models of communication are usually less apprehensive than those who have been exposed to inappropriate ones. All of the five above explanations indicate that the development of communication apprehension results from individual's psychological characteristics or environment

Another definition of communication apprehension was given by Horwitz (1986) who states that it is "a type of shyness characterized by fear of or anxiety about communicating with people." People who specifically had problems speaking in group or in public most probably inclined to experience even more troubles when speaking in a foreign language class, where "in addition to feeling less control of the communicative situation , they also may feel that their attempts at oral work are constantly being monitored"(Horwitz et al .,1986). This apprehension is viewed according to the learner's negative self-perceptions stemmed from "the ability to understand others and make himself understood" (MacIntyre &Gardner, 1989; cited in Ohata, 2005, p.137).

Chen & Chang (2004) suggested a significant point of view which states that the social aspect of language learning causes learners to be afraid of not being able to communicate appropriately which becomes a frequent phenomenon in language learning settings. The lack of target language skills makes the students feel isolated because expressing themselves becomes a challenging task in a foreign language.

From the perspective that language is a means of communication and not a goal, MacIntyre, Dornyei, Clement& Noels (1998) suggested that the basic purpose of language learning should be to increase students' level of willing to communicate. The more students are willing to communicate, the more successful the learning will be. Yashima (2002) noticed the fact that a lower level of anxiety was observed among students with higher level of willingness to communicate.

2.3.2. Test Anxiety (TA):

The second component that constitutes foreign language anxiety is test anxiety which is important for a better understanding of the construct of foreign language anxiety. Generally, the term "test anxiety" from a scientific point of view, refers to "**the set of phenomenological, physiological, and behavioural responses that accompany concern about possible negative consequence or failure on an exam or similar evaluative situation"** (Sieber, O'Neil, &Tobias, 1997; cited in Zeidner, 1998 .p.18). Test anxious students tend to view evaluative situations, in general, and test situations, in particular, as a threat to their personality. Test anxiety is also explained by Horwitz et al. (1986) as "**a type of performance anxiety stemming from a fear of failure**" (p.127). Students with test anxiety often self-demand more than they actually could do not and worry about their performance. Another factor that increases test anxiety and decreases performance is time restrictions. For example, Ohata (2005) conducted a study through which he concluded that learners sometimes worry about how to organize their ideas in a short period of time.

Second /foreign languages, more than any other academic subject, require "continual evolution "(Horwitz, 1986, p.129). A number of researches suggest that oral testing can be the most anxiety provoking test, since it stimulates both test anxiety and anxiety about oral communication (Aida, 1994, cited in Nakata, 2006, p.85).

2.3.3. Fear of Negative Evaluation

Fear of negative evaluation is broader than the second component (test anxiety) of foreign language anxiety because it encompasses not only test taking situations, but any social, evaluative situation such as giving **a speech in public, interviews for a job or speaking in second/ foreign language class** (Horwitz et al., 1986, p.127). It is also broader in the sense that the teacher is not the only one who evaluates the students, but the peers also are partially responsible for the evaluation through their perceived reaction.(Shams,2006,cited in Tanveer,2007,p.14).Fear of negative evaluation , which might occur in any social and evaluative situations, was also defined as "Apprehension about other' evaluations, avoidance of evaluative situations, and the expectation that others' would evaluate oneself negatively.(Waston &Friend ,1969, cited in Toth,2008, p.58).

Like communicative apprehension individuals, people who experience fear of negative evaluation seldom imitate classroom conversation and interact minimally (Geargersen &Horwitz, 2002). Moreover, Language students who experience this anxiety "tend to sit passively in the classroom, withdraw from activities that could increase their language skill, and may even avoid class entirely (Gregersn & Horwitz, 2002, pp.562.563). Students, who experience fear of negative evaluation, have negative attitudes towards language errors, and they consider them as a treat to their image, and a source for negative evaluation either from the teacher or their peers. Consequently, they are silent and do not participate in language activities (Ely, 1986; cited in Tsiphkides, 2009).

Although communication apprehension, test anxiety, and fear of negative evaluation provide a useful conceptualization for a description of foreign language anxiety as was stated by Horwitz et al. (1986, p.127-128), and illustrated in the following diagram how, it is more than just the combination of these three components "self-perceptions, beliefs, feeling, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" what makes language learning a distinct and unique process is its interaction with the concept of 'self'.

2.4. Signs of Foreign Language Anxiety:

Learner' of any foreign language encounter some difficulties when using it .Therefore , the teacher can notice some signs on their faces ,or behaviour that show him/her that they are anxious , and are not likely to behave in a normal way. So, the signs of anxiety include psychological and physiological. The physical symptoms of anxiety are caused by the brain sending messages to parts of the body to prepare for the "fight or flight" response. The heart, lungs and other parts of the body work faster. The brain also releases stress hormones including adrenaline. The following table classifies the signs according to its nature signs can occur as a result

Physical symptoms	Psychological symptoms
Abdominal	Insomnia
Diarrhea	Irritability or anger
Dry mouth	Inability to concentrate
Rapid heartbeat or palpitations	Fear of madness
tightness or pain in chest	Feeling unreal and not in control of your actions (depersonalisation).
Shortness of breath	
Dizziness	
Frequent urination	
Difficulty swallowing	

Symptoms of anxiety Retrieve from:
http://www.soencouragement.org/forms/Symptoms%20of%20Anxiety.pdf.

Table 01: Signs of Foreign Language Anxiety

2.5. Communication strategies for reducing Classroom Anxiety:

The researcher would like to provide a number of very effective communication strategies that have been put forward by Richmond, wrench and Gorhan, 2009. pp 100,102) and which can reduce classroom anxiety. Many of these strategies will also assist the students in acquiring the content. When our students' classroom anxiety level is low, they are more capable and able to concentrate, process information, and recall information.

✓ Fun, Fun, Fun: learning must be made to be an enjoyable process. In order to lessen classroom anxiety by exchanging fun ideas, telling interesting stories related to the content, funny jokes, and trying to make the classroom an environment where learning is fun.

✓ Positive, Positive, Positive: communication with students be as positive as possible. Teachers should avoid the use of negative criticism and apply the use of reinforce statements ,

praise , and reward .Students of all ages and levels perform better and learn more in such environment where they are praised nor admonished for their efforts .

✓ Similarity, Similarity, Similarity: teachers can reduce classroom anxiety by communicating about their similarities and likeliness to their students .This does not mean they become one of their students; however, if they can build some similarity, their communication will be more effective .teachers should avoid being perceived as too different from their students .high level of dissimilarity will make students anxious because they do not know how or what to communicate with them.

✓ Input, Input, Input: allowing students to have input in some classroom issues may reduce the likelihood of classroom anxiety emerging.

✓ Solidarity , Solidarity , Solidarity : teachers should build affinity and solidarity with their students .as both factors increase and are present , classroom anxiety will decreased and students can communicate honestly with their teachers without fear of reprisals , reproaches , or reprimands .

✓ Feedback , feedback , feedback : teachers should acknowledge and use students' ideas and suggestions in their teaching and delivery of content .According to Flanders (1970) :
"when we use students' ideas , we are showing that we accept and respect our students "
He suggests:
"Acknowledging the pupils' ideas by repeating the nouns he /she has expressed: modifying, rephrasing, or conceptualizing it in the teachers' own words , comparing the ideas by drawing a relationship between the pupils' ideas and one expressed earlier by neither a pupil or a teacher .Summarising what was said by a pupil or a group of pupils ; all give weight and importance *to students' existence in the classroom which increases their feedback "*

✓   Clarity, Clarity, Clarity: as the content becomes more complex, confusing or ambiguous, teachers need to become more clear and concise. Brophy and Everston (1976) suggest that communication clarity and student achievement are related.

✓   Climate, Climate, Climate: a supportively as positive ... regardless of whether there are student performing at a standard that is less than ideal .By the same token , it is crucial that teachers attempt to create an environment where students also engage in supporting their classmates or communicating their criticism in a supportive manner.

Conclusion:

To sum up, the second chapter deals with   different sources to give definitions of foreign language anxiety, types; trait anxiety, state –anxiety and situation –specific anxiety. In addition, also deal with some signs or assumptions of anxiety classified into two types physiological, psychological symptoms and the last point   dealt in this chapter is some communicative strategies to reduce classroom anxiety.   The next chapter was the field work of this study.

CHAPTER THREE : FIELD WORK

Section One: Methodology of Work

3.1. Research Methodology

3.2. Participants

3.3. Instruments

3.3.1. The Pilot Study

3.3.2. The Description of The main Questionnaire

3.3.3. The Description of the Teachers' Interview

3.4. Procedures

Section Two: Results and Discussions

2.3.1. Discussions of Students' Questionnaire

2.3.2. Analysis and Discussions of the Interview

<h1 style="text-align:center">Chapter Three: Field Work</h1>

Section One: Methodology

Introduction:

This chapter is about the practical part of this dissertation. It is divided into two sections; The first section includes the method used for this study. The description of the research method used in this investigation will be taken, and then we will talk about the population and the sample of the study. After that, we will talk about the pilot work, our student questionnaire with the results that we have got from this pilot test. furthermore, we will talk about the two research tools used for this study, the questionnaire and the interview, individually. However, the second section deals with the analysis and discussions of the two research tools.

3.1. Research Method:

Our research problem is the status of foreign langauge anxiety as a debilitative factor influecing the speakig skill . Therefore , as far as we are concerned, the suitable research method to be taken is the descriptive one. Turney and Robb (1971, p.52) said that, " Many research problems in education lend themselves well to descriptive methods." Gay (1976) defines the descriptive method as: " Involving collection of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study." (ctd in Adanza, 1995, p.39). Travers (1978) states that: " the descriptive method's aim is to describe the nature of situation as it exists at the time of the study and to explore the causes of particular phenomena" (ctd in Adanza, 1995, p.39). For those reasons, we chose this research method". In this study, we have followed a quantitative- qualitative approach because we need to investigate our topic by using this mixed method design; moreover, they "arguably contribute to a better understanding of the various phenomena under investigation." (Angouri, 2010, p.46).

3.2. Participants

The population used in this study include 530 students of English (ten groups) of first year level at the department of foreign languages at Mohamed kheider University of Biskra. We have taken fourty four (10,18%) chosen randomly. We have chosen to work with first year students, who are in different genders, since they are the most influenced ones by the problem of anxiety in this level because they are supposed to be new at the world of university, and anxiety can be noticed easily in their case; moreover, "axious students are commonly found in foreign language classrooms (at least at the beginning classrooms at the university level "(Horwitz et al ., p.131). For those reasons, we think that they are the most appropriate ones who work well with our study. However, Our population consists of 46 females, and 8 males, but the sample participated in this work; their age ranges from (18) to (45) years old. Whereas, the five teachers who participated in the interview were tutours preparing for their doctorate, and one of them was a doctor. Two reasons were behind includig those teachers in our study ; first , to have more reliable and in-depth data because of their experience in teaching , and second , to gain further guidance in order to ensure that study was being conducted suitably.

3.3.Instruments

In this study, we have chosen two research tools that are largely taken by researchers in the field of education; the first research tool used in this dissertation is " the questionnaire". The aim of using this instrument is to gather data from respondents in order to analyse them, and to have a deep view on the impact of foreign language anxiety on students' speaking skill , obtaining final results that check the validity and reliability of our hypotheses, and reach answers to our research questions at the end. The second research instrument is a semi-structured interview with five teachers chosen randomly from our department of English.

We have chosen teachers of diffrent modules such as oral expression , applied linguistics , didactics written expression and grammar; therefore, we had to choose the teachers that could be present at that time, in addition to their rich teaching experience, and their seriousness.

3.3.1. The Pilot Work:

The pilot work have been done in order to pretest our questionnaire, we have conducted this study in order to check if students can understand the terms used in the questionnaire and ; to ensure that the questions can be answered and the tools used actually work; and to check if there is a wrong interpretation on the part of learners. We have done the pilot work, four (4) days before the main questionnaire, with a group of ten students just after their session of Grammar.

Our pilot study was in a form of questionnaire. We told the students to ask us if they do not understand something in the questionnaire. After modifying the pilot study questionnaire, we have obtained the main questionnaire which is composed of 20 questions .

3.3.2. The Description of the Main Questionnaire:

We have designed the students' questionnaire in order to get learners' responses' to statements about the sources of foreign language anxiety and the speaking skill . The first part "general questions" was composed of three questions of background information about respondents, which was done to help us analyse the students' answers accordingly. However, the second part " specific questions" contains three types of questions. The first part containes was closed questions (yes /no) from four to nine and likert-scale questions from ten to fourteen response scale section questionnaire. The terms that are presented in the FLCAS (Foreign language classroom anxiety school) reflect three anxieties that are considered as conceptually significant aspects of FLA according to Horwitz's theory. Namaely, communictaion apprehension (a sample items is eleven; 'it frighetens me when i

dont understand what the teacher is saying in English), fear of negative evaluation (for example, item and test anxiety. Since the students answred the questionnaire with their teacher during the grammar lecture , we used the close –ended questions technique because the time was limited. The third part of the questions is composed of multiple choice item questions form item fifteen to seventeen , and theitem eighteen includes an open- ended question which requires a short answer. In the first section, we have taken the most important points, according to our topic, that represent the impact of foreign language anxiety on the speaking skill, and which can help us to confirm or reject our hypotheses. At last, we finish with an open-ended question in order to get some solutions and strategies from our students that reduce their anxiety.

3.3.3. The Description of the Teacher's Interview

the teachers' interview is composed of five teachers. it consists of five main questions concering : the definition of learners' foreign langugae anxiety ; when, why and where does this anxiety happpen ; some signs of learners' anxiety , the factors which lead students to become anxious such as, the socio-cultural factors like; age ,gender and other factors. The inteview ends with some advice and solutions suggested by the teacher in order to reduce classroom anxiety. the meeting with the teachers was on the 6th of may at the faculty staff rooms.

3.4. Procedures

At the beginning of the second semester of the academic year 2012-2013, the researcher redistributed the questionnaire but this time during a lecture composed of the whole participants needed for this study. After the students' agreement to answer the questionnaire, they were given full instructions by their teachers, about how to complete the questionnaire, and they were provided with clarifications about the purpose of its design.

They were informed that the completion of the questionnaire would be an important part of a scientific project , and consequently their participation would be very appreciated and acknowledged .They were informed that right or wrong answers were not sought but their opinions were sought . For the second tools used in this study id the inetrview with teacher .after decode the what the teacher know about the langugae anxiety we have selecting the most important points that benifit us according to the aim of this study .and the answer are used in the   analysis of the teachers interview .a sample about the teacher answer will includ in the appendices   .

SECTION ONE: Discussions and Findings

1.1.1. The findings of the students' questionnaire

Question 01: Specify your gender?

Gender	Frequency	Percentage
Males	8	14,81%
Females	46	85,18%
Total	54	100%

Table 1: Students Gender
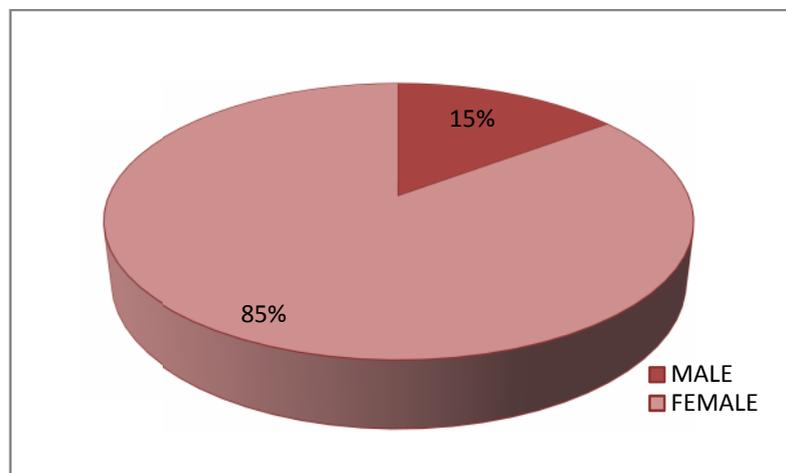

Figure 01: Students Gender

As previously stated our university includes more females than males and this can be proved through our sample and population .we found that female students were the dominant gender (46) which is represented in figure one by(85,18%); whereas, 8 male students found in this sample which represents the minority gender (15%).

Question 02: Your age?

Students' age	Frequency	Percentage
18-21	44	81,48%
22-25	08	14,81%
Over 26	2	3,70%
Total	54	100%

Table 02: Students' Age
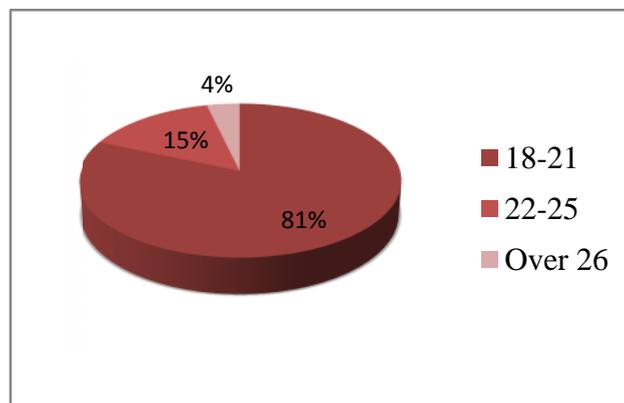
Figure 02: Students' Age

After analysing the questionnaire, we found that respondents' age ranged from 18 to 45 years old; therefore, the answers would differ according to each student's learning experience. In order to facilitate the analysis of this question we have divided the students into 3 groups according to their age. The first group, (44) which represents (81.48%), is concerned with the students whose age ranges from 18 to 21 years old, while the second group, (8) which represents (14. 81%), is limited from 22 to 25 years old. The last group is devoted to the students whose age is over 26. However, we have just 2 students who aged 35 and 45years old respectively, which is shown on figure 2 by (3.70%) from the whole population. This means that our respondents form a mixed sample by which we can get rich answers from different life experiences.

Comments

As far as this dissertation is concerned, and based to the theoretical background, and the findings, we can notice that the age factor is classified in the socio-cultural factors that have an effect on language learning since the older the learner is, the lower anxiety will be.

Question 03: What is your baccalaureate stream?

Followed Baccalaureate stream	Frequency	Percentage
Scientific stream	29	53,77
Literary stream	23	42,59
Foreign languages stream	2	3,70
Total	54	100

Table 3: Followed Baccalaureate Stream
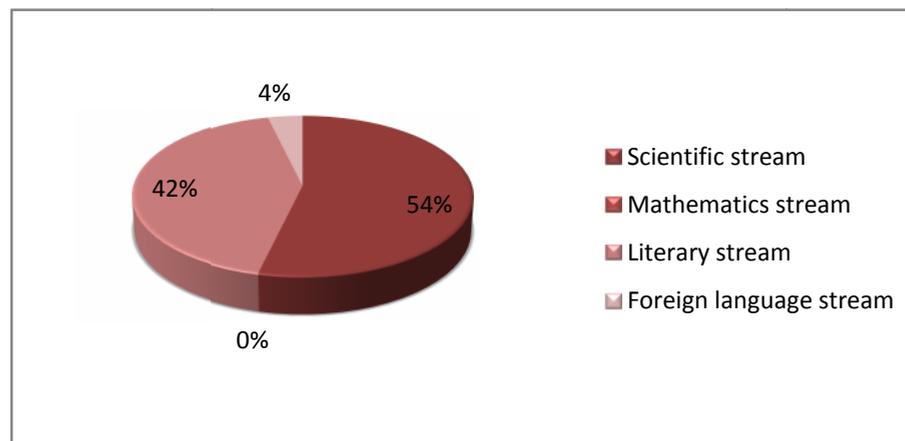
Figure 3: Followed Baccalaureate Stream

The table above   indicates   that our sample is composed of different background knowledge because (53.77%) of students have a scientific –stream baccalaureate; however, (42.59%) have a literary stream baccalaureate, which represent 23students, but only 2

students have a foreign languages stream which represent (3.70%). This means that our sample is varied in the ways they think and treat educational issues. All the details are illustrated in the figure above.

Question 04: Have you chosen English freely?

Choice of the English field	Frequency	Percentage
Yes	45	83,33
No	8	17
Total	54	100

Table 04: The choice of English
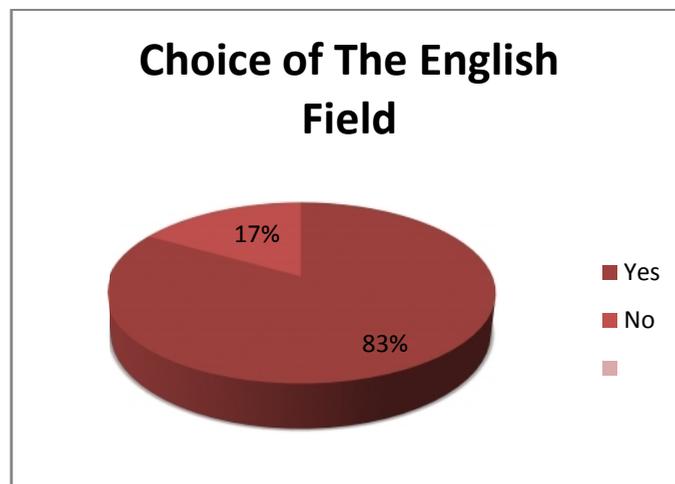
Figure 4: The Choice of English

The table above presents the choice of the study English in the university level. The students who have chosen English freely present (83.33%); they do because they are highly motivated, have a positive attitude to learning English, and have a low level of anxiety. The results indicate that the students who have not chosen English freely (17%), they are

not motivated, and they have negative attitudes towards learning English which lead to a high level of anxiety.

Question 05: Do you think English is difficult to learn?

English Learning Difficulty	Frequency	Percentage
Yes	18	33,33
No	36	66,66
Total	54	100

Table 05: Students' Position towards Learning English
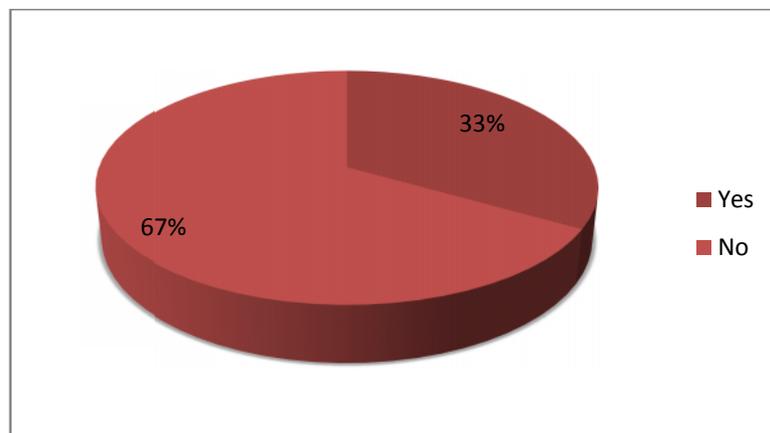
Figure 05: Students' Position towards Learning English

The table represents the students positions to learning English as a foreign language in terms of difficulty .In this respect, some students (33.33%) supported the fact that they have difficulty in learning English; whereas, the majority of students which represents (66.81%) reported that they did not consider learning English as a difficult task. This implies that our sample of students do not have negative attitudes towards learning English. These results are mentioned in the following figure.

Question 06: Do you practice English outside the classroom?

English practice out of class	Frequency	Percentage
Yes	29	53.70%
No	25	46.30%
Total	54	100%

Table 06: English Practice out of Class
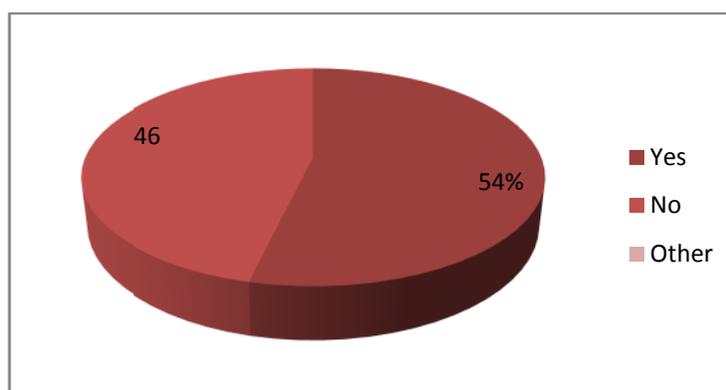
Figure 06: English Practice out of Class

The seventh table shows that (53.70%) of the students reported that they practice English outside the classroom while the other students who make (64.30%) practise English language outside the classroom; thus they try to adopt it by practicing it everywhere.

Question 07: Do you worry about grammatical mistakes when you speak English?

Fear of making grammatical mistakes while speaking	Frequency	Percentage
Yes	47	87.03%
No	7	12.94%
Total	54	100%

Table 7: fear of making grammatical mistakes while speaking
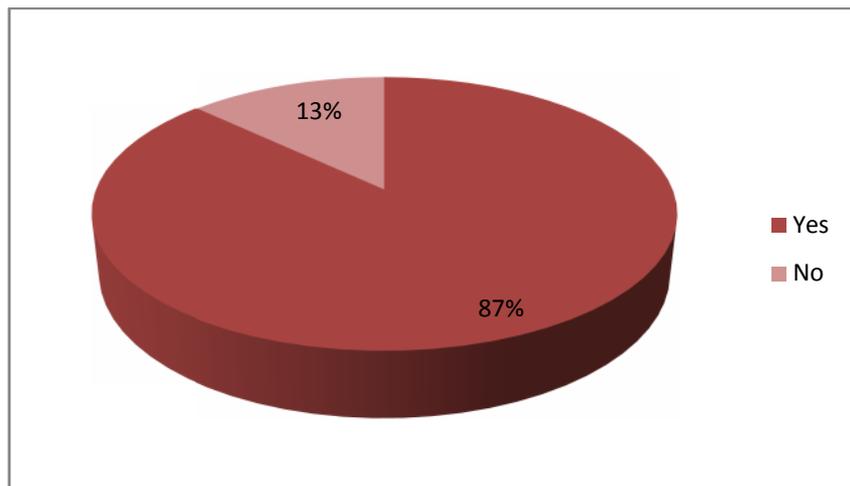
Figure 7: Fear of Making Grammatical Mistakes while Speaking

The table above shows that the majority of students (87.03%) worry about grammatical mistakes when they speak English unlike a few of them who present (12.94%), and who are not afraid of grammatical mistakes while speaking.

Question 08: The more I study for language test, the more confused I get?

Confusion when studying for test	Frequency	Percentage
Yes	23	42.59%
No	26	48.14%
Other	5	9.25%
Total	54	100%

Table 8: Confusion when studying for test
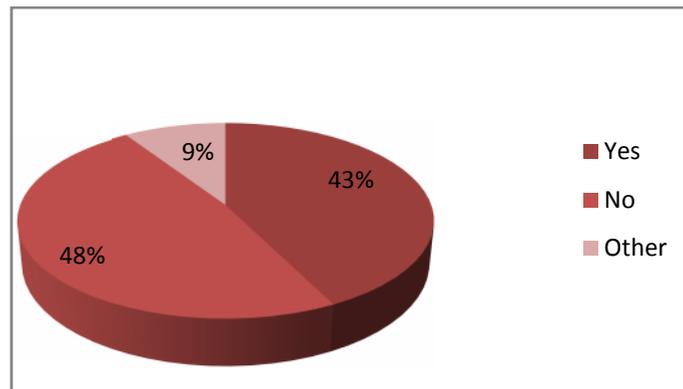
Figure 08: Confusion when Studying for Test

This question was aimed to see how much students were confused for language test or as it is mentioned in the theoretical part of this study in test anxiety. Of a total number of the sample, 48, 14% disagreed with this statement they feel confusion unless when they start to answer the test, 43% agreed with the statement; they don't feel at ease during test and 9, 25 % neither agree nor disagree with the statement. They feel at ease for language test .for many reason they fear of failing in answering the test correctly and they also fear of bad marks.

Question 09: Do you find the oral expression session more stressful?

Stress within oral expression session	Frequency	Percentage
yes	32	59.25%
No	22	40.75%
Total	54	100%

Table 09: Stress within Oral Expression
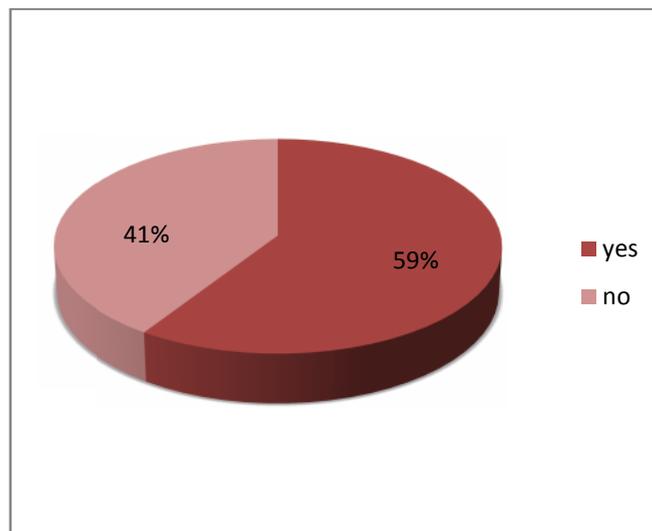
Figure 09: Stress within Oral Expression

As far as this question, the majority of the students (59%) found oral expression module a stressful one, because they have to speak and it is very difficult especially as beginners; so, they do not have the necessary equipments for expressing their ideas in front of their classmates, fearing from making mistakes...the rest which is about 41% found it enjoyable and exciting session.

Question 10: I'm frightened when I do not understand what the teacher is saying in English.

Fear of misunderstanding	Frequency	Percentage
Agree	30	55.56%
Disagree	13	24,07%
Neither	11	20,37%
Total	54	100%

Table 10: fear of misunderstanding the teacher
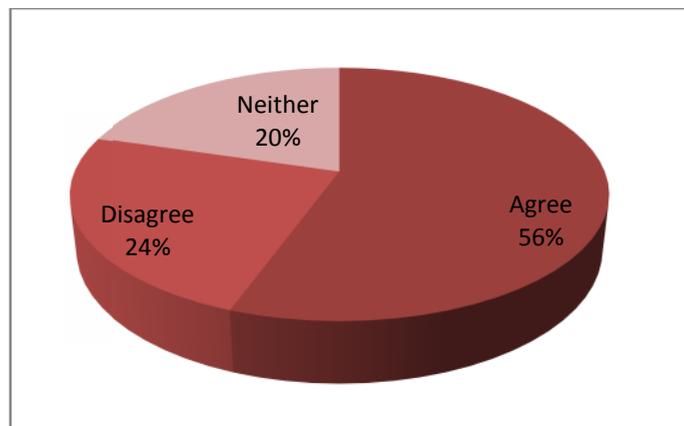
Figure 10: fear of misunderstanding the teacher

This statement was aimed to know the students' perception of fearing of misunderstanding the teacher. As it is mentioned in table 10, the majority of students agree with the statement when using the target language, which represents 56% . this fear is referred to one of the causes of communication apprehension (section....), but some (24%) disagreed with the statement. the last percentage of the students (20%) did not neither agree nor disagree.

Question 11: I keep thinking that the other students are better at English than me?

Students' self-confidence	Frequency	Percentage
Agree	24	44.44%
Disagree	24	44.44%
Neither	6	11.11%
Total	54	100%

Table 11: Students' self-confidence
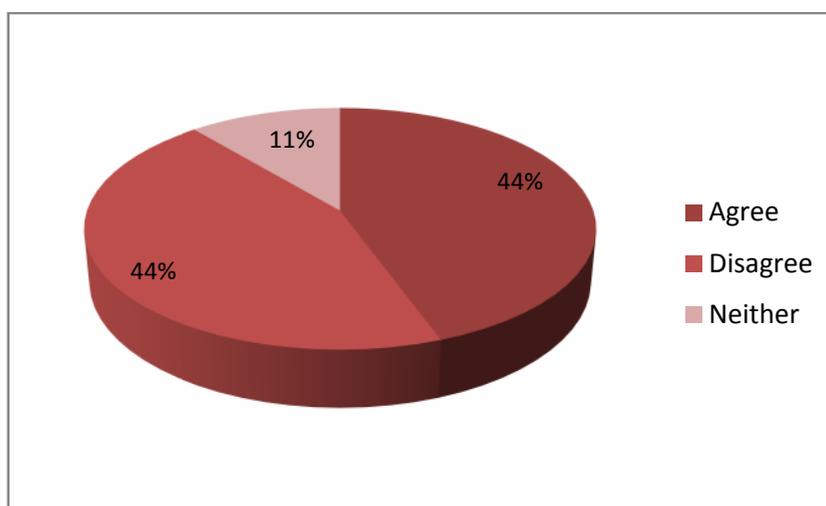
Table 11: students' self-confidence

This question is aimed at knowing the students' self confidence when using English in front of others. The students' answers have been split equally on both agreement and disagreement with a percentage of 44.44%. Only 11,11% were neither with nor against with the statement . this result proved that the personality of students is an important factor where there are a self-confident learners who do believe in their ability, and there are those who fear of the negative evaluation of others when using the target language .

Question 12: I tremble when I know that I'm going to be called in English class?

Students Anxiety within class attendance	Frequency	Percentage
Agree	20	37.04%
Disagree	21	38.88%
Neither	13	24.08%
Total	54	100%

Table 12: students' anxiety within class attendance
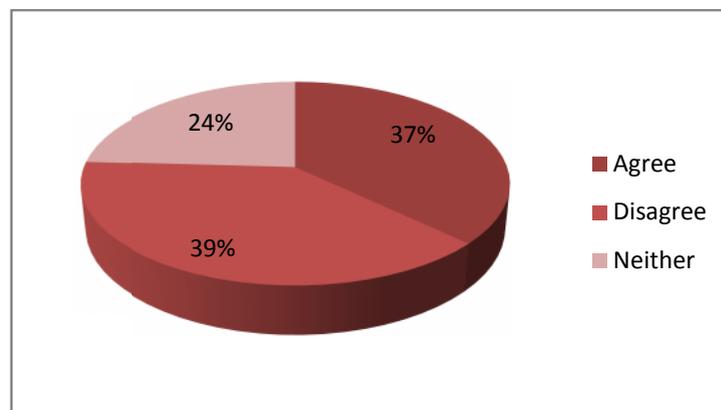
Figure 12: students' anxiety within class attendance

This statement was aimed to develop in order to analyze whether the respondents tremble within class attendance.37% agreed with the statement they feel anxious within class attendance in the class in our case foreign language classes ,but 39% disagreed with the class attendance and 24% was neither agree nor disagreed .

Question 13: I worry about the consequences of failing my English class?

Fear of failure	Frequency	Percentage
Agree	40	74.08%
Disagree	9	16.67%
Neither	5	9.25%
Total	54	100%

Table 13: fear of failure
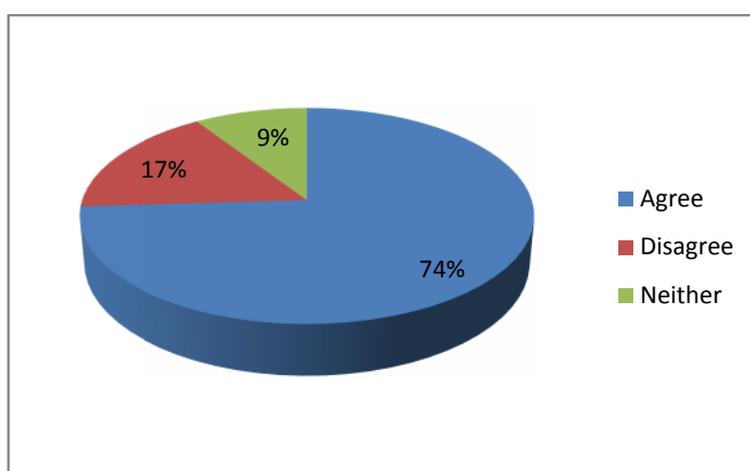
Figure 13: fear of failure

Concerning this statement , which was devoted towards unfolding the students' perception about the fear of failure , the majority of students (74%) agree , their fear was justified by fear of teachers' evaluation , students' comments .17% do not fear of failure and 9% neither agree nor disagree .

Question 14: I start to panic when I have to speak without preparation in the class?

Speaking Panic within class	Frequency	Percentage
Agree	34	62.97%
Disagree	17	31.48%
Neither	3	5.55%
Total	54	100%

Table 14:Speaking panic within class
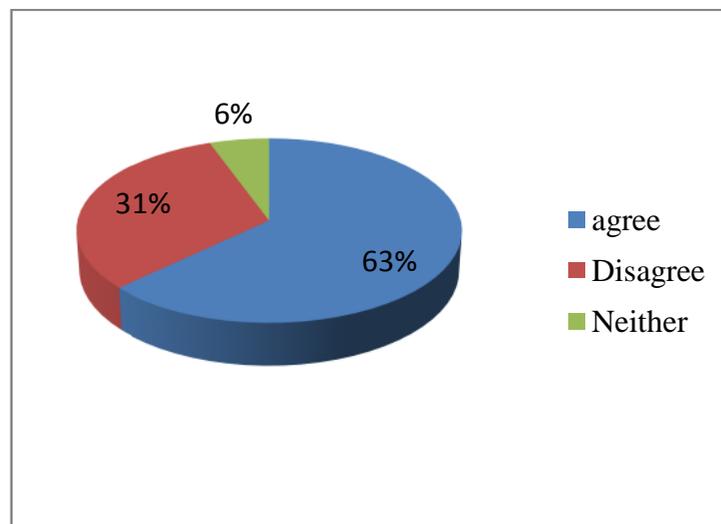
Figure 14: Speaking panic within class

This statement was aimed to know whether the respondents panic when speaking the target language English in our case .(62.97%)agreed with the statement this answers proved that students' feel anxious when speaking, but (31.48%) disagreed with the statement and(5.55%) neither agreed nor disagree..

Question 15: In your view point, which of the four skills is most stressful?

More stressful skills	Frequency	Percentage
Listening	28	51.85%
Speaking	36	66.66%
Reading	13	24.07%
Writing	16	29.62%
Total	54	100%

Table 15: more stressful skills
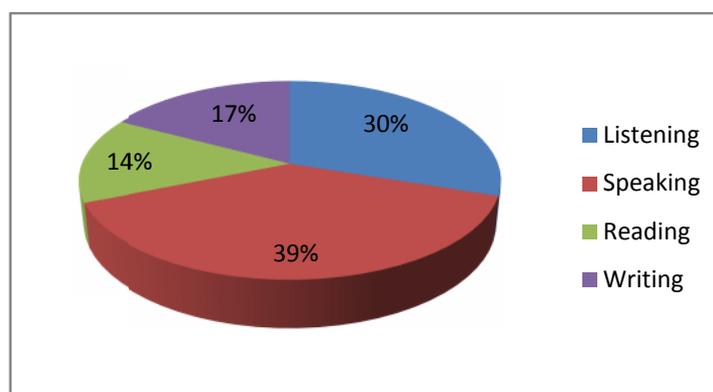
Figure 15: more stressful skill

The description

This indicates that the most stressful language skill that was cited by the students is the speaking which got the most stressful skills which presents by (66,66%) then listening skill (51,85%) next , writing (29,62%) , the last one is reading (24,07%).

Question 16: what do you prefer your teacher do when you make mistakes?

Teachers' Correcting mistakes method	Frequency	Percentage
Directly	30	55.55%
Indirectly	24	44.45%
Ignore	0	0%
Total	54	100%

Table 16: teacher's correcting mistakes method
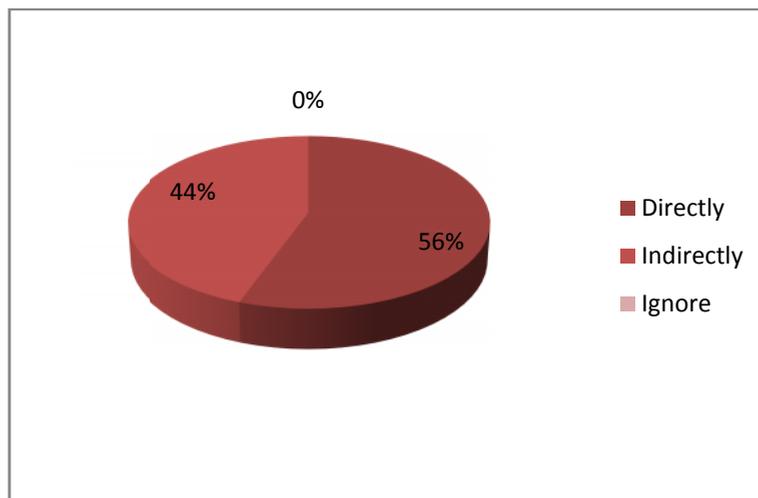
Figure 16: Teacher's correcting mistakes method

The description

According to the data in table 16 , method of correcting mistakes directly was the most preferred one by students (55,55%) ; less than half of the students (44,45%) supported the indirect method correction while none of the students (0%) agreed on ignoring the mistakes on the teacher's part .

Question 17: In your point of view anxiety is related to which types of activities?

Anxiety and its relation to group work	Frequency	Percentage
Speaking in small groups	7	12.97%
Speaking in large groups	39	72.22%
Responding voluntarily	8	14.81%
Total	54	100%

Table 17: Anxiety and its relation to group work
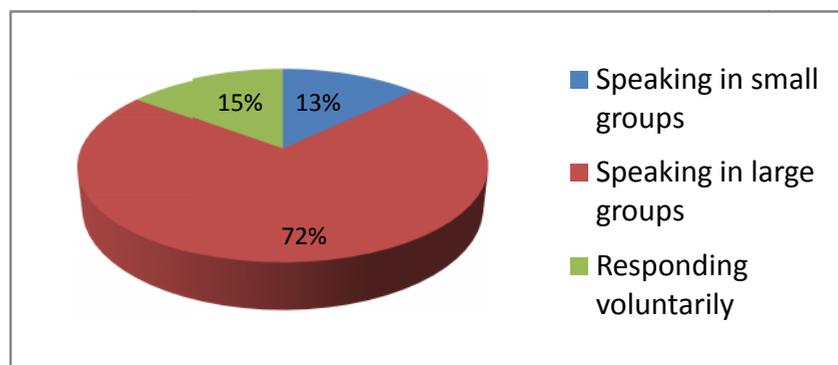
Figure 17: anxiety and its relation to group work

The description

The table 17 shows clearly that speaking in large groups (72, 22%) and to be called to responding individually (14,81%) is the most anxiety provoking for students ; however , speaking in small groups (12,97) indicated the least anxiety provoking

Question 18: According to you, what do you prefer your teacher do in order to reduce classroom anxiety?

This question is the only one with a qualitative nature in the main questionnaire. We would like to know different viewpoints, and to provide students with an opportunity to express themselves .We have received a distinct answers from students; however, not all students answered this question .because of its nature .Only   students answered it , and their answers will be mentioned below : According to the students' points of view, the students would like their teacher to do the following in order to reduce classroom anxiety:

- ❖ The teacher should not punish students when they make mistakes and avoid the direct corrections of their mistakes;
- ❖ The teacher should deal with students according to their level not his/her level;
- ❖ The teacher should speak loudly with simple English to facilitate learning;
- ❖ The teacher should use data shows , pictures , videos of native speakers , and humour in the classroom to reinforce learning;
- ❖ The teacher should set groups (workshop) and pair works from time to time in order to help students to grasp language easily ;
- ❖ The teacher ask and praise the students for their positive behavior , and raise their self-confidence :
- ❖ The teacher should motivate his/her students, and be a good controller of the class, but should not be very severe with students.

  From the results of this study and as far as this study is concerned that foreign language students feel anxious about in the foreign language classes especially when facing oral presentation situation or when speaking the foreign language English as a second language they feel anxious and the causes that lead them to be

anxious are fear of using language in front of others (CA) , fear of negative

evaluation fear of failing in the exams , quiz and the last cause was test anxiety .

2.3.2. The findings of the teachers' Interview

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1. The definition of Learners' Foreign Language

Anxiety?

</div>

   The researchers who are involved in this study to give a definition of foreign language anxiety, based on their knowledge and experience, agreed upon that it is a psychological state of mind, and uncomfortable feeling while making mistakes. All teachers in the interview claim that anxiety has a negative effect on learning a foreign language especially when this language is English as in our case. Moreover, one of the teachers reported that "foreign language anxiety is the inhibitions on the part of the learner to use a FL especially in classroom situations" T3. In other words, being a part in group work or any activity that demands the target language, students will hesitate and even not participate in that kind of activities. We can conclude that anxiety has a negative impact in language performance.

<div style="border:1px solid #ccc; border-radius:10px; padding:10px; text-align:center;">

2. When does it happen? Why.

</div>

   For this question, the teachers have different perspectives because of their different fields of teaching. The researcher choose the interviewees from different modules in order to have a different opinions about language anxiety. T1 said :(it happens when students are faced to oral situations.) T3 and some teachers viewed that language anxiety almost occur during tests, as well as during tests' correction sessions . in both situations, they feel anxious because they try to predict the questions or the results as they are uncertain of their expectations) T4 . this

indicates that foreign language anxiety is not only on communication apprehension and fear of the communication with peers, it has also has another face which correlates with test anxiety and fear of negative evaluation .As it is mentioned in the previous chapter that anxiety happens to first year students at least at the beginning of the learning.

3. Signs of Learners' Anxiety?

The interviewees identified several signs of anxiety in their students ranging from physiological to psychological aspects

❖ The physiological symptoms were turning red or pale, and some bodily gestures because she or he is shamed of talk and use a FL. usually this state of shyness is related to the believe that he will look 'Comic' and 'ridiculous' in front of others) T3. So, there is the problem of shyness with physiological aspect of the signs which is to blash. , joining their hands together ,sweating , stomachaches , and beating hearts

❖ The psychological symptoms such as,   lower their voices until keep silent, looking at the watch several times, asking for early leave from the classroom .The second aspects to stutter, we means by stuttering when the learner would like to pronounce a foreign language, he doesn't pronounce in a natural way.

❖ For the last and the most common signs of anxiety which is more psychological than physiological which remain silent and not to take part at all in a conversation in the classroom situations.

we can conclude from what have been said before about the signs of anxiety that it has got two aspects which are psychological and physiological aspects as reported by the T1 (.......some don't come to the class too much and avoid direct contact with teacher).

4. What Factors May Cause Learners' Anxiety?

The factors may cause learners' anxiety were divided into three types: the psychological factors; social factors, and linguistic factors.

- ❖ first, the linguistic aspects which mean that students with low proficiency or low mastery of Foreign language in terms of vocabulary , pronunciation and grammar can be a marker of anxious students. These results were consistent with Toth's(2006) and Chen's (2005) investigations .some teachers (T3, T4,T5) added further that students who are unfamiliar with certain skills such as , speaking will become anxious.

- ❖ The socio-cultural factors; this kind of students or the anxious students are not socially integrated in group work with the rest of their classmates.

- ❖ The last factor which is crucial as far as we are concerned is the psychological factors. Learners' attitudes to study a foreign language. Either it is positive that means they freely choose to study English, or negative that is the students are obliged to study English. Gender and age is a crucial component of the psychological factor as most of the teachers agree on that. As it is mentioned in the previous parts of the dissertation that age and gender has a positive or negative effect for the process of learning .the more the students become older the lower the anxiety will be or the younger students will be the higher anxiety will be .for this reason we suggest that learning a foreign language   starts in an early age. However T1 disagrees with the point that the gender has an impact on the anxiety while learning a foreign language. Furthermore; the personality of the learner whether he has an open –minded or completely inverted as it is reported by T5

the interviewees have enlarged the scope of factors leading to anxiety to the surrounding environment; they mentioned many factors namely Classroom arrangement ,teachers' strategies , motivation , feedback , cooperative work) i.e. if the surrounding environment is good , it will reduce learners' anxiety and encourage them to achieve better outcomes .this what has been reported by T4.

> **5. According to your teaching experience, would do you provide us with some solutions to reduce classroom anxiety?**

Concerning this question, the teachers answer differently, which are as follows:

- ❖ The teacher should create relaxed and comfortable classroom situations.

- ❖ The teacher should avoid the method of correcting mistakes directly and should not mock at students errors ;

- ❖ The teacher should encourage the learners to work together ;

- ❖ The teacher should make their students aware that anxiety is a normal phenomenon;

- ❖ The teacher should motivate English Language learners and avoid the punishment ;

- ❖ The teacher should review his /her methods of teaching .For example, the use of humor , and a simple language while explaining the lesson with a clear vocabulary ;

- ❖ The teacher should avoid the individual and specific remarks ;

The Results and Future Recommendations

For the purpose of this study, the researcher gives several suggestions in order to lessen the issue of anxiety while learning a foreign language (English) .The researcher decides to categorize the strategies according to its nature. As far as this study is concerned, the researcher gives some strategies for future teachers to use in order to create a relaxed classroom:

It is true that the teacher plays a vital role in learning a foreign language because he is the only and primary sources to give information. What he /she should do when facing anxious students in his/her class:

❖ The teacher draw their learners' attention to the negative impact of anxiety on their performance because students' are the first responsible of their learning, and they have to work on this issue; anxiety; seriously to reach their main objective.

❖ The teacher should create a friendly atmosphere to facilitate the process of learning especially when speaking and holding conversations.

❖ The teacher should use verbal and non verbal communication strategies while teaching.

❖ The teacher should create an enjoyable classroom by exchanging ideas, telling interesting stories related to the content, funny jokes, games and so on.

❖ The teacher should encourage and praise the students' for their positive behavior.

❖ The teacher should have a clear language and simple explanation of the lesson.

❖ The teacher should involve and engage students' to share ideas with their classmates.

❖ The teacher should avoid subjectivity in his evaluation to the students. In other words, he avoids individual and personal remarks in the class and should make global and general remarks about the learner.

❖ The teacher has to think about his/her method of teaching and the type of activities such as .group works, workshops, group dynamics which will engage the anxious and isolated students' within the group because this type of activities makes the anxious students feel at ease while working with other members which lead them to participate in holding conversation, and using the target language (English in our case).

Despite the undeniable responsibility on the teacher's part, the second half of the class must be filled by the learner. The researcher in this study mentions some of the tips for the learners to avoid anxiety for themselves and for their classmates.

- The learners should be aware about the difficulties that face them and they should think about solutions.

- The students should be open minded, have a positive attitude, high self –confidence and self –esteem.

- The other learners should not laugh on their classmates' errors.

We can conclude that for reducing and creating a relaxed and low level of students' anxiety, as far as this study is concerned, we have some common points which are based on the two participants in the learning process: the teacher and the students. The teacher should create a pedagogical environment and the learner on its part should have positive attitude, high self-esteem about learning .furthermore, both parties should play their role and should be cooperative to each other in order to create a relaxed and pedagogical environment and a low level of anxiety.

General Conclusion

Our research work has investigating to identify the sources that cause anxiety among English foreign language learners'; it has also aimed to clarify the relationships between language learning processes, and its impact on learners' performance in that language. We have raised two main questions that have been answered at the end of this investigation; which are "What makes foreign language students feel anxious in the classroom?", and "How can English language teachers reduce their students' anxiety EFL in particular, oral expression session? So, those questions led us to formulate two hypotheses; "if first- year students of English at Biskra university are aware of their difficulties in the mastery of speaking English as a foreign language", and "if English language teacher work to reduce anxiety in their classes, they would reach an interactive oral expression session. In order to test those hypotheses, we have submitted the main questionnaire, after having made a pilot study and modified some points, to first- year students, and after it analysis, we have mainly concluded that anxiety is not only a hindering affective factor, debilitative, to students' performance; however, it can also be a facilitative and enhancing for students to do well as this goes with the saying, "under pressure, students do well"; moreover, the most stressful skill for students in our sample is speaking in the oral expression session. After that, we have analysed the teachers' interview and found that anxiety is negative in nature, but if students, with the help of their teacher, know that if they overstap their anxiety while being in the classroom and using the language, they will perform positively. At the end, those results cannot overstep this sample, and cannot be over generalised to the whole population because of time limitations, and the huge number of students of first- year level.

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Appendices

Appendix 1: The Students Questionnaire

<u>FEEDBACK QUESTIONNAIRE</u>

<u>**Dear students**</u>

We would like to ask some questions concerning the impact of anxiety on learning foreign language students' speaking skill .we think it is a worth investigating topic because it helps both the students for better learning speaking of that language in the other hand; the teachers this is not a test .so , there is not right or wrong answers even you do not have to mention your name .so, feel at ease when answering the questions .we are interested in your view point since you represent the source of this study . Please, give your answers sincerely so that to guarantee the success of this investigation. Thank you very much for your help.

So, please hand the questionnaire back as soon as possible.

Thank you very much for your comprehension.

Your colleague: MEBARKA NEFTI.

Section one: General Questions

This section is devoted to some general questions about respondents.

N.B: The question-items are written in bold letters in order not to be confused.

1. Specify your gender

     Male   ☐

     Female   ☐

2. Your age is

      ……years.

3. What was your baccalaureate stream?

Scientific ☐   literary ☐   foreign languagies ☐

Section two: Specific Questions

4. Have you chosen English freely?

Yes ☐   No ☐

5. Do you think English is difficult to learn?

Yes ☐   No ☐

6. Do you practice English outside the classroom?

Yes ☐   No ☐

7. Do you worry about grammatical mistakes when you speak English?

Yes ☐   No ☐

8. Do you find the oral expression session more stressful?

Yes ☐   No ☐

9. The more I study for a language test, the more confused I get?

....

10. I 'm frightened when I do not understand what the teacher is saying in English?

1. Agree [ ]   2= disagree [ ]   3 =neither agree nor disagree [ ]

11. I keep thinking that the other students are better at English than I am?

1=agree [ ]   2= disagree [ ]   3 =neither agree nor disagree. [ ]

12. I tremble when I know that I'm going to be called in English class?

1=agree [ ]   2= disagree [ ]   3 =neither agree nor disagree [ ]

13. I worry about the consequences of failing my English class?

1=agree [ ]   2= disagree [ ]   3 =neither agree nor disagree [ ]

14. I start to panic when I have to speak without preparation in the class?

1=agree [ ]   2= disagree [ ]   3=neither agree nor disagree [ ]

15. In your view point, .which of the four skills is most stressful?

a. Listening [ ]

b. Speaking [ ]

c. Reading [ ]

d. Writing [ ]

16. What do you prefer your teacher do when you make mistakes?

a. Correct your mistakes directly [ ]

b. Correct the mistakes indirectly [ ]

c. Ignore the mistakes [ ]

17. In your point of view anxiety is related to which types of activities:

a. speaking in small groups [ ]

b. speaking in large groups [ ]

c. responding voluntarily [ ]

18. According to you, what do you prefer your teacher do in order to reduce classroom anxiety?

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

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

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

Appendix 2:The Teachers' Interview

2.1. Teacher 1

1. How can you define learners' foreign language anxiety?

It is the uncomfortable feeling of misunderstanding a FL as well as its culture .what creates

barriers   between learners and the learning process.

2. When does it happen?

It happens when students are faced to oral situation.

3. Can you provide us with some signs of learners' anxiety?

- Looking at watch several times in five minutes

- Asking for earlier leave

4. What factors may lead to learners' anxiety?

- Being not well prepared for grasping a new language /culture

- The wrong orientation

5. According to your teaching experience, what kind of suggestions would you provides?

- Reviewing the methods of teaching

- FL starting in early age .

2.2. Teacher 2

1. How can you define learners' foreign language anxiety?

The fear to make mistakes through wanting to learn the language.

2. When does it happen?

By the first times and specially with first year students.

3. Can you provide us with some signs of learners' anxiety?

- Some are ashamed

- Some don not come to the class too much

- Some avoid direct contact with the teacher

4. What factors may lead to learners' anxiety?

- Miss orientation of students

- Pedagogical environment

- Socio cultural factors as you said

- **5. According to your teaching experience, what kind of suggestions would you provides?**

- Create an attractive and comfortable environment

- Traying to eradicate sources of differences and obstacles between teacher –students and students –teacher.

2.3. Teacher 3

1. How can you define learners' foreign language anxiety?

"... anxiety is a psychological state of mind which inhibits ... anxiety which is related to learning and teaching, about Foreign language anxiety it is the inhibitions in the part of the learner to use a FL in classroom situations i.e. in group work, and achieving some activities inside the classroom students will hesitate and even not to participate in any kind of activities which involves talking or using FL".

2. When does it happen?

"usually , anxiety takes place in activities inside the classroom when the students is required to answer individually o in front of the classmates and teacher to answer or to take apart of a conversation ... when answering alone spacing of the rest of audience S/he certainly feel anxious about using FL" .

3. Can you provide us with some signs of learners' anxiety?

"Well, language anxiety usually has got some Physiological and Psychological aspects .Physiological aspect, the learner will blash because he is shamed of talk and use FL ... he will look Comic and ridiculous in front of others ...Second Stutter when students he does not pronounce in a natural way .The last and the famous signs of anxiety which is more psychological than physiological which remains silent and not to take a part at all in conversation".

4. What factors may lead to learners' anxiety?

Factors may be divided into three parts:

- "Psychological factors: Learners' attitudes to use a FL whether positive or negative .Personality, whether learner has an open-minded or inverted completely ...."

- "Social aspects: whether anxious students are not socially integrated in group work with the rest of his classmates".

- "Linguistic aspects: ...low proficiency or a low mastery of FL marker".

5. according to your teaching experience, what kind of suggestions would you provides?

- Teachers' role : teacher attitude , should be friendly and encouraging.......in order to ease the process of learning

- The teacher should make global and general remarks and avoid specific and individual remarks. For example , indirect correcting method

- The types of activities used in the classroom such as group works, workshops etc...

- The teacher should neglect the anxious and do not put much focus on them.

- The classmates also can play a crucial role in the classroom they deal with the anxious students as a normal way without laughing on their vocabularies and pronunciation.

2.4. Teacher 4

1. How can you define learners' foreign language anxiety?

Learners' foreign language anxiety can be defined as the learners' feeling of stress whenever asked to do any task, the feeling of fear of obtaining bad results after having test.

2. When does it happen?

It happens almost during tests, as well as during test' correction sessions .In both situations, they feel anxious because they try to predict the questions or the results as they are uncertain of their expectations.

3. Can you provide us with some signs of learners' anxiety?

- ❖ Hesitation while speaking
- ❖ Lack of concentration

4. What factors may lead to learners' anxiety?

In my opinion, socio-cultural factors such age, gender,... etc are not the main factors that may lead to learners' anxiety .This does not deny their impact on learners' achievements , but the surrounding environment may be the crucial factor (namely classroom arrangement teachers' strategies , motivation, feedback , cooperative work) i.e. if the surrounding environment I good , it will reduce achieve better outcomes .

5. According to your teaching experience, what kind of suggestions would you provide?

What I would like to suggest is to draw our learners' attention to the negative to the negative impact of anxiety on their performance, so that they will keep this in mind and think about seriously because I believe that they are the first responsibles of their learning and they have to work on this issue "anxiety" seriously to reach their main objectives "success".

2.5. Teacher 5

1. How can you define learners' foreign language anxiety?

Anxiety is a factor that usually referred to explain ELL's inability to cope with the challenges they face in their Formation years.

2. When does it happen?

The respondents answers this questions that anxiety "happen all the time"

3. Can you provide us with some signs of learners' anxiety?

- Hesitation when speaking

4. What factors may lead to learners' anxiety?

- Lack of self –confidence and poor self-esteem

- Age and gender they can lead to ELLs anxious behavior

5. According to your teaching experience, what kind of suggestions would you provides?

- Friendly atmosphere

- A caring and thoughtful to learners awareness

- Encourage ELLS to work together

- Make them aware that anxiety is a normal phenomenon

- Ells' should not be mocked at

- Motivate ELLS through self-expression games.