

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



**Factors Causing Anxiety among EFL Learners in the
Use of Communication Strategies**

Case Study: Third Year LMD Students of English at University of
Biskra.

Dissertation Submitted to the Department of Foreign Languages as
Partial Fulfillment for the Master Degree in Sciences of Languages

Submitted by

Afaf Lakhdari

Supervised by

Miss. WARDA.KHOUNI

Board of Examiners

- ❖ Mrs. Guettal Imane
- ❖ Miss. Khouni Warda
- ❖ Dr. Chelli Saliha

Chairman
Supervisor
Examiner

June 2015

Dedication

I dedicate this

Modest piece of work

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 father “Abdearrahan” and my Lovely mother “Ouarda”

To my brothers; “Kamal”, “Hassan” and “Tayeb”

To my dear fiancé “Azze eddine” for his encouragement

To my extended family “Lakhdari” and “Halifa”

To my Grandfather and Grandmother

To my Auntes and uncles

To my teachers and friends especially my dear “Wafa” and “Karima”

And I wish success for my cousin “Chiama” in her “BAC” Exam

To everyone who helped me one day.

Acknowledgment

First of all, Thanks to Allah the helpful and the merciful

*This research work is the result of the inspiring and thoughtful guidance and supervision of **Miss. Khouni Ouarda**. With her endless care, I was able to complete this work.*

*I am highly grateful to **Dr. Chelli Saliha** for her goodness and **Mrs. Guettal Imane** for her soft sense.*

Also I do not forget all the staff of the Department of Foreign Languages at Mohamed Kheider university of Biskra. Also I want to thank third year students for their help and kindness.

Abstract

Foreign Language learning anxiety is considered as a complex problem that learners may experience during the learning process. Many negative aspects provoked by learning anxiety such as speaking anxiety that is one of the most obstacles that EFL learners face in their use of communication strategies to express their ideas in the oral expression module. Thus, it seems so important to reduce anxiety within learners and work on developing learners speaking and communicative abilities. The aim of this research is to find out the main factors causing learning anxiety in the use of communication strategies. Raising teachers and learners' awareness about communication strategies reduce anxiety and improve learners' communication. To achieve this objective, it is hypothesized that, if we reduce learners anxiety we will improve their communication abilities and we facilitate the use of communication strategies. In this respect, the sample of this study was fifty (50) students at Biskra University and five (5) teachers of the oral expression module. This research was conducted by using the descriptive method where questionnaires administered for third year English students and teachers of the oral expression module at the University of Biskra. The results of this questionnaires revealed that both teachers and students provided a variety of factors that cause speaking anxiety in the oral expression session also they have positive attitudes about the use of communication strategies to improve learners' communication while anxiety, learning difficulties and lack of awareness hindered the use of those strategies. Therefore, it is suggested that Learners speaking anxiety will be possibly lowered through including communication strategies in the teaching syllabuses as a method to teach and train students how to solve their communication problems.

List of Tables

Table.3.1. Students' Gender.....	47
Table.3.2. Students Choice of English.....	47
Table.3.3. Students' Attitudes towards Learning English	48
Table.3.4. English Practice out of Class.....	49
Table.3.5. Stress within Oral Expression.....	49
Table.3.6. Students' Evaluation on Speaking Ability	49
Table.3.7.The Role of Oral Expression in Improving Students Oral Performance.....	50
Table.3.8. Awareness towards the Use Communication Strategies.....	50
Table.3.9. Students Strategies to Cope with Communication Breakdowns.....	51
Table.3.10. Students Attitudes towards Using Communication Strategies.....	52
Table.3.11. Verbal and Non-verbal in Reducing Speaking Anxiety	52
Table.3.12. Students Knowledge about the Types of Communication Strategies.....	53
Table.3.13. Reasons behind Student's Difficulty of Speaking in Classroom.....	54
Table.3.14. Fear of Misunderstanding the Teacher.....	54
Table .3.15. Students' Attitudes toward the Most Difficult Skill in Learning English.....	55
Table.3.16. Fear of Making Grammatical Mistakes while Speaking.....	55
Table.3.17. The Desirable Ways of Correcting Mistakes for Students.....	55
Table.3.18. Oral Tests as a Source of Speaking Anxiety	56
Table.3.19. Causes of Anxiety in Oral Tests.....	56
Table.3.20. Teachers' Number of Years in Teaching Oral Expression.....	58
Table.3.21. Approach and Method Used in Teaching Oral Module.....	58
Table.3.22. Teachers Evaluation of their Students Oral Performance.....	59
Table.3.23.Teaching Communication Strategies in Oral Expression Module.....	59
Table.3.24. Teachers Method of Teaching Communication Strategies.....	60
Table.3.25.Teachers Opinion about Students' knowledge of Communication Strategies...60	
Table.3.26. Students Improvement through Using Communication Strategies.....	61

Table.3.27. Students Possibility to Experience Learning Anxiety in Speaking Skill.....	62
Table.3.28. Causes of Speaking Anxiety.....	62
Table.3.29. List of the Most Stressful Activities for Students.....	63
Table.3.30. Fear of Negative Evaluation Pupils' Age.....	63
Table.3.31. Giving Praise and Competitiveness may Provoke Anxiety.....	64
Table.3.32. Overcrowded Classes may Increase Learning Anxiety Pupils' Level of English	64

List of Figures

Figure.1.1.Operation of the Affective Filter.....	11
Figure.1.2.Recursive Relations among Anxiety, Cognition and Behavior.....	12
Figure.2.3. Dornyei Classification of Communication Strategies.....	33
Figure.2.4. Varadi’s Taxonomy of Communication Strategies	36
Figure.2.5. Tarone’s Taxonomy of Communication Strategies.....	37
Figure.2.6.Bialystok’s Taxonomy of Communication Strategies.....	39

Table of Contents

Dedication	II
Acknowledgements	III
Abstract.....	IV
List of Tables	VI
List of Figures.....	VII
Table of Content	VIII

General Introduction	01
1. Aim of the Study	02
2. Statement of the Problem	02
3. Research Questions.....	02
4. Hypothesis	03
5. Research Methodology	03
5.1. Research Method.....	03
5.2. Research Sample	03
5.3. Research Tools.....	03
6. The Structure of Dissertation	04

Chapter One

Foreign Language Learning Anxiety

Introduction.....	7
1. Foreign Language Learning Anxiety	7
1.1. Definition of Anxiety.....	7
1.1.2. Anxiety in Language Learning.....	8
1.1.3. Foreign Language Learning Anxiety	8
1.1.4. Difference between First and Second Language Anxiety	9
1.1.5. Foreign Language Anxiety Investigations	9
2. Anxiety and the Three Stages of Language Learning	10
2.1. Input	10
2.2. Processing.....	11
2.3. Output.....	13
3. Types of Anxiety.....	13

3.1. State Anxiety	14
3.2. Trait Anxiety	14
3.3. Situational Anxiety	14
4. Component of Language Anxiety	15
4.1. Communication Apprehension	15
4.2. Test anxiety	16
4.3. Fear of Negative Evaluation.....	16
5.Sources of Language Anxiety	16
5.1. Classroom Anxiety and Fear	17
5.1.1. Learners Differences in Classroom.....	17
5.1.2. Teacher Apprehension	17
5.2. Psychological Factors Causing Learning Anxiety	18
5.2.1. Individual Learner Differences	18
5.2.2. Extroversion and Introversion.....	18
5.2.3. Self-esteem in Language Learning	19
5.2.4. Motivation.....	19
5.2.5. Learners' Beliefs about Language Learning	19
5.2.6. Teachers' Beliefs about Language Learning.....	20
5.2.7. Fear of making Mistakes and being laughed at.....	20
5.2.8. Lack of practice	21
5.2.9. Risk Taking.....	21
5.2.10. Competitiveness in Classroom Language Learning	21
5.3. Linguistic Difficulties.....	22
5.3.2. Pronunciation Mistakes.....	22
5.3.3. Grammar.....	23
5.4 Socio-cultural Factors	23
5.4.1. Culture of Learning	24
6. Characteristics of Foreign Language Learning Anxiety	25
7. Effects of Foreign Language Learning Anxiety	25
Conclusion	26

Communication Strategies

Introduction.....	28
1.An Overview about Communication Strategies.....	28
1.1. Communication Strategies.....	29
1.1.1. Communicative Competence.....	29
1.1.2. Strategic Competence.....	29
2. Definitions of Communication Strategies.....	30
3. Communication in the Foreign Language Classroom.....	31
3.1. Verbal Communication.....	31
3.2. Non-verbal Communication.....	32
4. Classification of Communication Strategies.....	32
4.1. Avoidance Strategies.....	34
4.1.1. Lexical Avoidance.....	34
4.1.2. Phonological Avoidance.....	34
4.1.3. Topic Avoidance.....	34
4.2. Compensatory Strategies.....	34
4.2.1. Code Switching.....	35
4.2.2. Appeal for Help.....	35
5. Taxonomies of Communication Strategies.....	35
5.1. Varadi's Taxonomy.....	36
5.2. Tarone's Taxonomy.....	37
5.3. Bialystok Taxonomy.....	38
5.4. Faerch and Kasper Taxonomy.....	39
6. Teachability and Teaching of Communication Strategies.....	40
7. Factors Affecting the Choice of Communication Strategies.....	42
8. Raising Learner's Awareness of Communication Strategies.....	43
Conclusion.....	43

Chapter Three

Data Analysis

Introduction.....	46
3.1. Students' Questionnaire.....	46
3.1.1. The aim of Students' Questionnaire.....	46
3.1.2. Description of the Questionnaire.....	46

3.1.3 Analyses of Students' Questionnaire.....	47
3.2. Teachers' Questionnaire	57
3.2.1. Aim of the Questionnaire	57
3.2.2. Description of the Teachers' Questionnaire	57
3.2.3 Analyses Teachers' Questionnaire	57
3.3. Discussion of the Results.....	65
Conclusion.....	67
General Conclusion and Recommendations.....	67
References	70
Appendices.....	75

General Introduction

1. Aim of the Study	02
2. Statement of the Problem	02
3. Research Questions.....	03
4. Hypothesis	03
5. Research Methodology	03
5.1. Research Method.....	03
5.2. Research Sample	03
5.3. Research Tools.....	03
5.4. The Structure of Dissertation.....	04

General Introduction

1. Aim of the Study

The aim of this research is to discuss the main factors that cause speaking anxiety for EFL learners in communication, to shed some light on the strategies that may be used by teachers to reduce anxiety. Besides, to investigate learners and teachers awareness about using those strategies in developing their communication abilities. Finally, to provide students and teachers with recommendations to overcome speaking anxiety through using communication strategies.

2. Statement of the Problem

All researchers such as Dornyei and Krashen agreed that learning anxiety is a serious psychological problem and one of the major obstacles in language learning process that affects negatively learners' abilities and mainly in their use of communication strategies. Sometimes learners misunderstand its role because they think that are affecting learners' performance and make them very stressful. In this respect, knowing the factors that cause speaking anxiety is very necessary as well as, to use communication strategies as a teaching method in overcoming speaking anxiety and to develop learners' communication. As a result, we aim to raise awareness and use of communicative strategies for both teachers and learners to facilitate learner's communication in foreign language learning process.

3. Research Questions

In this research, we aim to answer the following question:

1. What are the factors that cause anxiety?
2. How does anxiety affect learners' communication?
3. To what extent can teachers reduce anxiety among learners?
4. How to raise teacher and learners awareness about using communication strategies?

4. Hypothesis

It is hypothesized that if we reduce learners anxiety we will improve their communication abilities and we facilitate the use of communication strategies.

5. Research Methodology

5.1. Research Method

In this research we have chosen the descriptive method because in previous studies about the issue of anxiety all researchers used the descriptive one in depends on students opinions and diaries. This is the appropriate method as a means to gather data for this research work in order to answer research question regarding factors that may hinder learners' communication and cause anxiety.

5.2. Research Sample

It is hard to work on the whole population of third year students (372). So, it is sufficient to deal with the sample of fifty students randomly from the whole population and five teachers of oral expression in English section at the Department of Foreign Languages on the University of Biskra. Third year students were chosen to explore their attitudes towards speaking anxiety and to know whether they use communication strategies or not. In addition, teachers of oral module to have an idea about the factors that lead their students to feel anxious in oral expression and to know whether they teach communication strategies or not.

5.3. Research Tool

To answer the research questions, a structured questionnaire was administered randomly to third year students of English. In this study the questionnaire was a very important research tool for data collections and it was more useful in helping us to get a better understanding of students' difficulties in learning English and the main factors causing anxiety for them and its influence on their communication. The second questionnaire was a semi-structured one devised to oral teachers to collect data about students' feeling of stress in oral expression module and to see their opinions about the causes of speaking anxiety they may observe through students performance and their use of communication strategies.

6. Structure of the Dissertation

This work is divided into three main chapters. The first two chapters are concerned with theoretical part and the third one is will be about data analysis of both teachers' and students' questionnaires.

Chapter One: Foreign Language Learning Anxiety

The first chapter included the concept of anxiety by giving definitions of foreign language learning, types and foundations: communication apprehension, fear of negative evaluation and test anxiety also we included the main stage of learning in which anxiety takes place. Then, we focused on the main causes of anxiety psychological and linguistics factors. At the end of this chapter, we included some of the characteristics of FL learning anxiety and its effects.

Chapter Two: Communication Strategies

This chapter focused on giving an overview about communication strategies, definitions, communication in the foreign language classroom even verbal or non-verbal communication, the classifications of communication strategies, taxonomies of communication strategies, and the teachability of communication strategies. At the end of this chapter; we focus on the factors that affecting the choice of communication strategies.

Chapter three: Questionnaire Analysis

This practical part aimed to answer the previous research questions we dealt with the students' questionnaire to find causes of anxiety and its impacts on the use of communication strategies. Also we focused on oral teachers opinions about anxiety in the classroom and learners use of communication strategies. Finally this chapter, ended with results and further recommendations.

Chapter one

Foreign Language Learning Anxiety

Introduction

1. Foreign Language Learning Anxiety	7
1.1. Definition of Anxiety.....	7
1.1.2. Anxiety in Language Learning.....	8
1.1.3. Foreign Language Learning Anxiety	8
1.1.4. Difference between First and Second Language Anxiety	9
1.1.5. Foreign Language Anxiety Investigations	9
2. Anxiety and the Three Stages of Language Learning	10
2.1. Input	10
2.2. Processing.....	11
2.3. Output.....	13
3. Types of Anxiety.....	13
3.1. State Anxiety	14
3.2. Trait Anxiety	14
3.3. Situational Anxiety	14
4. Component of Language Anxiety	15
4.1. Communication Apprehension	15
4.2. Test anxiety.....	16
4.3. Fear of Negative Evaluation.....	16
5. Sources of Language Anxiety	16
5.1. Classroom Anxiety and Fear	17
5.1.1. Learners Differences in Classroom.....	17
5.1.2. Teacher Apprehension.....	17
5.2. Psychological Factors Causing Learning Anxiety	18
5.2.1. Individual Learner Differences	18
5.2.2. Extroversion and Introversion.....	18
5.2.3. Self-esteem in Language Learning	19
5.2.4. Motivation.....	19
5.2.5. Learners' Beliefs about Language Learning	19
5.2.6. Teachers' Beliefs about Language Learning.....	20
5.2.7. Fear of making Mistakes and being laughed at.....	20

5.2.8. Lack of practice	21
5.2.9. Risk Taking.....	21
5.2.10. Competitiveness in Classroom Language Learning	21
5.3. Linguistic Difficulties.....	22
5.3.2. Pronunciation Mistakes.....	22
5.3.3. Grammar	23
5.4 Socio-cultural Factors	23
5.4.1. Culture of Learning	24
6. Characteristics of Foreign Language Learning Anxiety	25
7. Effects of Foreign Language Learning Anxiety	25

Conclusion

Chapter One

Foreign Language Learning Anxiety

Introduction

Foreign language learning anxiety is one of the common issues in the process of learning foreign languages. We begin by presenting the definition of foreign language anxiety and the main stages of learning. Then, we present the types of anxiety; state anxiety, trait anxiety and situational anxiety, in addition to, the main foundations of anxiety; communication apprehension, fear of negative evaluation and test anxiety. After that, we move to the main factors that cause language anxiety including psychological factors, social factors and the linguistic difficulties.

1. Foreign Language Learning Anxiety

In the process of learning foreign languages, learners may face a variety of difficulties. Mainly the most common difficulties are shyness, lack of linguistic knowledge, inhibition, and anxiety. This latter, have a great impact on learners since it hinder learners from acquiring the language.

1.1. Definition of Anxiety

Anxiety is one of the main complex phenomena in humans psychology it is similar to phobia but it is not really considered as disease. Anxiety is defined by different dictionaries such as the Collins Coluuld dictionary as “a feeling of nervousness or worry about something”. While the Oxford advanced learners dictionary defines it as “the state of feeling nervous or worry that something bad is going to happen” as evidenced by these definitions phrased in the idiom of the Longman, anxiety in everyday language refers to an unpleasant emotion or feeling of fear which people want to avoid (Carver and Scheiser, 2006 in Toth, 2010, p. 5).

According to Fletcher and Langley (2009, p. 35), anxiety is a natural feeling experienced by everyone when facing situations which are unusual through different changes and events in life such as the death of a close family member or changes at work or home. Anxiety can be useful to face some difficulties and to perform better in anxious situation for

instance; public performance. In the other hand, abnormal anxiety is different because it leads to the feeling of fear in situations that are not stressful to most people.

Scoti (2003) has defined school phobia as a complex kind of separation anxiety and social phobia which occurs in the school environment. It is often called school avoidance but is not true phobia “*the school phobic child is usually afraid of leaving the secure home environment and the safe presence of the main careers*». Phobic child have no ability to keep calm and relaxed outside home because of the absence of the child’s home environment. In addition to, social phobia which is more than being shy and self-conscious and include speaking in public where a social phobic suffer from shyness and anxiety in front of public that make them worry and they often prefer to be away from people (in Fletcher and Langley, 2009,p. 13). As a result, anxiety is similar to social phobia that provokes feeling of anxiety and unsecures outside home that making learning very difficult because of shyness to speak in public.

1.1.2. Anxiety in Language Learning

Everyone may have unpleasant feeling of worry, nervous and, stress that everyone have but, it is not usually a negative feeling. Many researchers state that anxiety can be debilitating or facilitating anxiety so that. Researchers such as Kleinmann (1977) and Scovel (1978, in Allwright and Bailly 1991, p.172). They distinguished between debilitating anxiety which hinder learners and facilitating anxiety helps people do better. The idea of Anxiety is not really very ‘paradoxical’ because the knowledge about something which is difficult lead to produce the best specially in learning and teaching process and whenever the success is guaranteed there is no reason to be anxious also the possibility of failure becomes low. On the other hand, the knowledge about the unguaranteed success makes learners do better due to their anxiety which support them to provide more efforts to success. So, anxiety in learning can be debilitating or facilitating factor to learn the language that mainly related to the learners’ personality and abilities.

1.1.3. Foreign Language Learning Anxiety

Foreign language anxiety defined as the situation of tension and apprehension specifically associated with second language contexts. According to Macintyre and

Gardner,(1994) they claimed that Anxiety in classroom represented through learner's behavior such as anxious learners cannot perform well in role play activities and they forget previously learned material also they are less likely to volunteer answer because they avoid participation and to speak in front of class. The relationship of anxiety to foreign language learning is confusing the research into the relationship of anxiety itself is not well-understood psychological construct (in Gregersen, 2005, p. 388).

1.1.4. Difference between First and Second Language Anxiety

Anxiety is a common phenomenon in speaking and learning languages. Traveen (2007, p. 3), stated that there is a strong relationship between anxiety and speaking either in L1 or L2 in different situation, especially speaking in public which is often provoking anxiety. Although, the anxiety experienced when speaking in L2 seems to be more debilitating than the anxiety experienced in L1. In foreign language the speaking skill becomes more difficult since it requires the suitable vocabulary, the appropriate syntactic structure, and the appropriate context with using a correct accent in the same time. Also he reported that through a comparison between L1 and L2 reactions to L2 learning from the perspective of first communication apprehension expresses that the anxiety experienced by many people while using L1 that may have logical affects on L2 anxiety. Finally, learning L2 is more stressful process rather than learning L2 because it requires more knowledge the language and the culture of that language.

1.1.5. Foreign Language Anxiety Investigations

In the last two decades FL researchers and educators give great importance to FL anxiety. Many research studies have yielded negative correlations between FL anxiety and performance, in relation to FL anxiety Horwitz et al (1986), She proposed a model of the general FL anxiety construct that underlies three components of anxiety communication apprehension, fear of negative evaluation, test anxiety (in Cheng 2001,p. 76-77). Furthermore, empirical research has demonstrated that language anxiety is related with difficulties in listening comprehension, low level of production, less focus vocabulary learning, lower grades in language courses, and lower scores on standardized tests. This anxiety is supposed to develop a variety of negative experiences in second language contexts. Consequently of anxiety-arousing experiences the student may come to reliably

associate the second language with apprehension or anxiety (Macintyre & Gardner, 1989, In Macintyre & Gardner.1994, p. 2).

To summarize, many researches and studies had been done in order to, investigate learning anxiety as a phenomena in FL learning and to discover it in depth. As a result to the previous studies which investigated that anxiety occurs within the process of language learning.

2. Anxiety and the Three Stages of Language Learning

The past research on LA have reviewed the main findings that highlights the psycholinguistic sources of LA that occurs in all the three stages of language learning input, processing, and output. Language anxiety has been hypothesized to occur at all the three stages of language learning. The description of these three stages with relation to anxiety will point out why FL learners make mistakes and the reasons of linguistic difficulties FL learners face in learning and using the target language. These following stages can offer an insight to help understanding anxiety experienced while communicating in the target language.

2.1. Input

The role of input is undoubtedly crucial in the process of L2 learning. Input may be defined as the L2 data that learners receive either in the formal classroom or in a naturalistic setting. Indeed, how L2 input is presented to L2 learners in the classroom and its effects on the processes learners employ to interact with the input that have been the focus of several SLA studies conducted within a psycholinguistic framework (DeKeyser,2007,p. 21).

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, in Ellis 1985, p.12.) which is responsible for the further process of language learning. FL learners 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. Furthermore, input anxiety is similar to receiver apprehension which is defined by Wheelless (1977, 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, 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 through 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, p 37). 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 to a nervous and bored learner to ‘filter out’ input which makes it inappropriate for acquisition. This explanation is illustrated by the follow:

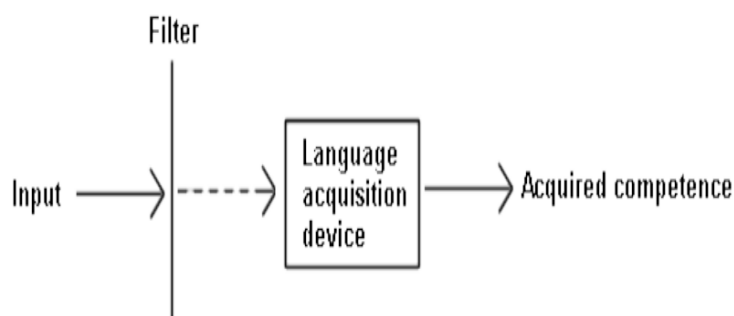


Figure 1: Operation of the Affective Filter.

(Source: from Principles and Practice in Second Language Acquisition by S. Krashen, 1982.p, 32)

The affective filter is the final hypothesis of krashen’s basic theory of language acquisition which is an imaginary barrier used to present how acquisition may affected by some factors when presented with comprehensible input. For instance, a positive attitude towards speakers of the language will lower the filter, while a negative attitude will increase it for example; anxiety can raise the filter and may lead to a high level that hinder learners from success in learning the language.

2.2. Processing

Anxiety at the processing stage, called ‘processing anxiety’ is defined as the students’ experience of apprehension and anxiety when performing cognitive operation on new information. These cognitive operations have been explored in the ‘Information Processing Model 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 (in Lightbown & Spada , 2006, p.39).

Cognitive view believes that production of any linguistic rule needs processing information in relevance to learners’ use of cognitive sources. According to Lightbown &

Spada, (2006, p.39) The most demanding language skill is the speaking skill 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. As Horwitz et al, (1986). The performance of these operations while communicating needs complex and non-spontaneous mental operations are required and failure to do these operations may lead to fear and apprehension.

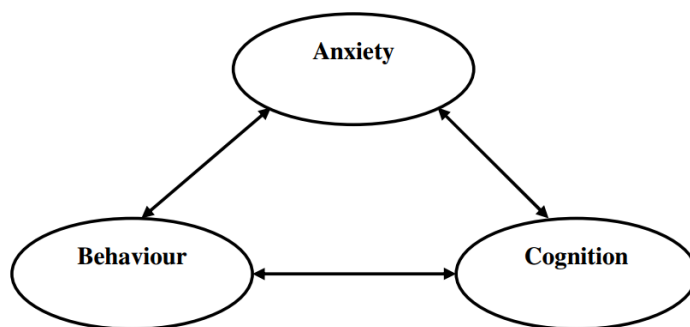


Figure: 2 Recursive relations among anxiety, cognition and behaviour

Source: MacIntyre 1995, p. 93

MacIntyre (1995), demonstrates this relationship in the following: for example; a demand to answer a question in a second language class may lead a student to become anxious that may lead to worry and anxiety. Cognition performance is diminishes because of the divided attention and therefore performance problems lead to negative self-evaluation and more self deprecating cognition which further impact performance.

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. Toth (2006, p. 26) reported that anxiety concerned with the retrieval of vocabulary items from the ‘mental lexicon’. In other word, finding the word that students needed one of the subjects commented as follow; ‘when I’m in such an anxious state words simply did not come. Actually, I think they don’t come to mind because I’m afraid’. 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 Anxiety Cognitive behavior for accessing them.

2.3. Output

According to DeKeyser (2007,p 51) most of second language (L2) teachers and learners likely believe that practice in production ‘speaking and writing’ is very important for developing L2 proficiency. As Swain (1985, in McCarffty & Jacobs, 2006,p 20) He proposed that the output hypothesis, which states that in order for learners to increase their second language proficiency, they need to produce language through speech or writing, and to receive feedback on comprehensibility of their output.

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 because output anxiety involves interference, which is appeared after the completion of the processing stage but before its reproduction as output. 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, they asserted that “*high level of anxiety at this stage might hinder students’ ability to speak in the target language* “ (in Onwuegbuzie et al., 2000, p .475). Psychologists argued that there is no clear division between the three stages and anxiety can interfere with each of these stages by provoking anxious situation during their L2 learning process.

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 (Krashen, 1985,p. 32).

To conclude, through this overview about learning stages many researchers like krashen reported that anxiety experienced in natural way during the three stages of language learning; input, processing and output stage.

3. 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 get many forms of manifestation and can be categorized as: state, trait and situation specific anxiety.

3.1. State Anxiety

State anxiety which is apprehension experienced at a specific moment in time. Baily and Nunan (1996, p. 250). Stated that it refers to anxiety in a specific temporary phenomenon or particular situation such as language classroom. In addition, 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 as 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,p. 36-37).

Generally, high levels of state anxiety are particularly harmful. It can even desirable 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.

3.2. Trait Anxiety

Trait anxiety is more related to some people that are generally feel with stress in many things also it is more permanent to be anxious than state anxiety. another definition trait anxiety is described as a natural and permanent personality characteristic this idea indicates that some people are more affected by anxiety than others (brown,2000 and Scovel,1978, in Baily and nunan,1996, p. 250). According to Spielberger et al (2005,p. 37) he stated that 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.

3.3. Situational Anxiety

Situational anxiety is a kind of anxiety experienced in certain situations such as taking a test or speaking in public are seen as anxieties experienced in certain well-defined situations (Toth, 2010,p 6). This type focuses on the general orientation and certain situations of anxiety aroused where the apprehension experienced by EFL students in oral expression skills in some learning contexts. The student does not find his/ herself capable to be proficient in a foreign language speaking passage. (Spielberger et al, 2005, p.45). Situation-specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during tests called as ‘test anxiety’, when solving mathematics problems ‘math anxiety’, or when speaking a second language ‘language anxiety’.

To conclude, trait and situation-specific anxiety are permanent types of anxiety. Trait anxiety is considered as a feature of one’s character which is experienced in any situation while situation-specific anxiety occurs within a specific situation. However, state anxiety is a temporary anxiety that occurs in a specific moment of time and decreases over time.

4. Component of Language Anxiety

In the process of language learning anxiety may occur in the main skills of the foreign language learning and the most observed that anxiety is more related to the speaking skill as many researchers such as Horwitz et al. (1986,p. 127) He linked the sources of foreign language anxiety with the oral performance specially in academic setting that are stated as; communication apprehension, test anxiety and fear of negative evaluation.

4.1. Communication Apprehension

Communication apprehension refers to a type of anxiety occurs when people feel shyness while communicating others. It is more relevant to EFL classes where learners have a little control of the communicative situation and their performances are evaluated by both teacher and classmates (Horwitz et al, 1986, in Ohata, 2005, p. 4). In other words, communication apprehension is the learner’s negative self perceptions due to inability to understand others and make their language understood (Macintyre and gardner, 1989, in Ohata 2005, p. 4). Another definition of communication apprehension in speech communication is defined as a broad-based fear of anxiety associated with either real or anticipated communication with another person or persons” (MacCroskey, 1976, p. 1). Learners who are suffering from communication apprehension are unwilling to interact with

others and try to avoid communication. As a result, they keep silent most of the time responding only when necessary and being passive all the time in the classroom. 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; in Ohata, 2005, p.137).

4.2. Test anxiety

Test anxiety occurs when learners construct negative concepts as an evaluation to their poor performance in the previous tests. Those concepts and evaluations might have unpleasant test experience from either language class or other subjects than, learners transplanted the unpleasant feeling to the English class unconsciously. As Young (1991; in Chan and Wu, 2004, p. 293) claims that learners with low levels of oral proficiency are more affected by test anxiety than those with high levels of proficiency. By contrast, learners experience more language anxiety in high evaluative situations. So that, test anxiety can affect indirectly EFL learners through previous bad experiences and especially low levels of the learners.

4.3. Fear of Negative Evaluation

Horwitz et al (1986; in Yahya, 2013, p 235) stated that fear of negative evaluation in some way similar to test anxiety but, it is broader scope because it is not limited to specific test-taking situation while it can be existed in different social settings for instance a job interview or L2 speaking situation also she found that some learners were interested with the correctness and their speech in comparison to native speakers' accent this is one of unrealistic learners' beliefs about language learning. In addition to, Horwitz et al (1991; in Yahya, 2013, p. 235) she stated that learners' performance in class is regard by teacher and also evaluated by classmates and many learners are influenced by some negative comments. Fear of negative evaluation is very common factor that make learners more anxious about their performance since they will be evaluated this evaluation lead learners to strong fear about the negative evaluation

In brief, communication apprehension, test anxiety and fear of negative evaluation are the main conceptual foundation of language anxiety that hinder learners and affect their communicative abilities because those components firstly are concerned with speaking skill.

5.Sources of Language Anxiety

Language anxiety is very common issues in language acquisition and it is still a complex phenomenon. Many factors lead to anxiety mainly the three conceptual foundation communication, test anxiety, and fear of negative evaluation , furthermore; there are more related factors that causes anxiety such as; classroom anxiety and fear ,the psychological factors that are related to the individual differences and personality factors also the linguistic difficulties that really impact learners performance and communicative abilities. So that, we attempt to suggest the more related causes that may provoke anxiety among EFL learners. According to McCafferty et al, (2006) many affective elements have been proposed as important to SLA. The main elements are anxiety and motivation although anxiety can be either facilitating or debilitating. In addition, studies indicate that speaking and listening tasks in the process of leaning FL may arouse a high anxiety levels because the process and outcome of communication exchange is relatively unpredictable. For that reason it may affect learners' motivation and mainly learners' performance (in Dekeyser, 2007, p. 96).

5.1. Classroom Anxiety and Fear

According to wrench et al (2009, p. 55), many students do not learn when they are anxious and scared in classroom as a result they do not communicate effectively with teacher and they do not complete tests. Classroom anxiety is the anxiety with the classroom environment. It is often refers to teachers as “school phobia” since student with classroom are unhappy and uneasy about classroom situation. In other words, classroom is a sources of anxious and stress for many learners because of certain reasons like having bad experience in class with teachers or classmates and sometimes learners get fear from teachers in general.

5.1.1. Learners Differences in Classroom

Learners are not the same outside class they all have their personal and social life that comes into class through learners memories, skills, problems and including the ability to speak at least one language. Psychologists stated that All learners are different no two learners have the same knowledge or skills in addition each one differs from the other either in personality or learning style. Also they are influenced by their age, education, social and cultural background (Edge 1993, p. 9). Those differences may provoke nervousness and lack of self confidence because learners will be classified under certain levels, successful, medium, and low level learners in addition to cultural differences that leads to hesitation and learners avoidance. Learners are naturally affected by their social environment, culture and age that may impact negatively learners' attitudes about learning FL and may be FL teachers.

5.1.2. Teacher Apprehension

Some students develop teacher apprehension while others do not. According to Wrench et al. (2009, p.59) He explains learners who have this apprehension are less interested to approach to teacher for example; they avoid listening and even to communicate with teacher and are more likely to be dissatisfied with the classroom environment. This teacher apprehension mainly affects on learners willingness to communicate and to express their ideas freely. Generally, learners have a common fear from speaking with teacher especially with low levels or low self-confidence and developing this fear related to the learner personality and the teacher ways of teaching and dealing with learners personally.

In brief, classroom anxiety and fears seems to be the well known aspect in EFL classes in regarding to the learners differences and the psychology of FL teaching where learners may get negative attitudes about learning the language also the teacher. Consequently, anxiety and unwillingness to communicate are the result of classroom anxiety.

5.2. Psychological Factors Causing Learning Anxiety

Learning anxiety is a psychological problem that resulted from a variety of psychological factors that may negatively affect learners' capacities to acquire a language. For instance; Learners differences, self-esteem, motivation, learners beliefs about language teaching, teachers beliefs, fear of making mistakes, Risk taking and competitiveness in classroom. Each factor contributes to develop anxiety in different levels where learners and teachers are sometimes unconscious about those negative impacts.

5.2.1. Individual Learner Differences

Individual differences occur in the way learners learn an L2 and the way they use their L2 knowledge. In other words each learner learns L2 in different way. According to Ellis (1985, p 99), He argued that second language L2 learners vary on number of dimensions to do with personality, motivation, learning style, aptitude, and age that may influence the process of SLA in order to, claim that individuals vary in the rate at which they learn or the level of competence. Research on individual differences is very important in SLA field. As Sawyer and Ranta (2001, in DeKeyser, 2007, p. 97) they explain the fact that "*individuals who attempt to learn a foreign language differ dramatically in their rate of acquisition and in their ultimate attainment*".

5.2.2. Extroversion and Introversion

Tarone & Swirzbin (2009,p.4) They stated that second language learners have different personalities that affect their learning and mastering the language. Researchers studied the affect of introverted and extroverted personality and they found that both of extroverts and introverts can success in attaining their language learning goals. According to Arnold (1999, p. 11) there is a connection established between inhibition and introversion since they are more reserved and self-restrained. In addition to, Ellis(1985,p.120) He argued that extroverted learners learn more rapidly and are more successful than introverted learners extroverted learners will find it easier to make contact with other users of the l2 and therefore will obtain more input.

5.2.3. Self-esteem in Language Learning

Self-esteem is the individual self image and when it comes to language learning persons' self-esteem is threatened by the tasks that are unguaranteed to success. In the language classroom learners conceptions of their capacities in the second language are much related on the way they interact and the way they saw themselves. This self- evaluation is the result of continuous comparison between the learners themselves and others like teachers and their classmates when evaluating them. Sometimes learners are unwilling to participate in the classroom to protect their self-image also to avoid making mistakes as Allwright & Bailey, (1991,p.178) argued that self-esteem is the way that individual feel about himself it is determined by how to evaluate abilities, reflects, feeling of being accepted and valued by others. As a result, lack of self-esteem is a major psychological factor that hinders EFL learners to speak the language.

5.2.4. Motivation

Motivation is very important factor in learning foreign language. It is a sort of internal factors which pushes the individual to achieve a specific goal. Motivation is essential to success and without motivation we will almost fail to realize our goals. Generally, motivation is divided on two types extrinsic motivation is caused by outside factors such as, the need to pass an exam or a job. Than intrinsic motivation that comes within the individual as a result, this two types should be involved in learners to achieve better learning (Harmer, 2001,p. 51).in the other hand, lack of motivation reduce learners will of learning FL and lower self-confidence in speaking or performing in front of classroom.

5.2.5. Learners' Beliefs about Language Learning

There are various sources of learners' beliefs about language learning for example, learner's previous experience in education and specifically in language learning also their culture and personality. According to Horwitz (1999, in Dornyei, 2005) in her study about

measuring learners beliefs she reported that *“the beliefs I reported were merely example of the kinds of beliefs that teachers might encounter in their own classrooms”* (p558). Simply in this sense the term belief could not be more than psychological concepts and individual differences in the learning process. According to Ellis (1985, p. 103) some students prefer a teacher who creates ‘space’ for them to argue their own learning ways. Others prefer a teacher who structures the learning tasks much more tightly. Learners also vary in their attitudes to teaching materials. In general, adult learners dislike having a course book imposed upon them in a rigid way they prefer a variety of materials and the opportunity to use them in ways that they choose for themselves.

5.2.6. Teachers’ Beliefs about Language Learning

According to Bangou et al. (2011, p. 132) in their study on second language pre-service teachers’ knowledge base. He argued that teachers’ beliefs affected the way of transmitting the information also in this study both of group participant believed that teaching English is a challenging task for EFL learners because they are different from ELLs due to many reasons such as, bilingualism context and others which viewed as a personal belief Naiman, Frohlich and Stern (1975, in Gardner (1985) He found that teachers viewed successful student as mature, responsible, self-confident, passive, shy and introverted while unsuccessful students were most frequently described as demonstrating a lack of self-confidence, shy, careless and afraid to express themselves and nervous. According to young (1991,p. 428), he stated that, For some teachers both successful and unsuccessful students are the same because they believe that their role is to correct students constantly when they make any error also, they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeants than a facilitator's may be contributing to learner language anxiety.

5.2.7. Fear of making Mistakes and being laughed at

Every learner in class have the concept of making mistakes such as forgetting word or losing ideas although they have the right answers and this concept refers to the ideology of perfect performance. As Liu (2007, p. 128-129) he reported in his study that learners feared of doing mistakes in front others and being laughed at which provokes stress and anxious during the performance or discussion. This study reported some EFL learners’ participation such as; ‘I’m nervous whether I get ready or not.’ And ‘I’m worried about making mistakes.’ Also another participant said that ‘I like to speak English, but when I am

in front of others, I will be nervous and can't say any words, Because, I am afraid others will laugh at me'. Fear of making mistakes is very important factors that cause anxiety specially, in classroom whenever a learner make an error or forget a word his self-confidence will be low in front of classmates laughing and may be the teacher way of correcting mistakes.

5.2.8. Lack of practice

Teaching and learning FL based on the listening and speaking activities. The limited class time and the problem of over-crowded classes affect learners' practice of oral English in class also they have no choice to speak English out of class or in their daily life. Consequently, lack of practice provoked much anxiety for learners when speaking English with others in class, like Hilleson & Tsui (1996, cited in Lui 2007,p.130). Some interpretations of learners in China such as; ' I am nervous may be because I didn't practice it and I am not used to do it'. So that, many learners are afraid of speaking the language in class due to the low level of practicing the language.

5.2.9. Risk Taking

Generally, EFL learners avoid participation in class while others prefer to speak and communicate. According to Tarone and Swierzbinska (2009,p. 4) defined risk taking as the willingness to attempt new things without giving interest to the results that may be misunderstood or loss face. Self-esteem and confidence is the main indicators of risk-taker. By contrast, an individual who is less risk do not try to communicate until the attempt will success. It is a good way to acquire language but almost learners experience anxiety. Furthermore, Brown (2000) argued that fear of risk-taking in the classroom might include a bad grade in the course, fail in the exam or embarrassment imposed by the student himself. Risk-taking variation seems to be a factor in issues related second language acquisition process because silent student in class reflects the unwilling to appear foolish when mistakes are made. As a result, self-esteem is closely connected to a risk-taking that may lead to anxiety.

5.2.10. Competitiveness in Classroom Language Learning

Competition among learners is one of the major causes of anxiety. According to Bailys' work (1983a in Allwright & Bailey, 1991,p. 176) in her diary studies noticed that there is a relationship between anxiety and competitiveness. Mainly a surprising number of the diarists argued that competitiveness appeared to be a major source of anxiety for learners. He reported that competitiveness may be manifested in the desire to out-do other language learners by shouting out answers in the class, or by racing through examinations to be the first to finish. As a result, Bailey (1983) proposes a model of how the learner's self-image

in comparisons with other L2 learners can either impair or enhance SLA. Where the comparison results in an unsuccessful self-image, there may debilitate or facilitating (in Ellis, 1985, p. 102).

In Brief, all those factors may cause anxiety since it influence learners psychology and willingness to learn a language and each factor affect learners in different way for that reason the psychological factors are the more important to investigate anxiety. Although, the linguistic difficulties have a big role in provoking anxiety.

5.3. Linguistic Difficulties

Generally, the process of learning any language requires the knowledge about the different aspect of that language like pronunciation, vocabulary and grammar. Without the linguistic knowledge the learning becomes more difficult. According to Thornbury (2005, p.11), He stated that “*being skillful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking*”. He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes.

5.3.1. Lack of Vocabulary

To achieve oral skill students need the appropriate selection of words when they are speaking, and using these words and expression accurately. Thornbury (2005) states that “*spoken language also has a relatively high proportion of words and expression*” (p.22). Thus, learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in our EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

5.3.2. Pronunciation Mistakes

Speaking a foreign language like English means having a good pronunciation because the way of pronunciation is the first thing that students are judged and evaluated. Pronunciation appeared to be the main cause of stress for English foreign language learners because; it is an important issue across language since its immediate effect on interaction. A learner needs to improve his pronunciation whenever he feels that someone does not

understand him. It is hard and stressful for learner to improve his pronunciation within a second time. The learner in the contexts where English is not spoken as a first language in the community they cannot speak the language well and they cannot practice English out of class because they are just listen to the spoken words only in the class (Krashen,1985, p. 47). Therefore, pronunciation mistakes are one of the main factors that hinder the students from doing their speaking activities which mainly leads to anxiety and avoidance.

5.3.3. Grammar

The linguistic difficulties includes grammar that has been found to be the second most important aspect that the EFL learners find difficult when learning to speak a foreign language. As an example; a Taiwani female EFL practitioner expressed, “When I speak I am unsure which form of verb to use, I always have to think before I say”. She further explained that verbs only have one form in Chinese language and people use the words like ‘today, yesterday, tomorrow, last time, etc. ’to indicate present, past and future time instead of changing the verb form. She elaborated this point with an example, “I go to the supermarket today, I go to the supermarket yesterday”. These differences in language patterns are a big trouble for Chinese EFL learners (Traveen 2007, p. 49).

Another female teacher explained that the problem with the English language is the adjectives, verbs, adverbs or nouns that are from the same root. For example; confidence, confident, confidently, etc. The learners face difficulties with the word endings or suffixes that are not the part of their L1 system. Similarly difficulties regarding prepositions, different uses of article systems in different languages use of English modal verbs, etc. were mentioned as significant problems learners face.

To conclude, linguistic difficulties are one of the major factors of anxiety and the lack of linguistic knowledge leads to many problem in speaking as well as writing, for that reason, learners avoid communication in classroom. Another reason that should be taken into consideration is the socio-cultural factors that play a role in causing anxiety since the culture of learners and the culture of language are different.

5.4 Socio-cultural Factors

Culture is one of the main principles in learning L2, without culture we can't learn the language because culture is a major part of language and language is part of culture in other words we can't study a language without knowing its culture. In fact, it is very difficult to learn a language separately to culture. According to Arnold (1999, p 21), the ability to

contact with another culture requires the capacity of thinking and speaking in accordance to the culture of that language.

In this part of anxiety factors, Tengal (1939, in Arnolr,1999,p. 21), described language shock as the situation when learner fail to express ideas in L2 in or the feeling fear of being irrelevant to the cultural context of language. As a result, the language learning process may be inhibited by culture shock which can be defined as anxiety to learn new language. As well as; Coleman (1996, p. 185) studies as an example; he argued that Chinese student do not ask questions in class because culturally Chinese students are too shy, they are afraid of being laughed at them because they will lose face in the class. In China losing face has a wide a social and moral dimension in Chinese traditions and habits So that, no interruption in the lesson is refer to a deeper idea of learning and teaching to this culture. In addition to Algerian learners for example we have some similar cases at the university of Biskra where the majority of students are shy to speak English outside classroom and even in oral activities because they are not highly motivated to learn English and they are not self-confidence to speak English easily from the first time because it is not common language as French language in Algeria. As a result, culture has a great role in learning foreign languages that may affect negatively on the learning process where learners cannot learn the language without the knowledge about the culture of that language.

5.4.1. Culture of Learning

The shared knowledge in verbal behavior refers to the familiar conventions followed in using language, which make it easier for us to “interpret” or “make sense” of one another’s utterances and actions. Everyone readily recognizes the fact that only very restricted communication is possible without a shared language (Hinkel, 1999, P. 77).

According to Coleman (1996, p. 192-193), in his investigation explored Chinese and western culture of language learning. He found that the western teachers encourage learner’s oral language and self expression it is a good way to motivate learner’s self-esteem also they have the ability to teach true English. In addition to, they bring a useful dimension to the classroom by giving simple English to communicate with Chinese students. In the other hand, Chinese teachers prefer to use difficult words to show their knowledge and high level of teaching ability. This emphasis of knowledge leads to many students belief that Chinese

teachers are more effective for teaching grammar while western teacher don't mind student's mistakes. In brief, we understand that the variety of cultures in teaching and learning leads to hinder the learning process when two cultures are totally different.

Finally, many factors provokes learning anxiety and it can be varied into psychological factors, linguistic problems and socio-cultural factors that have seen to be the major sources of anxiety through learners' behaviors and the aspect of learning anxiety among FL learners.

6. Characteristics of Foreign Language Learning Anxiety

The issue of anxiety can be observed in foreign language learning and in EFL classes. According to Williams (2009, p. 3-4) the research suggests specific characteristics of formal foreign language learning that provoking anxiety in learning rather than other situations. For instance, formal FL anxiety represented in the inability to present ones' ideas as well as one can in the target language. This latter can affect self-esteem and threaten learners' self-image. In addition to, the inability to pronounce correctly or to construct well organized sentences can lead to negative evaluation by others. Furthermore, learners' inability to comprehend spoken and written input lead learners to embarrassment in their act and respond.

7. Effects of Foreign Language Learning Anxiety

Many negative outcomes could result from the foreign language learning anxiety that divided in three types physical, psychological, or social. Firstly psychological symptoms include rapid heartbeat, muscle tension, dry mouth. Secondly psychological symptoms can include embarrassment and fear. Negative social behavior includes inappropriate silence and unwillingness to participate. These effects can lead to poor performance and low achievement. Many researchers such as young (1999) who reported that success in FLL depends on teacher's role to reduce anxiety in classroom and learners' ability to cope with their anxiety (in Williams, 2009, p. 4).

As a result, learning anxiety has many effects on FL learners especially at the speaking skill level since learners are unable to speak the language and to communicate freely in the classroom.

Conclusion

This chapter attempted to give some definitions of anxiety, types; trait anxiety, state –anxiety and situation –specific anxiety. Also, the main stages of language learning where anxiety may occur. Furthermore, the focus was on the factors causing anxiety and the last point is providing some characteristics of FL learning anxiety and its effects on learners’ performance. The next chapter will deal with communication strategies.

Chapter Two

Communication Strategies

Introduction.....	28
1.An Overview about Communication Strategies	28
1.1. Communication Strategies	29
1.1.1. Communicative Competence	29
1.1.2. Strategic Competence.....	29
2. Definitions of Communication Strategies.....	30
3. Communication in the Foreign Language Classroom	31
3.1. Verbal Communication	31
3.2. Non-verbal Communication.....	32
4. Classification of Communication Strategies.....	32
4.1. Avoidance Strategies.....	34
4.1.1. Lexical Avoidance.....	34
4.1.2. Phonological Avoidance	34
4.1.3. Topic Avoidance	34
4.2. Compensatory Strategies.....	34
4.2.1. Code Switching	35
4.2.2. Appeal for Help.....	35
5. Taxonomies of Communication Strategies.....	35
5.1. Varadi's Taxonomy	36
5.2. Tarone's Taxonomy	37
5.3. Bialystok Taxonomy	38
5.4. Faerch and Kasper Taxonomy.....	39
6. Teachability and Teaching of Communication Strategies	40
7. Factors Affecting the Choice of Communication Strategies	42
8. Raising Learner's Awareness of Communication Strategies.....	43
Conclusion.....	43

Chapter Two

Communication Strategies

Introduction

The main goal of learning a foreign language is to be able to communicate well in that language. Many EFL learners have difficulties in communicating in English because of certain reasons such as lack of linguistic competence, learning anxiety, and the limited knowledge of that language. As a result, communication strategies have turned into a crucial topic for all foreign language learners and teachers to develop the use of the target language communicatively. In this chapter we discuss the previous studies about communication strategies their definitions and communication in the foreign language classroom; verbal and non-verbal communication, the classifications of communication strategies, taxonomies of communication strategies, the teachability of communication strategies and the factors affecting the choice of communication strategies. At the end of this chapter; we will discuss the way of raising learners' awareness about the use of communication strategies especially for facilitating communication and to make FL learning less stressful process.

1.An Overview about Communication Strategies

The notion of communication strategies reflects the concept of communicative competence, proposed by Canale and Swain (1980), which involves knowing a syntactic use of language and the use of language in appropriate context. Communicative competence is based on these main elements: grammatical competence, sociolinguistic competence, and strategic competence. In 1983 Canale include four main areas of competence to the old framework which are as the following: grammatical competence, sociolinguistic competence, strategic competence and discourse competence. As a result, Compared with the first three components, strategic competence seems to be the most relevant to CSs since it consists of interlocutor's ability to utilize communication strategies to compensate for lack of knowledge in other competencies¹ (in Malasit and Sarobol ,p. 803). To conclude, strategic competence is especially required for both native speakers and L2 learners to enhance their communicative competence.

Other studies on Communication Strategies which lead for more studies begun in 1970s by Selinker, Váradi and Tarone. They reported that strategic competence is very important for learners in order to become competent learners by developing their fluency,

production skills, and communication abilities. Consequently, the communicative competence allows learners' to master the language and mainly the strategic competence in order to develop learners' fluency (Majd, 2014, p 3). Dörnyei (1995) He, stated that the use of communication strategies help learners construct a sense of security and allowing them to cope with difficulty in L2 .such as; lack of self-confidence and speaking anxiety (in Majd; 2014,p 4). Generally, the purpose of those studies was to examine if applying communication strategies to classroom activities could motivate learners, lessen their anxiety level and help them to be successful in learning English as a foreign language.

In this part, related theories of research on communication strategies, in particular, the factors that influence the use of oral communication strategies will be reviewed as the following:

1.1. Communication Strategies

Brown (2000, 127) points out that more recent approaches seem to take communication strategies as elements of an overall strategic competence. Thus, before mentioning communication strategies, it is necessary to clarify the concepts of communicative competence and strategic competence.

1.1.1. Communicative Competence

Hymes (1972) proposed the term “communicative competence” in contradiction to Chomsky’s notion of linguistic competence. The latter emphasizes the abilities of speakers to produce grammatically correct sentences, and the former includes linguistic competence and socio-cultural dimensions. For Hymes, communicative competence enables learners to “*convey and interpret messages and to negotiate meanings interpersonally within specific contexts*” (in Brown, 2000, p.246). Canale and Swain (1980) further develop this notion, identifying four dimensions of communicative competence: grammatical competence (knowledge of what is grammatically correct in a language), sociolinguistic competence (knowledge of what is socially acceptable in a language), and discourse competence, then strategic competence (the knowledge of verbal and non-verbal communication strategies). So that, communicative competence includes both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct; it is relative and depends on the cooperation of all the involved participants (in Brown, 2000, p.246).

1.1.2. Strategic Competence

The knowledge of verbal and nonverbal communication strategies to handle breakdowns in communication. Strategic competence is an important component in its own right that incorporates both communication and learning strategies. For the more, Strategic competence is the manipulation of language by learners to achieve communicative goals, is the pivotal element in communicative competence as Canale and Swain (1980) claim that it relies on “*verbal and nonverbal communication strategies...to compensate for breakdowns in communication due to performance variables or due to insufficient competence*” (in Cohen & Macaro, 2007,p. 209).

In conclude, strategic competence refers to language learners’ ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication. Thus, strategic competence is especially important for EFL learners with rather limited oral proficiency.

2. Definitions of Communication Strategies

Communication strategies are a part of learning strategies which is very important in learners’ communication in other words, communication strategies are ways used by learners to facilitate communication and make it useful. Communication strategies are usually associated with spoken language and research has shown that students tend to use various communication strategies when they are unable to express what they want to say because of their lack of resources in their second language L2 (Hedge 2000, p. 52).

Several definitions of communication strategies have been proposed since The concept was first coined by Selinker (1972, in Huang, 2010, p 88), He proposes the concept of “communication strategies” which he defines as a learner’s attempt to express meaning in spontaneous speech through a limited target language system. According to Brown (2007,p 137), He explain in his book about learning strategies and he focus more on communication strategies that are concerned with the use of verbal or non-verbal mechanisms in order to achieve various communication tasks . Communication from a psycholinguistic view explore the techniques used by the learner to cover the lack of linguistic knowledge and to manage gaps while interacting in various communicative tasks (Cohen & Macaro, 2007,p 218). In the other hand, Tarone (1980) defines CSs from the interactional view regarding CSs as the “*mutual attempts of two interlocutors to agree on a meaning in a situation where the requisite meaning structures do not seem to be shared*”

(p.420). Thus, CSs are used to bridge the gap between the linguistic knowledge of the foreign language learner and that of the target language interlocutor in real communication situations in order to avoid communication breakdown.

In Bialystok's book *Communication Strategies*, she cites four definitions relating to the strategies of second-language learners (Bialystok, 1990: 3, in Ya-ni, 2007, p. 44):

- (1) A systematic technique employed by a speaker to express his meaning when faced with some difficulty; (Corder, 1977)
- (2) A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared; (Tarone, 1980)
- (3) Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal; (Faerch & Kasper, 1983a)
- (4) Techniques of coping with difficulties in communicating in an imperfectly known second language. (Stern, 1983)

As a result; all the above definitions revealed the same purpose of communication strategies, namely, to solve an emerged communication problem by applying some kinds of techniques. Also provide us with specific and precise descriptions for communication strategies, which refer to the employed techniques when speakers have problems in expressing themselves

3. Communication in the Foreign Language Classroom

Communication generally is the process of receiving and sending messages that enables humans to share ideas, knowledge, and skills. Although we usually identify communication with speech, communication is composed of two dimensions verbal and non-verbal .those dimensions used by learners to bridge gaps in their communication as canal and Swain (1980, p. 30) claimed that “*verbal and nonverbal communication strategies...to compensate for breakdowns in communication due to performance variables or due to insufficient competence*”.

3.1. Verbal Communication

Verbal Communication is when the speaker uses words, phrases or utterances in order to express meaning, send messages, inform, persuade, ask, answer a given question, etc...those action serve different function according to the speaker intention for example a request, apology, invitation...etc. Although, verbal communication is accompanied with Nonverbal cues to deliver and complete the intended message.

Generally, its aim is to communicate with students and develops students' foreign language proficiency. As Widdowson (1978, p 73), He explain that most of discourse includes a verbal component which can be isolated and treated as usage. Spoken discourse illustrates this quite clearly. As has already been indicated not only by communication through the spoken mode is not realized by speaking which is verbal also employs such paralinguistic devices as gesture facial expression, speaking and learning related only to the verbal element of language manifested by means of the aural medium. In terms of acquisition, verbal communication is important because it is probably the major source of comprehensible L2 input the learner is likely to receive”.

3.2. Non-verbal Communication

Non-verbal Communication is everything except spoken words This type of communication is supposed to be the most important because the nonverbal cues clarify, illustrate, show feedback, and support the verbal code of the speaker.

Non-verbal communication is showing information without using words or language; messages expressed through body posture, gestures, facial expressions, and other forms of nonverbal behavior provide cues or suggestions to a person's true feelings or beliefs. Cohen & Macaro (2007, p. 105), He explain the role of body language in facilitating communication task. First, hands for example, are the most used to support verbal utterances in order to clarify meaning as well as increased attention. Then, Facial gestures include lips, frowning, smiling, nodding, shaking of the head, and blinking. Non-verbal communication strategies can be used in our face to face interaction to help express ourselves and make the interlocutor understand better. that nonverbal communication can serve many functions; accenting, complementing, contradicting, regulating, repeating, and substituting.

Communication operate on both the verbal and the non verbal features of discourse and the use of learners' knowledge of non verbal aspects of discourse as a means of linking their communicative abilities in their own language to a realization of these abilities in the language they are learning.

4. Classification of Communication Strategies

Dörnyei's classification is an appropriate way to understand what is meant by communication strategy. The following table offers a taxonomy that reflects accepted categories over several decades of research:

The best way to illustrate communication strategies is through Dörnyei's classification presented in the following table:

Avoidance Strategies

1. Message abandonment: Leaving a message unfinished because of language difficulties.
2. Topic avoidance: Avoiding topic areas or concepts that pose language difficulties.

Compensatory Strategies

3. Circumlocution: Describing or exemplifying the target object of action (e.g. the thing you open bottles with for corkscrew).
4. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g. ship for sailboat).
5. Use of all-purpose words: Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, stuff, what-do-you call-it, thingie).
6. Word coinage: Creating a nonexisting L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).
7. Prefabricated patterns: Using memorized stock phrases, usually for "survival" purposes (e.g., Where is the ___ or Comment allez-vous?, where the morphological components are not known to the learner).
8. Nonlinguistic signals: Mime, gesture, facial expression, or sound imitation.
9. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
10. Foreignizing: Using a L1 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix).
11. Code-switching: Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2.
12. Appeal for help: Asking for aid from the interlocutor either directly (e.g., what do you call...?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).
13. Stalling / time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., well, now, let's see, uh, as a matter of fact).

Figure 03: Dörnyei Classification of Communication Strategies (Dörnyei, 1995, p. 58, cited in Brown, 2007: 138).

From the above classification of Dornyei that illustrate communication strategies in simple way and clear example we choose the following communication strategies to focus more as those of Dornyei for its common use in different situations of communication.

4.1. Avoidance Strategies

Avoidance is a common communication strategy that can be broken down into several subcategories. The most common type of avoidance strategy is lexical avoidance within a semantic category. Example; a conversation between a learner and native speaker

4.1.1. Lexical Avoidance

L: I lost my road.

US: you lost your road.

L: Uh... I lost. I lost. I got lost.

We can notice that the learner avoided the lexical item road completely because he could not find the word way at the moment.

4.1.2. Phonological Avoidance

It occurs when the speaker does not know the pronunciation of a word.

4.1.3. Topic Avoidance

This means that a whole topic of conversation is avoided, for example, when talking about something we did in the past and one does not master the past tense. There are many methods of topic avoidance such as changing the subject, seeming not to understand, or not responding at all, or abandoning a message when an idea is too difficult to express. (Brown, 2007, p. 137-138).

4.2. Compensatory Strategies

Compensatory strategies, on the other hand, involve “compensation for missing knowledge”. Dornyei outlines eleven types of compensatory strategies in a very comprehensive way (see Appendix), which include circumlocution, word coinage, prefabricated patterns, appealing for help and time-gaining strategies, etc (Dornyei, 1995, in Brown, 2007, p. 138). According to Dornyei (1995), he explained that when students are taking an oral examination, the most popular compensatory strategy is to use fillers or hesitation devices to fill pauses and to gain time to think. By using fillers such as “well” or “let me think”, students can gain a little time to think before they speak. Thus, they will appear to be more fluent instead of stammering and as a result, a higher mark is expected to be given. Another common type is appealing for help. Dornyei states that people can ask for help directly or indirectly, such as using a rising intonation or a pause (cited in Brown 2002, p.128).

4.2.1. Code Switching

According to Brown (2007, p. 139), He defined code-switching as the use of a first or third language within a stream of speech in the second language. Code-switching occurs between two advanced learners with a common first language but not usually as a compensatory strategy. In addition to Bonvillain (1993, 360) stated that code switching is a complex process having many grammatical and interactional functions. It requires the knowledge of grammar of both languages in order to, determine the kind of elements that can and cannot be switched and where can be placed. Furthermore, switching requires communicative competence in other words, learning how to use linguistic devices as emphatic, contrastive and emotional signals. Sometimes learners loose words while speaking like the slip of the tongue in the hope that the hearer will understand what is being communicated in this task nonverbal expression sometimes enables learners to communicate an idea in their own language to someone unfamiliar with that language.

4.2.2. Appeal for Help

Another common compensatory strategy is a direct appeal for help. Learners may directly ask a proficient speaker or the teacher for example; “how do you say...?” by this question learner is waiting for answer and to give learner chance to think or to receive the answer from the hearer. Another way a learner may provide a possible guess and then ask for verification from the speaker either directly (e.g., what do you call ...?) or indirectly by using paralinguistic gestures like rising intonation, pause, eye contact (Brown,2007, p. 139-140).

Finally, Dörnyei (1995) classified communication strategies into two groups: reduction and compensatory or ‘achievement’ strategies that are very beneficial for learners and the most practical strategies. In addition, he offered time-gaining strategies that help a speaker gain time to keep the conversation open if they face a problem. From the above figure we recognize that Dörnyei included different communication strategies to serve different communication situations that all learners can use in their speech and conversation.

5. Taxonomies of Communication Strategies

In the early studies about communication strategies many researcher provided a different taxonomies that include the main strategies used by foreign learners such as; Varadi, Tarone, Bailystok. In addition to, Faerch and Kasper taxonomy.

5.1. Varadi's Taxonomy

In one of the earliest attempts to classify communication strategies, Varadi (1973) envisaged a variety of communicational strategies which were of two basic types: reduction and replacement of an optimal meaning resulting in a message adjustment Váradi (1980) distinguishes between those strategies which adjust meaning and those which adjust form. Meanings can be adjusted in two ways. Meaning reduction entails abandoning some part or all of the intended meaning. Meaning replacement, on the other hand, results from parts of the meaning being replaced by similar parts which are expressible (in Gullburg, 1998, p. 22). The following table represents Varadi's taxonomy:

Message Adjustment

1.Reduction

- a. Extensional/ intensional
 - b. generalization/approximation
-

2.Replacement

- a. Formal/ semantic
 - b. Circumlocution /paraphrase
-

Figure 04: Varadi's Taxonomy of Communication Sstrategies (adapted from Varadi, 1983, p.81-99).

Varadi (1973/1983) he focuses on learners' message correction and distinguishes between intensional and extensional reduction strategies. Intensional reduction strategies involve generalization and approximation, which refers to restructuring the optimal meaning by 'explicating (often only referring to) part of its semantic component (balloon > air ring). He gives examples of approximation such as gas ball for balloon, string for clothes line, and ball for balloon or rope for clothes line to illustrate generalisation. (Rababah, 2002, p. 13).

To conclude, Varadi separated the strategies according to meaning reduction and meaning replacement; he also distinguished between intentional and extensional

reduction strategies. Generalization, approximation, circumlocution and paraphrase strategies also were emphasized. But, he ignores the other communication strategies that learners' needs in communication. So that, many researchers comes to provide more taxonomies.

5.2. Tarone's Taxonomy

In Tarone's (1977) taxonomy, communication strategies are classified into three major categories: paraphrase, transfer, and avoidance. Each one of these major categories is further classified into subdivisions. Under paraphrase strategy, Tarone identified approximation, word coinage, and circumlocution. Transfer involves literal translation, language switch, appeal for assistance, and mime. Avoidance combines topic avoidance and message abandonment. Tarone's taxonomy was reproduced in Tarone (1980, p.229).

The Following table is Tarone's taxonomy with definitions and examples taken from Tarone (1980)

1. **Avoidance:** this strategy combines the following strategies:

- a. **Topic avoidance**--The learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known.
 - b. **Message abandonment**--The learner begins to talk about a concept but is unable to continue due to lack of meaning structure, and stops in mid-utterance
-

2. **Paraphrase:** this strategy combines three other strategies which are:

- a. **Approximation**--Use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g. "pipe" for "water pipe")
- b. **Word coinage**--The learner makes up a new word in order to communicate a desired concept (e. g., "air ball" for "balloon").
- c. **Circumlocution**--The learner describes the characteristics or elements of the object or action instead of using the appropriate TL structure ("She is, uh, smoking something. I don't know what's its name (what its name is). That's, uh, Persian and we use in Turkey, a lot of").

3. **Transfer:** this strategy involves the following strategies:

a. **Literal translation**-- The learner translates word for word from the native language (e.g., “He invites him to drink” for “They toast one another”).

b. Language **switch**--The learner uses the NL term without bothering to translate (e.g. “balon” for “ballon” or “tirtil” for “caterpillar”).

4. **Appeal for assistance** The learner asks for the correct term or structure (e.g. “What’s this?”).

5. **Mime** The learner uses nonverbal strategies in place of a meaning structure (e.g. clapping one’s hands to illustrate applause).⁴²⁹

Figure 05: Tarone’s Taxonomy of Communication Strategies (Tarone 1980,in Abunawas, 2012, p. 180).

Tarone taxonomy based on five major categories of strategies. First, Avoidance in cases where the learner decides not to say anything in order to avoid communication problems .Two types of avoidance were distinguished: topic avoidance, where the learner starts to refer to an object but gives up because it is too difficult where a topic is abandoned altogether and is never introduced, and message abandonment, where the learner starts on a topic, but then he stop when a problems occur. Second, Paraphrase includes a number of sub-strategies for instance; Approximation, word coinage, and circumlocution. Third, Conscious transfer involve translating word for word from the native language it takes the form of literal translation or a complete language switch. Fourth Appeal for assistance; the learner asks for the correct term it can be explicit or implicit by the use of question intonation. Fifth, Mime includes all non-verbal means of communication strategies. (Gullberg, 1998, p. 23).

Finally, Tarone classifications are different from the classification of Varadi because it is more significance and includes different situation with more examples and simple explanation that make learners more interested to learn those strategies.

5.3. Bialystok Taxonomy

Bialystok defined communication strategies as a systematic technique employed by a speakers to express their meaning when faced with some difficulty. She proposed a new taxonomy that is classified into three main categories: L1 based strategies and L2based strategies and paralinguistic strategies, based on the source of information used to solve the communication problem. L1-based strategies include switching, foreignising and literal

translation. Language switch is the ‘insertion of a word or a phrase in a language other than the target language, usually the learner's native language’, whereas foreignising is the creation of non-existent or inappropriate target language items "by applying L2 morphology and/or phonology to L1 lexical items", for example pronouncing an English word with a French accent (Bialystok and Frohlith, 1980,in Rababah,2012, p. 15).

The following tables represent Bilystok taxonomy.

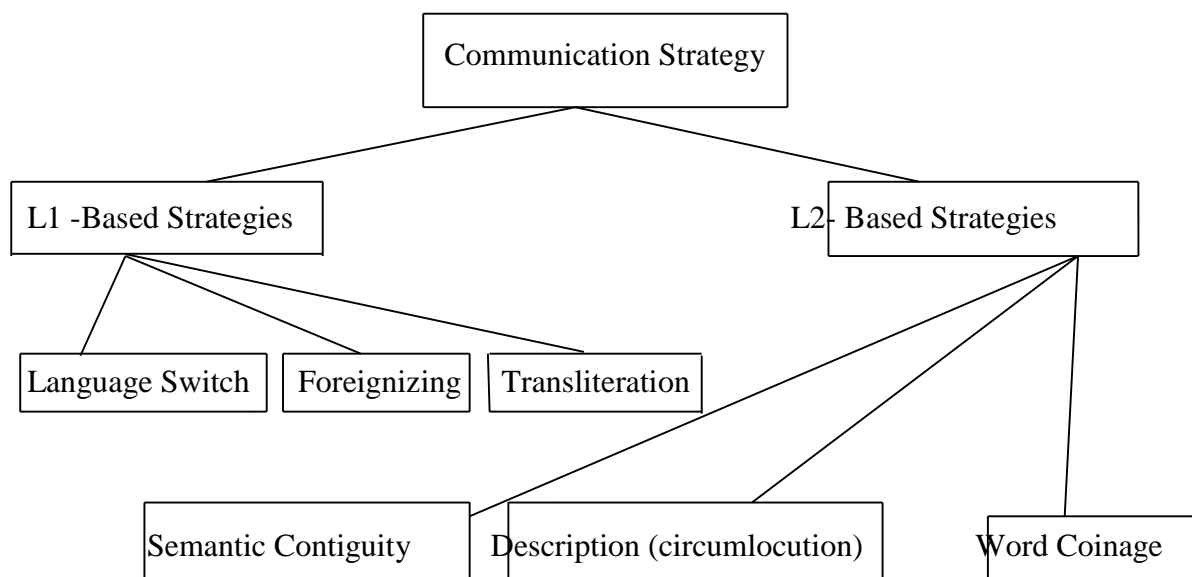


Figure 06: Bialystok's Taxonomy of Communication Strategies (cited in Rababah, 2012,p.15).

Bialystok (1990) provided a further interpretation of communication strategies based on her cognitive theory of language processing this new taxonomy was divided into main classes as the following:

The first one is Analysis-based strategies and the second is Control-based strategies. She describes ‘analysis-based strategies’ as attempts to “ convey the structure of the intended idea by making explicit the relational defining features” The strategies from the descriptive taxonomies that are included in the analysis based strategies are circumlocution, paraphrase, transliteration, and word coinage where the attempt is to incorporate distinctive features into the expression, and mime where the attempt is to convey important properties. In the other hand, ‘Control-based strategies’ involve ‘choosing a representational system that is possible to convey and that makes explicit information relevant to the identity of the intended concept’ the means of reference is manipulated to convey the required concept (Delmere, 1998,p.14-15).

5.4. Faerch and Kasper Taxonomy

Faerch and Kasper (1984) stated that learners have two possible strategies in general for solving a communication problem: Achievement strategies and reduction strategies. Firstly, achievement strategies can either be to solve problems in the planning phase, ‘compensatory strategies’, or to somehow get hold of the missing term, ‘retrieval strategies’. It allows learners to have an alternative plan to achieve reaching an original goal using the resources that are available. Secondly, Reduction strategies are used by learners to avoid solving a communication problem and allow them to give up on conveying an original message.

Firstly, Achievement strategies consist of compensatory strategies and retrieval strategies. Compensatory strategies used to solve problems in the planning phase which include subtypes like codeswitching, interlingual transfer, interlanguage-based strategies, cooperative strategies, and nonlinguistic strategies. Then, Retrieval strategies used to get hold of the missing term such as; when learners have difficulties in retrieving specific interlanguage items. Secondly, Reduction strategies with avoidance strategies, the learner either avoids a linguistic form he/she had difficulty with ‘formal reduction’ at one of the three linguistic levels of phonology, morphology or grammar in order to, avoid incorrect utterances. In addition to ‘functional reduction’ abandoning a topic or avoiding a specific topic (Cervantes and Rodríguez, 2012, p 114).

Although, the different classification of communication strategies the main goal is to allow learners to continue in the conversation, which provides them with opportunities to hear more input and produce new utterances. Consequently, the use of communication strategies can have a significant learning effect for EFL learners. For this reason, it should be considered as a subset of learning strategies, which contain both skills for learning a language and applications of them in real communication contexts.

6. Teachability and Teaching of Communication Strategies

Communication strategies used for repairing breakdowns that is a natural part of conversations. Hence, encouraging learners to use communication strategies can thus help their own performance to be like L2 speakers by developing learners’ ability to use the strategies to keep the conversation going. Teachers can prepare learners to take part in natural conversations with other speakers of the L2. For example, Dornyei & Thurrell,

(1994) argued that the use of communication strategies “*facilitates spontaneous improvisation skills and linguistic creativity*” (in Patil & Karekatte, 2015, p. 217).

Since communication is very important many researchers argued that it is necessary to teach them for learners because it is a natural process where learners acquire communication strategies freely as in the first language. As Tarone (1981) argued that communication strategies are more important than being part of linguistic knowledge, are “*descriptive of the learner’s pattern of use of what he/she knows as he/she tries to communicate with speakers of the TL [target language]*” (p. 63). What is more, most researchers would agree that strategic competence develops in the speaker’s L1 and is naturally transferable to target language use. This means that most adult language learners already have a fairly developed level of this competence, involving a repertoire of applicable communication strategies, regardless of their level of L2 proficiency (in Dornyei, 1995, p. 60). As a result, all mature language learners have the ability to acquire communication strategies that is gradually developed in their repertoire during the learning process.

In order to explore the teachability of communication strategies many studies had been done such as Dornyei (1995) study and Lam and Wong (2000) study. In Shiva et al, (2011, p. 36-37) they talk about the effectiveness of communication strategies training through a study was conducted by Lam and Wong (2000). They aimed at investigating the impact of communication strategies training on the development of discussion skills. The participants were (58) students from a secondary school in Hong Kong and the communication used were clarifying one's self, seeking clarification, and checking one's understanding of other people's messages were selected because it has great importance in group discussion. Findings showed that training of those strategies were successful. However, limited linguistic resources prevented the learners to clarify themselves effectively because of their lack of vocabulary knowledge. The results of this study show that it is possible to teach communication strategies in classroom but the limited knowledge seems a real problem that hinders learners to develop their communicative abilities. So, teaching more about language leads learners to use communication strategies.

Consequently, from the previous study we result that teaching communication strategies is very important and effective in acquiring L2 through facilitating the language learning in addition to the task of communication in that language. Thus to achieve this goal depends on providing more knowledge about the language encouraging learners to choose the suitable strategy according to the nature of the problem. Although these studies point to the positive impact of communication strategies training, there have been some controversies on

the effect of language proficiency and personality style on the use of communication strategies which may affect success or failure of training.

7. Factors Affecting the Choice of Communication Strategies

The knowledge about communication strategies that learner use helps teachers to understand their level of strategic competence also to determine some affective factors to choose the appropriate strategies. Although, in guiding students to become competent speakers of English, EFL teachers may need to explore the influence of other learner variables on the use of CSs by learners. Such as; learners' attitude, learners' level of L2 proficiency, learners' personality, learning situation and communication context as the following factors suggested by (Putri, 2013, p. 131):

Firstly, learners' attitude towards a particular strategy affects the use that strategy. Generally, a positive attitude towards the strategy leads to a high frequency of using it. For example, Learners' positive attitude towards stalling strategy and non-linguistic means strategy, leads to a learner's active use of these strategies. Similarly, a negative attitude to reduction strategies does not result in low frequency of using of them. This may result from the learning situation, traditional teaching methods, and the inadequacy of strategic competence. Then, the L2 proficiency level of an individual may influence his/her choice of communication strategies. Generally in speaking, learners of high proficiency level are more likely to resort to linguistic knowledge to convey meaning and they are able to select appropriate and effective strategies for interaction also they tend to use achievement or L2-based strategies such as paraphrase, whereas the learners of limited proficiency prefer reduction or L1-based strategies. they tend to rely on knowledge based or conceptual-based strategies and to call on abandonment strategies. After that, the learner's personality may also affect the choice of communication strategies. in keyvani (2001) study (in Shive et all, 2001,p. 40) He dependence on Eysenck Personality Questionnaire was used to measure the degree of extraversion and introversion relationship in using communication strategies. The data were classified into achievement and reduction strategies and the Findings indicated that extraverts differ from introverts in the use of communication strategies because extravert students were more risk-taker and used more achievement strategies while introvert students employed more reduction strategies. As a result, personality has a very close relation with the choice of communication strategies. In addition to, learning situation has a great role that may affect learners' chose of communication

strategies because of teaching method. For instance, learners may use less-strategies in a formal classroom context than in daily actual communication, especially when the teaching focus is on accuracy of L2 use rather than on fluent communication. The learning situation may also affect the type of strategy used. Finally, Communication context can affect a learner's preference for particular communication strategies according to The learner's communicative experiences and his/her back ground knowledge about the context will determine his/her choice of communication strategies (in Putri,2013,p. 131).

To conclude, Putri suggested the main variables that influence the choice of communication strategies which are very important in learning process and in particular learning communication strategies and their use.

8. Raising Learner's Awareness of Communication Strategies

Generally, Communication strategies influenced by the learners' attitude that may affect his /her communication. Therefore, the most important to understand is the nature and the function of those strategies in second language acquisition. As Kellerman (1991, in Wei, 2011, p 32). He said that learning communication strategies is necessary but, the most important is to learn about the language itself mainly the knowledge about the use of grammar, words, and coherence of sentences. In other words, learning the language and practicing communication strategies help in obtaining a good level of awareness to acquire some strategies. The task of raising students' awareness is through providing opportunities to put this language into practice in which they can be responsible for selecting the most appropriate strategies for the situation so that, the process will be more meaningful also increase learners confidence and autonomy for developing their communicative competence (Lewis, 2011, p 49). Faerch and Kasper (1986, p. 187) also emphasize the need to increase learners' "awareness" which is the role of teacher with respect to strategy use. In fact, most definitions of communication strategies include the importance of consciousness as a major feature in learning communication strategies. Also they point out, that these strategies can be influenced by teaching.

Conclusion

To conclude, learning English as a foreign language is a difficult learning process for many learners especially when it comes to communication because English taught and

learned only in the classroom that reduce the opportunities to practice English freely. Hence, communication strategies have been the focus of many foreign language studies. In the belief that language teaching would be more pedagogically effective through teaching communication strategies while learning the language also helps learner to acquire more effectively. So, the use of communication strategies may overcome some difficulties and facilitate communication and the productive skills.

Chapter Three

Data Analysis

Introduction	46
3.1. Students' Questionnaire	46
3.1.1. The aim of Students' Questionnaire.....	46
3.1.2. Description of the Questionnaire.....	46
3.1.3 Analyses of Students' Questionnaire	47
3.2. Teachers' Questionnaire.....	57
3.2.1. Aim of the Questionnaire	57
3.2.2. Description of the Teachers' Questionnaire.....	57
3.2.3 Analyses Teachers' Questionnaire	57
3.3. Discussion of the Results	65
Conclusion	

Chapter Three

Data Analysis

Introduction

In the process of learning a foreign language, learners are required to develop speaking and communication skill. This latter, seems to be the most difficult one because of certain psychological problems. This chapter is aimed to analyze the findings obtained through investigating EFL students' leaning anxiety and the use of communication strategies in order to identify students' attitudes about the causes of learning anxiety and teachers experiences in teaching oral expression. We found that, the most appropriate tool for this study is through the administration of two questionnaires: one administered to third year English students and the other to the teachers of oral expression module at the branch of English at Biskra University. This chapter divided into the following: The aim of questionnaire, description and discussion of the results. Also, the analysis of students and teachers questionnaires.

3.1. Students' Questionnaire

3.1.1. The aim of Students' Questionnaire

The aim of this questionnaire aims to diagnose students' issue of leaning anxiety to find out the major factors that students suffer from while speaking. We prepare this questionnaire seeking for gathering data about their attitudes and giving them the opportunity to feel free in expressing their ideas and beliefs toward leaning anxiety causes and their use of communication strategies. The aim of this questionnaire is to identify speaking anxiety factors and find solution to raise communication ability.

3.1.2. Description of the Questionnaire

This questionnaire consists of (23) questions. They are either direct questions requiring from the students to choose yes or no answers, or multiple choice ones where students are asked to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. The questions are divided into three sections as follows:

General information included four (4) questions it is to get idea about how students view English as foreign language. This section aims to see whether they like English as foreign language and to check the kind of difficulties that may have. Then, speaking and

communication strategies included eleven (11) questions about students' level in speaking, their opinion about oral expression module and their knowledge about communication strategies in addition to students' attitudes towards their ability to cope with communication breakdowns. After that, learning anxiety and communication included eight (8) question about identifying the main causes of speaking anxiety according student beliefs through (yes, no) question with giving their own explanation and attitudes about some suggested factors.

3.1.3 Analyses of Students' Questionnaire

Section One : General Information

Q 1 : Students' Gender.

Gender	Number	Percentage
Male	2	4%
Female	48	96%
Total	50	100%

Table 1: Students' Gender

From this table we found that female students were the dominant gender. In fact, we have recorded forty eight (48) female students with the percentage of (96%) in contrast we record only two male students with the percentage of (4%) from (50) English learners. As a result female students are more interested to learn English at university.

Q 2: Why have you Chosen to Learn English at University?

Option	Number	Percentage
Imposed by administration	2	4%
Personal choice	45	90%
Parents choice	3	6%
Total	50	100%

Table 02: Students Choice of English

The table indicates that the majority of students (90%) have chosen English at university freely by themselves, this means that students have a certain amount of Self-orientation, and have a high level of motivation to learn English. While (6%) of the

respondent choice was parents choice. In addition, the percentage of (4%) students from (50) English students that their choice was imposed by administration. Generally, students are interested to study English by themselves.

Q 3: Do you think that English is Difficult to Learn?

Option	Number	Percentage
Yes	11	22%
No	39	78%
Total	50	100%

Table 03: Students’ Attitudes towards Learning English

This table represents the students’ attitudes towards learning English as a foreign Language in terms of difficulty. In this respect, the majority of students (78%) reported that learning English is not a difficult task for them. In contrast, some of students (22%) supported the fact that they have difficulty in learning English. This finding implies that our students didn’t have negative attitudes towards learning English.

Q 4: If Yes Why?

This question is to explore students’ difficulties that they may face in their learning process in general. The majority of students give justifications about the English pronunciation as the first problem where two students stated that” we can’t learn English because of its difficult pronunciation”. Then, learning English is difficult in speaking and writing for example; the spoken form of some word is totally different from the written form so that it hinders students to write correctly. Also, the wide use of phrasal verbs that requires understanding the culture of the speaker as some students stated that “English is difficult because some words have a different meaning vary according to the context”. Furthermore, the syllabus of teaching English is somehow difficult and long as one of the students reported that “Although the modules of English language are difficult but, I love to learn English”. In addition to, lack of practice outside of class.

Section Two: Speaking and Communication Strategies

Q 1: Do you Practice English Outside Classroom?

Option	Number	Percentage
Yes	15	30%
No	35	70%
Total	50	100%

Table 04: English Practice out of Class

The table shows that (70%) of the students reported that they enjoy practicing English outside the classroom while the other students who presents a percentage of (30%) from (60) students don't practice English language outside the classroom. We resulted that the majority of students try to acquire English by practicing it everywhere.

Q 2: Do you find Oral Expression more Stressful?

.Option	Number	Percentage
Yes	29	58%
No	21	42%
Total	50	100%

Table 05: Stress within Oral Expression

As far as this question, Oral Expression seems to be stressful module. The majority of the students (58%) found oral expression module a stressful one, because they have to speak correctly and fluently for that it is very difficult especially when expressing their ideas in front of their classmates. In the other hand, students about (42%) found it enjoyable and perfect session where they can express themselves.

Q 3: Which of the Following Describes your Level of Oral Performance in English?

Option	Number	Percentage
High	4	8%
Average	40	80%
Below average	5	10%
Low	1	2%
Total	50	100%

Table 06: Students' Evaluation on Speaking Ability

This question aims to assess the students' speaking abilities. They are asked to evaluate their levels in speaking. Most of students (80%) answered that they have an average level Whereas, (8%) of students say that they speak very well as a high level and only one student from (50) represents (2%) have low level while the rest of students (10%) have a below average level. So that, we observe that the majority of students have an average level.

Q 4: To what extent did the practice of oral expression module help you to improve your oral performance?

Option	Number	Percentage
Very much	24	48%
Somehow	21	42%
Not very much	5	10%
Not at all	0	0%
Total	50	100%

Table 07: The Role of Oral Expression in Improving Students Oral Performance

This question aims at determining students' attitudes toward the whole teaching process in general and the oral expression courses in specific. This table shows that students' experiences of oral expression in developing their oral performance all students (48%) reported that the oral module very helpful in developing their speaking abilities while (42%) reported that it is somehow. while the rest (10%) reported that oral expression not very sufficient to improve the speaking skill. Mainly all of the participants experienced a development in their performances through the practice of oral module.

Q 5: Does your Teacher of Oral Expression Raise your Awareness towards the Use of Communication Strategies?

Option	Number	Percentage
Yes	34	68%
No	16	32%
Total	50	100%

Table 08: Awareness towards the Use Communication Strategies

As far as the question, the table indicates that the majority of respondents (68%) reported that their teachers raise their awareness about communication strategies in order to

participate. By contrast, the minority of students with the percentage of (32%) reported that their teachers didn't raise their awareness towards the communication strategies.

Q 6: When you Lose Ideas in Speaking Performance do you try to cover your Communication Gaps?

Option	Number	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Table 9: Students Strategies to Cope with Communication Breakdowns

This table shows the possibility of students abilities to cover their communication gaps where the majority of students (70%) focus on some techniques to cope with communication breakdowns while the minority of students (30%) does not use any strategy.

Q 7: Please, if yes explain how?

The question above aims to investigate students' communication abilities during oral performance and to see whether they cover their communication gapes and mistakes while speaking. First, it is common that all learners may lose their ideas or forget some words. However, students work on using some strategies mainly giving description and explanation for example; a female student reported that "I use my background knowledge to provide more examples and symbols to clarify my ideas". Second, many students keep talking about their topic and they avoid silence through using pauses and summarizing the whole ideas. As this student answer "I keep talking and saying anything in relation with the conversation". Third, paraphrasing and borrowing words. Such as this student answer "borrowing words from others performances and looking for new sentences". In addition, asking teacher for help and may be friends. Fourth, using body language and sometimes code switching as this student clear answer "Explaining ideas as much as possible even by using gestures and using the mother tongue".

Q 8: Do you Feel Comfortable when Using Communication Strategies?

Option	Number	Percentage
Yes	39	78%
No	11	22%
Total	50	100%

Table 10: Students Attitudes towards Using Communication Strategies

This table indicated that most of the respondents express their positive attitudes towards using communication strategies they were (78%) while the minorities of students (22%) don't feel comfortable when using those strategies.

Q 9: Do you Think that the Use of Verbal and Non-verbal Communication Reduces your Anxiety in Oral Performance?

Option	Number	Percentage
Yes	31	62%
No	19	38%
Total	50	100%

Table 11: Verbal and Non-verbal in Reducing Speaking Anxiety

The use of verbal and non-verbal communication in speaking on general and oral expression in specific is preferable for many students to enhance their abilities and avoid some problems mainly anxiety. The majority of students (62%) are using verbal and non-verbal communication in their performances while the rest of students (38%) were not interested about its role in reducing anxiety.

Q 10: Do you know any Type of Communication Strategies?

Option	Number	Percentage
--------	--------	------------

Yes	15	30%
No	35	70%
Total	50	100%

Table 12: Students Knowledge about the Types of Communication Strategies

The aim of this question is to investigate students' knowledge about communication strategies and the possibility of whether they are using its types or not. The table shows that the respondents simply reported by 'No' because the majority of them (70%) reported that they don't have a deep knowledge about communication strategies by the contrast (15) students from (50) of respondents with the percentage of (30%) are using some types of communication strategies.

Q 11: If, Yes Please Mention a Few?

This question goal is to investigate students' use of communication strategies and to see whether they know its types or not. Here (15) students who reported at the above question while two students don't answer. In fact all students answers were very broad and they did not give a specific type of communication strategies. Generally, they use borrowing, code switching, and paraphrasing, then, appeal for help for example; as this students' answer "Asking teachers for help and may be friends". Also they use of direct appeal for help as this student answer "Direct interaction between the speaker and the listener". Also they use non-verbal communication strategies such as; body language and gestures, movements and pauses like this answer "Summarizing the main ideas and using pauses". As a result, there is no enough knowledge about communication strategies and its types among the majority of students.

Section Three: Learning Anxiety and Communication

Q 1: Why do you Feel Anxious when speaking in the Classroom? Is this Due to?

Option	Number	Percentage
--------	--------	------------

Lack of vocabulary and pronunciation	26	52%
Lack of motivation	12	24%
Fear of being laughed at	6	12%
Fear of teacher feedback	6	12%
Total	50	100%

Table 13: Reasons behind Student’s Difficulty of Speaking in Classroom.

As far as the question, speaking is very stressful task for students and through this table we can investigate the main causes of speaking anxiety. The founding were about (52%) students consider lack of vocabulary and pronunciation as the source of their anxiety than, (24%) of students stated that lack of motivation lead them to speaking anxiety. While the rest (24%) of students are divided into (12%) of students who stated that fear of being laughed at. By the contrast, (12%) of respondents reported that fear of teacher evaluation is the major reason for provoking speaking anxiety.

Q 2: Do you Feel Nervous when you do not understand what the Teacher is saying in English?

Option	Number	Percentage
Agree	38	76%
Disagree	5	10%
Neither agree nor disagree	7	14%
Total	50	100%

Table 14: Fear of Misunderstanding the Teacher

Teachers’ speech may cause anxiety specially in terms of using difficult vocabulary or strange words that learner may not understand. This table indicated that the majority of students (76%) reported that they are agree because whenever the teacher speech difficult to understand students feel boredom and anxious. However, the percentage of (10%) reported by disagree and they didn’t found it as a source of anxiety and the rest of students (14%) were neither agree nor disagree.

Q 3: in your Opinion, which of the Four Skills is Most Stressful for you?

Option	Number	Percentage
Listening	13	26%
Speaking	21	42%
Reading	5	10%
Writing	11	22%
Total	50	100%

Table 15: Students' Attitudes toward the Most Difficult Skill in Learning English

This table indicates that the most stressful language skills are classified as the following: students reported that speaking skill is the most stressful (42%) then listening skill (26%) next, writing (22%) and the last one is reading (10%).

Q 4: Do you Worry about Grammatical Mistakes when you Speak English?

Option	Number	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

Table 16: Fear of Making Grammatical Mistakes while Speaking

As far as the question above this table represented that the majority of students (90%) worry about grammatical mistakes when they speak English. In the other hand, a few of them who represent (5%) are not afraid of grammatical mistakes while speaking.

Q 5: What Do you Prefer your Teacher to Do when you Make Mistakes?

Option	Number	Percentage
Correct your mistakes directly	32	64%
Correct the mistakes indirectly	18	36%
Ignore the mistakes	0	0%
Total	50	100%

Table 17: the Desirable Ways of Correcting Mistakes for Students

This table shows that the majority of students (64%) prefer to correct their mistakes in direct way whereas (36%) of students reported that they prefer to be corrected indirectly

by their teachers. Generally, all students are interested by teacher correction either directly or indirectly.

Q 6: Do you Feel Anxious in Oral?

Option	Number	Percentage
Yes	36	72%
No	14	28%
Total	50	100%

Table 18: Oral Tests as a Source of Speaking Anxiety

The above question aims to investigate oral tests as a source of anxiety. Through this table we observed that mainly (72%) of students stated that oral tests are very stressful and provoking anxiety whereas, the rest of respondents (28%) don't consider oral tests as a factor to cause anxiety.

Q 7: If Yes, Because of

Option	Number	Percentage
Lack of self confidence	7	19%
Fear of negative evaluation	19	53%
Both	10	28%
Total	50	100%

Table 19: Causes of Anxiety in Oral Tests

Generally all students feel anxious in oral tests because it is one of the most anxieties provoking factor while speaking. In this table the majority of dependents (53%) stated that fear of negative evaluation is the first reason of anxiety whereas, (19%) of students reported that their lack of self confidence leads to anxiety while the rest of student (28%) stated that both of lack of self confidence and fear of negative evaluation provoke anxiety.

Q 8: Other Reasons

Through this question we record some students answers about having other reasons that cause anxiety for them. The majority of them stated that lack of vocabulary and fear of

making mistakes lead them to avoid speaking. Also, lack of organization and self control, furthermore, fear of negative feedback from teachers or students, in addition, lack of practice outside classroom. We notice that the majority of students share the same problem while speaking.

3.2. Teachers' Questionnaire

3.2.1. Aim of the Questionnaire

The Teachers' questionnaire aims at finding out the teachers' attitudes towards the speaking skill since they are oral expression teachers and to benefit from their experience in identifying their attitudes towards students speaking anxiety by providing the major factors. In addition to investigate the teachers objectives in teaching oral and developing students' communication abilities.

3.2.2. Description of the Teachers' Questionnaire

The Teachers' questionnaire consists of (19) questions. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanations or suggests. The questionnaire is divided into three main sections as the follow:

First, general information includes three (3) questions. The first question is to give number of years that have been teaching oral expression module. The second question about the method and approaches that are used by teachers. The third question investigating teachers' objectives in teaching oral courses. Second, speaking and communication strategies include seven (7) questions about teacher evaluation of students' oral performance, also the way of teaching communication strategies, furthermore, teachers 'attitudes about students awareness and improvement when using communication strategies. Third, learning anxiety and communication consists of nine (9) questions. This section deals with oral expression teachers in giving their opinions about speaking anxiety among students and to identify the activities that may provoke students' anxiety. Furthermore, providing other reasons that hinder students speaking in oral expression.

3.2.3 Analyses Teachers' Questionnaire

Section One: Background Information

Q1. How Many Years Have you been Teaching Oral Expression?

Teachers	Years of teaching oral expression module
1	8
2	5
3	5
4	1
5	1

Table 20: Teachers' Number of Years in Teaching Oral Expression

Teachers here are asked to give in numbers how many years they have been teaching oral expression to check their teaching experience. Most of teachers are experienced. The first teacher have been teaching for (8) years. The second two teachers have been teaching for (5) years while the last two teachers have been teaching oral expression for the first time but they were teaching other modules.

Q 2: Do you follow any Specific Approach or Method in Teaching Oral Expression?

Option	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 21: Approach and Method Used in Teaching Oral Module

This table shows that all teachers are following a certain method in teach oral expression depending on different approaches and method of teaching.

Q3: If Yes, What Are the Objectives of this Method?

This question aims to explore teachers' objectives in teaching oral expression courses. The majority of teachers are using communicative language teaching approach and eclectic. The main objectives are mainly encouraging students to communicate also to express freely themselves. Some teachers stated that their objectives is to enable the learner to communicate effectively and appropriately in various situation that learner would be

likely to find themselves in as well as, to communicate with others. As this teacher answer “my objectives is to teach language through interaction”. Consequently, oral expression teachers are aware about teaching approaches and they work hard to develop students speaking and communication abilities.

Section Two: Speaking and Communication Strategies

Q1: How do you evaluate your Students’ Oral Performance?

Option	Number	Percentage
Excellent	0	0%
Good	3	6%
Average	2	4%
Low	0	0%
Total	5	100%

Table 22: Teachers Evaluation of their Students Oral Performance

This question investigates teachers evaluation of their students level in oral performance the majority (60%) of teachers stated that students are good and they have an acceptable level while (40%) of teachers reported that students have an average level.

Q2: Do you Teach Communication Strategies within the Course?

Option	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 23 : Teaching Communication Strategies in Oral Expression Module

As far as this question that aims to explore teachers opinion if they teach communication strategies or not. This table shows that the majority of teachers reported by ‘yes’. So that , we can say that all teachers have an experience in teaching oral module.

Q3: If, Yes. How?

Option	Number	Percentage
Teaching communication strategies directly	1	20%

Teaching communication strategies indirectly	4	80%
Total	5	100%

Table 24: Teachers Method of Teaching Communication Strategies

This table represents the teachers ways of teaching communication strategies for their students .the respondents were divided into groups the first group of teachers (80%) stated that they prefer to teach them indirectly to avoid any kind of embarrassment for students while one teacher reported that teaching communication strategies directly is the best way to raise students' awareness.

Q4: Do you think that Your Students are Aware about Communication Strategies?

Option	Number	Percentage
Yes	2	40%
No	3	60%
Total	5	100%

Table 25: Teachers Opinion about Students' knowledge of Communication Strategies

This question aims to investigate students' knowledge and awareness about communication strategies especially in oral module where they really need to use them for better oral performance. This table shows that the majority of teachers (60%) reported by 'no'. However, the rest of teachers (40%) stated that their students already know some of communication strategies. As a result, we notice that the majority of students are not aware about communication strategies.

Q5: If, yes Mention what Are the Strategies that Students Focus on

This question aims to identify communication strategies that students may use while speaking. In fact, teachers stated that students are using communication strategies without being taught before. The most common strategy that used by students is paraphrasing. For example; when they don't find words they use paraphrasing by using another word which are near in meaning to clarify their ideas. As a result, teachers clarify that students work on developing their speaking skill without focus on specific strategy.

Q6: When they are taught Communication Strategies do you Notice any Improvement?

Option	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 26: Students Improvement through Using Communication Strategies

This table above shows that all teachers (100%) stated that student's level improved by teaching communication strategies. Consequently, teaching communication strategies help learners to develop their speaking abilities and to cope with some communication problems

Q7: If Yes, Explain in What Way?

This question aims to support the main hypothesis of the present research is to demonstrate the importance of teaching communication strategies in developing speaking skill and overcome some psychological problems mainly anxiety. Here the answers of teachers give us an overview about their students development in oral expression activities. Students are more interested with oral module to share their ideas with classmates, they are more preferment as this teacher justification "Students ask and interact with the teacher for the sake of communication". Also, they can speak more confidently, produce grammatically correct sentences, develop using of new vocabularies and avoid pauses while speaking. Some teachers support that by their comments "students' use less pauses and talk more comfortable". In addition, the majority of students became able to generate ideas and use their knowledge. Without doubt, students are more comfortable and self-confident when using communication strategies.

Section Three: Learning Anxiety and Communication

Q1: Do you Think that the Majority of Learners Experience Learning Anxiety in Speaking Skill?

Option	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 27: Students Possibility to Experience Learning Anxiety in Speaking Skill

This table indicated that all teachers are answering by ‘yes’ concerning students’ possibility to feel anxious in speaking more than other skill. In fact, oral teachers stated that speaking skill more provoking anxiety for the students because the majority of students experience anxiety at the speaking skill that can be observed through oral expression activities.

Q2: If Yes. Please Explain

Teachers of oral expression module can understand their students personality and their problems in speaking mainly anxiety. Teachers justifications show that anxious students share some characteristics during the session. Firstly, they share shyness, stress, and hesitation to participate or to interact with the teacher, also teachers notice that students are uncomfortable, afraid, and not at their ease when asked to answer because of low linguistic competence they face whenever they are engaged in discussion.

Q3: Why Do Students Feel Anxious? Is this Due to?

Option	Number	Percentage
Lack of self-esteem	1	20%
Lack of motivation	1	20%
Oral tests	1	20%
Lack of linguistic competence	2	40%
Total	5	100%

Table 28: Causes of Speaking Anxiety

The table bellow contains results about the causes of students’ anxiety according to teachers’ perspectives. The main cause is lack of linguistic competence as reported by the majority of teachers while the secondary causes are lack of self-esteem, lack of motivation, and finally fear of oral tests. As a result, lack of linguistic knowledge may hinder students to speak and learn the language.

Q4: Which of the Following Activities are More Stressful for Learners?

Option	Number	Percentage
--------	--------	------------

Role play	1	20%
Listening activities	0	0%
Group work	1	20%
Free discussion	3	60%
Total	5	100%

Table 29: List of the Most Stressful Activities for Students

The above table contains the suggested activities that lead to anxiety from teachers' perspectives. This table show that the majority of teacher (60%) stated that free discussion is the common activity that students avoid and dislike then (20%) of teachers reported that role play also make students shy and anxious as well as (20%) group work. However, listening activities don't provoke anxiety for students.

Q5: In your Opinion, Do you Think that Teacher Evaluation Cause Learning Anxiety for EFL Learners?

Option	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 30: Fear of Negative Evaluation

Generally, fear of negative evaluation is a common source of anxiety as proved through the above question. This figure shows that all teachers are agree that teacher evaluation cause anxiety.

Q6: How do you correct your Students' Mistakes? Please, Explain

This question aims to investigate teachers way of correcting mistakes and whether it causes anxiety for students or not. The majority of teachers follow indirect correction for example; by the end of the discussion, the teacher may correct the common mistakes in an indirect way. Such as; correcting pronunciation or building words and sentences. By contrast; other teachers prefer direct correction and peer correction by interrupting the student and correct the mistake directly. This latter, seems to be more stressful for learners to be corrected directly among the whole classmates while indirect correction protects learners self-esteem and reduce the possibility of being laughed at.

Q5: Do you think that your interaction with students and giving praise leads to anxiety?

Option	Number	Percentage
Agree	0	0%
Disagree	3	60%
Neither agree nor disagree	2	40%
Total	5	100%

Table 31: Giving Praise and Competitiveness may Provoke Anxiety

Mainly this question aims to investigate if teachers way of interaction with students and giving praise to the good ones provoke competitiveness or indirectly lead to anxiety. The table above shows that the majority of teachers (60%) are disagrees because teacher interaction with students builds positive attitudes about the teacher. Then, Teachers with the percentage of (40%) neither agree nor disagree. As a result, teacher interactions with students help to build a good relationship between teachers and learners.

Q8: In your Opinion, Do you Think that Overcrowded Classes Increase Anxiety among Students?

Option	Number	Percentage
Yes	3	60%
No	2	40%
Total	5	100%

Table 32: Overcrowded Classes may Increase Learning Anxiety

Overcrowded classes are pedagogical problem that may hinder the learning process. This table indicated that (40%) reported that overcrowded classes have no relation with anxiety. By contrast, (70%) of teachers consider that overcrowded classes are a source of anxiety.

Q9: If Yes How?

The problem of overcrowded classes may decrease the opportunity to achieve better learning. Here (3) teachers from (5) teachers stated that crowded classes prevent them to

manage the whole classroom and to interact with all the students. Teachers justifications reported that large classes provoke noise and misbehaviors. In some cases it have a negative influence on students' will to learn and it leads to feel bored and avoid participation so that, it hinder students to improve their level. Consequently, the more crowded class, the more anxiety and fear hinder students learning.

3.3. Discussion of the Results

Results collected from students' and teachers' questionnaires revealed that there are many factors of speaking anxiety shared by many students and the answers of teachers argued that those factors influence students' leaning and mainly communication ability where students avoid using communication strategies. These results will be divided on two sections; the analyses of students' questionnaire then the analyses of teachers' questionnaire.

The analyses of students' questionnaire revealed that the majority of students were females and all of them have a difficulty in learning English which is the issue of anxiety and its negative effects on the use of communication strategies that hinder students to improve their communication. According to students answers, anxiety for them occurs because of the following factors: the low linguistic competence level such as students' lack of vocabulary and pronunciation, fear of making grammatical mistakes and fear of teachers' negative evaluation. Also, oral tests that were considered as a stressful situation for students to use communication strategies as a result of certain psychological factors and others mainly lack of self-confidence, shyness and lack of communication strategies practice. The results about communication strategies revealed that students have positive attitudes about communication strategies to enhance their communication but the previous anxiety factors hindered the majority of students to use them. Some students attempted to include such strategies while speaking as their teachers advice them in order to feel more comfortable when communicating but lack of interest about those strategies and training make it so difficult and stressful for students to use certain communication strategies.

The analyses of teachers' questionnaire revealed through the open questions that all students suffered from anxiety in deferent levels and the primary reasons were low self-esteem, lack of motivation and low linguistic level that is the main source of anxiety which lead students to feel anxious in the following activities; free discussion, group work, and role play. In these activities teachers noticed some effects of anxiety on students' communication that characterized by hesitation and general avoidance of any interaction and there is no enough capacity to use communication strategies in such situations. Also from teachers explanation we deduced that teachers' interruption and direct correction of mistakes do not help students to think about the appropriate strategies to repair their communication. In other words, students' fear of negative feedback influenced the use of communication strategies and may also lead students to avoid communication. Although, the negative impacts of anxiety on students' communication some teachers noticed the use of certain strategies such as paraphrasing, appeal for help, word coinage and body language that were used by high level students. From this latter, we understood that teachers attempted to overcome anxiety and improve their students communication. Teachers reported that anxiety is not the only reason of students' misuse and avoidance of communication strategies simply because of lack of knowledge and awareness about the role of those strategies. Furthermore, we deduced that students received no courses or practices about communication strategies because

teachers taught those strategies indirectly for that reason the majority of students misunderstand those strategies role to lower anxiety and facilitate communication.

Conclusion

To conclude, the questionnaires that were administered for third year English students at Biskra university in addition to oral teachers' questionnaire have showed that anxiety was due to students' lack of self-confidence, students 'low linguistic competence, fear of error correction and other factors that provoked speaking anxiety. This latter lowers students communication and hinders the use of communication strategies. Also, teachers are the primary source of information for students and lack of the methodology of teaching communication strategies in addition to the students' irresponsibility and ignorance of those strategies which allowed the issue of anxiety to prevented students' from developing their communication ability.

General Conclusion and Recommendations

This research work has investigated the main causes of anxiety among EFL learners. Also, clarified the influences of anxiety on learning especially communication where anxiety hindered students to use communication strategies although it is the best solution to lower anxiety and develop communicative ability. From this research our aim is to investigate anxiety factors and to provide some strategies in order to reduce anxiety and facilitate communication.

In the theoretical part of this research we included two chapters the first chapter was about foreign learning anxiety in which we provided definitions of learning anxiety and the difference between L1 and L2 learning anxiety. Then we stated types of anxiety state anxiety, trait anxiety and situational anxiety. In order to, clarify more the concept of anxiety we identify the conceptual foundation communication apprehension, fear of negative evaluation and test anxiety. After that, we identify the appearance of anxiety through learning stages input, processing and output stage which happens naturally during the learning process. Furthermore, we highlighted on the main factors causing anxiety either psychological or linguistic factors. The second chapter was about communication strategies in this part we defined communication strategies, types, classification and we attempted to choose some taxonomy to give an idea about certain communication strategies. Then, we discussed the teachability of communication strategies to develop students' prior knowledge and to teach students to communicate well in FL. After that, we attempted to clarify the factors affecting the choice of communication strategies in FL learning

In this research, we followed the descriptive method that is the suitable method to study the issue of anxiety and to describe its main sources we have submitted two questionnaires one for third year English students at Biskra University where the sample was fifty (50) students from the whole population (372) students. We have chosen this sample (50) because it is impossible to deal with the whole population due to lack of time and we have chosen third year students because they already able to speak English better than first or second year LMD and they are still have oral module while students of master they did not learn oral. Then, the second questionnaire submitted to five (5) oral expression teachers to get more explanations and to investigate teachers' opinion. After the analysis of the two questionnaires results we deduced that all students experienced anxiety and shared the same factors which itself impact the communication skill of students although oral teachers advices and help to reduce anxiety, students lack motivation to overcome anxiety and raise their communication skill.

This work attempts to provide Third year EFL teachers and learner with an insight about some anxiety factors that affect the students' use of communication strategies. We stated some suggestions and recommendation that will be useful and helpful. Firstly, controlling students number in classroom and divide students into small groups to study oral module and providing more experienced teachers who have high degree and increasing the use of authentic materials also providing more books at the library. Then, organizing training courses for oral teachers to improve their teaching methods. Furthermore, including

communication strategies to the teaching syllabus and it is very important to increase the allocated time for teaching oral.

Teachers should create a friendly atmosphere to facilitate learning especially when holding conversations and free discussions and teachers should present lessons with simple and clear explanation and they have to raise their students' awareness to the negative impact of anxiety on their performance also they should increase cooperative learning by using group work and pair work to make students exchange ideas and learn from each other's. Then, Teachers should avoid interrupting students while speaking for correcting mistake and it would be more secure to correct errors at the end of students' performance and informing students about oral tests to prepare well themselves it is preferable to use verbal and non verbal communication strategies while teaching. After that, the teacher should create an enjoyable classroom by exchanging ideas, using authentic material to develop learners' communication strategies and to acquire new vocabularies. In addition, teachers have to vary the students' speaking activities that develop their communicative abilities. Furthermore; they have to provide more opportunity for the students to participate using communication strategies through giving them the chance to choose the more suitable one for them. It is very helpful if teachers create different situations of communication and teach students how to use communication strategies in addition to giving praise and thanking students for their good behaviors.

Students should be aware that anxiety is natural and it can be controlled and they should not be afraid of making mistakes because it is a part of learning process also they should accept teachers' evaluation. Then, building good relationship between classmates in order to avoid shyness and fear of making errors while communicating or performing oral activities. Also, students should be responsible to develop their linguistic competence by proving more time for reading and speaking English outside classroom also they should develop their communication by including such communication strategies while speaking. In addition, they should acquire some used communication strategies by natives through more listening to their conversations. Finally, good relationship should be constructed between teachers and students to create relaxed atmosphere which enables teachers to do their best and helps students to develop their communicative ability.

References

Abunawas, S. (2012). Communication strategies used by Jordanian EFL learners. *Canadian Social Science*, 8 (4).

Aguni, P. L. (2013). Communication strategies in English as second language ESL content. *Australian International Academic Center*, 4(1).

- Allwright, D., & Baily, K.M.** (1991). *Focus on the language classroom: an introduction to classroom research for language teachers*. Cambridge England: Cambridge University Press.
- Andrade, M., & Williams, K.** (2009). Foreign language anxiety in Japanese EFL university classes: physical, emotional, expressive, and verbal reactions. *Sophia Junior College Faculty*, 29, 1-24.
- Arnold, J.** (1999). *Affect in language learning*. Cambridge, U.K: Cambridge University Press.
- Baily, K.M., & Nunan, D.** (1996). *Voices from the language classroom: qualitative research in second language education*. Cambridge England: Cambridge University Press.
- Bonvillain, N.** (1993). *Language, culture, and communication: the meaning of messages*. Englewood Cliffs: Prentice Hall.
- Brown, H.D.** (2007). *Principles of language learning and teaching*. Pearson Education, Inc.
- Brown, H.D.** (2000). *Principles of language learning and teaching* (4th ed). San Francisco State University: Longman.
- Canale, M., & Swain, M.** (1980). Theoretical bases of communication approaches to second language teaching testing. *Applied linguistics*. doi :10.1093/ applin/ 1.1.1
- Cervants, R., &Rodriguez, R.** (2012). Gist Education and learning Research Journal.
- Cheng, Y.**(2001). Learners' beliefs and second language anxiety.
- Cohen,A.D.& Macaro, E.** (2007). *Language learner strategies: thirty years of research and practice*. Oxford: Oxford University Press.
- Coleman, H.** (1996). *Society and the language classroom*. Cambridge: University Press.
- Csoti, & Marianna.** (2003). *School phobia, panic attacks and anxiety in children*. J. Kingsley publishers.
- Delamere, B.** (1998). Communication strategies of English speaking learners of French or a business studies course.
- DeKeyser, R.** (2007). *Practice in a second language: perspectives from applied linguistics and cognitive psychology*. Cambridge: Cambridge University Press.

- Dornyei, Z.** (1995). On the teachability of communication strategies. *TESOL Quarterly*, 29.
- Dornyei, Z.** (2005). *The psychology of the language learner: individual differences in second language acquisition*. Mahwah, NJ: L. Erlbaum.
- Edge, J.** (1993). *Essentials of English language teaching*. Longman.
- Ellis, R.** (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Faerch, C., & Kasper, G.** (1983). *Strategies in interlanguage communication*. London: Longman.
- Flecher, E., & Langley, M.** (2009). *Free yourself from anxiety: a self-help guide to overcoming anxiety disorders*. Oxford: How to Books.
- Gardner, R.** (1985). Social psychology and second language learning. The role of attitudes and motivation. London. 205 pp. *Second language research*.doi: 10.1177/026765838700300208.
- Gregerson, T.** (2005). Non-verbal cues: clues to the detection of foreign language anxiety. *University of Northern Iowa*.
- Gullberg, M.** (1998). *Gesture as a communication strategy in second language discourse*. A study of learners of French and Swedish. Corrected electronic version 2001 printed in Sweden. Lund University Press.
- Harmer, J.** (2001). *The practice of English language teaching*. Essex, England: Longman.
- Hedge, T.** (2000). *Culture in second language classroom*. Oxford: Oxford University Press.
- Hinkel, E.** (1999). *Culture in second language teaching and learning*. Cambridge,U.K: Cambridge University Press.
- Horwitz, E.M., Horwitz,M.B., & Cope, J. A.** (1986). Preliminary evidence for the validity and reliability of a foreign language anxiety scale.
- Huang, C.P.** (2010). Exploring factors affecting the use of oral communication strategies.
- Krashen, S. D.** (1985). *The input hypothesis: issues and implications*. London: Longman.
- Krashen, S. D.** (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

- Lewis, S.** (2011). Are communication strategies teachable?
- Lighbown, P.M., & Spada.** (2006). *How language are learned*. Oxford University 3 edition.
- Liu, M.** (2007, May). Anxiety in oral English language teaching: a case study in china. *Indonesian journal of English language teaching*.
- MacIntyre, P.D., & Gardner, R.C.** (1994). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in second language acquisition*. doi: 10.1017/S0272263100012560.
- Majd,G.** (2014). Teaching communication strategies to EFL learners and its impact on anxiety level and motivation hindering and facilitating factor? *English for Specific Purposes World*, 15.
- Malas it, Y., & Sarobol, N.** (n.d.). Communication strategies used by Thai EFL learners. Retrieved from <http://.../USE%20of%20communication%20>
- MacCafferty, S. G., Jacobs, G.M., & Dasiliva, I. A.** (2006). *Cooperative learning in second language teaching*. Cambridge: Cambridge University Press.
- MacCroskey, J.C.** (1976). *Introduction to human communication*.
- Ohata, K.** (2005). Potential sources of anxiety for Japanese learners of ebglish: preliminary case interviews with five Japanese college students in the U.S.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C.E.** (January 01, 2000) the validation of three scales measuring anxiety at different stages of the foreign language learning process: the input anxiety scale, the processing anxiety scale and the output anxiety scale. *Language learning: a Journal of Research in Language Studies (Estados Unidos)*.
- Patil, S., & Karekatte, T.** (2015, March 3). The use of communication strategies in oral communicative situation. *Language in India*, 15.
- Rababah, G.** (2002). A review article second language communication strategies: definition, taxonomies, data elicitation methodology and teachability. *Educational Resource Information Center (ERIC)*.
- Shiva, K., Yamouty, P., & Tripti, H.** (2011). Examining the effects of proficiency, gender and task type on the use of communication strategies.

- Tanveen, M.** (2007). *Investigation of the factors that cause language anxiety for EFL/ESL learners in the learning speaking skills and the influence it casts on communication in the target language* (Unpublished doctoral dissertation). A dissertation submitted university of Glasgow.
- Tarone, E.** (1981). Some thoughts on the notion of communication strategy. *Tesol (1). Quartly*, (15) 3,285-295.
- Tarone, E., & Swierzbin, B.** (2009). *Exploring learner language*. Oxford: Oxford University Press.
- Thornbury, S.** (2005). *How to teach speaking*. Harlow, England: longman.
- Toth.** (2010). Foreign language anxiety and the advanced language learner a study of Hangarian students of English and a foreign language.
- Toth, Z.** (2006). Foreign language anxiety and the advanced language learner. A case study of Hungarian students of English as a foreign language. *Cambridge Schoolars*.
- Tsui, J.B.** (1995). *Digital techniques for wide band receivers*. Boston: Artech House.
- Wei, L.** (2011). Communication strategies in second language acquisition: a study of chine English learners' attitude and reported frequency of communication strategies. (unpublished doctoral dissertation). Kristianstad University Swsden.
- Wu, C. G.** (2004). A study of language anxiety of EFL elementary school students in Taipei country. *Journal of Taipei Teachers College*, 17.
- Wrench, J., Peck Richmond, & Virginia, G.** (2009). *Communication, affect, & learning in the classroom. U.S.A.*
- Yahya, M.** (2013). Meaning speaking anxiety among speech communication. *Arab American university Palestine. Course students at Arab, 1.*
- Young, D.J.** (1991). Creating a low anxiety classroom environment: what does language anxiety research suggests? *The modern language Journal*, 75, University of Tennessee.

Appendices

- 1- Students' Questionnaire
- 2- Teachers' Questionnaire

Students' Questionnaire

Dear students,

This questionnaire is a part of our research work. It aims to explore the factors that cause learning anxiety among EFL learners and to raise awareness about the use of communication strategies in order to enhance student's to achieve better oral performance in foreign language classrooms.

Your answers will be very useful in our research work. Thanks for your collaboration

Section One: General Information

1. A-Gender: a- Male b- Female

2. Why have you chosen to study English at University?

a- Imposed by adminison b- Personal ce c- Parents dbe

3. Do you think English is difficult to learn

aYes b- No

4. If, yes why?

.....
.....

Section Two: Speaking and Communication Strategies

1. Do you practice English outside the classroom?

aes b- N

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

a- Yes b- No

3. Which of the following describes your level of oral performance in English?

a. High c. below average

b. Average d. Low

4. To what extent did the practices of oral expression module help you to improve your oral performance?

a. Very much

c. Not very much

b. Somewhat

d. Not at all

5. Does your teacher of oral raise your awareness towards the communication strategies?

a. Yes

b. No

6. When you lose ideas in speaking performance do you try to cover your communication gaps?

a. Yes

b. No

7. Please, explain. How?

.....
.....

8. Do you feel comfortable when using communication strategies?

a. Yes

b. No

9. Do you think that the use of verbal and non-verbal communication lessens your anxiety in oral performance?

a. Yes

b. No

10. Do you know any type of communication strategies?

d. s

b. N

11. If, yes. Please, mention a few.

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

Section Three: Learning Anxiety and Communication

1. Why do you feel anxious when speaking in the classroom? Is this due to?

- a. Lack of vocabulary and pronunciation c. Fear of being laughed at
b. Lack of motivation d. Fear of teacher feedback

2. Do you feel nervous when you do not understand what the teacher is saying in English?

1. Agree 2. Disagree 3. Neither agree nor disagree

3. In your opinion, which of the four skills is most stressful for you?

- a. Listening c. Reading
b. Speaking d. Writing

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

- a. Yes b. No

5. What do you prefer your teacher to do when you make mistakes?

- a. Correct your mistakes directly.

b. Correct the mistakes indirectly.

c. Ignore the mistakes.

6. Do you feel anxious in oral tests?

a. Yes

b. No

7. If yes, because of:

a. Lack of self confidence.

b. Fear of negative evaluation.

c. Both.

8. Other reasons, explain.

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

Teachers' Questionnaire

Dear teachers,

This questionnaire aims to explore the factors that cause learning anxiety among EFL learners and to raise awareness about the use of communication strategies in order to enhance student's achievement in oral performance.

I would be very grateful if you give me the time and the energy to share your experience by answering the questions below. Your answers are very important for the validity of the research we are undertaken.

Thank you very much in advance.

Section One: Background Information

1. How many years have you been teaching oral expression?

.....

2. Do you follow any specific approach or method in teaching oral expression?

a. Yes

b. No

3. If yes, what are the objectives of this method?

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

Section Two: Speaking and Communication Strategies

1. How do you evaluate your students' oral performance?

a. Excellent

b. Good

c. Average

d. Low

2. Do you teach communication strategies within the course?

a. Yes

b. No

3. If, yes. How?

a. Directly

b. Indirectly

4. Do you think that your students are aware about communication strategies?

Yes

No

5. If, yes mention what are the strategies you focus on.

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

6. When they are taught communication strategies do you notice any improvement?

a. Yes

b. No

7. If yes, explain in what way?

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

Section Three: Learning Anxiety and communication

1. Do you think that the majority of learners experience learning anxiety in speaking skill?

a. Yes

b. No

2. If yes. Please explain.

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

3. Why do students feel anxious? Is this due to?

- a. Lack of self – esteem
- b. Lack of motivation
- c. Oral tests
- d. Lack of linguistic competence

4. Which of the following activities are more stressful for learners?

- a. Role play
- b. Listening activities
- c. Group work
- d. Free discussion

5. In your opinion, do you think that teacher evaluation cause learning anxiety for EFL learners?

- a. Yes
- b. No

6. How do you correct your students' mistakes? Please, explain.

.....

.....

.....

.....

.....

7. Do you think that your interaction with students and giving praise leads to anxiety?

- a. agree
- b. Di agree
- c. Neither agree nor dis agree

8. In your opinion, do you think that overcrowded classes increase anxiety among students?

- a. Yes
- b. No

9. If yes, how?

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

ملخص

يعتبر القلق و الارتباك في تعلم اللغات الأجنبية من أكثر المشاكل تعقيدا للطلاب أثناء عملية التعلم. الارتباك في الكلام واحدة من أكثر العقبات التي يواجهها الطالب في عملية التواصل حيث يحاول من خلالها الطالب التحدث و التعبير عن أفكاره. لهذا السبب يبدو من المهم جدا الحد من القلق و الارتباك في الوسط التعليمي و تطوير قدرات الطلاب علي التكلم و التواصل. الهدف من هذا البحث هو معرفة العوامل الرئيسية التي تسبب القلق في تعلم استخدام إستراتيجيات التواصل من خلال توعية المعلمين و المتعلمين حول هذه الإستراتيجيات لتطوير القدرة علي التواصل . لتحقيق هذا الهدف نفترض

أنه كلما انخفض العوامل المسببة للقلق في تعلم استخدام إستراتيجيات الاتصال نتمكن من تطوير قدرات الطلاب في التحدث و التواصل. و على هذا الأساس تم ذكر بعض الاسئلة. ما هي العوامل التي تسبب القلق؟ كيف يؤثر القلق علي كلام الطالب؟ كيف تساعد استراتيجيات التواصل الطلاب في تقليل ارتباكهم اثناء التحدث؟ و اخيرا كيف نرفع مستوى الوعي لدي المعلمين و المتعلم حول أهمية استخدام استراتيجيات الاتصال؟ في هذا الصدد كانت عينة الدراسة خمسون (50) طالبا في جامعة بسكرة بالإضافة إلى خمسة (5) أساتذة مادة التعبير الشفهي حيث استخدمنا المنهج الوصفي في هذا البحث و تم توزيع اثنين من الاستبيانات لكل من طلاب السنة الثالثة اللغة الإنجليزية و أساتذة التعبير الشفوي في جامعة بسكرة. لقد أثبتت نتائج الاستبيانات أن كل من المعلمين و الطلاب قدموا عدة عوامل تسبب الارتباك في الكلام أثناء حصة التعبير الشفوي كذلك المعلمين لديهم مواقف إيجابية اتجاه استعمال هذه الاستراتيجيات لتحسين عملية الحدث و التواصل باللغة الإنجليزية. لذلك نقترح أن خفض عوامل القلق و تطوير قدرة الطلاب علي التواصل يستدعي إدراج إستراتيجيات التواصل في مناهج التدريس كوسيلة لتعليم و تدريب الطلاب كيفية حل المشاكل التي تواجههم أثناء التواصل باللغة الإنجليزية.