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The Impact of Students' Anxiety on Oral Performance

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

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Dedication

To the dearest people to my heart

To my parents with love

To my unique sister “Sabah”

To my brothers : Abderrafik, Ali, Ahmed, Achraf, and Chawki

To all my teachers

**Special gratitude is due to all those extraordinary people who have stood by
me in very hard moments.**

“Mahdi” “Narimène” “Amel” “Aldjia” “Karima” “Cherifa” “Hadjer”

“Aicha” and “Mofida”

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Abstract

This study is conducted in order to investigate the issue of foreign language anxiety and its impact on learners' oral performance in their learning process. It aims to achieve three main objectives. First, searches how language learners deal with the existence of anxiety in their learning. Second, to investigate what are the factors which cause learners' language anxiety, and what is the impact of it on their performance, as well as, their achievement. Third, to discover what are the appropriate strategies that teachers and learners can follow to reduce their language anxiety. The research depends on one main data gathering tool which is a questionnaire that was addressed to ten (10) teachers from the division of English, and another one administered to fifty (50) learners of first year LMD of English at the same division. The study reveals that most foreign language learners have a great amount of anxiety, especially in the speaking skill. Moreover, there are many causes that increase the learners' speaking anxiety such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perceptions, speaking activities, and competitiveness, which affects their learning and leads to a weak performance in the classroom. The results also illustrate different strategies in which the students and teachers can rely on to minimize or alleviate foreign language speaking anxiety and help students' develop and promote their oral performance.

List of Abbreviations and Acronyms

AFH	Affective Filter Hypothesis
CA	Communication Apprehension
EFL	English as a Foreign Language
FL	Foreign Language
FLCA	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
LAD	Language Acquisition Device
L2	Second language
WTC	Willing To Communication

List of tables

Table 01: Participants' choice to study English.....	36
Table 02: Participants' opinion about the difficult of learning English as a foreign language.....	37
Table 03: Participants' perception of whether anxiety is among the causes of their foreign language learning difficulties.....	38
Table 04: Participants' opinion about the effect of anxiety on their foreign language learning.....	39
Table 05: Participants' perception about the extent to which anxiety affects their foreign language leaning.....	40
Table 06: Participants' opinion about speaking the foreign language.....	42
Table07: Participants' opinion about answering the asked questions in the foreign language.....	43
Table 08: participants' opinion about their achievements in written and oral tests	44
Table 09: Participants' causes of their Speaking Anxiety.....	45
Table 10: participants' opinion about the effect of competition on their achievements.....	46

Table 11: Participants’ perception about the speaking activities in which they feel more anxious.....	48
Table12: Causes of Anxiety in Oral Tests.....	49
Table 13: Participants’ opinion about the strategies that they use to reduce their anxiety.....	50
Table14: Teachers’ strategies to reduce their students’ anxiety.....	52
Table15: Teachers’ qualification.....	56
Table 16: Teachers’ opinion about teaching Oral Expression.....	56
Table 17: Teachers’ opinion about their student’s level of anxiety.....	57
Table 18: Teachers’ opinion about the effect of anxiety on their learners’ foreign language learning.....	58
Table 19: Teachers’ opinion about the anxiety as cause of student’s underachievement.....	58
Table20: Teachers’ opinion about their students’ reluctance of speaking the foreign language.....	60
Table 21: Teachers’ opinion about the students’ anxiety whether it is related to speaking skill more than the others or not.....	62
Table 22: Teacher’s opinion about the causes of their students’ anxiety.....	63
Table 23: Teachers’ opinion about the most comfortable speaking activities for the learners.....	64

Table24: Teachers’ opinion about their students’ achievement when not knowing that their performance will be evaluated.....65

Table25: Teachers’ opinion about whether they talk with their students about their learning problems or not.....65

Table26: Teacher’s opinion about their students’ motivation in Speaking.....67

Table 27: Teachers’ opinion about varying the speaking activities for the learners..... 69

Table 28: Teachers’ opinion about group work for learners.....70

List of figures

Figure 01: Participants' choice to study English.....	36
Figure 02: Participants' opinion about the difficult of learning English as a foreign language.....	37
Figure 03: Participants' perception of whether anxiety is among the causes of their foreign language learning difficulties.....	38
Figure 04: Participants' opinion about the effect of anxiety on their foreign language learning.....	39
Figure 05: Participants' perception about the extent to which anxiety affects their foreign language leaning.....	41
Figure 06: Participants' opinion about speaking the foreign language.....	42
Figure 07: Participants' opinion about answering the asked questions in the foreign language.....	43
Figure 08: participants' opinion about their achievements in written and oral tests	44
Figure 09: Participants' causes of their Speaking Anxiety.....	45
Figure 10: participants' opinion about the effect of competition on their achievements.....	47

Figure 11: Participants’ perception about the speaking activities in which they feel more anxious.....	48
Figure 12: Causes of Anxiety in Oral Tests.....	49
Figure 13: Participants’ opinion about the strategies that they use to reduce their anxiety.....	51
Figure 14: Teachers’ strategies to reduce their students’ anxiety.....	52
Figure 15: Teachers’ opinion about teaching Oral Expression.....	57
Figure 16: Teachers’ opinion about their student’s level of anxiety.....	58
Figure 17: Teachers’ opinion about the effect of anxiety on their learners’ foreign language learning.....	59
Figure 18: Teachers’ opinion about the anxiety as cause of student’s underachievement.....	60
Figure 19: Teachers’ opinion about their students’ reluctance of speaking the foreign language	61
Figure 20: Teachers’ opinion about the students’ anxiety whether it is related to speaking skill more than the others or not.....	62
Figure 21: Teacher’s opinion about the causes of their students’ anxiety.....	64
Figure 22: Teachers’ opinion about the most comfortable speaking activities for the learners.....	65

Figure 23: Teachers’ opinion about their students’ achievement when not knowing that their performance will be evaluated.....66

Figure 24: Teachers’ opinion about whether they talk with their students about their learning problems or not.....67

Figure 25: Teacher’s opinion about their students’ motivation in Speaking.....68

Figure 26: Teachers’ opinion about varying the speaking activities for the learners.....69

Figure 27: Teachers’ opinion about group work for learners.....70

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations	IV
List of Tables.....	V
List of Figures.....	VIII
Table of Content	XI
General Introduction.....	1
Chapter One: Anxiety in Learning Process	
Introduction.....	4
1. Definition of Anxiety.....	4
2. Types of Anxiety.....	6
2.1. State -Trait Anxiety.....	6
2.2. Facilitating-Debilitating anxiety.....	8
2.3. Situation-Specific Anxiety.....	10
3. Studies on learning Anxiety.....	11
Conclusion.....	13
Chapter Two: Anxiety in Oral Performance	
Introduction.....	15
1. Anxiety and Oral Performance.....	15

2. The Causes of Anxiety in Oral Performance.....	17
2.1. Communication Apprehension.....	18
2.2. Test Anxiety	19
2.3. Fear of Negative Evaluation.....	20
2.4. Lack of Motivation.....	21
2.5. Negative Self-Perceptions.....	22
2.6. Speaking Activities.....	23
2.7. Competitiveness.....	23
3. The effects of anxiety on Performance and Learning.....	24
3.1. Input	24
3.2. Processing.....	25
3.3. Output.....	26
4. Strategies for Reducing Oral Performance Anxiety in Learning.....	27
4.1. The Role of Teacher in Reducing Speech Anxiety in Foreign Language Learning.....	27
4.1.1. Creating a Relaxed Classroom.....	27
4.1.2. Teacher-Student relationship.....	28
4.1.3. Varying Speaking Activities.....	29
4.1.4. Group Work.....	30
4.2. The Role of Students in Reducing Their Speech Anxiety in Their Foreign Language Learning.....	31
4.2.1. Practice and Preparation.....	31
4.2.2. Positive Self-Talk.....	32
4.2.3. Relaxation Techniques.....	32
4.2.4. Minimizing Fear of Making Mistakes.....	33

Conclusion	33
------------------	----

Chapter Three: Field Work

1. The Analysis of Students' Questionnaire.....	35
---	----

Introduction.....	35
-------------------	----

The Analysis.....	36
-------------------	----

Conclusion.....	53
-----------------	----

2. The Analysis of Teachers' Questionnaire.....	55
---	----

Introduction.....	55
-------------------	----

The Analysis.....	56
-------------------	----

Conclusion.....	71
-----------------	----

General Conclusion.....	72
--------------------------------	-----------

Recommendations.....	73
----------------------	----

Bibliography.....	75
-------------------	----

Appendices

Appendix I

Appendix II

Appendix III

General introduction

With the increasing number of students who are willing to learn English as a foreign language, it is really necessary to highlight the factors which may hinder or negatively affect language learning. One of these factors which is learners' anxiety especially in their oral performance. Speaking is the most provoking anxiety aspect of language learning in some situations, and it is one of the most negatively influential affective variables. It plays an important role in English foreign language classes and contributes in reducing learners' oral performance to proceed and develop. Therefore, in order to have a holistic understanding of the learning process and to gain a better academic achievement, learner's affective variables need to be taken into consideration by providing solutions that enhance EFL learners speaking skill and reducing their anxiety.

The present study aims at investigating the issue of students' anxiety in oral performance, more specifically; the study is looking to demonstrate how language learners experience anxiety in their language learning, to explain what factors are more probable to cause language anxiety in the classroom, to clarify the impact of learners' anxiety, and to find out the strategies that students and teachers can follow to decrease anxiety in oral performance.

The thesis on anxiety relies on three main questions which are: 1) Does language anxiety affect students' learning process? 2) What are the causes and the effects of language anxiety in speaking skill? 3) What are the Factors that can reduce language learning anxiety in speaking skill?

The study is based on two main hypotheses that shall be tested and verified through. We do agree that if learners can minimize their anxiety in learning, they will

be able to gain a high self-confidence and thus be more successful in their language learning. We hypothesize that teachers can play a crucial role in minimizing or alleviating the students' speaking anxiety in their learning process.

The dissertation is divided into three chapters. In the first chapter, we will have some insights into what anxiety is in general, first, we define the term anxiety. Then we move to the main types of anxiety which are state-trait anxiety, facilitating-debilitating anxiety, and situation-specific anxiety. Finally, we will highlight some of the main studies on learning anxiety that we believe they will play a crucial role in displaying the impact of anxiety on the students' learning process.

In the second chapter, we will be concerned with anxiety in oral performance. First, it will show the relationship between anxiety and oral performance. Second, it will state the main causes of anxiety in language classroom. After that, it will clarify the effects of anxiety on learners' performance and learning. Finally, it will demonstrate some tips that learners and teachers can use to eliminate or at least, to diminish anxiety in the learning process.

The third chapter is a practical one, which is entitled "The Field Work". In this section, we aim to discover the causes that lead to students' foreign language speaking anxiety and the strategies that teachers and learners can follow to diminish it. The population consists of students and teachers of English of Mohamed Kheider University, and the sampling of the study is ten (10) teachers of different modules (oral expression, written expression and grammar) and fifty (50) students from first year LMD students of the department of English. We gathered the needed data through open and close-ended questionnaire. Teachers and learners questionnaire are sixteen questions. We have chosen this tool to gather as much as possible different information

and perspectives from both teachers and students; also it can provide a great amount of information in a short period of time. For data analysis, for our research, we would analyze them quantitatively and qualitatively to focus on the impact of students' anxiety on the progress of learning.

Chapter One

Anxiety in Language Learning Process

Introduction

Learning English as a foreign language has always been a central issue for many students where they are exposed to use it in a language class. Nearly all of the learners express their fears and a feeling of uneasiness against learning English as a foreign language. Many problems can be provoked by the feeling of anxiety in construction, possession, and reservation of the language which eventually affects their scores. Foreign language classroom anxiety is quite possibly the affective factor that most widespread obstructs the learning process. As a result, most of researchers posited that in order to have a holistic understanding of the learning process and to gain a better academic achievement, learners' affective variables need to be taken into consideration due to anxiety seems to be inherent in students foreign language and reducing language apprehension should be integral part of any language teaching program. In this Chapter we will have some insights into what anxiety are in general its types and theories.

1. Definitions of Anxiety

Anxiety is one of those topics on which significant differences of opinion can be found. Some researchers as Spielberger (2005) believe that anxiety is a minor inconvenience for a language student, perhaps an excuse for not participating in class or argues to hide a lack of study while others such as Horwitz (2001) claimed that anxiety may be the linchpin of the entire affective reaction to language learning (MacIntyre, 1999, p. 24). It is the feeling of apprehension experienced when learning or using a second or foreign language. These feelings may stem from any second language context whether associated with the productive skills of speaking and writing, or the receptive

skills of reading and listening. The Concise Oxford Dictionary states four meanings to anxiety: “1) state of being anxious-troubled, uneasy in mind; 2) concern about the future; 3) earnest desire (as in anxious to please or to succeed); 4) morbid state of excessive uneasiness” (posted in Crozier, W.R, 1997, p.123). Another definition is given by the Cambridge Dictionary that is “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry. ”(*Cambridge online Dictionary of English*, 1995)

Anxiety is defined by Horwitz (2001) as “perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education” (p. 113). Also he defined anxiety as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language”(p.113). A similar definition was provided by Scovel (1978) is argued that anxiety in learning is as “an emotional state of apprehension, a vague fear that is only indirectly associated with an object” (p. 113). Foreign language anxiety is a form of what psychologists as Stephan Krashen describe as specific anxiety reaction. Some individuals are more predisposed to anxiety than others, and may feel anxious in a wide variety of situations. Foreign language anxiety, however, it is a specific situation and so can also affect individuals who are not characteristically anxious in other situations.

Spielberger (1983) also defined anxiety as: “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 1). However, Horwitz, et al.'s (1986) definition of anxiety as “a distinctive complex is more inclusive of affective factors in relation to this construct of self-perceptions, beliefs, feelings, and behaviors related to classroom

language learning arising from the uniqueness of the language learning process”. In the two last definitions, it is clear that anxiety is a kind of an unpleasant emotional state characterized by a particular state of mind, referred to as uneasiness which is perhaps the main characteristic which distinguishes anxiety from fear.

Anxiety influences students in learning language, because It can totally prevent students from achieving their goals in learning due to they are all the time fearful, and do not feel protected from classroom environment .Thus, their anxiety has strong effect on their achievements(Wrench, Richmond, & Gorhan, 2009). Paying attention to this factor of learning should also be taken into consideration “Among other affective variables, Anxiety stands out as one of the main blocking factor for effective language learning.” (Nascente, 2001, p.18).

2. Types of anxiety

Anxiety, as perceived by many English language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001). Furthermore, anxiety is usually not seen as a unitary factor but a complex made up of constituents that have different characteristics. Three important anxiety distinctions are usually mentioned: 1) State-Trait Anxiety, 2) Facilitating-Debilitating anxiety, 3) Situation-Specific Anxiety.

2.1 State -Trait Anxiety

The distinction between state and trait anxiety is coined by Spielberger (1972).Simply, state anxiety refers to emotional and physical reactions towards a stimulus apprehended as a threat in a particular context while trait anxiety refers to individual differences in reactions towards a perceived threat in the environment in general. In other words, a specific response of anxiety is considered as state anxiety and a general response of anxiety is accepted as trait anxiety. In details , the trait anxiety

According to Spielberger (1983) refers to “relatively stable individual differences in anxiety-proneness, that is, to differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety reactions”(p.1) A general predisposition to experience anxiety in wide range of situations, is seen as a personal characteristic of an individual, considered to be one of the primary traits of human personality as modeled by personality psychologists (Dörnyei, 2005). It may mean that the individual is an anxious person; we could say a worrier, for whom being anxious is a personality characteristic. Whereas, state anxiety refers to the “moment-to- moment experience of anxiety” (MacIntyre, 1999), and according to Spielberger (1983) emotional states are characterized by subjective feeling of tension, worry, and nervousness. State anxiety is when a person referred to be anxious at the moment, i.e.is an anxious state of mind or the feeling nervous or worried that something bad is going to happen. For example, when a mother listen that something bad happened to her child she becomes very anxious.

Discussing the impact of trait and state anxiety on learner performance , Spielberger (1983) assert that the stronger the anxiety trait, the more likely it is that the anxiety-prone individual will experience more intense elevations in state anxiety in situations s/he perceives as dangerous or threatening. In other words, people who develop a more anxiety-trait are much more prone to re-act a large level of responses, and will be more able to worry in less dangerous and hard situations. Dewaele (2002) postulated in the psychology of language learner, concluded that high anxiety, especially when linked with high introversion, can lead to breakdowns in automatic processing and therefore can seriously hinder L2 fluency. While, the stronger the anxiety states , the more it is that individual will experience tension and worry , and

s/he cannot end this feeling easily .for example, when a learner make an important test the anxiety can disable him to concentrate hence very much anxious about his future.

We realize according to the above distinction between trait and state anxiety, state anxiety is the experience of unpleasant feelings in specific situations, or in a particular event. State anxiety comes when the learner makes a mental evaluation of some type of threat. When the situation perceived as threatening something, the student will experience anxiety. Therefore, state anxiety refers to a temporary condition in response to some perceived threat. On the other hand, trait anxiety is a feeling of stress, discomfort that the learner crossed and experienced on typical situations that everyone experiences on daily life. So, a high level of trait and state anxiety, will affect students' learning process.

Through the above definitions Anxiety is not an easy process to define a psychological experience but it is : a complex of cognitive, emotional, behavioral and bodily reactions (Sarason,1984) , and in order to separate and define these different responses the psychological researchers attempt to get a better understanding for anxiety's construct , the distinction is made between two crucial elements : worry and emotionality .worry is defined as “ distressing preoccupation , and concerns about impending events” ,while emotionality “refers to individual's awareness or bodily arousal” (Sarason , 1984) , this latter may include: physiological changes (e.g., head ache) physical activities (e.g., playing with hair /clothes/ pen) speech disturbances as well (e.g., stuttering) (Tóth , 2010, p.7).State anxiety may be different in strength and quality of the amount of stress experienced over a time.

2.2. Facilitating-Debilitating anxiety

Kleinman (2009) divided anxiety into two kinds; 1) facilitating, 2) debilitating anxiety, with the first is valuable to performance and with the second is harmful to performance. Foreign language anxiety itself can have opposite views about the effect of it on language learning, where debilitating anxiety presents an obstruction to learning, whereas facilitating anxiety fosters and assist the progress of it. Moreover, other researchers such as Scovel (1983) provided a distinction between facilitating and debilitating, the former motivates learners to combat the new learning experiences, and it pushes the learner emotionally for approval behavior. Making them to use extra efforts to prevent their feeling of anxiety .However, according to Horwitz (1973) for him this only happens with completing simple tasks .The latter drives the students to escape from the learning tasks to hide their worry. It stimulates the individual emotionally to adopt avoidance behavior” (Scovel .1978).William (1983) states that the distinction between these kinds of anxiety might be equal to consistency of anxiety with “low anxiety state having facilitating anxiety and high anxiety state having debilitating effect” (p.98), he argues that these two types anxiety perhaps at times eliminate the function of each other that may not effect learner’s scores.

Most research on foreign and second language anxiety has focused on investigating the relationship between anxiety and language achievement. Therefore, several studies show the positive correlation between anxiety and language performance, demonstrating that facilitative anxiety could, in fact, serve as “alertness” to promote foreign language learning while empirical research has established that language anxiety is associated with “deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests” (MacIntyre & Gardner, 1994). Numerous studies have

found that anxiety has a negative correlation with language performance with some researchers claiming it is one of the strongest predictors of success in foreign language.

Generally, it is possible that the two side's effects of anxiety may appear mutually and interchangeably to damage or construct language accomplishments (Bailey et al.2010). The teacher's role is to help students keep sufficient anxiety, neither too high nor too low; because a appropriate level of anxiety acts a positive role and can motivate students to preserve their efforts in process of learning (Na. 2007).

2.3 Situation-Specific Anxiety

The situation-specific view of anxiety has been supported by the evidence that “the personality difference conception of anxiety, by its nature, deemphasizes the situational determinants of anxiety” (Dörnyei, 2005; Endler, 1980 & Leary, 1982). Thus; situation-specific anxiety which is related to the general orientation of anxiety and certain situations such as: taking a test, class participation or speaking in public. Situation-specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during tests labeled as test anxiety, when solving mathematics problems what is called math anxiety, or when speaking a second language or language anxiety.

Taking into consideration classroom observation and accompanying field notes, and group and individual interviews, anxiety-provoking situations included the environment, the teacher, and the content of material in the class, also included the teacher, the social context and communication style within the classroom, social situations as well as classmates, and the tasks or work they were required to perform for class (e.g., in-class presentations). Specifically related to the teacher, students expressed anxiety and concern related to teaching methodology, favoritism, and feedback or criticism within the class. The majority of students claimed that the teacher's

characteristics and interaction with teacher are major causes of anxiety. Some of the students discuss specific issues, such as teachers' explaining a subject in a way that does not make sense, teachers over-correcting students when they speak. Consistent with these students' claims that the teachers are partially responsible for their students' anxiety, Price (1991) suggested that the teacher plays an important role in increasing or decreasing student anxiety in the foreign language classroom. The students need for the teacher to offer encouragement, support, and attention to their efforts without being excessively critical of the students' error.

Therefore, Situational anxiety is caused by new situations or changing events. It can also be caused by various events that make that particular individual uncomfortable. Its occurrence is very common. Often, an individual will experience panic attacks or extreme anxiety in specific situations. A situation that causes one individual to experience anxiety may not affect another individual at all. For example, some people become uneasy in crowds' places, so may cause them to experience extreme anxiety, possibly a panic attack. Others, however, may experience anxiety when major changes in life occur, such as entering college, etc.

3. Studies on learning Anxiety

Over the past few decades, many scholars and researchers have long been studying language anxiety as an effective variable of human behavior, because of its importance in the process of foreign language learning. Therefore, language anxiety is taken into consideration as an affective factor which researchers studied in addition to other differences in individual learners.

Horwitz et al (1986) state that language anxiety is distinct construct from other types of anxiety "a distinct complex of self-perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language

learning process” (p.128). That is to say, the anxiety experienced in classroom is called Foreign Language Classroom Anxiety (FLCA). Many learners have a mental blockage against learning to speak other languages. However, the same learners may be good in other skills. In many cases, students are anxious which prevents them to react and perform successfully in foreign language setting. Horwitz, Horwitz, and Cope (1986) assumed FLCA to be situational anxiety rather than a trait anxiety (the individual is an anxious person; we could say a worrier, for whom being anxious is a personality characteristic), so anxiety is specialized to the language learning, and it takes place in the foreign language classroom.

Foreign Language Classroom Anxiety Scale (FLCAS) is developed by Horwitz et al (1986) which examine foreign language anxiety as situation-specific anxiety limited to language learning. FLCAS is a scale that contains thirty-three question items correlated with anxiety components. In addition, this scale is still widely used, it is planned in order to measure speaking and listening skills in the second language, and to investigate the impact of these anxieties such as: communication apprehension, test anxiety, and fear of negative evaluation on foreign language learning (Ellis, 2008). After that, to study the link between anxiety and language learning, FLCAS was used by many scholars. Researchers have studied the problem of foreign language anxiety from different perspectives, some of them discussed its presence, and others inquire into the theoretical background of its relations with students’ accomplishments (Subaşlı, 2010). From these studies other scales have also been occurred such as The English Language Anxiety Scale (ELAS), and The Language Class Discomfort Scale (LCDS) (Ely, 1986).

The primary factor affecting language acquisition appears to be the input that the learner receives. Stephen Krashen (1977) took a very strong position on the importance

of input, asserting that comprehensible input is all that is necessary for second-language acquisition. The assumption of the impact of anxiety on the language input was introduced by Krashen in his hypothesis that is called “*The Affective Filter Hypothesis*” (AFH). This hypothesis was intended to demonstrate the capability of some learners to learn foreign language instead of others .It elucidates the relationship between some affective factors and the process of second language acquisition (Gass and Selinker, 2008).

The AFH combines Krashen’s point of view that a number of 'affective variables' which refers to non-linguistic variables play a facilitative role, but non-causal, role in second language acquisition. These variables include: motivation, nervousness, self-esteem, and anxiety can affect the acquisition of second language. Krashen stated that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can participate to increase the affective filter and form a 'mental block' that prevents information about second language from reaching the language area of the mind. In other words, when the filter blocks comprehensible input the acquisition fails.

To sum up, foreign language learners input should be comprehensible and must be provided in low anxiety context. According to Irzeqat (2010) “the input has to be relevant, quantity-sufficient, and experienced in contexts that are low anxiety provoking”(p.3). Anxiety leads to impede learners’ willingness to speak and communicate in the classroom language, because it acts the role of an affective filter that hinders students’ ability to receive the needed input for foreign language learning process.

Conclusion

To sum up, foreign language anxiety has been studied by many researchers and scholars and from different aspects. These numerous studies reflect its importance in language learning. Researchers have identified five types of anxiety: state anxiety, trait anxiety, facilitating anxiety, debilitating anxiety, and situation-specific anxiety. In addition to this, crucial studies and discussions have been raised about the issue of anxiety to seek for the impact of it on the process of foreign language learning. Moreover, the majority of the researches have been trying to see how anxiety prevents learners to succeed in their learning through various theories. Therefore, the most important studies that have been conducted on foreign language anxiety such as: Foreign Language Classroom Anxiety Scale (FLCAS) that developed by Horwitz, and the Affective Filter Hypothesis (AFH) that introduced by Stephen Krashen have proved that anxiety has a great role in preventing learners to succeed in learning the foreign language.

Chapter two

Anxiety in oral performance

Introduction

Many researchers such as Price (1991) and MacIntyre (1998) have supported the idea that communicating in the foreign language class may be an anxious experience causing feelings of fear. Speaking in the target language seems to be the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to language learners. Although students show most interest in learning to communicate orally in the foreign language, their anxieties may play debilitating roles that impede them from reach their objectives. Thus, there are various sources of anxiety that play a crucial role in learners' fears to perform in language classroom, in addition to this many investigators highlighted numerous effects of these causes in their communication. Finally, they display some tips that teachers can follow to help learners overcome their speech anxiety and some procedures conquer foreign language speaking anxiety in their classrooms.

2.1. Anxiety and oral performance

Foreign language anxiety is the most important variable in the learning process that hinders foreign language learners' performance. Because it can be cognitively and physically a serious barrier to learner's capacities especially its negative effect on student's speaking skill. Language anxiety is the worry that learners feel when they use second or foreign language they find it very difficult to involve themselves in an unfamiliar language situation (Spielberger, et.al.1995). In other words, anxiety has a relationship with speaking the foreign language.

In study on classroom anxiety, many learners who have experienced learning foreign language are highly anxious because of participating in speaking activities they are probably not fully engaged or not engaged at all. It is often assumed that the most anxiety-provoking in foreign language setting is the speaking skill. Price (1991) also

claimed that oral presentations are the greatest source of classroom anxiety. Similarly, MacIntyre et al. (1998) defined this phenomenon as willingness to communicate or (WTC) as learner's "readiness to enter into discourse at a particular time with specific person or persons, using L2" (p.82). By this, anxious students have been shown to be less likely to volunteer with their answers in classroom and to be hesitant in expressing their opinions in the target language.

From this, Anxiety has an effect on the oral performance of speakers of English as foreign language. Students' speaking in the FL classroom generated the highest level of anxiety, because the majority of them face to some extent a degree of nervousness and worry correlated to the speaking skill. So, speaking is the major source of anxiety that expressed by most of learners especially when they have to speak in front of their classmates.

Many other researchers in the field of language education and psychology have been asserted that foreign language anxiety has been almost totally correlated with oral performance of language use (Horwitz, Horwitz and Cope, 1986, p.125). From the cognitive perspective on language acquisition assumes that the learner is an autonomous player, processing an appropriate language data surrounds him to re-build his previous hypotheses with limited concentration. From that, the relationships between anxiety, cognition, and behavior as a cyclical, where each influences the other (MacIntyre .1995). That is to say, they feel anxious and worried when there is a position requires an answer in EFL class, because their attention is reduced that leads a weak performance.

The different symptoms of foreign language anxiety prove that the construct of anxiety has a remarkable impact on the learning process in general and more specific

when it crosses the speaking skill. According to Leary (1982) the noticeable characteristics that the teacher may obviously notice when learners are anxious “Squirm in their seats (to feel or exhibit signs of humiliation, embarrassment), fidget (to behave or move nervously), play with their hair, clothes or other objects, and generally appear nervous (p.110). Also, some students may have their hearts beating strongly; others may feel nervous and sweat, so this is the stress that comes from having to speak in front of a group.

The relationship between anxiety and oral performance after a number of studies and experiments with second and foreign language context is negative. This is asserted by Allright and Baily who have concluded that “the more anxious learners are, the less likely they are to do well at speech skills” (p.173). Therefore, researchers and teachers perceive foreign language anxiety as a hindrance o language learners’ achievements in the learning process .Although, it is not clear yet whether it is the increasing anxiety which prevent learners from improving the speaking skill , or whether it is the weakness in speaking skill that provoke anxiety(Allright and Baily ,1991, p.173).

2.2. The causes of anxiety in oral performance

Foreign language anxiety is the feeling of apprehension and nervousness expressed by non-native speakers, when learning or using a second or a foreign language. Anxiety may impact EFL learners’ oral performance. According to Horwitz et al. (1986) anxiety is defined as a “distinct complex phenomenon of self-perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process”(p.126).This feeling may impede the willingness to improve any second or foreign language context whether related with the productive skills, or the receptive ones. Various sources of anxiety in foreign language

classes have been identified by many researchers such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perception, speaking activities, and competitiveness.

2.2.1. Communication Apprehension

Communication apprehension (CA) considered as an important factor in the process of learning a foreign language and affects also learners' achievements in oral performance. Because students who suffer from anxiety to communicate or participate in front of their classmates are likely to encounter even greater difficulty speaking in foreign language where they have a little master of the communicative situation. Horwitz, Horwitz, and Cope (1986) have stated that communicative apprehension is as “ a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.” (pp. 127-128).

From this, many English foreign language learners generally have difficulty in speaking and understanding others. The existence of communication apprehension is due to some psychological obstacles which cause low self confidence that prevent their ability to speak when performing orally.

McCroskey's assumption of CA is as “an individuals' level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977, p.78 postulated in Byrene, 1997, p.1). Learners' speaking anxiety may be particular to specific settings, or what called context-based apprehension is a category of CA; this type emerges in some given contexts such as within a meeting, when speaking in group (oral communication anxiety), and listening to spoken message (receive anxiety) (Byrene ,1997).

By this, the majority of anxious students experience speaking context-based apprehension in some communicative situations in their classrooms. Apparently, they can be to a certain degree perfect speakers of English in other situations out of the classroom where they show greater abilities and good oral communication without fears or worries. But the anxiety of speaking in more threatening contexts prevents them within the public speaking class, blocks their potential cognitive and personal competence, and makes them not fully involved or not involved at all.

Consequently, EFL classroom learners who have communication apprehension usually feel discomfort and less controlled to the oral situations. In addition to this “they also may feel that their attempts at oral work are constantly being monitored” (ibid, p.127).According to MacIntyre and Gardner (1991) stated that speaking apprehension is associated with the student’s negative self-concepts which comes from the negative experiences, and the learners failure to perceive and transmit information to others . Therefore, communication apprehension certainly acts a main role in FL anxiety which affects negatively the process of learning foreign language, and affects also learner’s accomplishments in oral communication.

2.2.2. Test anxiety

Test anxiety as defined by Horwitz, Horwitz and Cope (1986) it “refers to a type of performance anxiety stemming from a fear of failure” (p. 127) .That occurs before or during test situations. It is a physiological condition in which learners feel exaggerated worry, anxiety, and uncomfortable during or before taking a test. This anxiety creates important obstacles to performance and learning process.

Many researches show that there are other sources of test anxiety which are related with greater worry and test irrelevant thoughts during a test. Test anxiety may include in addition to fear of negative evaluation, previous weak performance. Also,

characteristics of the test environment such as: kind of the activities, difficulty, environment, time pressure, instructor behaviors, and physical setting can influence the level of worseness felt by the learner.

Test anxiety influences student achievement and motivation to learn in the classroom, because this anxiety can result in impaired performance in the classroom. Hill and Wigfield (1984) reported studies about test anxiety and achievement stated “anxiety and achievement share significant variance, so high test-anxious individuals have an increased likelihood to perform poorly if a task is to be evaluated” (p.105). Putwain and Best (2011), examined test performance among elementary children have argued that when the examiner puts pressure on the learners, their achievements in high threat situations demonstrated that students performed worse and experienced more test anxiety and apprehensive thoughts than when in a low threat environment.

2.2.3. Fear of negative evaluation

Fear of negative evaluation is defined as the worry about other’s evaluations, the avoidance of evaluative situations, and high expectation that others would evaluate oneself negatively (Watson and Friend, 1969). The term fear of negative evaluation is broader than test anxiety because it may exist in any social, and evaluative situation “the prospect or presence of interpersonal evaluation in oral or imagined social settings” (MacIntyre, 1995, p.93).

In the language classroom, fear of negative evaluation increases when learners are in oral expression session. Students may experience fear from passively evaluated by their classmates or the teacher which make them communicating poorly, with many errors because of large amount of anxiety. According to MacIntyre and Gardner (1988) it is axiomatic that the process of learning cannot take place without mistakes, mistakes can be the cause of the apprehension for many learners, due to they draw attention to

the hardness of making a good social image when communicating orally with a new language.

Therefore, learners who feel high fear of negative evaluation are highly associated with classroom avoidance, and may tend to avoid cases where they have to experience it. In addition, communication anxious learners rarely initiate conversation and interact minimally, and they always appear to sit inactive in the classroom, avoid tasks that could help them to improve their speaking skill, and may even leave classroom completely (Ely et al. 1986).

2.2.4. Lack of motivation

Motivation is a significant factor which provokes anxiety if it is lacked. Motivation is the driving force behind learner behavior. Motivated learners are those who have made an aware decision to specify great effort to obtaining something that they value (Weiner, 1992); it energizes students and provides direction. It is one of the most important keys to success in learning. When there is motivation students achieve greater and better outcomes and accomplishments.

However, the lack of motivation still constitutes a serious problem both for teachers and students in language classrooms .The absence of motivation might make the student anxious, apprehended, and depressed to speak or to learn a new language (Cort, 2012). By this, if students do not believe that their efforts are likely to improve their performance, they will not be motivated to work hard. Motivation can be influenced, for example, if a course that has a reputation for being difficult. Students may also have had discouraging experiences in similar courses that convince them they cannot do the work. Additionally, if students attribute their success to their innate talents rather than effort, they may not be motivated to work. This can happen whether they believe they possess the necessary abilities or lack them. Therefore, language

learning requires time and effort and when learners lose their interests and desire to learn they will gain the worst results.

2.2.5. Negative self-perception

The individual's perception and misperception of his or her ability is likely to play an important role in the learning process. Disregard of capability could be an obstacle for learners to achieve their goals, because when students exaggerate the difficulties they will face under estimate their probability of success .According to Laine (1987) Self-concept is “the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object” (p.15). Speaking anxious learners, who continue to think about their learning problems that come from negative thoughts, cannot manage to focus on the language task.

Anxious learners tend to have a more negative self perception and tend to underestimate their ability especially in speaking skill. Young (1999) asserted that anxiety may be correlated to self thoughts of failure and negative self perception about the subject's own Fl capacity. For these reasons, learners consider speaking in front of their classmates is one of the most common sources of anxiety, mostly if their proficiency in the foreign language is limited. For instance, answering a question in the foreign language may be a stressful activity; fear and anxiety make the student concentrate on negative ideas. Accordingly, the cognitive performance will suffer since the student cannot focus on the task and the oral performance will not be as good as expected. Therefore, the role of teachers should be to enhance more self-confident language students focusing their attention on positive experiences in the foreign language, rather than on negative ones.

2.2.6. Speaking activities

The task of speaking in a foreign language is more difficult since it involves learning a new language and performing in it, and an essential role is played by certain classroom practices established by teachers with their learners in the classroom.

Strong evidence of the negative impact of oral performance practices on language anxiety was first observed in the research prepared by Horwitz, Horwitz and Cope (1986). They noticed that learners with high language anxiety were primarily worried to communicate in the foreign language. By this, most of anxious students underlined that speaking in front of others was the worst experience for them. Similarly, in speaking skill there are specific activities that increase anxiety, for instance, present a prepared dialogue in front of the class, make an oral presentation or skit, speak in front of the class, role play situation spontaneously are considered to be the major anxiety provoking activities. Price (1991) asserted that students react in an apprehensive way to speaking due to the fear of being laughed at by their classmates, or making pronunciation mistakes and not being able to speak fluently. While others when are engaged in speaking a foreign language, are very “self-conscious and feel that such activities will expose their inadequacies” (Horwitz et al., 1986, p.128). Therefore, the significant influence of speaking activities on learners’ anxiety should be taken into consideration from teachers when planning activities to their learners.

2.2.7. Competitiveness

Competitiveness plays an important role in determine students’ speaking anxiety. According to Bailey (1983) too much competitiveness among language learners can increases states of anxiety. She argues that learners become more anxious when they compared themselves with others or to an idealized self-image, which can be rarely obtained and found themselves less proficient. She added other characteristics of competitive behavior, such as harmful reactions toward other learners based on comparisons, a desire to outperform other

language learners, a desire to attain teacher's acceptance, a focus on tests and grades with regards to other student performances. Similarly, Oxford (1999) argued that competitiveness may relate to language anxiety but they suggest that it largely depends on the learners themselves, their learning style preferences, the kind of the competition, demands and rewards of the environment and (p.216).

Consequently, those learners especially in competitive environments may appreciate competition and in such a situation it would not have any influence on their learning process. Thus, it is possible to understand that creating a low anxiety classroom atmosphere should be one of the major roles for language instructors and that by a diversity of methods in order to deal with personal and interpersonal fears. So, if students understand their anxieties about language learning, they will be able to cope with anxiety in different situations with more practical ways.

3. The effects of anxiety on performance and learning

Anxiety is one of the largely studied issues in foreign language learning. Investigators such as Ellis (2003) tried to study primarily the relation between language anxiety and the learners' performance as well as their achievement, and to obtain a full understanding of foreign language anxiety, it is important to have knowledge how FL anxiety influences learners. Thus, FL anxiety can interfere with the three stages of learning: 1) input 2) Processing, 3) output. It can affect the learners' capability to process information at each stage which can cause FL learners' oral weaknesses and linguistic difficulties when learning and communicating in the target language.

3.1 Input

The input is the first learning stage that activates the Language Acquisition Device (LAD), which applies the further process of language learning. So, a highly anxious learner cannot perceive the given information due to the high level of the learners' affective filter.

In addition, the learner's affective filter is developed by Krashen (1985), and defined as the unreal obstacle which causes learners' inability to acquire a language. In other words, these barriers are the learners' affective variables, containing self-confidence, anxiety, inhibition, etc. They cause a mental block that impedes input from reaching the LAD. Thus, they hinder the anxious learners' ability to concentrate on what their teachers say and diminish their efforts to represent input internally.

Therefore, at this stage when anxiety arouses, internal reaction will guide the learners' attention to their state of worry and discomfort. Input anxiety refers to the anxiety experienced by the learners when they encounter new information in the target language. This causes misunderstanding of the message by the instructor, and lead to the damage of successful communication.

3.2 Processing

Student also influenced by FL anxiety in the processing stage, where the new information which performed by mental processes takes place, during this stage; anxiety intervenes with the students' cognitive tasks. When the task is related to the student's ability, the effect of anxiety will be greater. So, the students cannot concentrate or using the stored information. For example, a learner in a free discussion or talking about a given topic, which a student cannot speak fluently because the anxiety make him forget the appropriate vocabularies that he needs to use.

Psychologists such as Segalowitz (2003) working on the "Information Processing Model (IPM) " (postulated in Lightbown & Spada, 2006, p.38) have argued that there is a boundary to the amount of focused mental activity a learner can involve in at one time. Communicating in the FL demands from the student to operate more than one mental activity at the same time, and for more comfortable students, who are relatively relaxed in their learning , "choosing words, pronouncing them, and stringing them

together with the appropriate grammatical markers” (ibid. p.39) is essentially spontaneous in contrast to their discomfort counterparts. Horwitz, Horwitz, and Cope (1986) have stated “to perform these operations while speaking many complex and non automatic cognitive operations are required, and failure to do so may “leads to reticence, self-consciousness, fear, or even panic” (p.128).

Therefore, according to what has been mentioned before to reduce learners’ foreign language anxiety they have to pay attention primarily to any linguistic aspect they are trying to understand or produce by using cognitive sources in processing information, and building knowledge that can finally be called automatically for speaking and understanding.

3.3. Output

Finally, FL anxiety impacts the output stage of learning. This is most often with Speaking in FL. Anxiety is more likely to occur obviously at the learners’ performance stage, which totally depends on the successful completion of the previous stages: input, and processing. Anxiety at this stage refers to the learners’ apprehensiveness or fear experienced when asked to exhibit their capability to use previously learned, and MacIntyre and Gardner (1991) have found “high level of anxiety at this stage might hinder students” ability to speak in the target language.” (p.93)

However, there are different views about the relationship between anxiety and foreign language, language anxiety shows the negative influences in most situations. Horwitz, Horwitz, and Cope (1986) have reported an important negative correlation between anxiety and FL accomplishment through developing Foreign Language Classroom Anxiety Scale (FLCAS). Moreover, MacIntyre and Gardner (1991) have asserted that anxiety has a negative effect on performance in FL learning, they have

stated that highly anxious students are likely to have lower oral performance in contrast to their relaxed classmates; their study argued that learner's anxiety can make an effect on their performance, as well as their attitudes toward language learning.

Therefore, learners in this stage with their anxieties will not succeed in their oral performance; also they will choose to be most of time passive and avoiding engagement with their learning, even though they can do well if they control their fears. So, those anxious learners in that way they will lose the opportunity to be better students with powerful abilities.

4. Strategies for reducing oral performance anxiety in learning

4.1. The role of teacher in reducing Speech anxiety in Foreign Language Learning

To minimize anxiety and help students to deal with it, most investigation findings brought similar suggestions, that teachers have vital role to reduce their students' speaking anxiety. They should try to make some interventions to help anxious learners, because of the great impact of speaking anxiety on students' learning and speaking performance. The following are some tips that teachers can use to minimize the level of students' speaking anxiety:

4.1.1. Creating a relaxed classroom

Language learning is one of the most face-threatening school subjects, and creating a relaxed atmosphere in foreign language classrooms is one of the most successful strategies that help in reducing anxiety among foreign language learners. Dornyei (2001) stated that teachers need to create a pleasant and supportive classroom atmosphere. The importance of the classroom climate is as a motivational tool that learners need to be less worried to communicate with the foreign language. The role of teacher is to build a relaxed classroom because alleviating student's anxieties is the most important thing to obtain good results in foreign language classes.

In addition, creating a pleasant atmosphere can be achieved by using different ways that may help learners feel less anxious in foreign language classrooms. According to Dorneiy (2001), teachers should apply norm of tolerance especially with students' mistakes. They should put into consideration that mistakes are a part of language learning “students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake” (p.41). Furthermore, another tool to improve the classroom atmosphere is the use of humors, Dorneiy (2001) also claimed that effective teachers have a good sense of humor, which is a relaxed attitude from the teacher, and if students can feel that the teacher allows a healthy degree of self-mockery, they will be more comfortable in their learning. Encourage learners to personalize the classroom environment according to their taste is also beneficial to minimize anxiety because “classroom is not only a psychological but also a physical environment.” (Ibid.41). Finally, games, and music are useful techniques to create a relaxed atmosphere. Therefore, create a pleasant and supportive atmosphere in the classroom can support and urge students to use the target language at ease.

4.1.2. Teacher- Student Relationship

Much of recent studies, suggest that a close, and positive relationship between teachers and learners is an important key for successful learning. Interpersonal relationships with learners influence the classroom climate, and therefore affect students' performance and engagement. Pianta (1999) claimed that psychologically close relationship between teacher and learner supply students with a feeling of security in the classroom atmosphere that lowers the level of anxiety which leads to well achievements.

Moreover, the strong link between teachers and students is a vital component in the recipe for student success. It is assumed that this sense of wellness encourages

motivation and comfort, as well as an academic positive competition between students. Similarly, Birch and Ladd (1997) asserted also that students who had closer relationships with their teachers were better adjusted academically than students with conflicted teacher-student relationships. Consequently, positive and supportive relationship results in students with greater sense of competence and motivation without fears or anxieties in their learning process.

Therefore, according to Hamre and Pianta (2001) students who feel a strong personal relationship to their teacher, talk with them, and receive more constructive guidance. The student is likely to trust the teacher more, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and guide their desire to learn.

4.1.3. Varying speaking activities

Teachers can apply another technique which is varying speaking activities that should be organized and designed to help students feel comfortable in the foreign language classrooms. They can lower their students' speaking anxiety by using different speaking activities. Harmer (1984) assumed that simulations are very helpful for student; they develop the self-confidence of anxious students. They are similar to role-plays but what makes simulations different from role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. Thus, they will have different roles and do not have to speak for themselves, which means they do not have to take the same responsibility.

Furthermore, another type of speaking activity which is brainstorming on a selected topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. Dunn and Kenneth (1972) stated that the advantage of this activity is that

the students are not criticized for their ideas. So, students will share their new ideas without any fears. In addition to the above mentioned activities, teachers can also reduce their students' speaking anxiety and raise their motivation by integrating activities about real life such as: share ideas about an event, or find solutions in their discussion groups. These real life communication activities can improve learners' self-confidence help and reducing their speaking anxiety.

4.1.4. Group work

Group work is considered as another strategy for reducing students' speaking anxiety that many foreign language scholars are focusing on. Dornyei (2001) believed that cooperative environments have more positive attitudes in the learning process and develop higher self-esteem and self-confidence “which is due to the fact that group interaction is seen in modern language teaching methodologies as a prerequisite to building the learners' communicative competence”(p.100). Tsui (2001) claimed that students' collaboration has successful objectives to reduce anxiety among foreign language learners. Thus students should work together to achieve better achievements in their performance and their learning.

Dornyei (2001) also asserted that group work has many advantages that may help learners fulfill good achievements in their foreign language learning “Cooperative situations generally have a positive emotional sense, which means that they generate less anxiety and stress than other learning formats. Cooperation fosters class group cohesiveness.” (p.101). When students work together they will motivate each other, assist, encourage, and support the participation of their members of the group work. This is because in cooperative situations students are relying on each other and share common goals, which in turn create a feeling of unity. Therefore, group work is one of

the best procedures that teachers can establish in the classroom to alleviate learners' anxiety in their language classes.

4.2. The role of students in reducing their speech anxiety in their foreign language learning

In addition to teachers' role in reducing students' speaking anxiety, learners also participate to diminish it. Learners should understand that anxiety has an important function in affecting their oral communication. They should know how to cope and reduce their worry about speaking. The following are some researchers' tips that may help students deal with their anxieties:

4.2.1. Practice and preparation

Practice and preparation are effective ways that may help learners to cope with their anxiety in oral performance, because they develop learners' self-esteem in speaking which can minimize the level of anxiety. Learners should try to practice speaking at least once before they present it. Practice in an environment that is as similar as possible to where they will be giving the presentation. Practice in front of their classmates by using the foreign language. According to Kanar (2011) "preparation and practice are the keys to feeling confident about giving a speech or presentation" (p.293). So, practice and preparation can improve students' proficiency of the language, helping them in decreasing their anxiety.

In addition, students should develop their self-confidence to diminish their anxiety, and that will be done through the good preparation and practice due to practice makes perfect. Students have to exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and to ameliorate their communication in foreign language.

4.2.2. Positive self-talk

Bassett (1989) believed that self-talk can be useful, especially for dealing with state anxiety, which refers to learner's anxiety because of a specific evaluative situation, e.g., a test, a competition, an oral performance. Positive self-talk is considered as an effective strategy for students to alleviate their speaking anxiety. According to Young (1991) positive self-talk is a strategy which anxious students use to help themselves. For example, "I can handle this Just relax. .. Take a deep slow breath and I'll start as I rehearsed it."(p.431). In addition, Bassett also (1989) asserted that learners have to stop their negative thinking "To begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts" (pp.3-1).

Moreover, it is encouragement way that helps learners to overcome their negative thoughts. Therefore, they must learn how to talk to their selves in relaxing manner with using positive dialogues instead of negative ones.

4.2.3. Relaxation techniques

Relaxation techniques are effective ways that help students in coping with worry and anxiety in the classroom. Students should follow these ways before performing their speeches in order to decrease their anxiety.

In addition, according to Bryan (2001) there are several relaxation techniques learners can use. For instance, anxious students should breathe deeply with relaxing the muscles which may help them feel more comfortable, and they can also use visualization as a relaxation way of speaking anxiety. Lloyd (2010) defined as a mental image that students draw in which they see their selves more confident when speaking the foreign language "See yourself performing as a confident presenter who is enjoying the performance" (Bryan, 2001, p.44). They can also feel comfortable by forgetting everything and repeating words such as: I am calm, I am good and relaxed, I can finish

my work easily, etc. Thus, learners should use these techniques at least to be able to control their speaking anxiety.

4.2.4. Minimizing fear of making mistakes

Minimizing a fear of making mistakes is another strategy that students should follow to reduce their oral performance anxiety. According to Bassett (1985) assumed that to have some fear of mistakes can be an effective thing which can help learners to improve their performance. But exaggerated fear causes problems. Thus, learners should have knowledge about how to control their worry, because such these negative ideas about making mistakes can lower students' self confidence.

In addition, In order to overcome the fear of making mistakes, students must understand that making mistakes is an essential step for learning, and it is not sign of weakness. Bassett (1985) also said “mistakes are opportunities for growth nothing more” (p.3-9), because they will never be able to develop a new skill in their learning without making some mistakes. Students have to focus more on transferring the information without being anxious. Therefore, they must understand that making mistakes is normal part of the human nature.

Conclusion

Communicating in the foreign language class may be a frightening experience causing feelings of anxiety and worry. Many researchers in the field of language education and psychology such as Horwitz and Cope have been asserted that foreign language anxiety has been almost correlated with oral performance of language use. The researches tried to seek the causes of foreign language speech anxiety have showed different reasons such as: communication apprehension, test anxiety, fear of negative evaluation, negative self perception, lack of motivation, speaking activities, and competitiveness. The majority of researchers agree that foreign language speech

anxiety has a negative impact on students' learning and speaking performance. So, FL anxiety can interfere with the three stages of learning: input, processing, and output. Moreover, teachers have a vital role in diminishing anxiety of their learners in their foreign language classrooms through various procedures as: creating a relaxed classroom, establishing the teacher-student relationship, varying speaking activities, and forming group works. In addition, learners also can help their selves to reduce their speaking anxiety by using some beneficial tips such as: practice and preparation, use relaxation techniques, positive self-talk, and through minimizing fear of making mistakes. Therefore, reducing students' anxiety can enhance their speaking skill and develop their foreign language learning.

Chapter three

Field Work

1. Analysis of the Students' Questionnaire

Introduction

This chapter aims to discuss the existence of anxiety in learning the foreign language, and to answer the research questions we have used a questionnaire to collect our data. The questionnaire was administered to fifty (50) students from the whole population of first year LMD students of English at Mohammed Khider University of Biskra. I have chosen the students of this level, because they use the English language for the first time, so the level of anxiety is higher than in the other levels. The students' questionnaire consisted of five sections. The first section is entitled "Background Information" aims to obtain information about students' choice to study English language at university. The second one is entitled "Anxiety in learning process" aims to discover the role of anxiety in the learners' learning process. The third one is entitled "Anxiety and learners' oral performance" aims to recognize the impact of foreign language anxiety on the students' oral performance. The fourth one is entitled "Causes of learners' oral performance anxiety" aims to discover the causes of learners' foreign language speaking anxiety. The fifth section is entitled "Reducing learners' oral performance anxiety" aims to find solutions by choosing the appropriate strategies to reduce students' speaking anxiety. Finally, we have used tables and graphs in order to organize our statistics and make the results that we have found more understood.

The Analysis

Section One: Background information

Q 1: Your choice to study English at university

Options	Participants	Percentage %
Voluntary	44	88%
Obliged	6	12%

Table 01: Participants' choice to study English

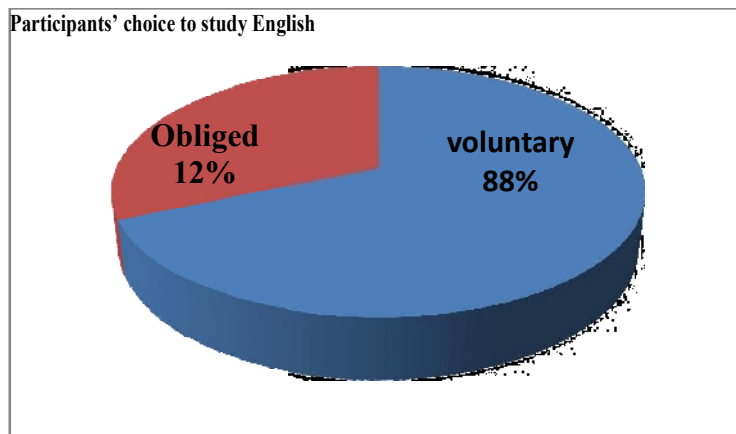


Figure 01

We have found that the students who were obliged to study English are 6 (12%), and those who were voluntary to study it are 44 (88%). The number of learners who want to study English voluntarily is more than those who are obliged to study it; therefore, studying English is the desire of the majority of the students.

Although the majority of students chose to study English voluntarily, we find that anxiety occurs in their learning. Thus, even they are sure about their decision to learn English; anxiety has an impact on their learning and hinders their abilities to show better their capacities.

Section two: Anxiety in Learning Process

Q 2: Do you think that learning English as a foreign language is difficult?

Options	Participants	%
Yes	13	26%
No	37	74%

Table 02: Participants' opinion about the difficult of learning English as a foreign language

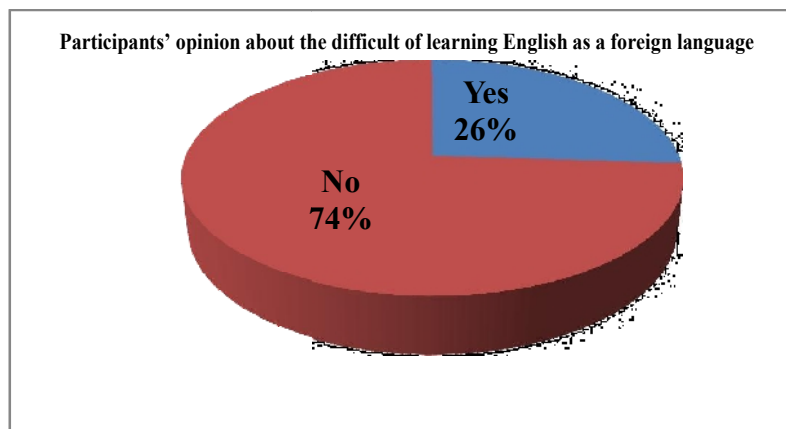


Figure 02

According to this chart, the majority of students (74%) claim that learning English as a foreign language is not difficult, while those who think that it is difficult are (26%). The number of students who believe that English as foreign language is not difficult is more than the number of those who believe it is difficult. From this amount

we notice that English as a foreign language is an easy task for most of students, and they can learn it at ease.

It appears from these results that plurality of the learners think that learning English as a foreign language is not difficult, but when anxiety exists their learning process will make it more difficult for them especially in oral tasks. So, what will face them in their learning is different from what they think.

Q3: If yes, is anxiety among the causes of your foreign language learning difficulties?

Options	Participants	%
Yes	24	48%
No	11	22%
No answer	15	30%

Table 03: Participants' perception of whether anxiety is among the causes of their foreign language learning difficulties

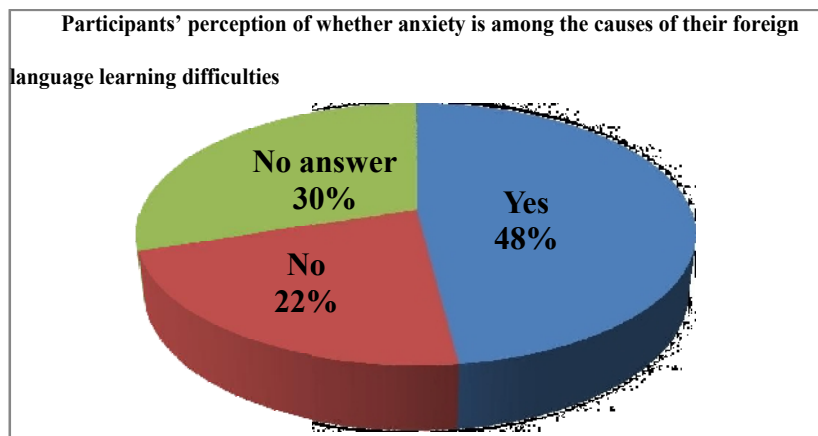


Figure 03

The statistics display that the students who stated that anxiety is among the causes of their foreign language learning difficulties are 24 (48%), those who said that anxiety is not among the causes of their foreign language learning difficulties are 11 (22%), and

those who provided no answer are 15 (30%). The participants with no answer are 15 (30 %) this result may be due to the previous question which contains “If yes”, So, they are not involved to answer the current question. However, if we compare the results given in the table 2, which shows that those who answered no are 37(74 %) ,with the answers given in the table (3), which show that those with no answer are 15 (30 %). Therefore, we can guess that there are some students who answered “No” in the previous question also answered the current question.

According to these results, we notice that the learners who chose to study English voluntarily, and those who declared that English as foreign language is an easy task in the previous questions, the current question shows the difference .Thus, anxiety is one of the reasons that contributes in the learners’ foreign language difficulties, and they find it uneasy to show their abilities because anxiety plays an important role in preventing them.

Q4: Does anxiety affect your foreign language learning?

Options	Participants	%
Yes	34	68%
No	16	32%

Table 04: Participants’ opinion about the effect of anxiety on their foreign language learning

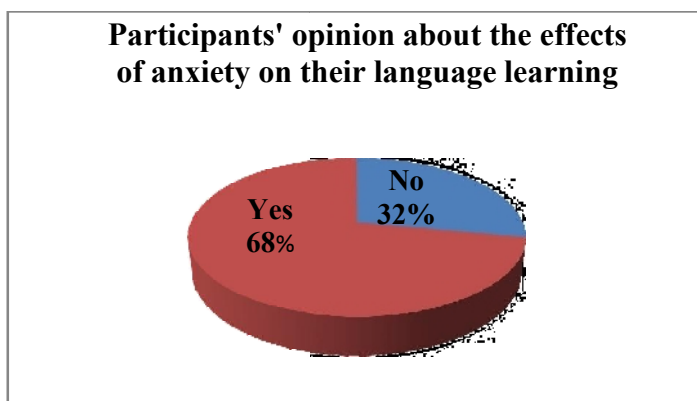


Figure 04

We have found that the students who claimed that anxiety affects their foreign language learning are 34 (68%), and those who stated that anxiety did not affect their foreign language learning are 16 (32%). The number of the learners who report that anxiety does not affect their foreign language learning is lower than those who see it as an effect on their foreign language learning.

These results clarify that the number of students who assume that anxiety affects their foreign language learning is more than the number of those who consider anxiety as one of the causes of their foreign language learning difficulties in Q3(table 03). So, this amount confirms that anxiety has a serious influence on the foreign language learning of the plurality of the participants, and it is the reason of their failure.

Q5: If yes, to what extent does anxiety affect your English foreign language learning?

Options	Participants	%
High extent	7	14%
Intermediate extent	22	44%
Low extent	5	10%
No answer	16	32%

Table 05: Participants' perception about the extent to which anxiety affects their foreign language leaning

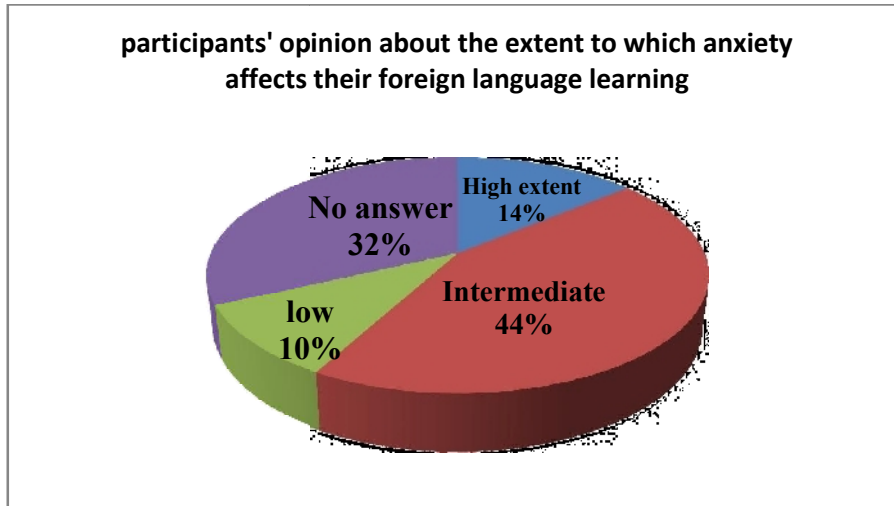


Figure 05

The results illustrates that the number of students who claimed that anxiety has a high extent in affecting their foreign language learning is 7 (14%). Those who claimed that it has an intermediate extent are 22 (44%). Those who claimed that it has a low extent are 5 (7%), and those with no answer are 16 (32%). The participants with no answer (32%) this result may be due to the previous question which contains “If yes”, so they are not concerned to answer current question. Therefore, the amount of the learners who assume that anxiety has an intermediate extent in influencing their foreign language learning is more than the other amounts.

We deduce from what mentioned above that the majority of students are affected by anxiety in their learning, but with varying amounts; some of them are conscious of its effects on their abilities while others are not.

Section three: Anxiety and learners' oral performance

Q6: What do you think about speaking the foreign language?

Options	Participants	%
Easy	22	44%
Difficult	28	56%

Table 06: Participants' opinion about speaking the foreign language

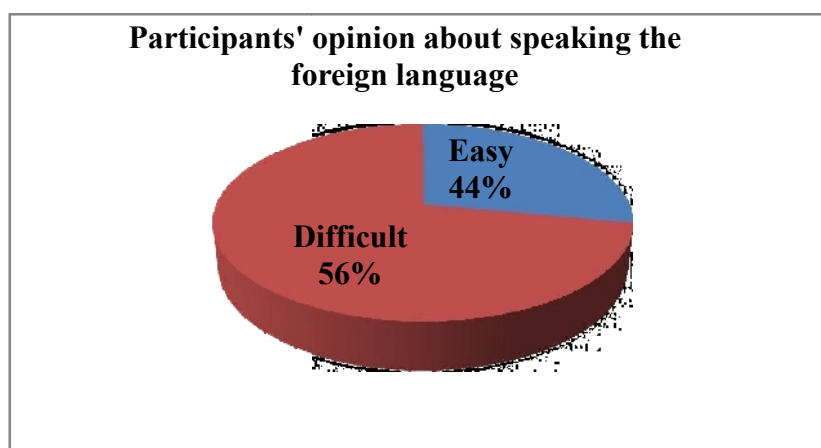


Figure 06

The above statistics show that the number of students who believe that speaking the foreign language is easy are 22 (44%), and those who think that speaking the foreign language is difficult are 28 (56%). The number of students who see that speaking the foreign language is difficult task is more than the number of the students who think it is an easy task. Consequently, speaking the foreign language is difficult for the majority of the students and they find it uneasy to using it.

Therefore, we can say that the difficulty of speaking the foreign language for the majority of students is due to the existence of anxiety among them, because as shown in table and chart of the previous question Q5 (section 2) that the anxiety impacts the majority of students of foreign language in their learning. So, when they speak they encounter a kind of mental block which prevents them to speak the English language fluently.

Q7: How do you feel when you are asked to speak in class?

Options	Participants	%
Anxious	29	58%
Comfortable	21	42%

Table07: Participants' opinion about answering the asked questions in the foreign language

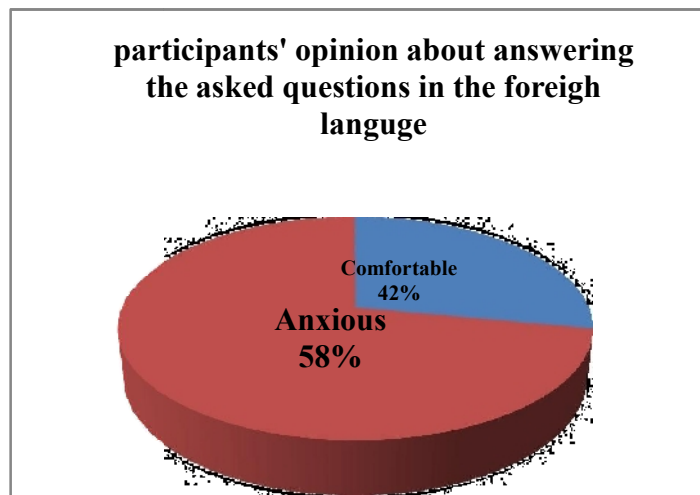


Figure 07

The results above show that the participants who feel comfortable when they asked to speak in the class are 21(42 %) and those who feel anxious when they asked to speak the foreign language in the class are 29 (58%). The number of students who feel

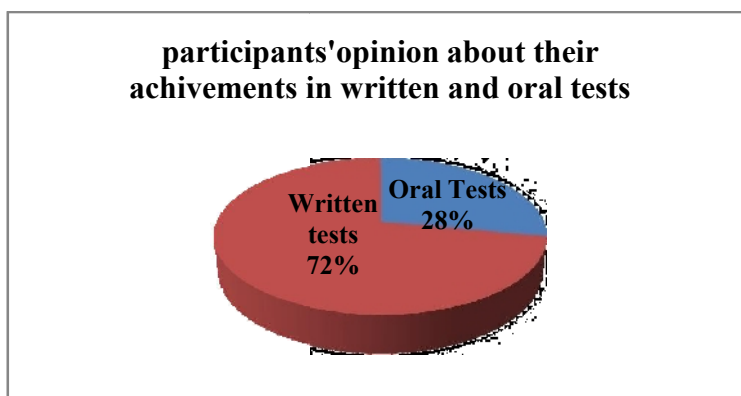
anxious when they asked to speak in the class is higher than the number of students who believe that it is comfortable experience. Thus, the majority of the foreign language learners believe that speaking and answering questions in the class is not an easy task.

We extract from the results that student who feel comfortable when they asked to speak in the class is due to the fact that they have high level of self- confidence, while the majority of students feel anxious to participate with their answers because the anxiety restrain them to show their ideas or the anxiety is a part of their personalities. So, they refuse to be part of the classroom discussion or to speak at all.

Q8: Do you achieve better in?

Options	Participants	%
Oral tests	14	28%
Written tests	36	72%

Table 08: participants' opinion about their achievements in written and oral tests



Figures 08

The results above illustrate that the number of students who reported that they achieve better in oral tests are 14 (28%) and those who claimed that they achieve better in written test are 36 (72%). The amount of participants who achieve better in written

tests is more than those who achieve better in oral tests. So, as we notice the majority of students feel more comfortable in written tests, because oral tests are more difficult than written tests.

We deduce that the majority of students are doing well in written tests, because in oral tests speaking anxiety sometimes hinders them from achieving their goals, and during the oral tests they usually feel nervous. So, these anxieties are really blocking their abilities because testing situations create a sense of threat and lead to weak performance.

Section Four: Causes of learners’ oral performance anxiety

Q9: Why do you feel anxious? Is this due to?

Options	Participants	%
Communication apprehension	17	34%
Lack of motivation	15	30%
Negative self-perceptions	18	36%

Table 09: participants’ causes of their Speaking Anxiety

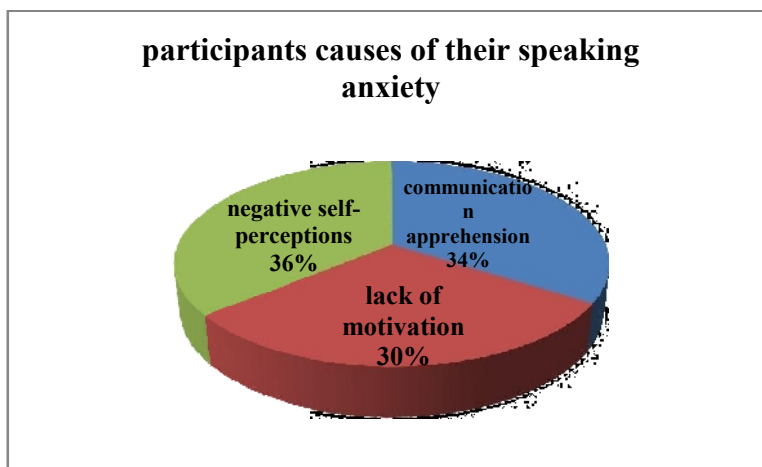


Figure 09

From the statistics we found that the students who referred their speaking anxiety to the communication apprehension are 17 (34%), 15 (30%) of them referred it to the lack of motivation, and 18 (36%) of them who referred their speaking anxiety to the negative self-perceptions. Also in the questionnaire we gave students the chance to suggest other choices and we found these results: 2 (4%) of the students who claimed that their speaking anxiety is due to the fear of being misunderstood, 5 (10%) of them who referred it to the lack of confidence. From these results we notice that the cause of learners' speaking anxiety is negative self- perceptions because is have the highest amount.

From the statistics above, we can say that students' negative self-perceptions plays a crucial role in their failure in the learning process; due to it is a barrier which stops them to achieve their goals. Consequently, when students exaggerate the difficulties they will face under estimate their probability of success especially in the speaking skill.

Q10: Do you think that competition with other classmates?

Options	Participants	%
Hinder your progress	7	14 %
Motivate you to work hard	43	86%

Table 10: participants' opinion about the effect of competition on their achievements

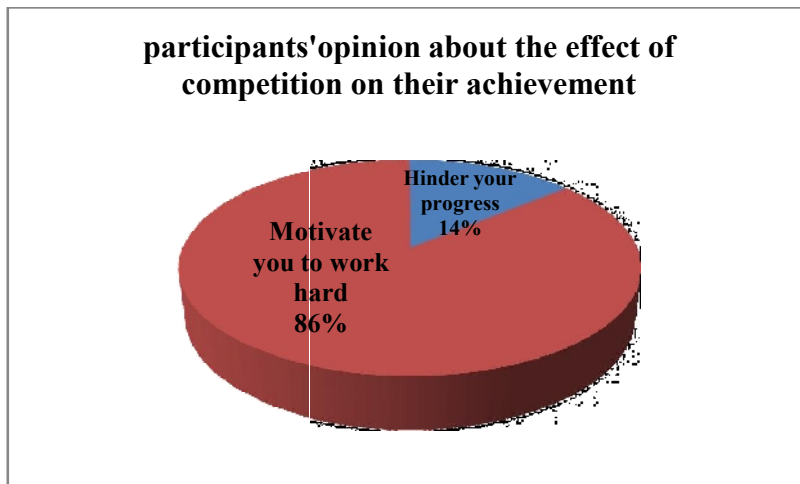


Figure 10

The statistics show that the number of participants who reported that the competition hinders their progress is 7(14%), and those who believe that it motivates them to work hard are 43 (86%). The number of students who believe that competition motivate them to work hard is higher than those who believe that it hinders their progress. So, competition is very important in the classroom because through it the majority of students work hard to reach their objectives in the learning process.

It is clear from the statistics that plurality of the learners think that competition is very important because it encourages them to show their best in the classroom, but when anxiety exists, their learning process will make it more difficult , and it will impede their progress especially in the oral tasks.

Q11: In which kind of speaking activities you feel more anxious?

Options	Participants	%
Role play	19	38%
Free discussion	29	58%
Present a prepared dialogue	8	16%
Information gap activity	8	16%

Table 11: Participants' perception about the speaking activities in which they feel more anxious

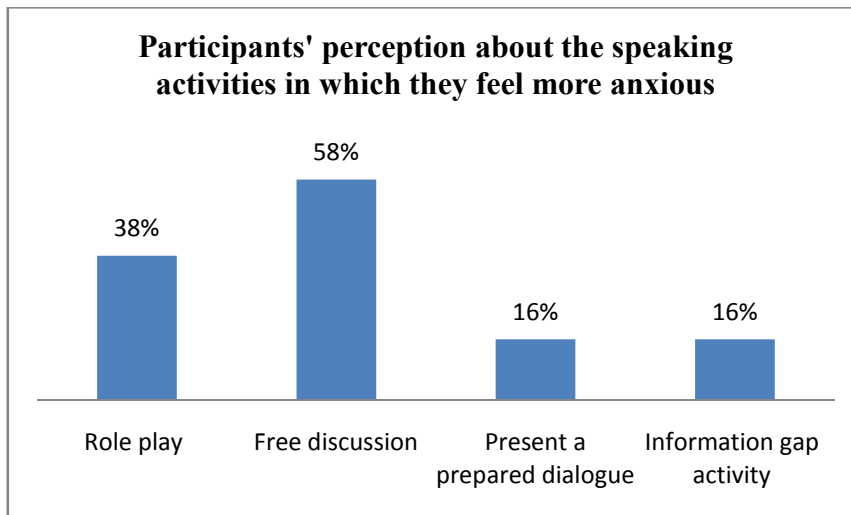


Figure 11

It is clear from the results that number of students who feel anxious in role play activity is 19 (38%), those who feel they are anxious in free discussion are 29 (58%), those who feel more anxious in presenting a prepared dialogue are 8 (16%), and those who feel anxious in information gap activity are also 8 (16%). We notice that the most anxiety provokes activities for students are free discussion and role play activities. Also, they feel more comfortable in information gap activity and in presenting a prepared dialogue.

We can deduce that the activities which provoke much anxiety for the learners are free discussion and role play activities, because they are obliged to speak in front of the whole class spontaneously and fluently the level of anxiety arouses, so they will not be able to express their ideas with the English language.

Q12: Do you feel anxious in oral tests? Is this due to?

Options	Participants	%
Lack of confidence	15	30%
Fear of negative evaluation	24	48%
Both of them	11	22%

Table12: Causes of Anxiety in Oral Tests

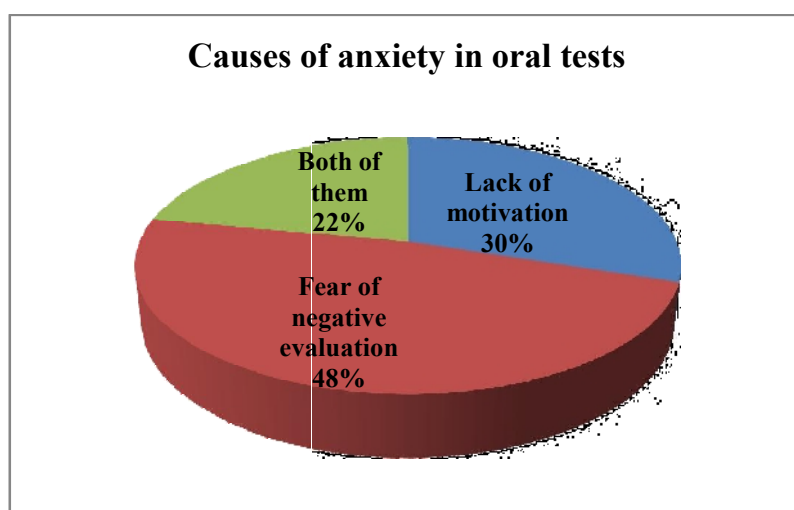


Figure 12

The statistics reveal that the number of students who claimed that their anxiety in oral tests is due to lack of motivation is 15 (30%), those who reported that their anxiety to the fear of negative evaluation are 24 (48%), and only 11 (22%) of students who referred to both of them. We notice that oral tests are one of the most anxieties

provoking factor in speaking English, and the majority of students feel anxious in oral tests mainly because of the fear of negative evaluation.

We conclude that fear of negative evaluation is the main cause of students' fears in the classroom especially in oral tasks, which makes them communicating poorly, with many mistakes because of high level of anxiety. Therefore, they are always passive in the class, and avoid activities that could help them to develop their language abilities.

Section Five: Reducing learners' oral performance anxiety

Q13: What do you think you can do to reduce your anxiety?

Options	Participants	%
Use positive self-talk	23	46%
Encourage yourself to take risks	20	40%
Use relaxation techniques	6	12%
Practice and preparation	29	58%
Eliminate fear of making mistakes	10	20%

Table 13: Participants' opinion about the strategies that they use to reduce their anxiety

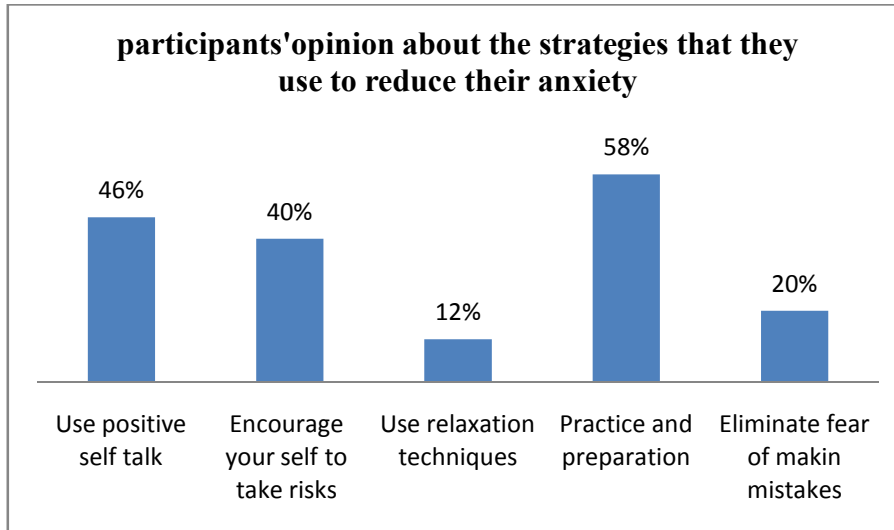


Figure 13

The results display that the number of students who reported that they use positive self-talk is 23 (46%), the number of students who encourage their selves to take risks is 20 (40%), only 6 (12%) of students who use the relaxation techniques, practice and preparation is used by 29 (58%) of students, and those who eliminate fear of making mistakes are 10 (20%). We have noticed that the mostly used strategies by the learners are: practice and preparation (58%) and using positive self-talk (46%).

Therefore, we conclude that nearly all the learners are anxious speakers; they know the impact of their anxiety in hindering their speaking abilities. So they help themselves by using ways that they can rely on to minimize their fears, which may help them to feel more comfortable. So, they can control their speaking anxiety.

Q14: what do you want from your teacher to do in order to reduce your anxiety?

Options	Participants	%
Creating relaxed classroom atmosphere	17	34%
Teacher-student relationship	13	26%
Group work	24	48%
Varying speaking activities	19	38%
Practicing positive error correction and show understanding	6	12%

Table14: Teachers' strategies to reduce their students' anxiety

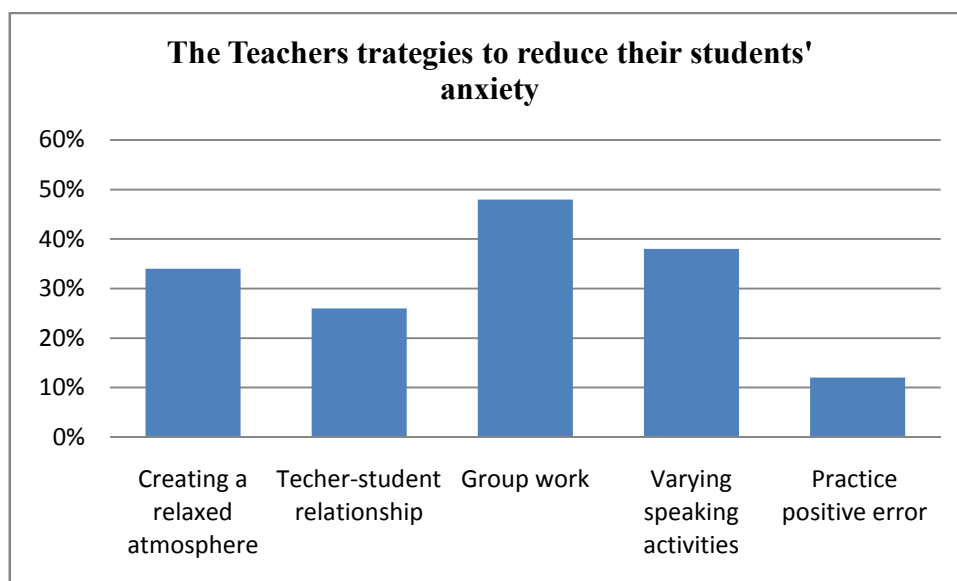


Figure 14

The statistics clarify that the number of students who chose creating a relaxed atmosphere as a strategy to reduce their anxiety is 17 (34%), those who claimed that teacher-student relationship would help them to alleviate their fears are 13(26%), and 24 (48%) of students who chose group work, 19 (38%) of them chose varying speaking activities, and the number of students who chose practicing positive error and show

understanding is 6 (12%). We conclude, according to these results, that the most useful strategies for students to minimize their anxiety in the classroom are: the group work and varying the speaking activities, because they gain the highest amounts among the other strategies.

Consequently, the results indicate that teachers may play an important role in minimizing their students' anxiety. Also, from the answers we understand that the students indeed need the help of their instructors in order to reduce their speaking anxiety.

Conclusion

The data we have collected from the questionnaire conducted to First year LMD English students; show that anxiety has an important role in the learners' foreign language learning, because its existence in their learning tends to make it very difficult for them especially, in the speaking skill. Thus, speaking can be the most anxiety provoking skill than the other skills. In addition, the majority of foreign language learners refer their speaking anxiety to the communication apprehension, lack of motivation, negative self-perceptions, fear of negative evaluation, fear of making mistakes, and lack of confidence. Most foreign language students believe that anxiety has great influence on their performance in the classroom as well as their achievement, which decrease their language abilities, and make them difficult for them to express their ideas in the foreign language. In addition, learners need to overcome their speaking anxiety by using different strategies that help them control their anxieties and achieve better results. These strategies are: use a positive self-talk, encourage themselves to take risks, use relaxation techniques, practice and preparation, and eliminating fear of making mistakes. Furthermore, teachers also can contribute in

minimizing their learners' speaking anxiety through varying speaking activities, practicing positive error correction and show understanding, creating a relaxed atmosphere, group work, and through the good relationship between the teacher and the student.

2. The Analysis of the Teachers' questionnaire

Introduction

In addition to students' questionnaire we found it is necessary to administer another one for teachers. The principle aim of this research is to investigate the effects of anxiety on students' oral performance. The questionnaire was directed to ten (10) teachers from the Department of English at Mohammed Khieder University of Biskra. It consisted of five (5) sections with fifteen (15) questions. The first section is entitled "Personal Information" aims to obtain information about the teachers such as: teachers' qualification, etc. The second one is entitled "Anxiety in learning process" aims to discover the teachers' perception about the existence of anxiety in their students' learning process. The third one is entitled "EFL students' oral performance Anxiety" aims to recognize the teachers' opinion about the influence of foreign language anxiety on the students' oral performance. The fourth one is entitled "Causes of students' oral performance anxiety" aims to show the teachers' perception about the causes of their students' speaking anxiety. The fifth section is entitled "Reducing students' oral performance anxiety" aims to find solutions by teachers to reduce their students' oral performance anxiety. Finally, we have used tables and graphs in order to organize our statistics.

The Analysis

Section one: personal information

1: Teachers' qualification

Options	Number	%
BA	5	50%
Master /Magistere	6	60%
Doctorate	0	0%

Table15: Teachers' qualification

Teachers who were given the questionnaire have been teaching different modules such as: oral expression, written expression and grammar. We can say that, their experience in teaching EFL at the university can help us to investigate the issue of learners' speaking anxiety. So, their suggestions and recommendations can be very useful and we can rely on in our study.

Q2: Do you like teaching Oral Expression?

Options	Number	%
Yes	10	100%
No	0	0%

Table 16: Teachers' opinion about teaching Oral Expression

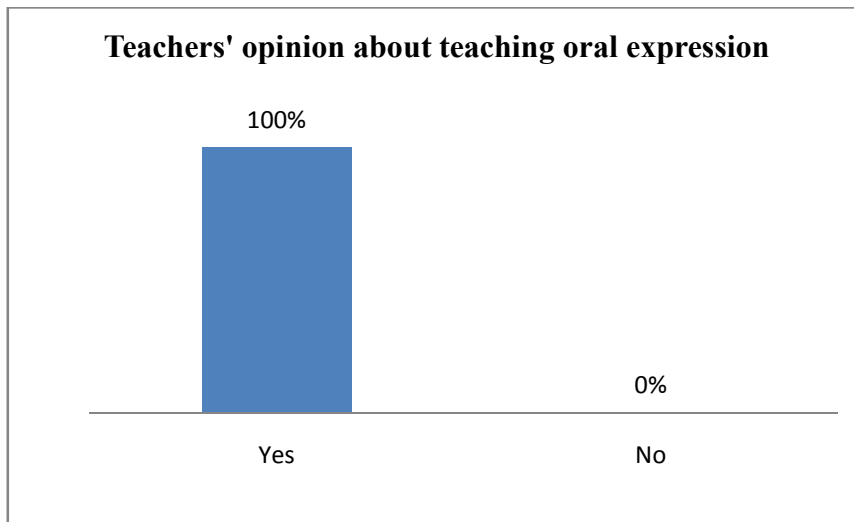


Figure15

From the statistics we found that teachers’ answer to the question is positive “Yes”, all of them claimed that they like teaching oral expression, and the majority of teachers justified their answers as follows: they think that teaching oral expression will help them to know the real level of the learners. So, they can evaluate their performance easily. They believe that they are able to develop learners’ speaking skill. They like the interaction among their learners because it gives them confidence when they feel that the teacher care of them. They assume that they can develop their students’ speaking fluency through providing them with the appropriate aids, then by overcoming their anxiety when using with the English language. They want to help the learners to learn speaking the English language, because it is very important nowadays.

Section two: Anxiety in learning process

Q3: How do you describe your students’ level of anxiety in the class?

Options	Number	%
High	1	10%
Medium	9	90%
Low	0	0%

Table 17: Teachers’ opinion about their student’s level of anxiety

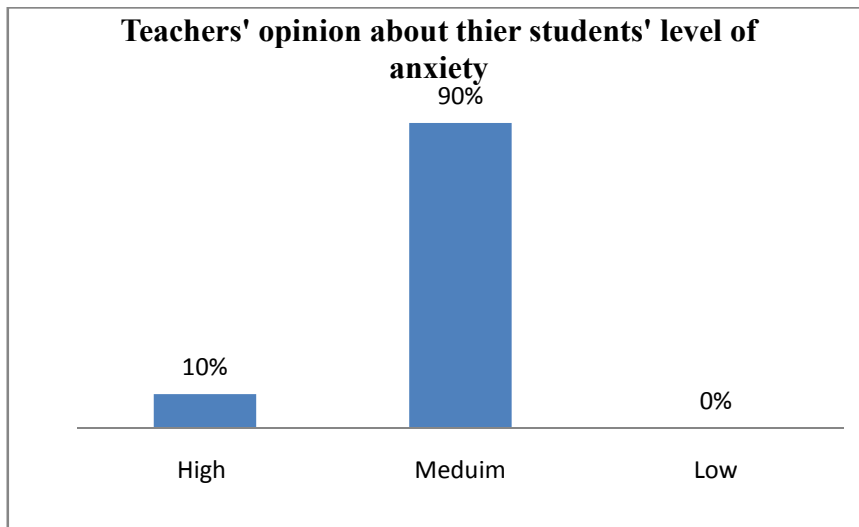


Figure 16

The results show that the majority of the teachers 9 (90%) have reported that the level of their students anxiety is medium, while only 1 out of 10 (10%) who claimed that their students have a high level of anxiety, and none of them think that their students have a low level of anxiety in the class.

Therefore, we notice that the majority of teachers have noticed the existence of the anxiety in their classrooms, because none of them have claimed that s/he has low level of students' anxiety. So, when anxiety exists in students' learning, it will make it very difficult for them to be comfortable in the classroom.

Q4: Do you think that anxiety affects learners' foreign language learning?

Options	Number	%
Yes	10	100%
No	0	0%

Table 18: Teachers' opinion about the effect of anxiety on their learners' foreign language learning

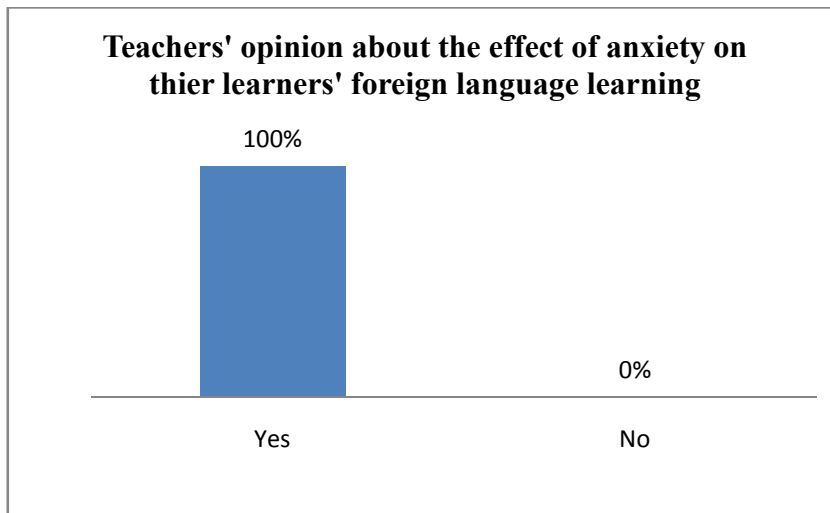


Figure 17

The statistics reveal that all the teachers' 10 (100%) answer to the question is positive "yes". They reported that anxiety affects their students' foreign language learning. These results prove that the teachers are aware of the negative impact of anxiety on their students' achievement, and it is the most affective factor that influences the foreign language leaning.

Q5: Do you think that anxiety is one of the main causes of the students 'under-achievement in oral tests?

Options	Number	%
Yes	5	50%
Somehow	5	50%
No	0	0%

Table 19: Teachers' opinion about the anxiety as cause of student's underachievement

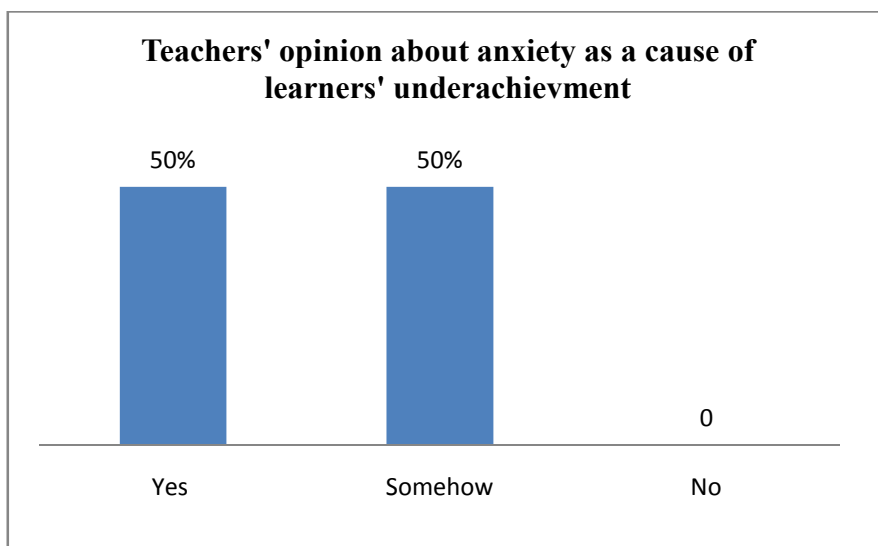


Figure 18

The results display that 5 (50%) teachers think that anxiety, to some degree, is the cause of their students' achievement, and 5 (50%) of them think that the anxiety is surely the main reason of the learners underachievement, whereas, none of them believe that there is no relationship between anxiety and learners' achievement.

From these answers, we can say that students' foreign language learning is influenced by anxiety, which is one of the main variables that tend to make the process of learning very difficult for the learners especially, in their speaking skill.

Section three: EFL Students' oral performance anxiety

Q6: Have you noticed that some of your students are reluctant to speak this FL?

Options	Number	%
Always	4	40%
Sometimes	4	40%
Rarely	2	20%
Never	0	0%

Table20: teachers' opinion about their students' reluctance of speaking the foreign language

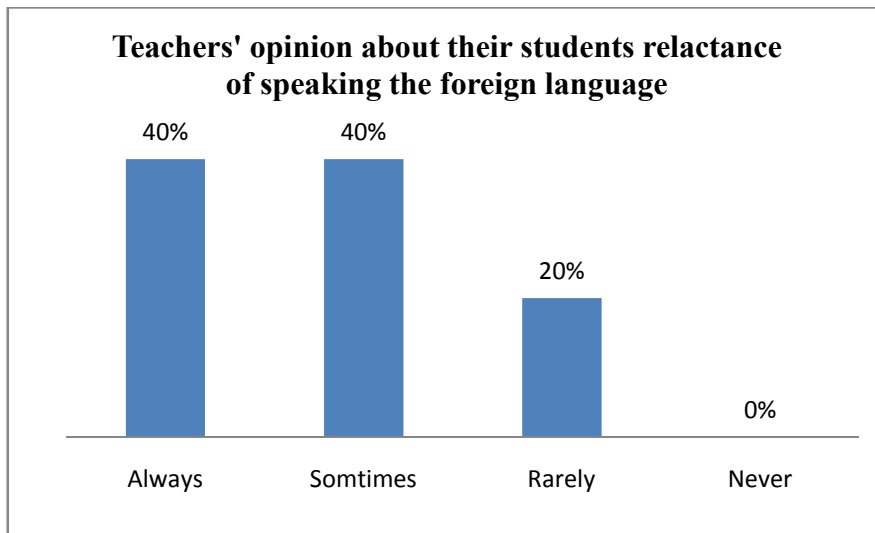


Figure 19

The results show that 4(40%) of the teachers responded they have always noticed that their students are reluctant to speak the foreign language, also 4 (40%) of them claimed that they sometimes observe their students' reluctance in speaking the language, while 2 (20%) of them respond with “rarely”, and none of them answered with “never”. Therefore, Teachers’ answers display that their learners’ reluctance in speaking the foreign language has strong existence in their classroom.

Consequently, we can say that the students’ reluctance to speak the foreign language will have great impact on their achievement, especially on their performance in the classroom.

Q7: What are the challenges you face in teaching the speaking skill?

Statistics display that the teachers face many challenges in teaching speaking are: two teachers (20%) reported that students’ fear of making mistakes is a teaching problem that leads to the lack of participation in the class. One other teacher said that the students’ weak level in using grammar rules in their foreign language speaking makes teaching speaking skill very difficult, and 7 other teachers (70%) claimed that

they are always in challenge with students' shy to express their ideas, Lack of motivation, Lack of self confidence, the use of mother tongue, and speaking anxiety which is the major obstacles they face when teaching speaking, those difficulties make the mission of teaching very difficult , and according to the statistics teachers consider that the psychological variables and especially anxiety as the principle reason of students' weak performance in the class.

Q8: Do you think that anxiety is related to the speaking skill more than the other skills?

Options	Number	%
Yes	9	90%
No	1	10%

Table 21: teachers' opinion about the students' anxiety whether it is related to speaking skill more than the others or not

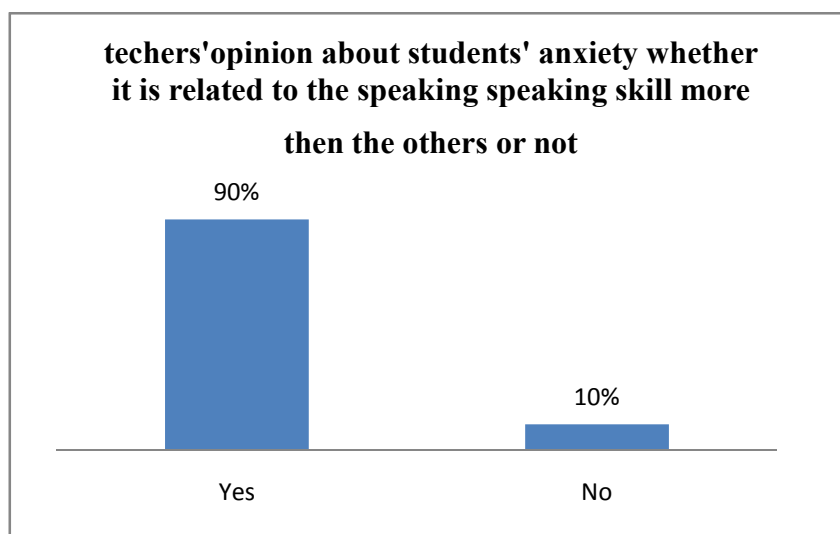


Figure 20

According to the statistics (10%) of the teachers reported that anxiety is related more to the other skills such as reading and listening than to the speaking skill, whereas the majority of teachers' answers to the question are positive "Yes" (90%). They claimed that anxiety is related to the speaking skill more than the other skills for many

reasons. They think that anxiety affects negatively the speaking skill more than the others, because when the students when are asked to speak the foreign language they do not have much time to think. So, the anxiety arouses in such situations, also their fears of making mistakes while speaking raises the amount of anxiety. In addition, students feel more anxious when they are speaking in front of their classmates make them less comfortable which lead to weak performance.

We can deduce that anxiety is related to all the skills, but the skill producing more anxiety is speaking, because of many challenging speaking tasks such as: learners' speaking in the front of their classmates, some kinds of speaking activities, their fear of making mistakes which causes the learners' unwillingness to communicate in foreign language class.

Section four: Causes of Students' oral performance anxiety

Q9: Why do your students feel anxious? Is this because of?

Options	Number	%
Communication apprehension	7	70%
Lack of motivation	4	40%
Competitiveness	2	20%
Speaking activities	3	30%

Table 22: Teacher's opinion about the causes of their students' anxiety

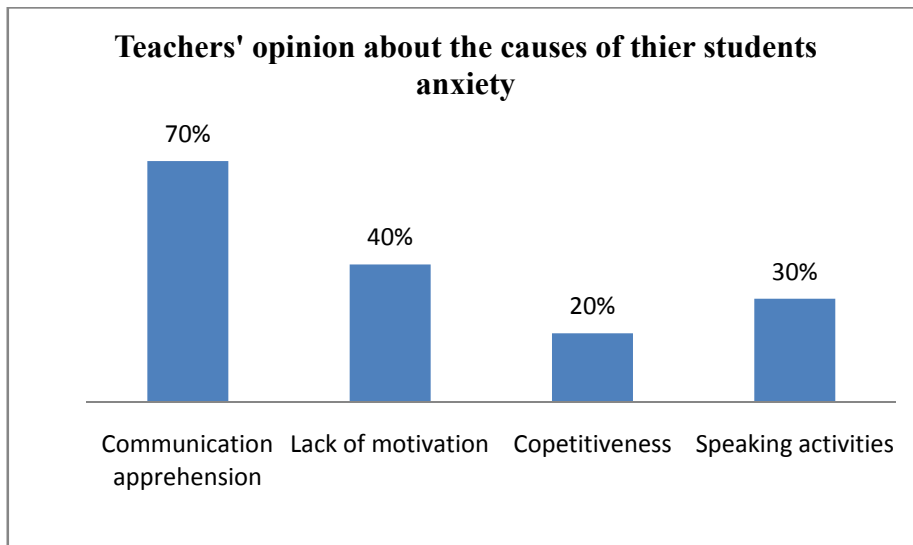


Figure 21

According to the statistics the majority of teachers claimed that their students' anxiety comes from their communication apprehension (70%) and lack of motivation (40%), while (30%) of them have linked it to the speaking activities, and only (20 %) of them who think that their students' anxiety is related to the competitiveness. We notice that communication apprehension and lack of motivation are the main causes of students' anxiety which play an important role in preventing them from reaching their goals in the classroom.

Q10: In which kind of these speaking activities your learners feel more comfortable?

Options	Number	%
Role plays	2	20%
Free discussion	2	20%
Presenting a prepared dialogue	7	70%
Information gap activity	4	40%

Table 23: Teachers' opinion about the most comfortable speaking activities for the learners

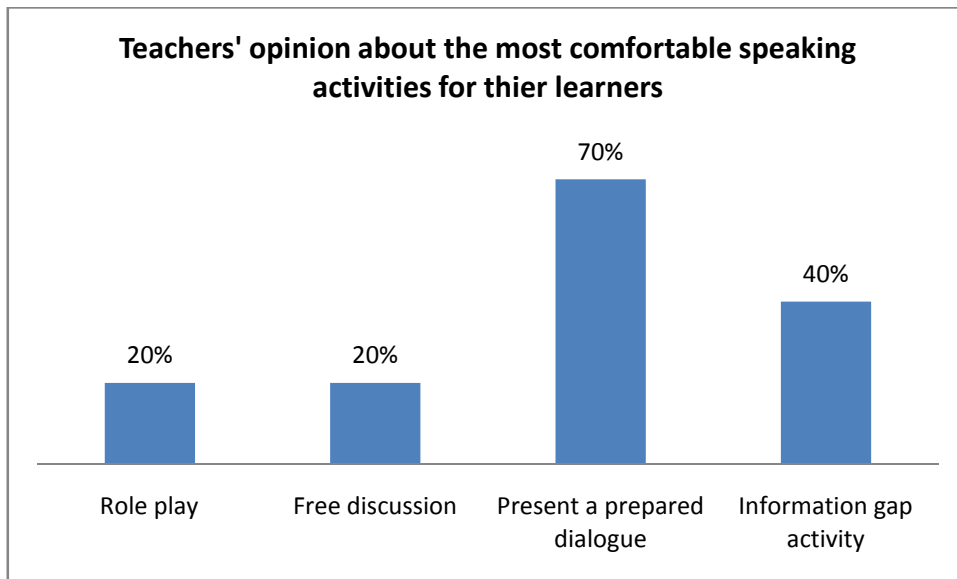


Figure 22

It is clear from the statistics, according to the teachers' answers that presenting a prepared dialogue (70%) and information gap activity (40%) are the most comfortable speaking activities, whereas making free discussion (20%) and role play (20%) are the most anxious speaking activities. We can say that role plays and free discussions are the sources of students' speaking anxieties because in these two activities they are required to speak with more spontaneity and fluency more than in the other activities.

Q11: Do you think that the students will perform better if they did not know that their performance is going to be evaluated?

Options	Number	%
Yes	8	80%
No	2	20%

Table24: Teachers' opinion about their students' achievement when not knowing that their performance will be evaluated

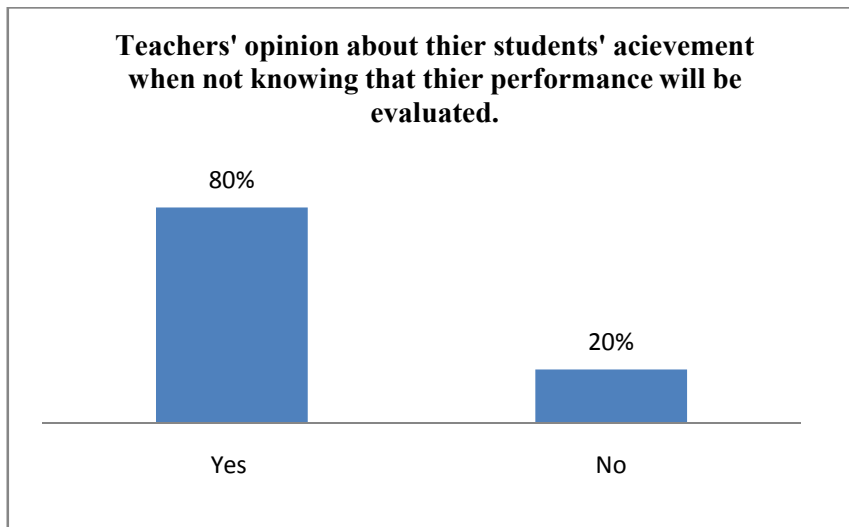


Figure 23

The statistics show that the majority of teachers (80%) believe that when their learners do not know that they are being evaluated , they will perform better, and the teachers will surly minimize their students’ level of anxiety in this way, but only (20%) of them who did not think so. We conclude that students’ fear of teachers’ evaluation is also a main cause of learners’ underachievement in the classroom.

Section five: Reducing Students’ oral performance anxiety

Q12: Do you talk with your students’ about their learning problems?

Options	Number	%
Always	4	40%
Sometimes	6	60%
Rarely	0	0%
Never	0	0%

Table25: teachers’ opinion about whether they talk with their students about their learning problems or not

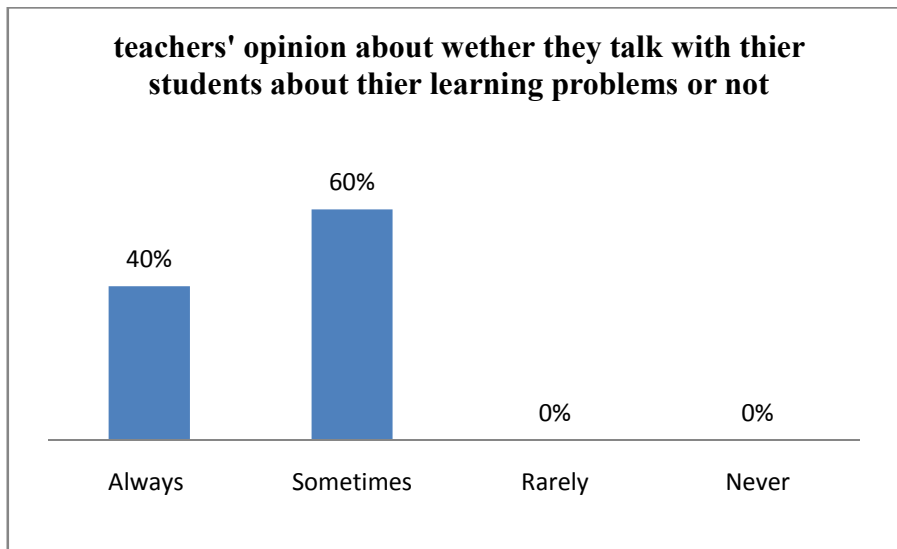


Figure 24

The results show that the majority of teachers (60%) stated that they sometimes give their students the opportunity to talk about their learning problems, While 40% of the teachers claimed that they are always talking to their students about their issues, but none of them answered with rarely or never. From these answers, we can conclude that teachers are aware of the importance of specifying the time to talking with students about their needs. So, giving students an opportunity to explain their learning problems is what teachers should do.

Q 13: Do you motivate your students to speak?

Options	Number	%
Always	9	90%
Sometimes	1	10%
Rarely	0	0%
Never	0	0%

Table26: Teacher’s opinion about their students’ motivation in Speaking

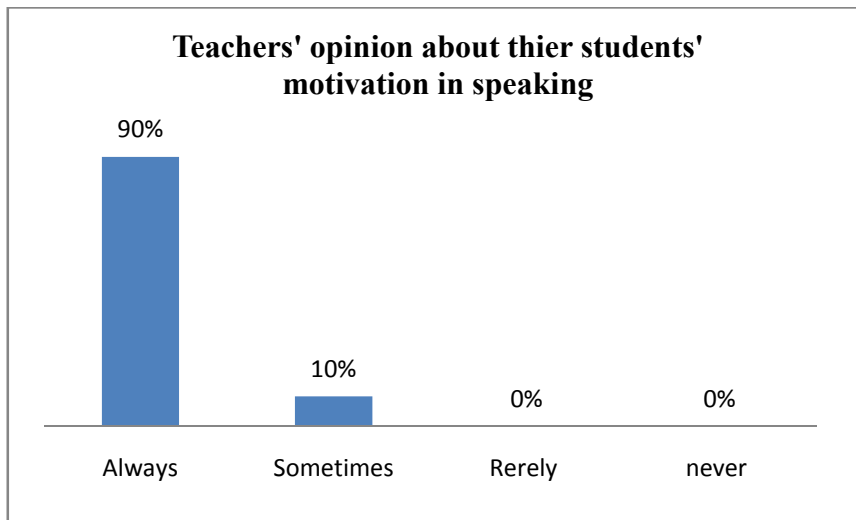


Figure 25

The majority of teachers (90%) claimed that that they always motivate their students to speak in the class, while only (10%) of them who answered with “sometimes”. The second part of the question is how do you motivate your learners to speak and they answered as follows: they claimed that they encourage their learners to speak by not criticizing them when they make mistakes, because mistakes are part of the learning process, also by choosing enjoyable speaking activities to make them more comfortable when they are expressing their ideas. In addition, encouraging students to speak about their learning problems and try to find solutions for them, also variety speaking activities, giving them free topics to talk about, and using the authentic materials which help them to overcome their speaking anxiety.

Therefore, teachers should always look for the appropriate strategies to enhance their students’ motivation in the class, which increase their desire to learn and to be a part of the classrooms by developing their performance in the foreign language. Indeed, they will achieve better outcomes

Q14: Do you think that varying speaking activities would help your students feel more comfortable?

Options	Number	%
Yes	10	100%
No	0	0%

Table 27: Teachers' opinion about varying the speaking activities for the learners

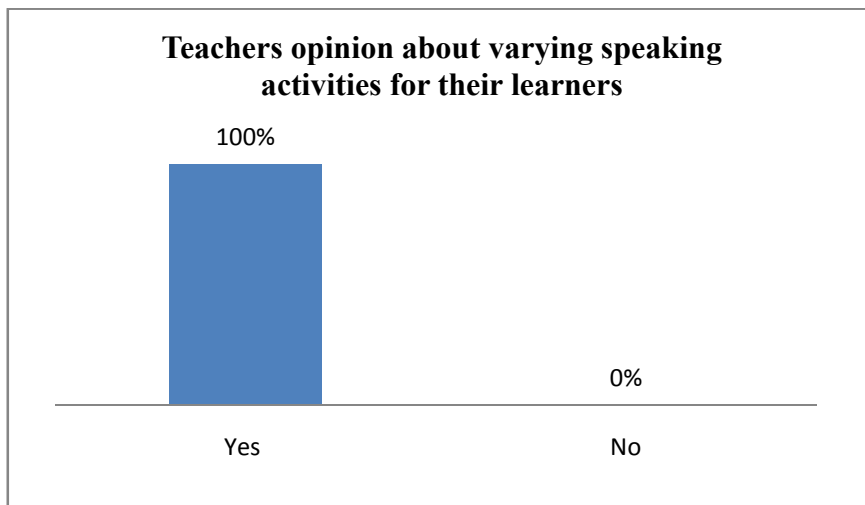


Figure 26

All the teachers (100%) agreed that varying speaking activities in the classroom will help learners to feel more comfortable in their learning.

From this result, we conclude that those teachers are aware of their important role in minimizing their students' foreign language anxiety. So, when they chose the appropriate way they will be capable to decrease the level of anxiety in their classes.

Q15: Do you think that ‘group work’ can help your students to overcome their anxiety?

Options	Number	%
Always	6	60%
Sometimes	3	30%
Rarely	1	10%
Never	0	0%

Table 28: Teachers’ opinion about group work for learners

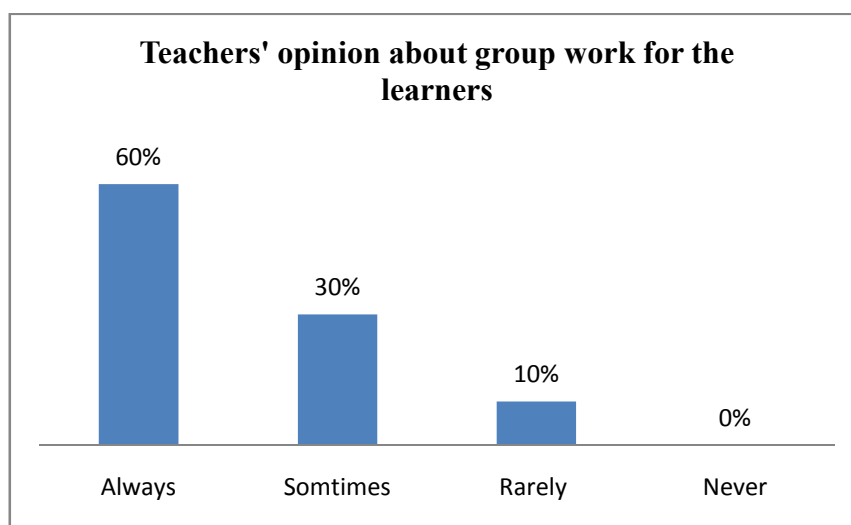


Figure 27

According to the results, the majority of teachers (60%) believed that “always” making group works in the class can help learners to decrease their anxiety, 30% of them declared that “sometimes” group work is beneficial for their learners, and only (10 %) of the teachers who answered by “rarely”, whereas, none of them answered “never”. The majority of teachers justified their answer as follows: group work is an important strategy which helps learners to understand more the tasks that the teacher gives them; also it is a solution for students who have high level of anxiety in which they exchange ideas and correct mistakes of each other. In addition, by group work, all the learners have the same level and the same chances to speak and participate in the classroom. So, they will feel more comfortable when using the foreign language.

Therefore , we can say that group work is another strategy for reducing students' speaking anxiety , and teachers should allow their students to work together to achieve better achievements in their performance and their learning process.

Conclusion

From the analysis of the teachers' questionnaire, we arrived at diverse outcomes. The existence of anxiety in foreign language classrooms can really impede the learners' ability to achieve better results during the learning process. It affects many aspects of foreign language learning, but it influences more the speaking skill than the other skills (writing, reading, and listening). The causes of students' speaking anxiety is generally correlated with communication apprehension, lack of motivation, competitiveness, kinds of speaking activities, shyness, lack of self-confidence and, fear of making mistakes. Therefore, anxiety has a great impact on students' speaking performance, as well as their accomplishments in their foreign language learning. The teachers can participate in reducing their students' language anxiety by using various strategies such as: encouraging them to speak, let them understand that making mistakes is part in the learning process, using variety and enjoyable speaking activities, giving them the opportunity to speak about their problems, providing them with the appropriate authentic materials, joining them in group works to exchange their ideas, giving them the opportunity to participate by eliminating their fears of making mistakes, establishing a good relationship with them to raise their self-confidence. Thus, if teachers use these strategies in their classrooms, they will be able to decrease the level of anxiety, and to enhance students' abilities in oral performance.

General conclusion

The study discovered that there is an important relationship between anxiety and oral performance. They asserted that speaking the foreign language is the most aspect influenced by anxiety, and students feel more anxious when they are required to speak. Therefore, anxiety tends to be more correlated to the speaking skill than the other skills. Learners' language anxiety is generated due to many factors such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perceptions, speaking activities, competitiveness, lack of self-confidence, and fear of making mistakes. Foreign language anxiety is a big barrier that may interfere with three stages of learning: input, processing, and output, which impede students to develop their English language and lead to a weak oral performance.

The current research presents various results about the relationship between anxiety and the speaking skill. It is proved that foreign language anxiety faces the majority of the learners. Both teachers and learners have knowledge about its negative effect on learning the foreign language. Anxiety is considered by them as the major affective variable hindering students' achievement.

Teachers and learners can reduce speaking anxiety, because both of them may contribute in its existence. Learners can participate in reducing their foreign language anxiety by using a positive self-talk, encouraging themselves to take risks, use relaxation techniques, practicing and preparing themselves well inside and outside the class, eliminating fear of making mistakes. Teachers also can follow some procedures that may help in diminishing students' language anxiety in their classrooms by encouraging them to speak, let them understand that making mistakes is part of the learning process, using variety of speaking activities, giving them the opportunity to

speaking about their problems, providing them with the appropriate visual aids, splitting in group works to share their ideas, giving them the opportunity to participate by eliminating their fears of making mistakes, establishing a good relationship with them to raise their self-confidence. Minimizing the causes of students' foreign language speaking anxiety can help them develop and promote their oral performance. Therefore, according to these results, we conclude that our study answers our dissertation research questions. The findings of this study display that anxiety has a great impact on students' oral performance which is highly related to the speaking skill. They also demonstrate various strategies that teachers and learners can follow to lower anxiety and help in ameliorating foreign language learning and oral performance.

Recommendations:

The importance of this study for students and teachers is to discover the impact of anxiety on students' oral performance, and knowing about it will help learners to know the causes that prevent them from speaking the English language. Therefore, we propose the following suggestions in order to help both teachers and students in reducing foreign language anxiety and achieving better learning and speaking performance:

- ✓ Students should know that anxiety is a natural feeling of any human being, and everyone can experience speaking anxiety, and can be diminished.
- ✓ Students should know also that mistakes are part of the learning process, so they should not be anxious of making mistakes.
- ✓ Teachers should encourage students to talk about their learning problem and find the appropriate solutions for them.

- ✓ Teachers should motivate students to work in groups to develop their speaking skill through using the foreign language between them.
- ✓ Varying speaking activities would help students to show their strengths and to be more comfortable in the class.
- ✓ Students have to prepare and practice the language in advance in order to minimize their speaking anxiety and to develop their language abilities.
- ✓ Teachers should use authentic materials in classroom which help learners to ameliorate their fluency in the target language.
- ✓ Both teachers and students should create a competitive atmosphere in class.
- ✓ Teachers should give opportunity to speak the language to all students in the class.
- ✓ Teachers' and learners' knowing about of the strategies of controlling foreign language speaking anxiety without following them cannot help in devolving students oral performance.

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Appendices

Appendix I

University of Biskra

Division of English

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the impact of student's anxiety on oral performance in their learning process. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you in advance for your time and your collaboration

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

Section One: Background information

Q 1: Your choice to study English at university

a. Voluntary

b. Obligated

Section two: Anxiety in Learning Process

Q 2: Do you think that learning English as a foreign language is difficult?

Yes

No

Q3: If yes, is anxiety among the causes of your foreign language learning difficulties?

Yes

No

Q4: Does anxiety affect your foreign language learning?

Yes

No

Q5: If yes, to what extent does anxiety affect your English foreign language learning?

a. High extent

b. Intermediate extent

c. Low extent

Section three: Anxiety and learners' oral performance

Q6: What do you think about speaking the foreign language?

Easy

Difficult

Q7: How do you feel when you are asked to speak in class?

Anxious

Comfortable

Q8: Do you achieve better in?

Oral Tests

Written Tests

Section Four: Causes of learners' oral performance anxiety

Q9: Why do you feel anxious? Is this due to?

- a. The communication apprehension
- b. Lack of motivation
- c. Negative self perceptions

Other suggestions.....
.....
.....

Q10: Do you think that competition with other classmates?

Hinder your progress motivate you to work hard

Q11: In which kind of speaking activities you feel more anxious?

- a. Role play
- b. Free discussion
- c. Present a prepared dialogue
- d. Information gap activity

Q12: Do you feel anxious in oral tests? is this due to?

- a. Lack of self confidence
- b. Fear of negative evaluation
- c. Both of them

Section Five: Reducing learners' oral performance anxiety

Q13: What do you think you can do to reduce your anxiety?

- a. Use positive self-talk
- b. Encourage yourself to take risks
- c. Use relaxation techniques
- d. practice and preparation
- e. Eliminate fear of making mistakes

Q14: what do you want from your teacher to do in order to reduce your anxiety?

- a. Creating relaxed classroom atmosphere
- b. Teacher-student relationship
- c. Group work
- d. Varying speaking activities
- e. Practicing positive error correction and show understanding

Thank you

Appendix II

University of Biskra

Division of English

Teachers' Questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the impact of student's anxiety on oral performance in their learning process. Whatever your qualifications and experiences in the field we would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you in advance for your time and your collaboration

Section one: personal information

1: Teachers' qualification

- a. BA
- b. Master /Magistere
- c. Doctorate

Q2: Do you like teaching Oral Expression?

Yes

No

Why? Briefly.....
.....
.....

Section two: Anxiety in learning process

Q3: How do you describe your students' level of anxiety in the class?

High

Medium

Low

Q4: Do you think that anxiety affects learners' foreign language learning?

Yes

No

Q5: Do you think that anxiety is one of the main causes of the students
'under-achievement in oral tests?

Yes

somehow

No

Section three: EFL Students' oral performance anxiety

Q6: Have you noticed that some of your students are reluctant to speak this FL?

Always

Sometimes

Rarely

Never

Q7: What are the challenges you face in teaching the speaking skill?

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

Q8: Do you think that anxiety is related to the speaking skill more than the other skills?

Yes

No

Please justify.....

.....

.....

Section four: Causes of Students' oral performance anxiety

Q9: Why do your students feel anxious? Is this because of?

a. Communication apprehension

b. Lack of motivation

c. Competitiveness

d. Speaking activities

If others, give examples please

.....

.....

Q10: In which kind of these speaking activities your learners feel more comfortable?

a. Role play

b. Free discussion

c. Presenting prepared dialogue

d. Information gap activity

Q11: Do you think that the students will perform better if they did not know that their performance is going to be evaluated?

Yes

No

Section five: Reducing Students' oral performance anxiety

Q12: Do you talk with your students' about their learning problems?

Always

Sometimes

Rarely

Never

Q13: Do you motivate your students to speak?

Always

Sometimes

Rarely

Never

How? Briefly

.....

.....

Q14: Do you think that varying speaking activities would help your students feel more comfortable?

Yes

No

Q15: do you think that 'group work' can help your students to overcome their anxiety?

Yes

Sometimes

Rarely

Never

Please justify

.....

.....

Thank you

Appendix III

ملخص

هذه الدراسة صممت للبحث في مشكلة القلق النفسي التي يعاني منها الكثير من طلبة اللغات الأجنبية ، وتأثيرها على الأداء الكلامي في مسارهم التعليمي . وتهدف إلى تحقيق ثلاث أهداف مهمة وهي: أولاً: البحث عن كيفية تعامل طلبة اللغة الأجنبية مع دخول القلق النفسي إلى مسارهم الدراسي. ثانياً: اكتشاف الأسباب المؤدية إلى القلق النفسي عند تكلم طلبة اللغة الأجنبية، وما هي آثاره على الأداء الكلامي وعلى تحصيلهم العلمي. ثالثاً: البحث عن الطرق والأساليب الناجحة من طرف الطلبة والأساتذة للتقليل من هذه الظاهرة . وتعتمد هذه الدراسة على وسيلة أساسية لجمع المعلومات وهي: الاستبيان. الاستبيان موجه إلى خمسين طالبا من طلبة اللغة الإنجليزية سنة أولى نظام (ل .م.د) بجامعة محمد خيضر بسكرة وآخر إلى عشرة أساتذة من قسم اللغة الإنجليزية بذات الجامعة. وقد أظهرت النتائج ، أن معظم طلبة اللغات الأجنبية يتعرضون لنسبة عالية من القلق النفسي خصوصا أثناء الأداء الكلامي ، بالإضافة إلى أن هناك العديد من العوامل التي تؤدي بالطلاب إلى الخوف ، والتي تؤثر على مجاله الدراسي ، و تؤدي به إلى أداء ضعيف في حجرة الدراسة . وتظهر النتائج طرقاً مختلفة يستطيع كل من الأساتذة والطلبة الاعتماد عليها للتقليل من هذه المشكلة، ومساعدتهم على تطوير قدراتهم الكلامية.

Dedication

To the dearest people to my heart

To my parents with love

To my unique sister “Sabah”

To my brothers : Abderrafik, Ali, Ahmed, Achraf, and Chawki

To all my teachers

**Special gratitude is due to all those extraordinary people who have stood by
me in very hard moments.**

“Mahdi” “Narimène” “Amel” “Aldjia” “Karima” “Cherifa” “Hadjer”

“Aicha” and “Mofida”

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work.

Also, I would like to thank first year LMD students for being completely
collaborative during the administration of the questionnaire.

Abstract

This study is conducted in order to investigate the issue of foreign language anxiety and its impact on learners' oral performance in their learning process. It aims to achieve three main objectives. First, searches how language learners deal with the existence of anxiety in their learning. Second, to investigate what are the factors which cause learners' language anxiety, and what is the impact of it on their performance, as well as, their achievement. Third, to discover what are the appropriate strategies that teachers and learners can follow to reduce their language anxiety. The research depends on one main data gathering tool which is a questionnaire that was addressed to ten (10) teachers from the division of English, and another one administered to fifty (50) learners of first year LMD of English at the same division. The study reveals that most foreign language learners have a great amount of anxiety, especially in the speaking skill. Moreover, there are many causes that increase the learners' speaking anxiety such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perceptions, speaking activities, and competitiveness, which affects their learning and leads to a weak performance in the classroom. The results also illustrate different strategies in which the students and teachers can rely on to minimize or alleviate foreign language speaking anxiety and help students' develop and promote their oral performance.

List of Abbreviations and Acronyms

AFH	Affective Filter Hypothesis
CA	Communication Apprehension
EFL	English as a Foreign Language
FL	Foreign Language
FLCA	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
LAD	Language Acquisition Device
L2	Second language
WTC	Willing To Communication

List of tables

Table 01: Participants' choice to study English.....	36
Table 02: Participants' opinion about the difficult of learning English as a foreign language.....	37
Table 03: Participants' perception of whether anxiety is among the causes of their foreign language learning difficulties.....	38
Table 04: Participants' opinion about the effect of anxiety on their foreign language learning.....	39
Table 05: Participants' perception about the extent to which anxiety affects their foreign language leaning.....	40
Table 06: Participants' opinion about speaking the foreign language.....	42
Table07: Participants' opinion about answering the asked questions in the foreign language.....	43
Table 08: participants' opinion about their achievements in written and oral tests	44
Table 09: Participants' causes of their Speaking Anxiety.....	45
Table 10: participants' opinion about the effect of competition on their achievements.....	46

Table 11: Participants’ perception about the speaking activities in which they feel more anxious.....	48
Table12: Causes of Anxiety in Oral Tests.....	49
Table 13: Participants’ opinion about the strategies that they use to reduce their anxiety.....	50
Table14: Teachers’ strategies to reduce their students’ anxiety.....	52
Table15: Teachers’ qualification.....	56
Table 16: Teachers’ opinion about teaching Oral Expression.....	56
Table 17: Teachers’ opinion about their student’s level of anxiety.....	57
Table 18: Teachers’ opinion about the effect of anxiety on their learners’ foreign language learning.....	58
Table 19: Teachers’ opinion about the anxiety as cause of student’s underachievement.....	58
Table20: Teachers’ opinion about their students’ reluctance of speaking the foreign language.....	60
Table 21: Teachers’ opinion about the students’ anxiety whether it is related to speaking skill more than the others or not.....	62
Table 22: Teacher’s opinion about the causes of their students’ anxiety.....	63
Table 23: Teachers’ opinion about the most comfortable speaking activities for the learners.....	64

Table24: Teachers’ opinion about their students’ achievement when not knowing that their performance will be evaluated.....65

Table25: Teachers’ opinion about whether they talk with their students about their learning problems or not.....65

Table26: Teacher’s opinion about their students’ motivation in Speaking.....67

Table 27: Teachers’ opinion about varying the speaking activities for the learners..... 69

Table 28: Teachers’ opinion about group work for learners.....70

List of figures

Figure 01: Participants' choice to study English.....	36
Figure 02: Participants' opinion about the difficult of learning English as a foreign language.....	37
Figure 03: Participants' perception of whether anxiety is among the causes of their foreign language learning difficulties.....	38
Figure 04: Participants' opinion about the effect of anxiety on their foreign language learning.....	39
Figure 05: Participants' perception about the extent to which anxiety affects their foreign language leaning.....	41
Figure 06: Participants' opinion about speaking the foreign language.....	42
Figure 07: Participants' opinion about answering the asked questions in the foreign language.....	43
Figure 08: participants' opinion about their achievements in written and oral tests	44
Figure 09: Participants' causes of their Speaking Anxiety.....	45
Figure 10: participants' opinion about the effect of competition on their achievements.....	47

Figure 11: Participants’ perception about the speaking activities in which they feel more anxious.....	48
Figure 12: Causes of Anxiety in Oral Tests.....	49
Figure 13: Participants’ opinion about the strategies that they use to reduce their anxiety.....	51
Figure 14: Teachers’ strategies to reduce their students’ anxiety.....	52
Figure 15: Teachers’ opinion about teaching Oral Expression.....	57
Figure 16: Teachers’ opinion about their student’s level of anxiety.....	58
Figure 17: Teachers’ opinion about the effect of anxiety on their learners’ foreign language learning.....	59
Figure 18: Teachers’ opinion about the anxiety as cause of student’s underachievement.....	60
Figure 19: Teachers’ opinion about their students’ reluctance of speaking the foreign language	61
Figure 20: Teachers’ opinion about the students’ anxiety whether it is related to speaking skill more than the others or not.....	62
Figure 21: Teacher’s opinion about the causes of their students’ anxiety.....	64
Figure 22: Teachers’ opinion about the most comfortable speaking activities for the learners.....	65

Figure 23: Teachers’ opinion about their students’ achievement when not knowing that their performance will be evaluated.....66

Figure 24: Teachers’ opinion about whether they talk with their students about their learning problems or not.....67

Figure 25: Teacher’s opinion about their students’ motivation in Speaking.....68

Figure 26: Teachers’ opinion about varying the speaking activities for the learners.....69

Figure 27: Teachers’ opinion about group work for learners.....70

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations	IV
List of Tables.....	V
List of Figures.....	VIII
Table of Content	XI
General Introduction.....	1
Chapter One: Anxiety in Learning Process	
Introduction.....	4
1. Definition of Anxiety.....	4
2. Types of Anxiety.....	6
2.1. State -Trait Anxiety.....	6
2.2. Facilitating-Debilitating anxiety.....	8
2.3. Situation-Specific Anxiety.....	10
3. Studies on learning Anxiety.....	11
Conclusion.....	13
Chapter Two: Anxiety in Oral Performance	
Introduction.....	15
1. Anxiety and Oral Performance.....	15

2. The Causes of Anxiety in Oral Performance.....	17
2.1. Communication Apprehension.....	18
2.2. Test Anxiety	19
2.3. Fear of Negative Evaluation.....	20
2.4. Lack of Motivation.....	21
2.5. Negative Self-Perceptions.....	22
2.6. Speaking Activities.....	23
2.7. Competitiveness.....	23
3. The effects of anxiety on Performance and Learning.....	24
3.1. Input	24
3.2. Processing.....	25
3.3. Output.....	26
4. Strategies for Reducing Oral Performance Anxiety in Learning.....	27
4.1. The Role of Teacher in Reducing Speech Anxiety in Foreign Language Learning.....	27
4.1.1. Creating a Relaxed Classroom.....	27
4.1.2. Teacher-Student relationship.....	28
4.1.3. Varying Speaking Activities.....	29
4.1.4. Group Work.....	30
4.2. The Role of Students in Reducing Their Speech Anxiety in Their Foreign Language Learning.....	31
4.2.1. Practice and Preparation.....	31
4.2.2. Positive Self-Talk.....	32
4.2.3. Relaxation Techniques.....	32
4.2.4. Minimizing Fear of Making Mistakes.....	33

Conclusion	33
------------------	----

Chapter Three: Field Work

1. The Analysis of Students' Questionnaire.....	35
---	----

Introduction.....	35
-------------------	----

The Analysis.....	36
-------------------	----

Conclusion.....	53
-----------------	----

2. The Analysis of Teachers' Questionnaire.....	55
---	----

Introduction.....	55
-------------------	----

The Analysis.....	56
-------------------	----

Conclusion.....	71
-----------------	----

General Conclusion.....	72
--------------------------------	-----------

Recommendations.....	73
----------------------	----

Bibliography.....	75
-------------------	----

Appendices

Appendix I

Appendix II

Appendix III

General introduction

With the increasing number of students who are willing to learn English as a foreign language, it is really necessary to highlight the factors which may hinder or negatively affect language learning. One of these factors which is learners' anxiety especially in their oral performance. Speaking is the most provoking anxiety aspect of language learning in some situations, and it is one of the most negatively influential affective variables. It plays an important role in English foreign language classes and contributes in reducing learners' oral performance to proceed and develop. Therefore, in order to have a holistic understanding of the learning process and to gain a better academic achievement, learner's affective variables need to be taken into consideration by providing solutions that enhance EFL learners speaking skill and reducing their anxiety.

The present study aims at investigating the issue of students' anxiety in oral performance, more specifically; the study is looking to demonstrate how language learners experience anxiety in their language learning, to explain what factors are more probable to cause language anxiety in the classroom, to clarify the impact of learners' anxiety, and to find out the strategies that students and teachers can follow to decrease anxiety in oral performance.

The thesis on anxiety relies on three main questions which are: 1) Does language anxiety affect students' learning process? 2) What are the causes and the effects of language anxiety in speaking skill? 3) What are the Factors that can reduce language learning anxiety in speaking skill?

The study is based on two main hypotheses that shall be tested and verified through. We do agree that if learners can minimize their anxiety in learning, they will

be able to gain a high self-confidence and thus be more successful in their language learning. We hypothesize that teachers can play a crucial role in minimizing or alleviating the students' speaking anxiety in their learning process.

The dissertation is divided into three chapters. In the first chapter, we will have some insights into what anxiety is in general, first, we define the term anxiety. Then we move to the main types of anxiety which are state-trait anxiety, facilitating-debilitating anxiety, and situation-specific anxiety. Finally, we will highlight some of the main studies on learning anxiety that we believe they will play a crucial role in displaying the impact of anxiety on the students' learning process.

In the second chapter, we will be concerned with anxiety in oral performance. First, it will show the relationship between anxiety and oral performance. Second, it will state the main causes of anxiety in language classroom. After that, it will clarify the effects of anxiety on learners' performance and learning. Finally, it will demonstrate some tips that learners and teachers can use to eliminate or at least, to diminish anxiety in the learning process.

The third chapter is a practical one, which is entitled "The Field Work". In this section, we aim to discover the causes that lead to students' foreign language speaking anxiety and the strategies that teachers and learners can follow to diminish it. The population consists of students and teachers of English of Mohamed kheider University, and the sampling of the study is ten (10) teachers of different modules (oral expression, written expression and grammar) and fifty (50) students from first year LMD students of the department of English. We gathered the needed data through open and close-ended questionnaire. Teachers and learners questionnaire are sixteen questions. We have chosen this tool to gather as much as possible different information

and perspectives from both teachers and students; also it can provide a great amount of information in a short period of time. For data analysis, for our research, we would analyze them quantitatively and qualitatively to focus on the impact of students' anxiety on the progress of learning.

Chapter One

Anxiety in Language Learning Process

Introduction

Learning English as a foreign language has always been a central issue for many students where they are exposed to use it in a language class. Nearly all of the learners express their fears and a feeling of uneasiness against learning English as a foreign language. Many problems can be provoked by the feeling of anxiety in construction, possession, and reservation of the language which eventually affects their scores. Foreign language classroom anxiety is quite possibly the affective factor that most widespread obstructs the learning process. As a result, most of researchers posited that in order to have a holistic understanding of the learning process and to gain a better academic achievement, learners' affective variables need to be taken into consideration due to anxiety seems to be inherent in students foreign language and reducing language apprehension should be integral part of any language teaching program. In this Chapter we will have some insights into what anxiety are in general its types and theories.

1. Definitions of Anxiety

Anxiety is one of those topics on which significant differences of opinion can be found. Some researchers as Spielberger (2005) believe that anxiety is a minor inconvenience for a language student, perhaps an excuse for not participating in class or argues to hide a lack of study while others such as Horwitz (2001) claimed that anxiety may be the linchpin of the entire affective reaction to language learning (MacIntyre, 1999, p. 24). It is the feeling of apprehension experienced when learning or using a second or foreign language. These feelings may stem from any second language context whether associated with the productive skills of speaking and writing, or the receptive

skills of reading and listening. The Concise Oxford Dictionary states four meanings to anxiety: “1) state of being anxious-troubled, uneasy in mind; 2) concern about the future; 3) earnest desire (as in anxious to please or to succeed); 4) morbid state of excessive uneasiness” (posted in Crozier, W.R, 1997, p.123). Another definition is given by the Cambridge Dictionary that is “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry. ”(*Cambridge online Dictionary of English*, 1995)

Anxiety is defined by Horwitz (2001) as “perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education” (p. 113). Also he defined anxiety as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language”(p.113). A similar definition was provided by Scovel (1978) is argued that anxiety in learning is as “an emotional state of apprehension, a vague fear that is only indirectly associated with an object” (p. 113). Foreign language anxiety is a form of what psychologists as Stephan Krashen describe as specific anxiety reaction. Some individuals are more predisposed to anxiety than others, and may feel anxious in a wide variety of situations. Foreign language anxiety, however, it is a specific situation and so can also affect individuals who are not characteristically anxious in other situations.

Spielberger (1983) also defined anxiety as: “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 1). However, Horwitz, et al.'s (1986) definition of anxiety as “a distinctive complex is more inclusive of affective factors in relation to this construct of self-perceptions, beliefs, feelings, and behaviors related to classroom

language learning arising from the uniqueness of the language learning process”. In the two last definitions, it is clear that anxiety is a kind of an unpleasant emotional state characterized by a particular state of mind, referred to as uneasiness which is perhaps the main characteristic which distinguishes anxiety from fear.

Anxiety influences students in learning language, because It can totally prevent students from achieving their goals in learning due to they are all the time fearful, and do not feel protected from classroom environment .Thus, their anxiety has strong effect on their achievements(Wrench, Richmond, & Gorhan, 2009). Paying attention to this factor of learning should also be taken into consideration “Among other affective variables, Anxiety stands out as one of the main blocking factor for effective language learning.” (Nascente, 2001, p.18).

2. Types of anxiety

Anxiety, as perceived by many English language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001). Furthermore, anxiety is usually not seen as a unitary factor but a complex made up of constituents that have different characteristics. Three important anxiety distinctions are usually mentioned: 1) State-Trait Anxiety, 2) Facilitating-Debilitating anxiety, 3) Situation-Specific Anxiety.

2.1 State -Trait Anxiety

The distinction between state and trait anxiety is coined by Spielberger (1972).Simply, state anxiety refers to emotional and physical reactions towards a stimulus apprehended as a threat in a particular context while trait anxiety refers to individual differences in reactions towards a perceived threat in the environment in general. In other words, a specific response of anxiety is considered as state anxiety and a general response of anxiety is accepted as trait anxiety. In details , the trait anxiety

According to Spielberger (1983) refers to “relatively stable individual differences in anxiety-proneness, that is, to differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety reactions”(p.1) A general predisposition to experience anxiety in wide range of situations, is seen as a personal characteristic of an individual, considered to be one of the primary traits of human personality as modeled by personality psychologists (Dörnyei, 2005). It may mean that the individual is an anxious person; we could say a worrier, for whom being anxious is a personality characteristic. Whereas, state anxiety refers to the “moment-to- moment experience of anxiety” (MacIntyre, 1999), and according to Spielberger (1983) emotional states are characterized by subjective feeling of tension, worry, and nervousness. State anxiety is when a person referred to be anxious at the moment, i.e.is an anxious state of mind or the feeling nervous or worried that something bad is going to happen. For example, when a mother listen that something bad happened to her child she becomes very anxious.

Discussing the impact of trait and state anxiety on learner performance , Spielberger (1983) assert that the stronger the anxiety trait, the more likely it is that the anxiety-prone individual will experience more intense elevations in state anxiety in situations s/he perceives as dangerous or threatening. In other words, people who develop a more anxiety-trait are much more prone to re-act a large level of responses, and will be more able to worry in less dangerous and hard situations. Dewaele (2002) postulated in the psychology of language learner, concluded that high anxiety, especially when linked with high introversion, can lead to breakdowns in automatic processing and therefore can seriously hinder L2 fluency. While, the stronger the anxiety states , the more it is that individual will experience tension and worry , and

s/he cannot end this feeling easily .for example, when a learner make an important test the anxiety can disable him to concentrate hence very much anxious about his future.

We realize according to the above distinction between trait and state anxiety, state anxiety is the experience of unpleasant feelings in specific situations, or in a particular event. State anxiety comes when the learner makes a mental evaluation of some type of threat. When the situation perceived as threatening something, the student will experience anxiety. Therefore, state anxiety refers to a temporary condition in response to some perceived threat. On the other hand, trait anxiety is a feeling of stress, discomfort that the learner crossed and experienced on typical situations that everyone experiences on daily life. So, a high level of trait and state anxiety, will affect students' learning process.

Through the above definitions Anxiety is not an easy process to define a psychological experience but it is : a complex of cognitive, emotional, behavioral and bodily reactions (Sarason,1984) , and in order to separate and define these different responses the psychological researchers attempt to get a better understanding for anxiety's construct , the distinction is made between two crucial elements : worry and emotionality .worry is defined as “ distressing preoccupation , and concerns about impending events” ,while emotionality “refers to individual's awareness or bodily arousal” (Sarason , 1984) , this latter may include: physiological changes (e.g., head ache) physical activities (e.g., playing with hair /clothes/ pen) speech disturbances as well (e.g., stuttering) (Tóth , 2010, p.7).State anxiety may be different in strength and quality of the amount of stress experienced over a time.

2.2. Facilitating-Debilitating anxiety

Kleinman (2009) divided anxiety into two kinds; 1) facilitating, 2) debilitating anxiety, with the first is valuable to performance and with the second is harmful to performance. Foreign language anxiety itself can have opposite views about the effect of it on language learning, where debilitating anxiety presents an obstruction to learning, whereas facilitating anxiety fosters and assist the progress of it. Moreover, other researchers such as Scovel (1983) provided a distinction between facilitating and debilitating, the former motivates learners to combat the new learning experiences, and it pushes the learner emotionally for approval behavior. Making them to use extra efforts to prevent their feeling of anxiety .However, according to Horwitz (1973) for him this only happens with completing simple tasks .The latter drives the students to escape from the learning tasks to hide their worry. It stimulates the individual emotionally to adopt avoidance behavior” (Scovel .1978).William (1983) states that the distinction between these kinds of anxiety might be equal to consistency of anxiety with “low anxiety state having facilitating anxiety and high anxiety state having debilitating effect” (p.98), he argues that these two types anxiety perhaps at times eliminate the function of each other that may not effect learner’s scores.

Most research on foreign and second language anxiety has focused on investigating the relationship between anxiety and language achievement. Therefore, several studies show the positive correlation between anxiety and language performance, demonstrating that facilitative anxiety could, in fact, serve as “alertness” to promote foreign language learning while empirical research has established that language anxiety is associated with “deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests” (MacIntyre & Gardner, 1994). Numerous studies have

found that anxiety has a negative correlation with language performance with some researchers claiming it is one of the strongest predictors of success in foreign language.

Generally, it is possible that the two side's effects of anxiety may appear mutually and interchangeably to damage or construct language accomplishments (Bailey et al.2010). The teacher's role is to help students keep sufficient anxiety, neither too high nor too low; because a appropriate level of anxiety acts a positive role and can motivate students to preserve their efforts in process of learning (Na. 2007).

2.3 Situation-Specific Anxiety

The situation-specific view of anxiety has been supported by the evidence that “the personality difference conception of anxiety, by its nature, deemphasizes the situational determinants of anxiety” (Dörnyei, 2005; Endler, 1980 & Leary, 1982). Thus; situation-specific anxiety which is related to the general orientation of anxiety and certain situations such as: taking a test, class participation or speaking in public. Situation-specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during tests labeled as test anxiety, when solving mathematics problems what is called math anxiety, or when speaking a second language or language anxiety.

Taking into consideration classroom observation and accompanying field notes, and group and individual interviews, anxiety-provoking situations included the environment, the teacher, and the content of material in the class, also included the teacher, the social context and communication style within the classroom, social situations as well as classmates, and the tasks or work they were required to perform for class (e.g., in-class presentations). Specifically related to the teacher, students expressed anxiety and concern related to teaching methodology, favoritism, and feedback or criticism within the class. The majority of students claimed that the teacher's

characteristics and interaction with teacher are major causes of anxiety. Some of the students discuss specific issues, such as teachers' explaining a subject in a way that does not make sense, teachers over-correcting students when they speak. Consistent with these students' claims that the teachers are partially responsible for their students' anxiety, Price (1991) suggested that the teacher plays an important role in increasing or decreasing student anxiety in the foreign language classroom. The students need for the teacher to offer encouragement, support, and attention to their efforts without being excessively critical of the students' error.

Therefore, Situational anxiety is caused by new situations or changing events. It can also be caused by various events that make that particular individual uncomfortable. Its occurrence is very common. Often, an individual will experience panic attacks or extreme anxiety in specific situations. A situation that causes one individual to experience anxiety may not affect another individual at all. For example, some people become uneasy in crowds' places, so may cause them to experience extreme anxiety, possibly a panic attack. Others, however, may experience anxiety when major changes in life occur, such as entering college, etc.

3. Studies on learning Anxiety

Over the past few decades, many scholars and researchers have long been studying language anxiety as an effective variable of human behavior, because of its importance in the process of foreign language learning. Therefore, language anxiety is taken into consideration as an affective factor which researchers studied in addition to other differences in individual learners.

Horwitz et al (1986) state that language anxiety is distinct construct from other types of anxiety "a distinct complex of self-perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language

learning process” (p.128). That is to say, the anxiety experienced in classroom is called Foreign Language Classroom Anxiety (FLCA). Many learners have a mental blockage against learning to speak other languages. However, the same learners may be good in other skills. In many cases, students are anxious which prevents them to react and perform successfully in foreign language setting. Horwitz, Horwitz, and Cope (1986) assumed FLCA to be situational anxiety rather than a trait anxiety (the individual is an anxious person; we could say a worrier, for whom being anxious is a personality characteristic), so anxiety is specialized to the language learning, and it takes place in the foreign language classroom.

Foreign Language Classroom Anxiety Scale (FLCAS) is developed by Horwitz et al (1986) which examine foreign language anxiety as situation-specific anxiety limited to language learning. FLCAS is a scale that contains thirty-three question items correlated with anxiety components. In addition, this scale is still widely used, it is planned in order to measure speaking and listening skills in the second language, and to investigate the impact of these anxieties such as: communication apprehension, test anxiety, and fear of negative evaluation on foreign language learning (Ellis, 2008). After that, to study the link between anxiety and language learning, FLCAS was used by many scholars. Researchers have studied the problem of foreign language anxiety from different perspectives, some of them discussed its presence, and others inquire into the theoretical background of its relations with students’ accomplishments (Subaşlı, 2010). From these studies other scales have also been occurred such as The English Language Anxiety Scale (ELAS), and The Language Class Discomfort Scale (LCDS) (Ely, 1986).

The primary factor affecting language acquisition appears to be the input that the learner receives. Stephen Krashen (1977) took a very strong position on the importance

of input, asserting that comprehensible input is all that is necessary for second-language acquisition. The assumption of the impact of anxiety on the language input was introduced by Krashen in his hypothesis that is called “*The Affective Filter Hypothesis*” (AFH). This hypothesis was intended to demonstrate the capability of some learners to learn foreign language instead of others .It elucidates the relationship between some affective factors and the process of second language acquisition (Gass and Selinker, 2008).

The AFH combines Krashen’s point of view that a number of 'affective variables' which refers to non-linguistic variables play a facilitative role, but non-causal, role in second language acquisition. These variables include: motivation, nervousness, self-esteem, and anxiety can affect the acquisition of second language. Krashen stated that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can participate to increase the affective filter and form a 'mental block' that prevents information about second language from reaching the language area of the mind. In other words, when the filter blocks comprehensible input the acquisition fails.

To sum up, foreign language learners input should be comprehensible and must be provided in low anxiety context. According to Irzeqat (2010) “the input has to be relevant, quantity-sufficient, and experienced in contexts that are low anxiety provoking”(p.3). Anxiety leads to impede learners’ willingness to speak and communicate in the classroom language, because it acts the role of an affective filter that hinders students’ ability to receive the needed input for foreign language learning process.

Conclusion

To sum up, foreign language anxiety has been studied by many researchers and scholars and from different aspects. These numerous studies reflect its importance in language learning. Researchers have identified five types of anxiety: state anxiety, trait anxiety, facilitating anxiety, debilitating anxiety, and situation-specific anxiety. In addition to this, crucial studies and discussions have been raised about the issue of anxiety to seek for the impact of it on the process of foreign language learning. Moreover, the majority of the researches have been trying to see how anxiety prevents learners to succeed in their learning through various theories. Therefore, the most important studies that have been conducted on foreign language anxiety such as: Foreign Language Classroom Anxiety Scale (FLCAS) that developed by Horwitz, and the Affective Filter Hypothesis (AFH) that introduced by Stephen Krashen have proved that anxiety has a great role in preventing learners to succeed in learning the foreign language.

Chapter two

Anxiety in oral performance

Introduction

Many researchers such as Price (1991) and MacIntyre (1998) have supported the idea that communicating in the foreign language class may be an anxious experience causing feelings of fear. Speaking in the target language seems to be the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to language learners. Although students show most interest in learning to communicate orally in the foreign language, their anxieties may play debilitating roles that impede them from reach their objectives. Thus, there are various sources of anxiety that play a crucial role in learners' fears to perform in language classroom, in addition to this many investigators highlighted numerous effects of these causes in their communication. Finally, they display some tips that teachers can follow to help learners overcome their speech anxiety and some procedures conquer foreign language speaking anxiety in their classrooms.

2.1. Anxiety and oral performance

Foreign language anxiety is the most important variable in the learning process that hinders foreign language learners' performance. Because it can be cognitively and physically a serious barrier to learner's capacities especially its negative effect on student's speaking skill. Language anxiety is the worry that learners feel when they use second or foreign language they find it very difficult to involve themselves in an unfamiliar language situation (Spielberger, et.al.1995). In other words, anxiety has a relationship with speaking the foreign language.

In study on classroom anxiety, many learners who have experienced learning foreign language are highly anxious because of participating in speaking activities they are probably not fully engaged or not engaged at all. It is often assumed that the most anxiety-provoking in foreign language setting is the speaking skill. Price (1991) also

claimed that oral presentations are the greatest source of classroom anxiety. Similarly, MacIntyre et al. (1998) defined this phenomenon as willingness to communicate or (WTC) as learner's "readiness to enter into discourse at a particular time with specific person or persons, using L2" (p.82). By this, anxious students have been shown to be less likely to volunteer with their answers in classroom and to be hesitant in expressing their opinions in the target language.

From this, Anxiety has an effect on the oral performance of speakers of English as foreign language. Students' speaking in the FL classroom generated the highest level of anxiety, because the majority of them face to some extent a degree of nervousness and worry correlated to the speaking skill. So, speaking is the major source of anxiety that expressed by most of learners especially when they have to speak in front of their classmates.

Many other researchers in the field of language education and psychology have been asserted that foreign language anxiety has been almost totally correlated with oral performance of language use (Horwitz, Horwitz and Cope, 1986, p.125). From the cognitive perspective on language acquisition assumes that the learner is an autonomous player, processing an appropriate language data surrounds him to re-build his previous hypotheses with limited concentration. From that, the relationships between anxiety, cognition, and behavior as a cyclical, where each influences the other (MacIntyre .1995). That is to say, they feel anxious and worried when there is a position requires an answer in EFL class, because their attention is reduced that leads a weak performance.

The different symptoms of foreign language anxiety prove that the construct of anxiety has a remarkable impact on the learning process in general and more specific

when it crosses the speaking skill. According to Leary (1982) the noticeable characteristics that the teacher may obviously notice when learners are anxious “Squirm in their seats (to feel or exhibit signs of humiliation, embarrassment), fidget (to behave or move nervously), play with their hair, clothes or other objects, and generally appear nervous (p.110). Also, some students may have their hearts beating strongly; others may feel nervous and sweat, so this is the stress that comes from having to speak in front of a group.

The relationship between anxiety and oral performance after a number of studies and experiments with second and foreign language context is negative. This is asserted by Allright and Baily who have concluded that “the more anxious learners are, the less likely they are to do well at speech skills” (p.173). Therefore, researchers and teachers perceive foreign language anxiety as a hindrance o language learners’ achievements in the learning process .Although, it is not clear yet whether it is the increasing anxiety which prevent learners from improving the speaking skill , or whether it is the weakness in speaking skill that provoke anxiety(Allright and Baily ,1991, p.173).

2.2. The causes of anxiety in oral performance

Foreign language anxiety is the feeling of apprehension and nervousness expressed by non-native speakers, when learning or using a second or a foreign language. Anxiety may impact EFL learners’ oral performance. According to Horwitz et al. (1986) anxiety is defined as a “distinct complex phenomenon of self-perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process”(p.126).This feeling may impede the willingness to improve any second or foreign language context whether related with the productive skills, or the receptive ones. Various sources of anxiety in foreign language

classes have been identified by many researchers such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perception, speaking activities, and competitiveness.

2.2.1. Communication Apprehension

Communication apprehension (CA) considered as an important factor in the process of learning a foreign language and affects also learners' achievements in oral performance. Because students who suffer from anxiety to communicate or participate in front of their classmates are likely to encounter even greater difficulty speaking in foreign language where they have a little master of the communicative situation. Horwitz, Horwitz, and Cope (1986) have stated that communicative apprehension is as “ a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.” (pp. 127-128).

From this, many English foreign language learners generally have difficulty in speaking and understanding others. The existence of communication apprehension is due to some psychological obstacles which cause low self confidence that prevent their ability to speak when performing orally.

McCroskey's assumption of CA is as “an individuals' level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977, p.78 postulated in Byrene, 1997, p.1). Learners' speaking anxiety may be particular to specific settings, or what called context-based apprehension is a category of CA; this type emerges in some given contexts such as within a meeting, when speaking in group (oral communication anxiety), and listening to spoken message (receive anxiety) (Byrene ,1997).

By this, the majority of anxious students experience speaking context-based apprehension in some communicative situations in their classrooms. Apparently, they can be to a certain degree perfect speakers of English in other situations out of the classroom where they show greater abilities and good oral communication without fears or worries. But the anxiety of speaking in more threatening contexts prevents them within the public speaking class, blocks their potential cognitive and personal competence, and makes them not fully involved or not involved at all.

Consequently, EFL classroom learners who have communication apprehension usually feel discomfort and less controlled to the oral situations. In addition to this “they also may feel that their attempts at oral work are constantly being monitored” (ibid, p.127).According to MacIntyre and Gardner (1991) stated that speaking apprehension is associated with the student’s negative self-concepts which comes from the negative experiences, and the learners failure to perceive and transmit information to others . Therefore, communication apprehension certainly acts a main role in FL anxiety which affects negatively the process of learning foreign language, and affects also learner’s accomplishments in oral communication.

2.2.2. Test anxiety

Test anxiety as defined by Horwitz, Horwitz and Cope (1986) it “refers to a type of performance anxiety stemming from a fear of failure” (p. 127) .That occurs before or during test situations. It is a physiological condition in which learners feel exaggerated worry, anxiety, and uncomfortable during or before taking a test. This anxiety creates important obstacles to performance and learning process.

Many researches show that there are other sources of test anxiety which are related with greater worry and test irrelevant thoughts during a test. Test anxiety may include in addition to fear of negative evaluation, previous weak performance. Also,

characteristics of the test environment such as: kind of the activities, difficulty, environment, time pressure, instructor behaviors, and physical setting can influence the level of worseness felt by the learner.

Test anxiety influences student achievement and motivation to learn in the classroom, because this anxiety can result in impaired performance in the classroom. Hill and Wigfield (1984) reported studies about test anxiety and achievement stated “anxiety and achievement share significant variance, so high test-anxious individuals have an increased likelihood to perform poorly if a task is to be evaluated” (p.105). Putwain and Best (2011), examined test performance among elementary children have argued that when the examiner puts pressure on the learners, their achievements in high threat situations demonstrated that students performed worse and experienced more test anxiety and apprehensive thoughts than when in a low threat environment.

2.2.3. Fear of negative evaluation

Fear of negative evaluation is defined as the worry about other’s evaluations, the avoidance of evaluative situations, and high expectation that others would evaluate oneself negatively (Watson and Friend, 1969). The term fear of negative evaluation is broader than test anxiety because it may exist in any social, and evaluative situation “the prospect or presence of interpersonal evaluation in oral or imagined social settings” (MacIntyre, 1995, p.93).

In the language classroom, fear of negative evaluation increases when learners are in oral expression session. Students may experience fear from passively evaluated by their classmates or the teacher which make them communicating poorly, with many errors because of large amount of anxiety. According to MacIntyre and Gardner (1988) it is axiomatic that the process of learning cannot take place without mistakes, mistakes can be the cause of the apprehension for many learners, due to they draw attention to

the hardness of making a good social image when communicating orally with a new language.

Therefore, learners who feel high fear of negative evaluation are highly associated with classroom avoidance, and may tend to avoid cases where they have to experience it. In addition, communication anxious learners rarely initiate conversation and interact minimally, and they always appear to sit inactive in the classroom, avoid tasks that could help them to improve their speaking skill, and may even leave classroom completely (Ely et al. 1986).

2.2.4. Lack of motivation

Motivation is a significant factor which provokes anxiety if it is lacked. Motivation is the driving force behind learner behavior. Motivated learners are those who have made an aware decision to specify great effort to obtaining something that they value (Weiner, 1992); it energizes students and provides direction. It is one of the most important keys to success in learning. When there is motivation students achieve greater and better outcomes and accomplishments.

However, the lack of motivation still constitutes a serious problem both for teachers and students in language classrooms .The absence of motivation might make the student anxious, apprehended, and depressed to speak or to learn a new language (Cort, 2012). By this, if students do not believe that their efforts are likely to improve their performance, they will not be motivated to work hard. Motivation can be influenced, for example, if a course that has a reputation for being difficult. Students may also have had discouraging experiences in similar courses that convince them they cannot do the work. Additionally, if students attribute their success to their innate talents rather than effort, they may not be motivated to work. This can happen whether they believe they possess the necessary abilities or lack them. Therefore, language

learning requires time and effort and when learners lose their interests and desire to learn they will gain the worst results.

2.2.5. Negative self-perception

The individual's perception and misperception of his or her ability is likely to play an important role in the learning process. Disregard of capability could be an obstacle for learners to achieve their goals, because when students exaggerate the difficulties they will face under estimate their probability of success .According to Laine (1987) Self-concept is “the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object” (p.15). Speaking anxious learners, who continue to think about their learning problems that come from negative thoughts, cannot manage to focus on the language task.

Anxious learners tend to have a more negative self perception and tend to underestimate their ability especially in speaking skill. Young (1999) asserted that anxiety may be correlated to self thoughts of failure and negative self perception about the subject's own Fl capacity. For these reasons, learners consider speaking in front of their classmates is one of the most common sources of anxiety, mostly if their proficiency in the foreign language is limited. For instance, answering a question in the foreign language may be a stressful activity; fear and anxiety make the student concentrate on negative ideas. Accordingly, the cognitive performance will suffer since the student cannot focus on the task and the oral performance will not be as good as expected. Therefore, the role of teachers should be to enhance more self-confident language students focusing their attention on positive experiences in the foreign language, rather than on negative ones.

2.2.6. Speaking activities

The task of speaking in a foreign language is more difficult since it involves learning a new language and performing in it, and an essential role is played by certain classroom practices established by teachers with their learners in the classroom.

Strong evidence of the negative impact of oral performance practices on language anxiety was first observed in the research prepared by Horwitz, Horwitz and Cope (1986). They noticed that learners with high language anxiety were primarily worried to communicate in the foreign language. By this, most of anxious students underlined that speaking in front of others was the worst experience for them. Similarly, in speaking skill there are specific activities that increase anxiety, for instance, present a prepared dialogue in front of the class, make an oral presentation or skit, speak in front of the class, role play situation spontaneously are considered to be the major anxiety provoking activities. Price (1991) asserted that students react in an apprehensive way to speaking due to the fear of being laughed at by their classmates, or making pronunciation mistakes and not being able to speak fluently. While others when are engaged in speaking a foreign language, are very “self-conscious and feel that such activities will expose their inadequacies” (Horwitz et al., 1986, p.128). Therefore, the significant influence of speaking activities on learners’ anxiety should be taken into consideration from teachers when planning activities to their learners.

2.2.7. Competitiveness

Competitiveness plays an important role in determine students’ speaking anxiety. According to Bailey (1983) too much competitiveness among language learners can increases states of anxiety. She argues that learners become more anxious when they compared themselves with others or to an idealized self-image, which can be rarely obtained and found themselves less proficient. She added other characteristics of competitive behavior, such as harmful reactions toward other learners based on comparisons, a desire to outperform other

language learners, a desire to attain teacher's acceptance, a focus on tests and grades with regards to other student performances. Similarly, Oxford (1999) argued that competitiveness may relate to language anxiety but they suggest that it largely depends on the learners themselves, their learning style preferences, the kind of the competition, demands and rewards of the environment and (p.216).

Consequently, those learners especially in competitive environments may appreciate competition and in such a situation it would not have any influence on their learning process. Thus, it is possible to understand that creating a low anxiety classroom atmosphere should be one of the major roles for language instructors and that by a diversity of methods in order to deal with personal and interpersonal fears. So, if students understand their anxieties about language learning, they will be able to cope with anxiety in different situations with more practical ways.

3. The effects of anxiety on performance and learning

Anxiety is one of the largely studied issues in foreign language learning. Investigators such as Ellis (2003) tried to study primarily the relation between language anxiety and the learners' performance as well as their achievement, and to obtain a full understanding of foreign language anxiety, it is important to have knowledge how FL anxiety influences learners. Thus, FL anxiety can interfere with the three stages of learning: 1) input 2) Processing, 3) output. It can affect the learners' capability to process information at each stage which can cause FL learners' oral weaknesses and linguistic difficulties when learning and communicating in the target language.

3.1 Input

The input is the first learning stage that activates the Language Acquisition Device (LAD), which applies the further process of language learning. So, a highly anxious learner cannot perceive the given information due to the high level of the learners' affective filter.

In addition, the learner's affective filter is developed by Krashen (1985), and defined as the unreal obstacle which causes learners' inability to acquire a language. In other words, these barriers are the learners' affective variables, containing self-confidence, anxiety, inhibition, etc. They cause a mental block that impedes input from reaching the LAD. Thus, they hinder the anxious learners' ability to concentrate on what their teachers say and diminish their efforts to represent input internally.

Therefore, at this stage when anxiety arouses, internal reaction will guide the learners' attention to their state of worry and discomfort. Input anxiety refers to the anxiety experienced by the learners when they encounter new information in the target language. This causes misunderstanding of the message by the instructor, and lead to the damage of successful communication.

3.2 Processing

Student also influenced by FL anxiety in the processing stage, where the new information which performed by mental processes takes place, during this stage; anxiety intervenes with the students' cognitive tasks. When the task is related to the student's ability, the effect of anxiety will be greater. So, the students cannot concentrate or using the stored information. For example, a learner in a free discussion or talking about a given topic, which a student cannot speak fluently because the anxiety make him forget the appropriate vocabularies that he needs to use.

Psychologists such as Segalowitz (2003) working on the "Information Processing Model (IPM) " (postulated in Lightbown & Spada, 2006, p.38) have argued that there is a boundary to the amount of focused mental activity a learner can involve in at one time. Communicating in the FL demands from the student to operate more than one mental activity at the same time, and for more comfortable students, who are relatively relaxed in their learning , "choosing words, pronouncing them, and stringing them

together with the appropriate grammatical markers” (ibid. p.39) is essentially spontaneous in contrast to their discomfort counterparts. Horwitz, Horwitz, and Cope (1986) have stated “to perform these operations while speaking many complex and non automatic cognitive operations are required, and failure to do so may “leads to reticence, self-consciousness, fear, or even panic” (p.128).

Therefore, according to what has been mentioned before to reduce learners’ foreign language anxiety they have to pay attention primarily to any linguistic aspect they are trying to understand or produce by using cognitive sources in processing information, and building knowledge that can finally be called automatically for speaking and understanding.

3.3. Output

Finally, FL anxiety impacts the output stage of learning. This is most often with Speaking in FL. Anxiety is more likely to occur obviously at the learners’ performance stage, which totally depends on the successful completion of the previous stages: input, and processing. Anxiety at this stage refers to the learners’ apprehensiveness or fear experienced when asked to exhibit their capability to use previously learned, and MacIntyre and Gardner (1991) have found “high level of anxiety at this stage might hinder students’ ability to speak in the target language.” (p.93)

However, there are different views about the relationship between anxiety and foreign language, language anxiety shows the negative influences in most situations. Horwitz, Horwitz, and Cope (1986) have reported an important negative correlation between anxiety and FL accomplishment through developing Foreign Language Classroom Anxiety Scale (FLCAS). Moreover, MacIntyre and Gardner (1991) have asserted that anxiety has a negative effect on performance in FL learning, they have

stated that highly anxious students are likely to have lower oral performance in contrast to their relaxed classmates; their study argued that learner's anxiety can make an effect on their performance, as well as their attitudes toward language learning.

Therefore, learners in this stage with their anxieties will not succeed in their oral performance; also they will choose to be most of time passive and avoiding engagement with their learning, even though they can do well if they control their fears. So, those anxious learners in that way they will lose the opportunity to be better students with powerful abilities.

4. Strategies for reducing oral performance anxiety in learning

4.1. The role of teacher in reducing Speech anxiety in Foreign Language Learning

To minimize anxiety and help students to deal with it, most investigation findings brought similar suggestions, that teachers have vital role to reduce their students' speaking anxiety. They should try to make some interventions to help anxious learners, because of the great impact of speaking anxiety on students' learning and speaking performance. The following are some tips that teachers can use to minimize the level of students' speaking anxiety:

4.1.1. Creating a relaxed classroom

Language learning is one of the most face-threatening school subjects, and creating a relaxed atmosphere in foreign language classrooms is one of the most successful strategies that help in reducing anxiety among foreign language learners. Dornyei (2001) stated that teachers need to create a pleasant and supportive classroom atmosphere. The importance of the classroom climate is as a motivational tool that learners need to be less worried to communicate with the foreign language. The role of teacher is to build a relaxed classroom because alleviating student's anxieties is the most important thing to obtain good results in foreign language classes.

In addition, creating a pleasant atmosphere can be achieved by using different ways that may help learners feel less anxious in foreign language classrooms. According to Dorneiy (2001), teachers should apply norm of tolerance especially with students' mistakes. They should put into consideration that mistakes are a part of language learning “students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake” (p.41). Furthermore, another tool to improve the classroom atmosphere is the use of humors, Dorneiy (2001) also claimed that effective teachers have a good sense of humor, which is a relaxed attitude from the teacher, and if students can feel that the teacher allows a healthy degree of self-mockery, they will be more comfortable in their learning. Encourage learners to personalize the classroom environment according to their taste is also beneficial to minimize anxiety because “classroom is not only a psychological but also a physical environment.” (Ibid.41). Finally, games, and music are useful techniques to create a relaxed atmosphere. Therefore, create a pleasant and supportive atmosphere in the classroom can support and urge students to use the target language at ease.

4.1.2. Teacher- Student Relationship

Much of recent studies, suggest that a close, and positive relationship between teachers and learners is an important key for successful learning. Interpersonal relationships with learners influence the classroom climate, and therefore affect students' performance and engagement. Pianta (1999) claimed that psychologically close relationship between teacher and learner supply students with a feeling of security in the classroom atmosphere that lowers the level of anxiety which leads to well achievements.

Moreover, the strong link between teachers and students is a vital component in the recipe for student success. It is assumed that this sense of wellness encourages

motivation and comfort, as well as an academic positive competition between students. Similarly, Birch and Ladd (1997) asserted also that students who had closer relationships with their teachers were better adjusted academically than students with conflicted teacher-student relationships. Consequently, positive and supportive relationship results in students with greater sense of competence and motivation without fears or anxieties in their learning process.

Therefore, according to Hamre and Pianta (2001) students who feel a strong personal relationship to their teacher, talk with them, and receive more constructive guidance. The student is likely to trust the teacher more, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and guide their desire to learn.

4.1.3. Varying speaking activities

Teachers can apply another technique which is varying speaking activities that should be organized and designed to help students feel comfortable in the foreign language classrooms. They can lower their students' speaking anxiety by using different speaking activities. Harmer (1984) assumed that simulations are very helpful for student; they develop the self-confidence of anxious students. They are similar to role-plays but what makes simulations different from role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. Thus, they will have different roles and do not have to speak for themselves, which means they do not have to take the same responsibility.

Furthermore, another type of speaking activity which is brainstorming on a selected topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. Dunn and Kenneth (1972) stated that the advantage of this activity is that

the students are not criticized for their ideas. So, students will share their new ideas without any fears. In addition to the above mentioned activities, teachers can also reduce their students' speaking anxiety and raise their motivation by integrating activities about real life such as: share ideas about an event, or find solutions in their discussion groups. These real life communication activities can improve learners' self-confidence help and reducing their speaking anxiety.

4.1.4. Group work

Group work is considered as another strategy for reducing students' speaking anxiety that many foreign language scholars are focusing on. Dornyei (2001) believed that cooperative environments have more positive attitudes in the learning process and develop higher self-esteem and self-confidence “which is due to the fact that group interaction is seen in modern language teaching methodologies as a prerequisite to building the learners' communicative competence”(p.100). Tsui (2001) claimed that students' collaboration has successful objectives to reduce anxiety among foreign language learners. Thus students should work together to achieve better achievements in their performance and their learning.

Dornyei (2001) also asserted that group work has many advantages that may help learners fulfill good achievements in their foreign language learning “Cooperative situations generally have a positive emotional sense, which means that they generate less anxiety and stress than other learning formats. Cooperation fosters class group cohesiveness.” (p.101). When students work together they will motivate each other, assist, encourage, and support the participation of their members of the group work. This is because in cooperative situations students are relying on each other and share common goals, which in turn create a feeling of unity. Therefore, group work is one of

the best procedures that teachers can establish in the classroom to alleviate learners' anxiety in their language classes.

4.2. The role of students in reducing their speech anxiety in their foreign language learning

In addition to teachers' role in reducing students' speaking anxiety, learners also participate to diminish it. Learners should understand that anxiety has an important function in affecting their oral communication. They should know how to cope and reduce their worry about speaking. The following are some researchers' tips that may help students deal with their anxieties:

4.2.1. Practice and preparation

Practice and preparation are effective ways that may help learners to cope with their anxiety in oral performance, because they develop learners' self-esteem in speaking which can minimize the level of anxiety. Learners should try to practice speaking at least once before they present it. Practice in an environment that is as similar as possible to where they will be giving the presentation. Practice in front of their classmates by using the foreign language. According to Kanar (2011) "preparation and practice are the keys to feeling confident about giving a speech or presentation" (p.293). So, practice and preparation can improve students' proficiency of the language, helping them in decreasing their anxiety.

In addition, students should develop their self-confidence to diminish their anxiety, and that will be done through the good preparation and practice due to practice makes perfect. Students have to exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and to ameliorate their communication in foreign language.

4.2.2. Positive self-talk

Bassett (1989) believed that self-talk can be useful, especially for dealing with state anxiety, which refers to learner's anxiety because of a specific evaluative situation, e.g., a test, a competition, an oral performance. Positive self-talk is considered as an effective strategy for students to alleviate their speaking anxiety. According to Young (1991) positive self-talk is a strategy which anxious students use to help themselves. For example, "I can handle this Just relax. .. Take a deep slow breath and I'll start as I rehearsed it."(p.431). In addition, Bassett also (1989) asserted that learners have to stop their negative thinking "To begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts" (pp.3-1).

Moreover, it is encouragement way that helps learners to overcome their negative thoughts. Therefore, they must learn how to talk to their selves in relaxing manner with using positive dialogues instead of negative ones.

4.2.3. Relaxation techniques

Relaxation techniques are effective ways that help students in coping with worry and anxiety in the classroom. Students should follow these ways before performing their speeches in order to decrease their anxiety.

In addition, according to Bryan (2001) there are several relaxation techniques learners can use. For instance, anxious students should breathe deeply with relaxing the muscles which may help them feel more comfortable, and they can also use visualization as a relaxation way of speaking anxiety. Lloyd (2010) defined as a mental image that students draw in which they see their selves more confident when speaking the foreign language "See yourself performing as a confident presenter who is enjoying the performance" (Bryan, 2001, p.44). They can also feel comfortable by forgetting everything and repeating words such as: I am calm, I am good and relaxed, I can finish

my work easily, etc. Thus, learners should use these techniques at least to be able to control their speaking anxiety.

4.2.4. Minimizing fear of making mistakes

Minimizing a fear of making mistakes is another strategy that students should follow to reduce their oral performance anxiety. According to Bassett (1985) assumed that to have some fear of mistakes can be an effective thing which can help learners to improve their performance. But exaggerated fear causes problems. Thus, learners should have knowledge about how to control their worry, because such these negative ideas about making mistakes can lower students' self confidence.

In addition, In order to overcome the fear of making mistakes, students must understand that making mistakes is an essential step for learning, and it is not sign of weakness. Bassett (1985) also said “mistakes are opportunities for growth nothing more” (p.3-9), because they will never be able to develop a new skill in their learning without making some mistakes. Students have to focus more on transferring the information without being anxious. Therefore, they must understand that making mistakes is normal part of the human nature.

Conclusion

Communicating in the foreign language class may be a frightening experience causing feelings of anxiety and worry. Many researchers in the field of language education and psychology such as Horwitz and Cope have been asserted that foreign language anxiety has been almost correlated with oral performance of language use. The researches tried to seek the causes of foreign language speech anxiety have showed different reasons such as: communication apprehension, test anxiety, fear of negative evaluation, negative self perception, lack of motivation, speaking activities, and competitiveness. The majority of researchers agree that foreign language speech

anxiety has a negative impact on students' learning and speaking performance. So, FL anxiety can interfere with the three stages of learning: input, processing, and output. Moreover, teachers have a vital role in diminishing anxiety of their learners in their foreign language classrooms through various procedures as: creating a relaxed classroom, establishing the teacher-student relationship, varying speaking activities, and forming group works. In addition, learners also can help their selves to reduce their speaking anxiety by using some beneficial tips such as: practice and preparation, use relaxation techniques, positive self-talk, and through minimizing fear of making mistakes. Therefore, reducing students' anxiety can enhance their speaking skill and develop their foreign language learning.

Chapter three

Field Work

1. Analysis of the Students' Questionnaire

Introduction

This chapter aims to discuss the existence of anxiety in learning the foreign language, and to answer the research questions we have used a questionnaire to collect our data. The questionnaire was administered to fifty (50) students from the whole population of first year LMD students of English at Mohammed Khider University of Biskra. I have chosen the students of this level, because they use the English language for the first time, so the level of anxiety is higher than in the other levels. The students' questionnaire consisted of five sections. The first section is entitled "Background Information" aims to obtain information about students' choice to study English language at university. The second one is entitled "Anxiety in learning process" aims to discover the role of anxiety in the learners' learning process. The third one is entitled "Anxiety and learners' oral performance" aims to recognize the impact of foreign language anxiety on the students' oral performance. The fourth one is entitled "Causes of learners' oral performance anxiety" aims to discover the causes of learners' foreign language speaking anxiety. The fifth section is entitled "Reducing learners' oral performance anxiety" aims to find solutions by choosing the appropriate strategies to reduce students' speaking anxiety. Finally, we have used tables and graphs in order to organize our statistics and make the results that we have found more understood.

The Analysis

Section One: Background information

Q 1: Your choice to study English at university

Options	Participants	Percentage %
Voluntary	44	88%
Obliged	6	12%

Table 01: Participants' choice to study English

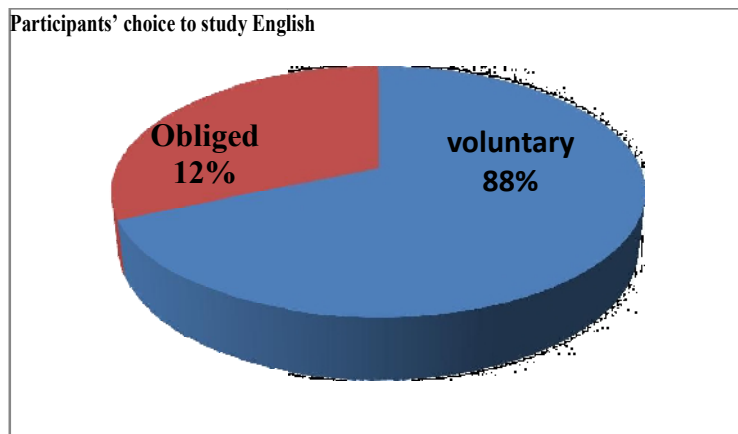


Figure 01

We have found that the students who were obliged to study English are 6 (12%), and those who were voluntary to study it are 44 (88%). The number of learners who want to study English voluntarily is more than those who are obliged to study it; therefore, studying English is the desire of the majority of the students.

Although the majority of students chose to study English voluntarily, we find that anxiety occurs in their learning. Thus, even they are sure about their decision to learn English; anxiety has an impact on their learning and hinders their abilities to show better their capacities.

Section two: Anxiety in Learning Process

Q 2: Do you think that learning English as a foreign language is difficult?

Options	Participants	%
Yes	13	26%
No	37	74%

Table 02: Participants' opinion about the difficult of learning English as a foreign language

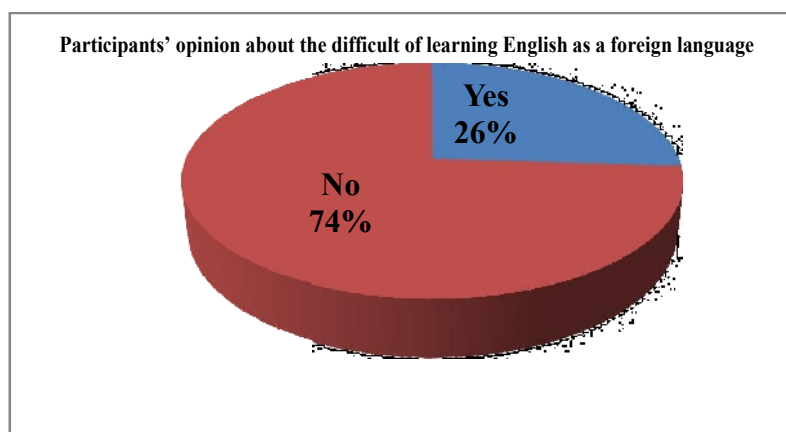


Figure 02

According to this chart, the majority of students (74%) claim that learning English as a foreign language is not difficult, while those who think that it is difficult are (26%). The number of students who believe that English as foreign language is not difficult is more than the number of those who believe it is difficult. From this amount

we notice that English as a foreign language is an easy task for most of students, and they can learn it at ease.

It appears from these results that plurality of the learners think that learning English as a foreign language is not difficult, but when anxiety exists their learning process will make it more difficult for them especially in oral tasks. So, what will face them in their learning is different from what they think.

Q3: If yes, is anxiety among the causes of your foreign language learning difficulties?

Options	Participants	%
Yes	24	48%
No	11	22%
No answer	15	30%

Table 03: Participants' perception of whether anxiety is among the causes of their foreign language learning difficulties

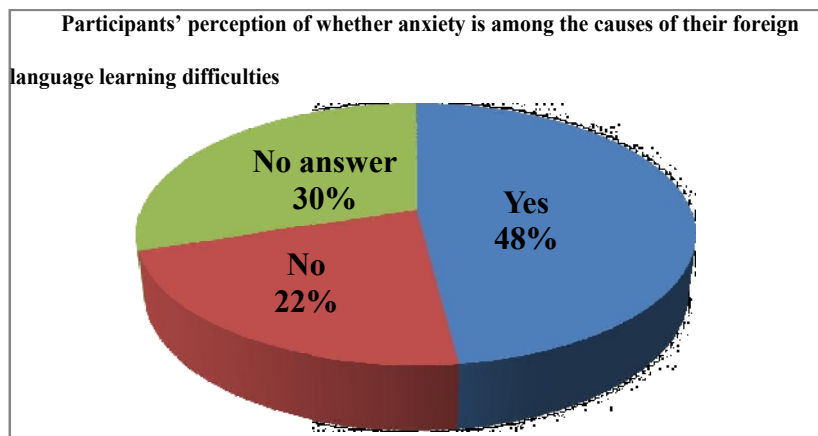


Figure 03

The statistics display that the students who stated that anxiety is among the causes of their foreign language learning difficulties are 24 (48%), those who said that anxiety is not among the causes of their foreign language learning difficulties are 11 (22%), and

those who provided no answer are 15 (30%). The participants with no answer are 15 (30 %) this result may be due to the previous question which contains “If yes”, So, they are not involved to answer the current question. However, if we compare the results given in the table 2, which shows that those who answered no are 37(74 %) ,with the answers given in the table (3), which show that those with no answer are 15 (30 %). Therefore, we can guess that there are some students who answered “No” in the previous question also answered the current question.

According to these results, we notice that the learners who chose to study English voluntarily, and those who declared that English as foreign language is an easy task in the previous questions, the current question shows the difference .Thus, anxiety is one of the reasons that contributes in the learners’ foreign language difficulties, and they find it uneasy to show their abilities because anxiety plays an important role in preventing them.

Q4: Does anxiety affect your foreign language learning?

Options	Participants	%
Yes	34	68%
No	16	32%

Table 04: Participants’ opinion about the effect of anxiety on their foreign language learning

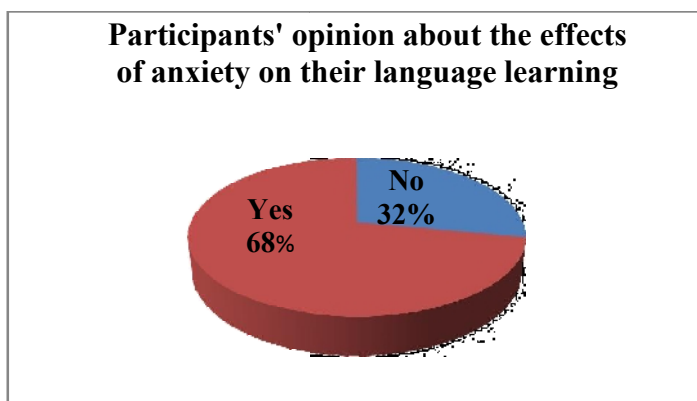


Figure 04

We have found that the students who claimed that anxiety affects their foreign language learning are 34 (68%), and those who stated that anxiety did not affect their foreign language learning are 16 (32%). The number of the learners who report that anxiety does not affect their foreign language learning is lower than those who see it as an effect on their foreign language learning.

These results clarify that the number of students who assume that anxiety affects their foreign language learning is more than the number of those who consider anxiety as one of the causes of their foreign language learning difficulties in Q3(table 03). So, this amount confirms that anxiety has a serious influence on the foreign language learning of the plurality of the participants, and it is the reason of their failure.

Q5: If yes, to what extent does anxiety affect your English foreign language learning?

Options	Participants	%
High extent	7	14%
Intermediate extent	22	44%
Low extent	5	10%
No answer	16	32%

Table 05: Participants' perception about the extent to which anxiety affects their foreign language leaning

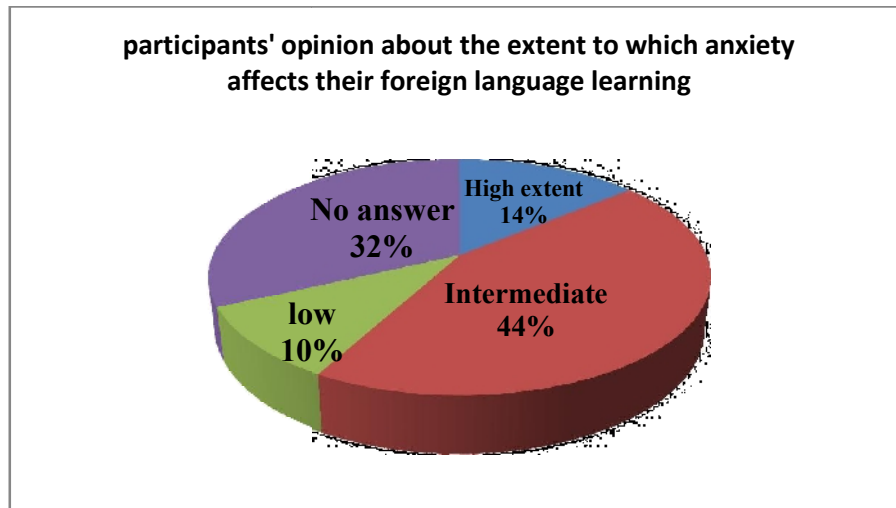


Figure 05

The results illustrates that the number of students who claimed that anxiety has a high extent in affecting their foreign language learning is 7 (14%). Those who claimed that it has an intermediate extent are 22 (44%). Those who claimed that it has a low extent are 5 (7%), and those with no answer are 16 (32%). The participants with no answer (32%) this result may be due to the previous question which contains “If yes”, so they are not concerned to answer current question. Therefore, the amount of the learners who assume that anxiety has an intermediate extent in influencing their foreign language learning is more than the other amounts.

We deduce from what mentioned above that the majority of students are affected by anxiety in their learning, but with varying amounts; some of them are conscious of its effects on their abilities while others are not.

Section three: Anxiety and learners' oral performance

Q6: What do you think about speaking the foreign language?

Options	Participants	%
Easy	22	44%
Difficult	28	56%

Table 06: Participants' opinion about speaking the foreign language

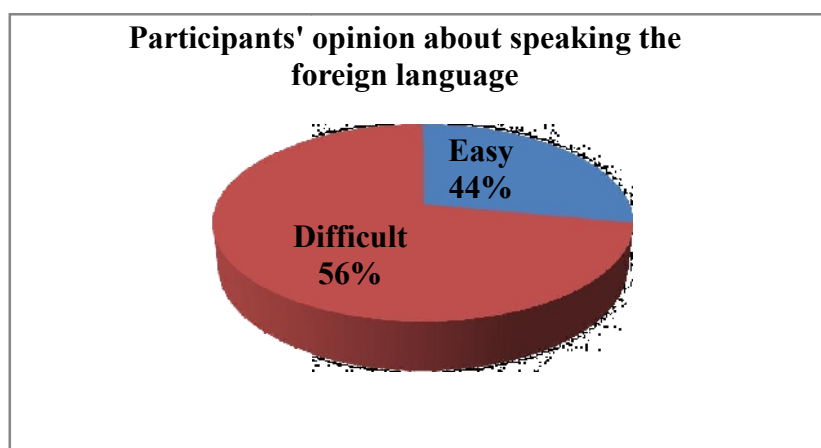


Figure 06

The above statistics show that the number of students who believe that speaking the foreign language is easy are 22 (44%), and those who think that speaking the foreign language is difficult are 28 (56%). The number of students who see that speaking the foreign language is difficult task is more than the number of the students who think it is an easy task. Consequently, speaking the foreign language is difficult for the majority of the students and they find it uneasy to using it.

Therefore, we can say that the difficulty of speaking the foreign language for the majority of students is due to the existence of anxiety among them, because as shown in table and chart of the previous question Q5 (section 2) that the anxiety impacts the majority of students of foreign language in their learning. So, when they speak they encounter a kind of mental block which prevents them to speak the English language fluently.

Q7: How do you feel when you are asked to speak in class?

Options	Participants	%
Anxious	29	58%
Comfortable	21	42%

Table07: Participants' opinion about answering the asked questions in the foreign language

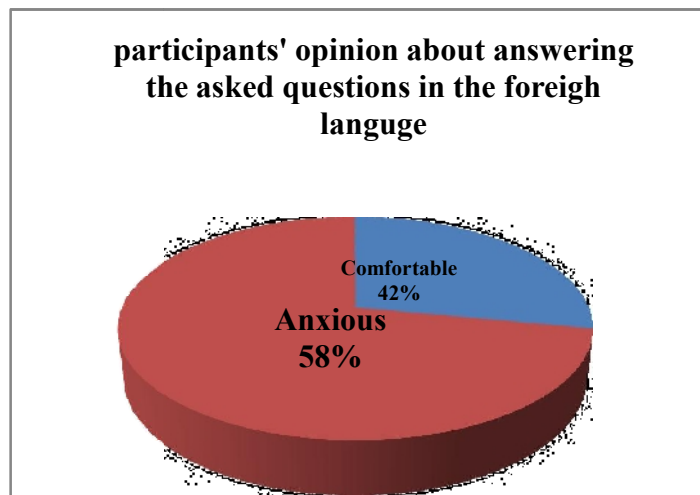


Figure 07

The results above show that the participants who feel comfortable when they asked to speak in the class are 21(42 %) and those who feel anxious when they asked to speak the foreign language in the class are 29 (58%). The number of students who feel

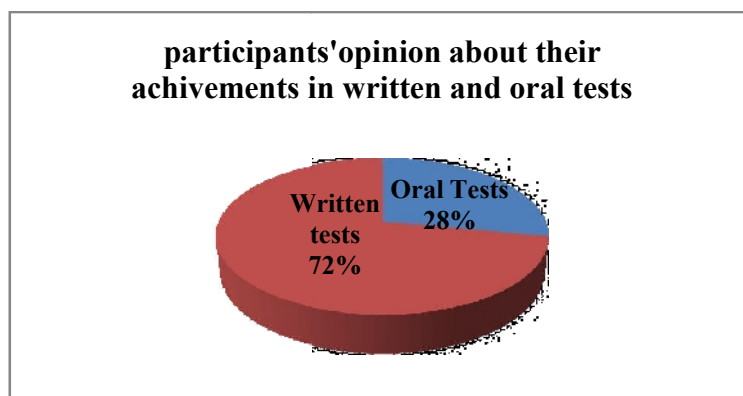
anxious when they asked to speak in the class is higher than the number of students who believe that it is comfortable experience. Thus, the majority of the foreign language learners believe that speaking and answering questions in the class is not an easy task.

We extract from the results that student who feel comfortable when they asked to speak in the class is due to the fact that they have high level of self- confidence, while the majority of students feel anxious to participate with their answers because the anxiety restrain them to show their ideas or the anxiety is a part of their personalities. So, they refuse to be part of the classroom discussion or to speak at all.

Q8: Do you achieve better in?

Options	Participants	%
Oral tests	14	28%
Written tests	36	72%

Table 08: participants' opinion about their achievements in written and oral tests



Figures 08

The results above illustrate that the number of students who reported that they achieve better in oral tests are 14 (28%) and those who claimed that they achieve better in written test are 36 (72%). The amount of participants who achieve better in written

tests is more than those who achieve better in oral tests. So, as we notice the majority of students feel more comfortable in written tests, because oral tests are more difficult than written tests.

We deduce that the majority of students are doing well in written tests, because in oral tests speaking anxiety sometimes hinders them from achieving their goals, and during the oral tests they usually feel nervous. So, these anxieties are really blocking their abilities because testing situations create a sense of threat and lead to weak performance.

Section Four: Causes of learners’ oral performance anxiety

Q9: Why do you feel anxious? Is this due to?

Options	Participants	%
Communication apprehension	17	34%
Lack of motivation	15	30%
Negative self-perceptions	18	36%

Table 09: participants’ causes of their Speaking Anxiety

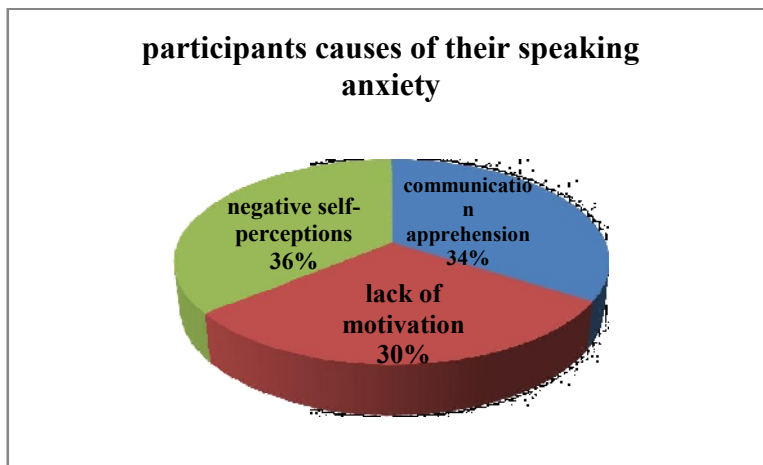


Figure 09

From the statistics we found that the students who referred their speaking anxiety to the communication apprehension are 17 (34%), 15 (30%) of them referred it to the lack of motivation, and 18 (36%) of them who referred their speaking anxiety to the negative self-perceptions. Also in the questionnaire we gave students the chance to suggest other choices and we found these results: 2 (4%) of the students who claimed that their speaking anxiety is due to the fear of being misunderstood, 5 (10%) of them who referred it to the lack of confidence. From these results we notice that the cause of learners' speaking anxiety is negative self- perceptions because is have the highest amount.

From the statistics above, we can say that students' negative self-perceptions plays a crucial role in their failure in the learning process; due to it is a barrier which stops them to achieve their goals. Consequently, when students exaggerate the difficulties they will face under estimate their probability of success especially in the speaking skill.

Q10: Do you think that competition with other classmates?

Options	Participants	%
Hinder your progress	7	14 %
Motivate you to work hard	43	86%

Table 10: participants' opinion about the effect of competition on their achievements

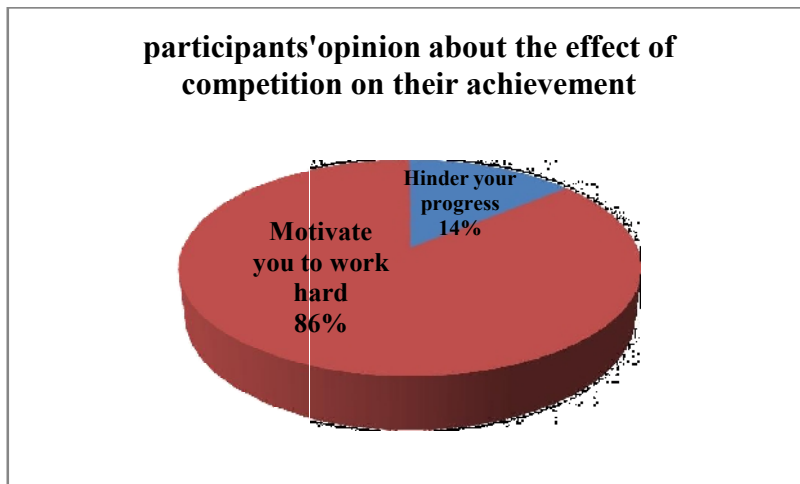


Figure 10

The statistics show that the number of participants who reported that the competition hinders their progress is 7(14%), and those who believe that it motivates them to work hard are 43 (86%). The number of students who believe that competition motivate them to work hard is higher than those who believe that it hinders their progress. So, competition is very important in the classroom because through it the majority of students work hard to reach their objectives in the learning process.

It is clear from the statistics that plurality of the learners think that competition is very important because it encourages them to show their best in the classroom, but when anxiety exists, their learning process will make it more difficult , and it will impede their progress especially in the oral tasks.

Q11: In which kind of speaking activities you feel more anxious?

Options	Participants	%
Role play	19	38%
Free discussion	29	58%
Present a prepared dialogue	8	16%
Information gap activity	8	16%

Table 11: Participants' perception about the speaking activities in which they feel more anxious

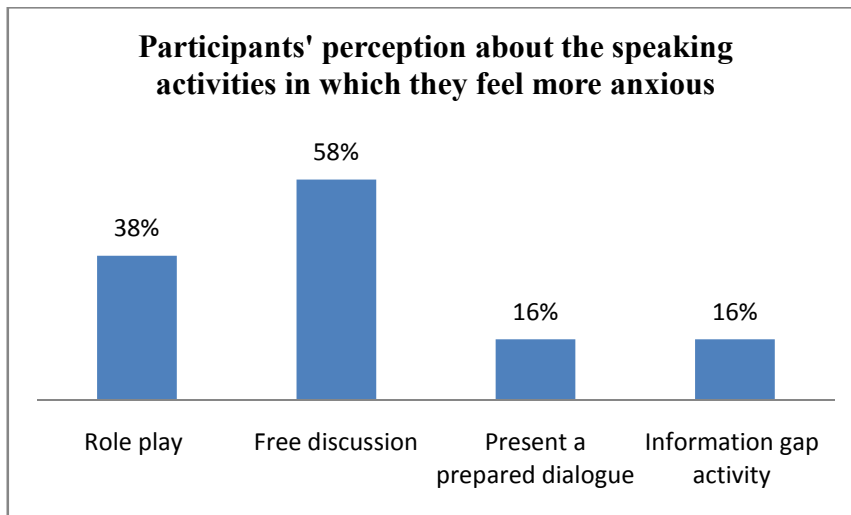


Figure 11

It is clear from the results that number of students who feel anxious in role play activity is 19 (38%), those who feel they are anxious in free discussion are 29 (58%), those who feel more anxious in presenting a prepared dialogue are 8 (16%), and those who feel anxious in information gap activity are also 8 (16%). We notice that the most anxiety provokes activities for students are free discussion and role play activities. Also, they feel more comfortable in information gap activity and in presenting a prepared dialogue.

We can deduce that the activities which provoke much anxiety for the learners are free discussion and role play activities, because they are obliged to speak in front of the whole class spontaneously and fluently the level of anxiety arouses, so they will not be able to express their ideas with the English language.

Q12: Do you feel anxious in oral tests? Is this due to?

Options	Participants	%
Lack of confidence	15	30%
Fear of negative evaluation	24	48%
Both of them	11	22%

Table12: Causes of Anxiety in Oral Tests

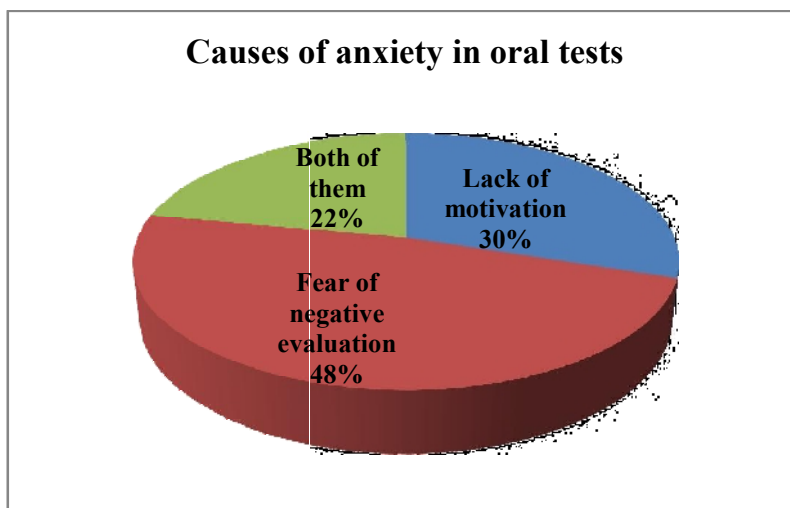


Figure 12

The statistics reveal that the number of students who claimed that their anxiety in oral tests is due to lack of motivation is 15 (30%), those who reported that their anxiety to the fear of negative evaluation are 24 (48%), and only 11 (22%) of students who referred to both of them. We notice that oral tests are one of the most anxieties

provoking factor in speaking English, and the majority of students feel anxious in oral tests mainly because of the fear of negative evaluation.

We conclude that fear of negative evaluation is the main cause of students' fears in the classroom especially in oral tasks, which makes them communicating poorly, with many mistakes because of high level of anxiety. Therefore, they are always passive in the class, and avoid activities that could help them to develop their language abilities.

Section Five: Reducing learners' oral performance anxiety

Q13: What do you think you can do to reduce your anxiety?

Options	Participants	%
Use positive self-talk	23	46%
Encourage yourself to take risks	20	40%
Use relaxation techniques	6	12%
Practice and preparation	29	58%
Eliminate fear of making mistakes	10	20%

Table 13: Participants' opinion about the strategies that they use to reduce their anxiety

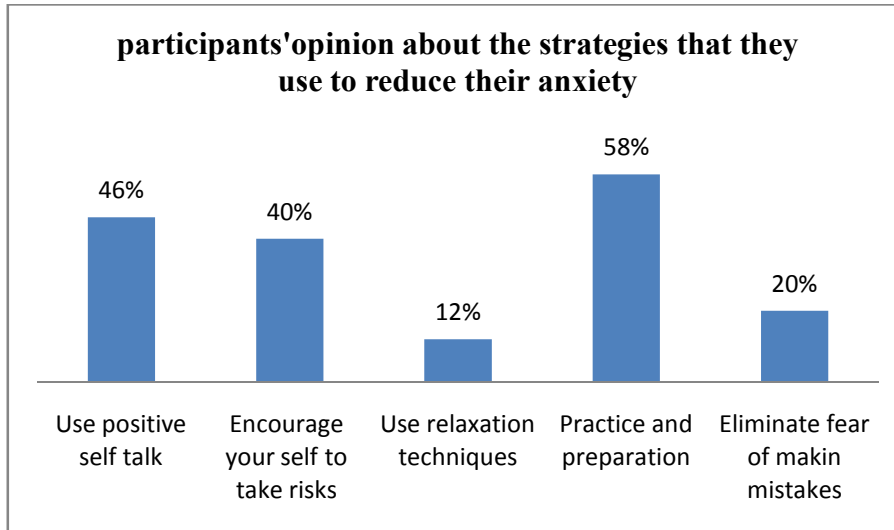


Figure 13

The results display that the number of students who reported that they use positive self-talk is 23 (46%), the number of students who encourage their selves to take risks is 20 (40%), only 6 (12%) of students who use the relaxation techniques, practice and preparation is used by 29 (58%) of students, and those who eliminate fear of making mistakes are 10 (20%). We have noticed that the mostly used strategies by the learners are: practice and preparation (58%) and using positive self-talk (46%).

Therefore, we conclude that nearly all the learners are anxious speakers; they know the impact of their anxiety in hindering their speaking abilities. So they help themselves by using ways that they can rely on to minimize their fears, which may help them to feel more comfortable. So, they can control their speaking anxiety.

Q14: what do you want from your teacher to do in order to reduce your anxiety?

Options	Participants	%
Creating relaxed classroom atmosphere	17	34%
Teacher-student relationship	13	26%
Group work	24	48%
Varying speaking activities	19	38%
Practicing positive error correction and show understanding	6	12%

Table14: Teachers' strategies to reduce their students' anxiety

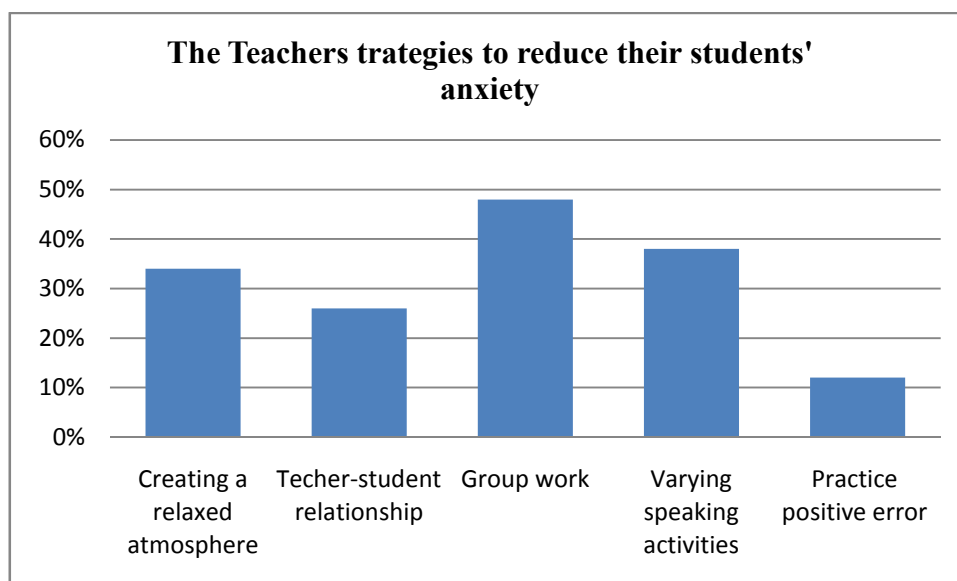


Figure 14

The statistics clarify that the number of students who chose creating a relaxed atmosphere as a strategy to reduce their anxiety is 17 (34%), those who claimed that teacher-student relationship would help them to alleviate their fears are 13(26%), and 24 (48%) of students who chose group work, 19 (38%) of them chose varying speaking activities, and the number of students who chose practicing positive error and show

understanding is 6 (12%). We conclude, according to these results, that the most useful strategies for students to minimize their anxiety in the classroom are: the group work and varying the speaking activities, because they gain the highest amounts among the other strategies.

Consequently, the results indicate that teachers may play an important role in minimizing their students' anxiety. Also, from the answers we understand that the students indeed need the help of their instructors in order to reduce their speaking anxiety.

Conclusion

The data we have collected from the questionnaire conducted to First year LMD English students; show that anxiety has an important role in the learners' foreign language learning, because its existence in their learning tends to make it very difficult for them especially, in the speaking skill. Thus, speaking can be the most anxiety provoking skill than the other skills. In addition, the majority of foreign language learners refer their speaking anxiety to the communication apprehension, lack of motivation, negative self-perceptions, fear of negative evaluation, fear of making mistakes, and lack of confidence. Most foreign language students believe that anxiety has great influence on their performance in the classroom as well as their achievement, which decrease their language abilities, and make them difficult for them to express their ideas in the foreign language. In addition, learners need to overcome their speaking anxiety by using different strategies that help them control their anxieties and achieve better results. These strategies are: use a positive self-talk, encourage themselves to take risks, use relaxation techniques, practice and preparation, and eliminating fear of making mistakes. Furthermore, teachers also can contribute in

minimizing their learners' speaking anxiety through varying speaking activities, practicing positive error correction and show understanding, creating a relaxed atmosphere, group work, and through the good relationship between the teacher and the student.

2. The Analysis of the Teachers' questionnaire

Introduction

In addition to students' questionnaire we found it is necessary to administer another one for teachers. The principle aim of this research is to investigate the effects of anxiety on students' oral performance. The questionnaire was directed to ten (10) teachers from the Department of English at Mohammed Khieder University of Biskra. It consisted of five (5) sections with fifteen (15) questions. The first section is entitled "Personal Information" aims to obtain information about the teachers such as: teachers' qualification, etc. The second one is entitled "Anxiety in learning process" aims to discover the teachers' perception about the existence of anxiety in their students' learning process. The third one is entitled "EFL students' oral performance Anxiety" aims to recognize the teachers' opinion about the influence of foreign language anxiety on the students' oral performance. The fourth one is entitled "Causes of students' oral performance anxiety" aims to show the teachers' perception about the causes of their students' speaking anxiety. The fifth section is entitled "Reducing students' oral performance anxiety" aims to find solutions by teachers to reduce their students' oral performance anxiety. Finally, we have used tables and graphs in order to organize our statistics.

The Analysis

Section one: personal information

1: Teachers' qualification

Options	Number	%
BA	5	50%
Master /Magistere	6	60%
Doctorate	0	0%

Table15: Teachers' qualification

Teachers who were given the questionnaire have been teaching different modules such as: oral expression, written expression and grammar. We can say that, their experience in teaching EFL at the university can help us to investigate the issue of learners' speaking anxiety. So, their suggestions and recommendations can be very useful and we can rely on in our study.

Q2: Do you like teaching Oral Expression?

Options	Number	%
Yes	10	100%
No	0	0%

Table 16: Teachers' opinion about teaching Oral Expression

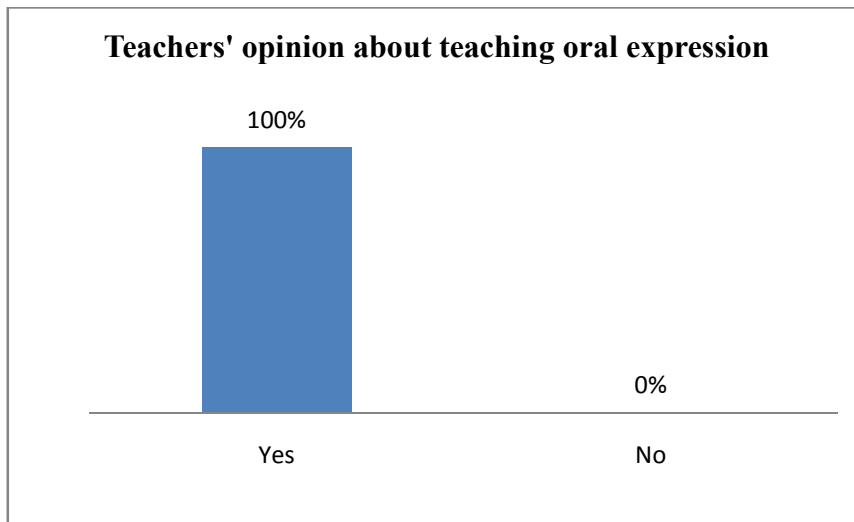


Figure15

From the statistics we found that teachers' answer to the question is positive "Yes", all of them claimed that they like teaching oral expression, and the majority of teachers justified their answers as follows: they think that teaching oral expression will help them to know the real level of the learners. So, they can evaluate their performance easily. They believe that they are able to develop learners' speaking skill. They like the interaction among their learners because it gives them confidence when they feel that the teacher care of them. They assume that they can develop their students' speaking fluency through providing them with the appropriate aids, then by overcoming their anxiety when using with the English language. They want to help the learners to learn speaking the English language, because it is very important nowadays.

Section two: Anxiety in learning process

Q3: How do you describe your students' level of anxiety in the class?

Options	Number	%
High	1	10%
Medium	9	90%
Low	0	0%

Table 17: Teachers' opinion about their student's level of anxiety

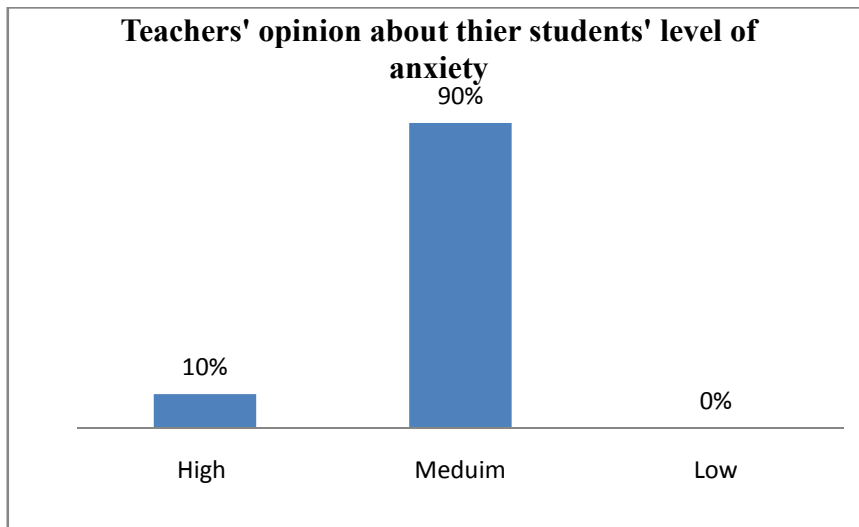


Figure 16

The results show that the majority of the teachers 9 (90%) have reported that the level of their students anxiety is medium, while only 1 out of 10 (10%) who claimed that their students have a high level of anxiety, and none of them think that their students have a low level of anxiety in the class.

Therefore, we notice that the majority of teachers have noticed the existence of the anxiety in their classrooms, because none of them have claimed that s/he has low level of students' anxiety. So, when anxiety exists in students' learning, it will make it very difficult for them to be comfortable in the classroom.

Q4: Do you think that anxiety affects learners' foreign language learning?

Options	Number	%
Yes	10	100%
No	0	0%

Table 18: Teachers' opinion about the effect of anxiety on their learners' foreign language learning

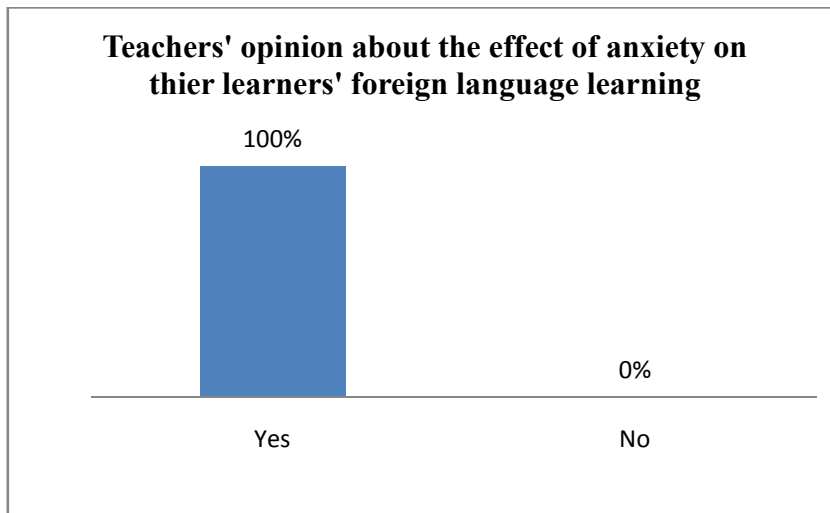


Figure 17

The statistics reveal that all the teachers' 10 (100%) answer to the question is positive "yes". They reported that anxiety affects their students' foreign language learning. These results prove that the teachers are aware of the negative impact of anxiety on their students' achievement, and it is the most affective factor that influences the foreign language leaning.

Q5: Do you think that anxiety is one of the main causes of the students 'under-achievement in oral tests?

Options	Number	%
Yes	5	50%
Somehow	5	50%
No	0	0%

Table 19: Teachers' opinion about the anxiety as cause of student's underachievement

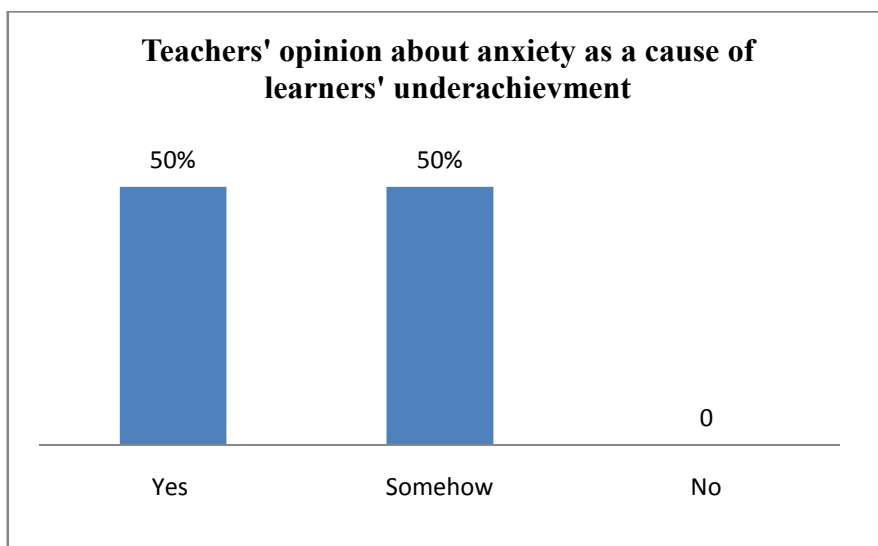


Figure 18

The results display that 5 (50%) teachers think that anxiety, to some degree, is the cause of their students' achievement, and 5 (50%) of them think that the anxiety is surely the main reason of the learners underachievement, whereas, none of them believe that there is no relationship between anxiety and learners' achievement.

From these answers, we can say that students' foreign language learning is influenced by anxiety, which is one of the main variables that tend to make the process of learning very difficult for the learners especially, in their speaking skill.

Section three: EFL Students' oral performance anxiety

Q6: Have you noticed that some of your students are reluctant to speak this FL?

Options	Number	%
Always	4	40%
Sometimes	4	40%
Rarely	2	20%
Never	0	0%

Table20: teachers' opinion about their students' reluctance of speaking the foreign language

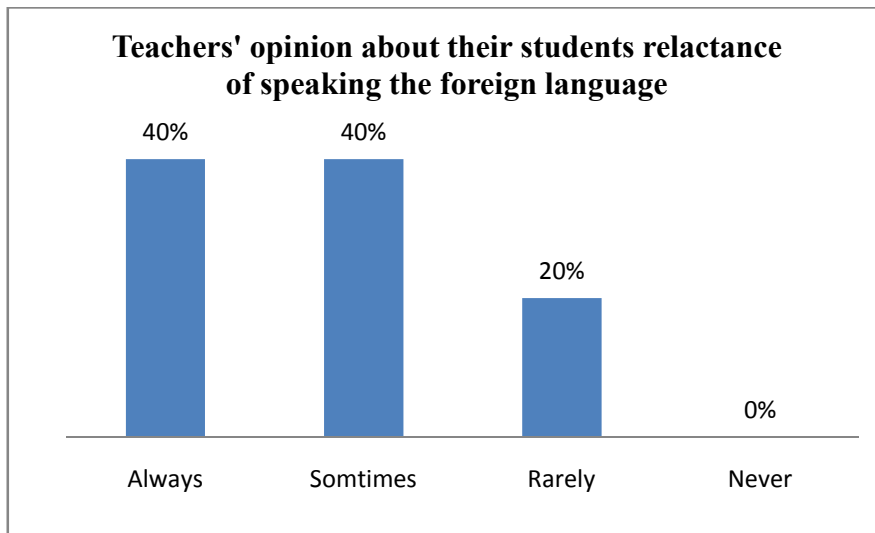


Figure 19

The results show that 4(40%) of the teachers responded they have always noticed that their students are reluctant to speak the foreign language, also 4 (40%) of them claimed that they sometimes observe their students' reluctance in speaking the language, while 2 (20%) of them respond with “rarely”, and none of them answered with “never”. Therefore, Teachers’ answers display that their learners’ reluctance in speaking the foreign language has strong existence in their classroom.

Consequently, we can say that the students’ reluctance to speak the foreign language will have great impact on their achievement, especially on their performance in the classroom.

Q7: What are the challenges you face in teaching the speaking skill?

Statistics display that the teachers face many challenges in teaching speaking are: two teachers (20%) reported that students’ fear of making mistakes is a teaching problem that leads to the lack of participation in the class. One other teacher said that the students’ weak level in using grammar rules in their foreign language speaking makes teaching speaking skill very difficult, and 7 other teachers (70%) claimed that

they are always in challenge with students' shy to express their ideas, Lack of motivation, Lack of self confidence, the use of mother tongue, and speaking anxiety which is the major obstacles they face when teaching speaking, those difficulties make the mission of teaching very difficult , and according to the statistics teachers consider that the psychological variables and especially anxiety as the principle reason of students' weak performance in the class.

Q8: Do you think that anxiety is related to the speaking skill more than the other skills?

Options	Number	%
Yes	9	90%
No	1	10%

Table 21: teachers' opinion about the students' anxiety whether it is related to speaking skill more than the others or not

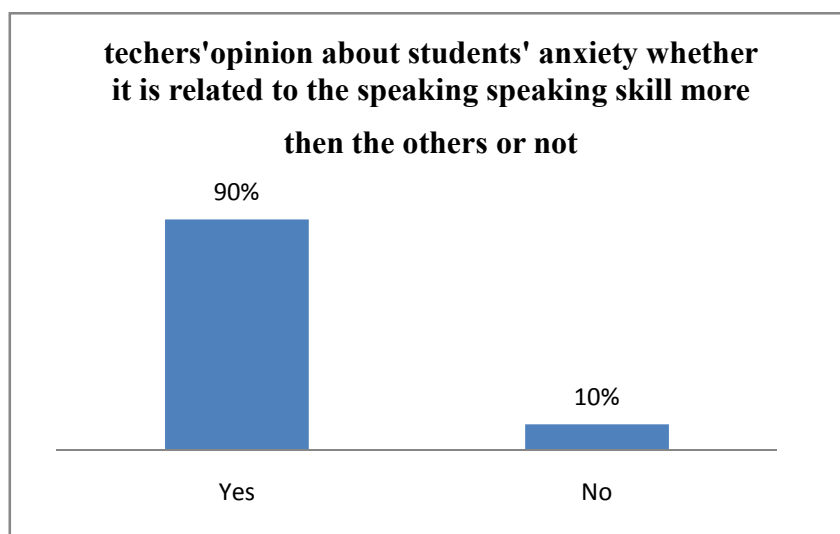


Figure 20

According to the statistics (10%) of the teachers reported that anxiety is related more to the other skills such as reading and listening than to the speaking skill, whereas the majority of teachers' answers to the question are positive "Yes" (90%). They claimed that anxiety is related to the speaking skill more than the other skills for many

reasons. They think that anxiety affects negatively the speaking skill more than the others, because when the students when are asked to speak the foreign language they do not have much time to think. So, the anxiety arouses in such situations, also their fears of making mistakes while speaking raises the amount of anxiety. In addition, students feel more anxious when they are speaking in front of their classmates make them less comfortable which lead to weak performance.

We can deduce that anxiety is related to all the skills, but the skill producing more anxiety is speaking, because of many challenging speaking tasks such as: learners' speaking in the front of their classmates, some kinds of speaking activities, their fear of making mistakes which causes the learners' unwillingness to communicate in foreign language class.

Section four: Causes of Students' oral performance anxiety

Q9: Why do your students feel anxious? Is this because of?

Options	Number	%
Communication apprehension	7	70%
Lack of motivation	4	40%
Competitiveness	2	20%
Speaking activities	3	30%

Table 22: Teacher's opinion about the causes of their students' anxiety

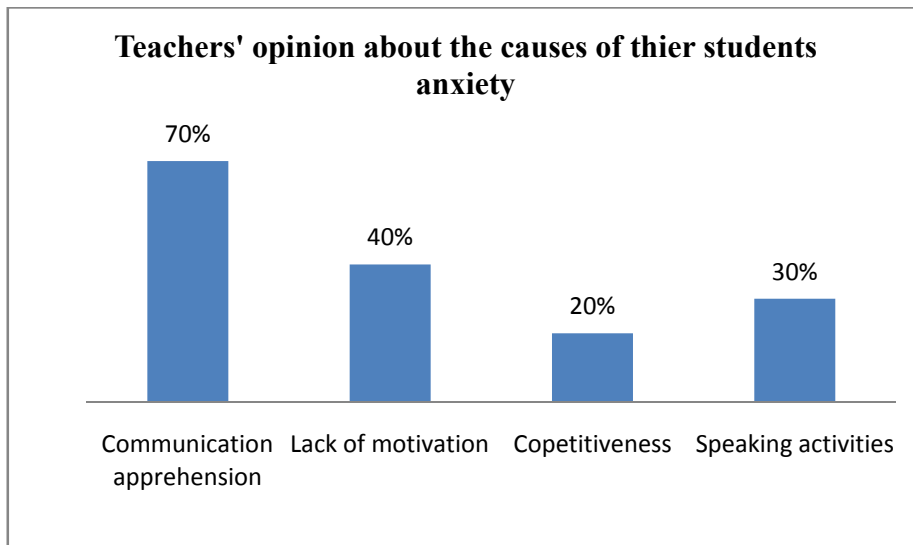


Figure 21

According to the statistics the majority of teachers claimed that their students' anxiety comes from their communication apprehension (70%) and lack of motivation (40%), while (30%) of them have linked it to the speaking activities, and only (20 %) of them who think that their students' anxiety is related to the competitiveness. We notice that communication apprehension and lack of motivation are the main causes of students' anxiety which play an important role in preventing them from reaching their goals in the classroom.

Q10: In which kind of these speaking activities your learners feel more comfortable?

Options	Number	%
Role plays	2	20%
Free discussion	2	20%
Presenting a prepared dialogue	7	70%
Information gap activity	4	40%

Table 23: Teachers' opinion about the most comfortable speaking activities for the learners

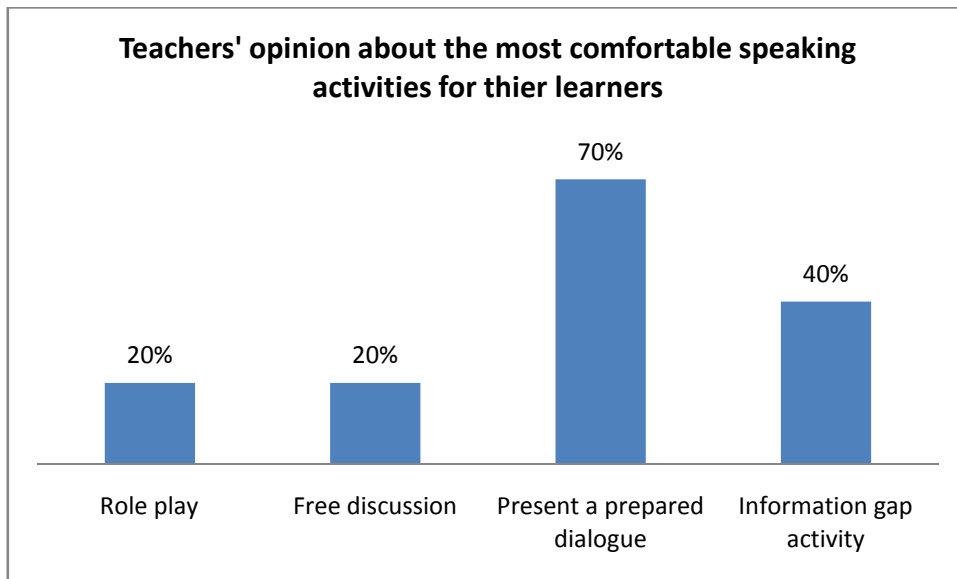


Figure 22

It is clear from the statistics, according to the teachers' answers that presenting a prepared dialogue (70%) and information gap activity (40%) are the most comfortable speaking activities, whereas making free discussion (20%) and role play (20%) are the most anxious speaking activities. We can say that role plays and free discussions are the sources of students' speaking anxieties because in these two activities they are required to speak with more spontaneity and fluency more than in the other activities.

Q11: Do you think that the students will perform better if they did not know that their performance is going to be evaluated?

Options	Number	%
Yes	8	80%
No	2	20%

Table24: Teachers' opinion about their students' achievement when not knowing that their performance will be evaluated

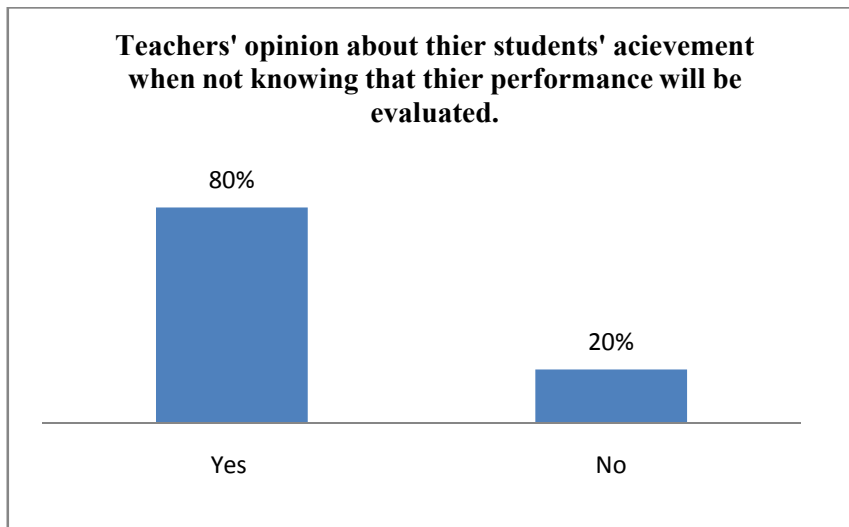


Figure 23

The statistics show that the majority of teachers (80%) believe that when their learners do not know that they are being evaluated, they will perform better, and the teachers will surly minimize their students' level of anxiety in this way, but only (20%) of them who did not think so. We conclude that students' fear of teachers' evaluation is also a main cause of learners' underachievement in the classroom.

Section five: Reducing Students' oral performance anxiety

Q12: Do you talk with your students' about their learning problems?

Options	Number	%
Always	4	40%
Sometimes	6	60%
Rarely	0	0%
Never	0	0%

Table25: teachers' opinion about whether they talk with their students about their learning problems or not

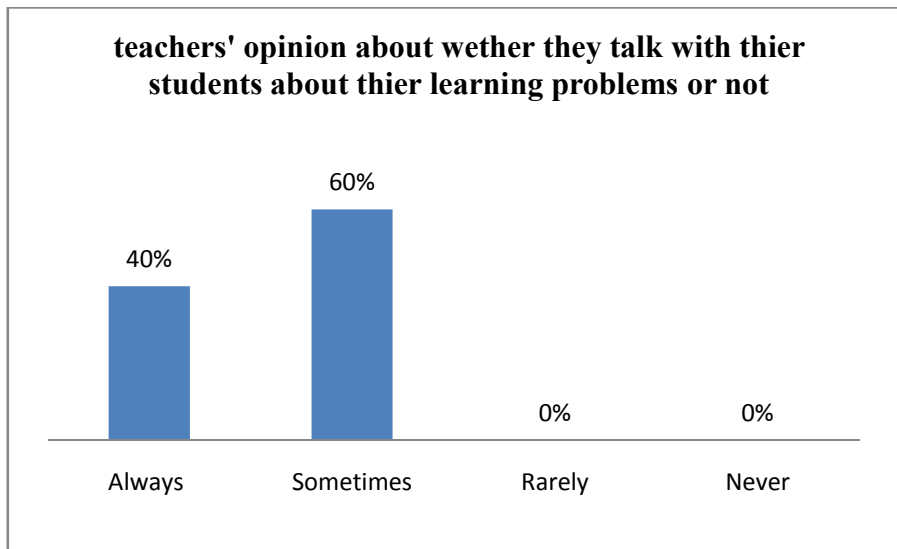


Figure 24

The results show that the majority of teachers (60%) stated that they sometimes give their students the opportunity to talk about their learning problems, While 40% of the teachers claimed that they are always talking to their students about their issues, but none of them answered with rarely or never. From these answers, we can conclude that teachers are aware of the importance of specifying the time to talking with students about their needs. So, giving students an opportunity to explain their learning problems is what teachers should do.

Q 13: Do you motivate your students to speak?

Options	Number	%
Always	9	90%
Sometimes	1	10%
Rarely	0	0%
Never	0	0%

Table26: Teacher’s opinion about their students’ motivation in Speaking

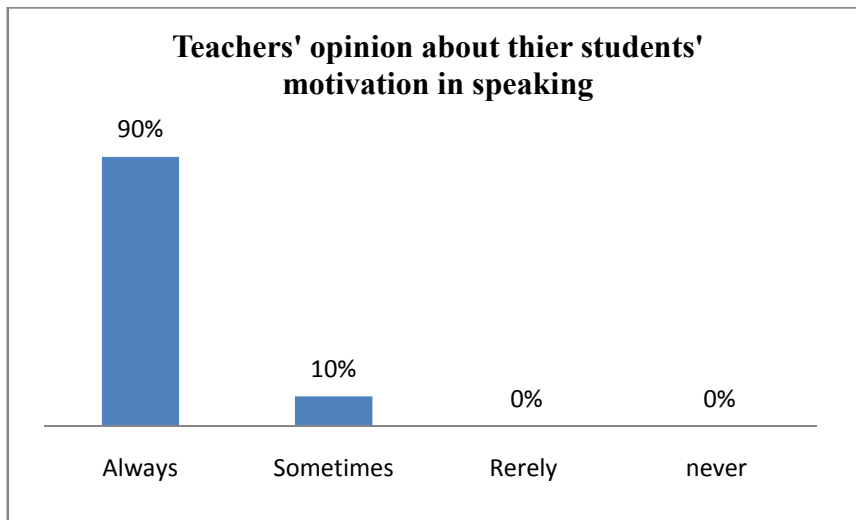


Figure 25

The majority of teachers (90%) claimed that that they always motivate their students to speak in the class, while only (10%) of them who answered with “sometimes”. The second part of the question is how do you motivate your learners to speak and they answered as follows: they claimed that they encourage their learners to speak by not criticizing them when they make mistakes, because mistakes are part of the learning process, also by choosing enjoyable speaking activities to make them more comfortable when they are expressing their ideas. In addition, encouraging students to speak about their learning problems and try to find solutions for them, also variety speaking activities, giving them free topics to talk about, and using the authentic materials which help them to overcome their speaking anxiety.

Therefore, teachers should always look for the appropriate strategies to enhance their students’ motivation in the class, which increase their desire to learn and to be a part of the classrooms by developing their performance in the foreign language. Indeed, they will achieve better outcomes

Q14: Do you think that varying speaking activities would help your students feel more comfortable?

Options	Number	%
Yes	10	100%
No	0	0%

Table 27: Teachers' opinion about varying the speaking activities for the learners

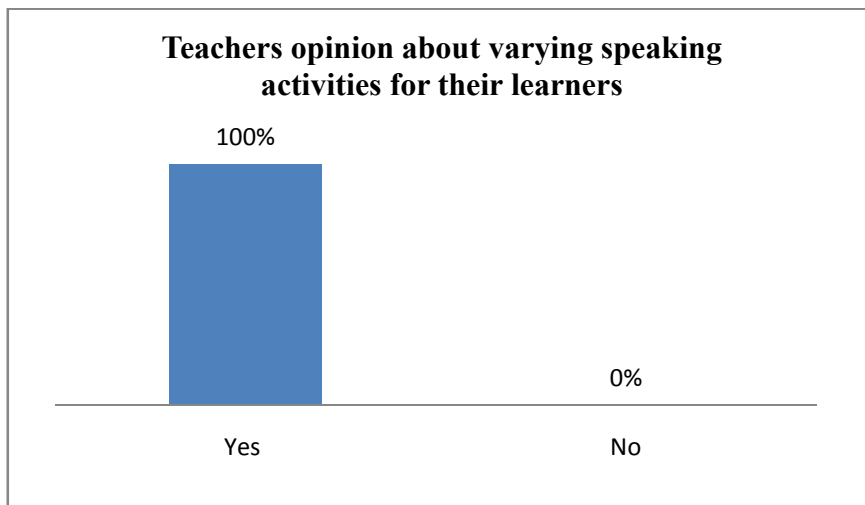


Figure 26

All the teachers (100%) agreed that varying speaking activities in the classroom will help learners to feel more comfortable in their learning.

From this result, we conclude that those teachers are aware of their important role in minimizing their students' foreign language anxiety. So, when they chose the appropriate way they will be capable to decrease the level of anxiety in their classes.

Q15: Do you think that ‘group work’ can help your students to overcome their anxiety?

Options	Number	%
Always	6	60%
Sometimes	3	30%
Rarely	1	10%
Never	0	0%

Table 28: Teachers’ opinion about group work for learners

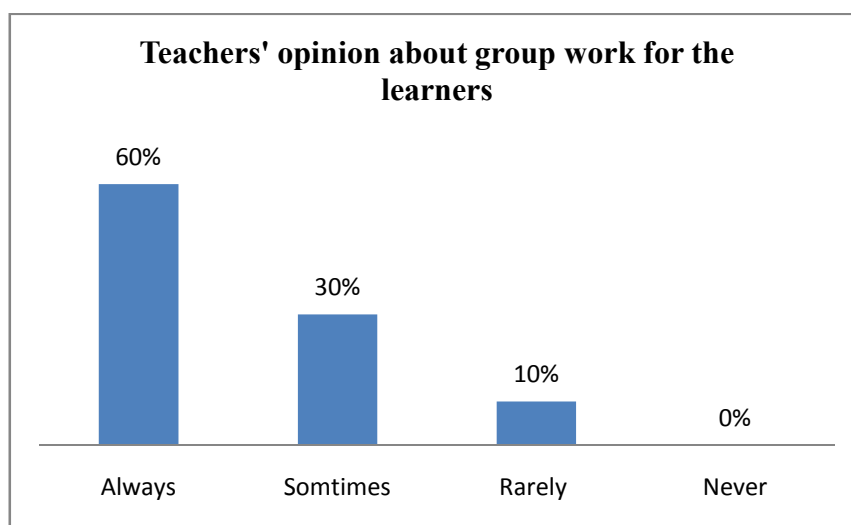


Figure 27

According to the results, the majority of teachers (60%) believed that “always” making group works in the class can help learners to decrease their anxiety, 30% of them declared that “sometimes” group work is beneficial for their learners, and only (10 %) of the teachers who answered by “rarely”, whereas, none of them answered “never”. The majority of teachers justified their answer as follows: group work is an important strategy which helps learners to understand more the tasks that the teacher gives them; also it is a solution for students who have high level of anxiety in which they exchange ideas and correct mistakes of each other. In addition, by group work, all the learners have the same level and the same chances to speak and participate in the classroom. So, they will feel more comfortable when using the foreign language.

Therefore , we can say that group work is another strategy for reducing students' speaking anxiety , and teachers should allow their students to work together to achieve better achievements in their performance and their learning process.

Conclusion

From the analysis of the teachers' questionnaire, we arrived at diverse outcomes. The existence of anxiety in foreign language classrooms can really impede the learners' ability to achieve better results during the learning process. It affects many aspects of foreign language learning, but it influences more the speaking skill than the other skills (writing, reading, and listening). The causes of students' speaking anxiety is generally correlated with communication apprehension, lack of motivation, competitiveness, kinds of speaking activities, shyness, lack of self-confidence and, fear of making mistakes. Therefore, anxiety has a great impact on students' speaking performance, as well as their accomplishments in their foreign language learning. The teachers can participate in reducing their students' language anxiety by using various strategies such as: encouraging them to speak, let them understand that making mistakes is part in the learning process, using variety and enjoyable speaking activities, giving them the opportunity to speak about their problems, providing them with the appropriate authentic materials, joining them in group works to exchange their ideas, giving them the opportunity to participate by eliminating their fears of making mistakes, establishing a good relationship with them to raise their self-confidence. Thus, if teachers use these strategies in their classrooms, they will be able to decrease the level of anxiety, and to enhance students' abilities in oral performance.

General conclusion

The study discovered that there is an important relationship between anxiety and oral performance. They asserted that speaking the foreign language is the most aspect influenced by anxiety, and students feel more anxious when they are required to speak. Therefore, anxiety tends to be more correlated to the speaking skill than the other skills. Learners' language anxiety is generated due to many factors such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perceptions, speaking activities, competitiveness, lack of self-confidence, and fear of making mistakes. Foreign language anxiety is a big barrier that may interfere with three stages of learning: input, processing, and output, which impede students to develop their English language and lead to a weak oral performance.

The current research presents various results about the relationship between anxiety and the speaking skill. It is proved that foreign language anxiety faces the majority of the learners. Both teachers and learners have knowledge about its negative effect on learning the foreign language. Anxiety is considered by them as the major affective variable hindering students' achievement.

Teachers and learners can reduce speaking anxiety, because both of them may contribute in its existence. Learners can participate in reducing their foreign language anxiety by using a positive self-talk, encouraging themselves to take risks, use relaxation techniques, practicing and preparing themselves well inside and outside the class, eliminating fear of making mistakes. Teachers also can follow some procedures that may help in diminishing students' language anxiety in their classrooms by encouraging them to speak, let them understand that making mistakes is part of the learning process, using variety of speaking activities, giving them the opportunity to

speaking about their problems, providing them with the appropriate visual aids, splitting in group works to share their ideas, giving them the opportunity to participate by eliminating their fears of making mistakes, establishing a good relationship with them to raise their self-confidence. Minimizing the causes of students' foreign language speaking anxiety can help them develop and promote their oral performance. Therefore, according to these results, we conclude that our study answers our dissertation research questions. The findings of this study display that anxiety has a great impact on students' oral performance which is highly related to the speaking skill. They also demonstrate various strategies that teachers and learners can follow to lower anxiety and help in ameliorating foreign language learning and oral performance.

Recommendations:

The importance of this study for students and teachers is to discover the impact of anxiety on students' oral performance, and knowing about it will help learners to know the causes that prevent them from speaking the English language. Therefore, we propose the following suggestions in order to help both teachers and students in reducing foreign language anxiety and achieving better learning and speaking performance:

- ✓ Students should know that anxiety is a natural feeling of any human being, and everyone can experience speaking anxiety, and can be diminished.
- ✓ Students should know also that mistakes are part of the learning process, so they should not be anxious of making mistakes.
- ✓ Teachers should encourage students to talk about their learning problem and find the appropriate solutions for them.

- ✓ Teachers should motivate students to work in groups to develop their speaking skill through using the foreign language between them.
- ✓ Varying speaking activities would help students to show their strengths and to be more comfortable in the class.
- ✓ Students have to prepare and practice the language in advance in order to minimize their speaking anxiety and to develop their language abilities.
- ✓ Teachers should use authentic materials in classroom which help learners to ameliorate their fluency in the target language.
- ✓ Both teachers and students should create a competitive atmosphere in class.
- ✓ Teachers should give opportunity to speak the language to all students in the class.
- ✓ Teachers' and learners' knowing about of the strategies of controlling foreign language speaking anxiety without following them cannot help in devolving students oral performance.

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Appendices

Appendix I

University of Biskra

Division of English

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the impact of student's anxiety on oral performance in their learning process. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you in advance for your time and your collaboration

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

Section One: Background information

Q 1: Your choice to study English at university

a. Voluntary

b. Obligated

Section two: Anxiety in Learning Process

Q 2: Do you think that learning English as a foreign language is difficult?

Yes

No

Q3: If yes, is anxiety among the causes of your foreign language learning difficulties?

Yes

No

Q4: Does anxiety affect your foreign language learning?

Yes

No

Q5: If yes, to what extent does anxiety affect your English foreign language learning?

a. High extent

b. Intermediate extent

c. Low extent

Section three: Anxiety and learners' oral performance

Q6: What do you think about speaking the foreign language?

Easy

Difficult

Q7: How do you feel when you are asked to speak in class?

Anxious

Comfortable

Q8: Do you achieve better in?

Oral Tests

Written Tests

Section Four: Causes of learners' oral performance anxiety

Q9: Why do you feel anxious? Is this due to?

- a. The communication apprehension
- b. Lack of motivation
- c. Negative self perceptions

Other suggestions.....
.....
.....

Q10: Do you think that competition with other classmates?

Hinder your progress motivate you to work hard

Q11: In which kind of speaking activities you feel more anxious?

- a. Role play
- b. Free discussion
- c. Present a prepared dialogue
- d. Information gap activity

Q12: Do you feel anxious in oral tests? is this due to?

- a. Lack of self confidence
- b. Fear of negative evaluation
- c. Both of them

Section Five: Reducing learners' oral performance anxiety

Q13: What do you think you can do to reduce your anxiety?

- a. Use positive self-talk
- b. Encourage yourself to take risks
- c. Use relaxation techniques
- d. practice and preparation
- e. Eliminate fear of making mistakes

Q14: what do you want from your teacher to do in order to reduce your anxiety?

- a. Creating relaxed classroom atmosphere
- b. Teacher-student relationship
- c. Group work
- d. Varying speaking activities
- e. Practicing positive error correction and show understanding

Thank you

Appendix II

University of Biskra

Division of English

Teachers' Questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the impact of student's anxiety on oral performance in their learning process. Whatever your qualifications and experiences in the field we would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you in advance for your time and your collaboration

Section one: personal information

1: Teachers' qualification

- a. BA
- b. Master /Magistere
- c. Doctorate

Q2: Do you like teaching Oral Expression?

Yes

No

Why? Briefly.....
.....
.....

Section two: Anxiety in learning process

Q3: How do you describe your students' level of anxiety in the class?

High

Medium

Low

Q4: Do you think that anxiety affects learners' foreign language learning?

Yes

No

Q5: Do you think that anxiety is one of the main causes of the students
'under-achievement in oral tests?

Yes

somehow

No

Section three: EFL Students' oral performance anxiety

Q6: Have you noticed that some of your students are reluctant to speak this FL?

Always

Sometimes

Rarely

Never

Q7: What are the challenges you face in teaching the speaking skill?

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

Q8: Do you think that anxiety is related to the speaking skill more than the other skills?

Yes

No

Please justify.....

.....

.....

Section four: Causes of Students' oral performance anxiety

Q9: Why do your students feel anxious? Is this because of?

a. Communication apprehension

b. Lack of motivation

c. Competitiveness

d. Speaking activities

If others, give examples please

.....

.....

Q10: In which kind of these speaking activities your learners feel more comfortable?

a. Role play

b. Free discussion

c. Presenting prepared dialogue

d. Information gap activity

Q11: Do you think that the students will perform better if they did not know that their performance is going to be evaluated?

Yes

No

Section five: Reducing Students' oral performance anxiety

Q12: Do you talk with your students' about their learning problems?

Always

Sometimes

Rarely

Never

Q13: Do you motivate your students to speak?

Always

Sometimes

Rarely

Never

How? Briefly

.....

.....

Q14: Do you think that varying speaking activities would help your students feel more comfortable?

Yes

No

Q15: do you think that 'group work' can help your students to overcome their anxiety?

Yes

Sometimes

Rarely

Never

Please justify

.....

.....

Thank you

Appendix III

ملخص

هذه الدراسة صممت للبحث في مشكلة القلق النفسي التي يعاني منها الكثير من طلبة اللغات الأجنبية ، وتأثيرها على الأداء الكلامي في مسارهم التعليمي . وتهدف إلى تحقيق ثلاث أهداف مهمة وهي: أولاً: البحث عن كيفية تعامل طلبة اللغة الأجنبية مع دخول القلق النفسي إلى مسارهم الدراسي. ثانياً: اكتشاف الأسباب المؤدية إلى القلق النفسي عند تكلم طلبة اللغة الأجنبية، وما هي آثاره على الأداء الكلامي وعلى تحصيلهم العلمي. ثالثاً: البحث عن الطرق والأساليب الناجحة من طرف الطلبة والأساتذة للتقليل من هذه الظاهرة . وتعتمد هذه الدراسة على وسيلة أساسية لجمع المعلومات وهي: الاستبيان. الاستبيان موجه إلى خمسين طالبا من طلبة اللغة الإنجليزية سنة أولى نظام (ل .م.د) بجامعة محمد خيضر بسكرة وآخر إلى عشرة أساتذة من قسم اللغة الإنجليزية بذات الجامعة. وقد أظهرت النتائج ، أن معظم طلبة اللغات الأجنبية يتعرضون لنسبة عالية من القلق النفسي خصوصا أثناء الأداء الكلامي ، بالإضافة إلى أن هناك العديد من العوامل التي تؤدي بالطلاب إلى الخوف ، والتي تؤثر على مجاله الدراسي ، و تؤدي به إلى أداء ضعيف في حجرة الدراسة . وتظهر النتائج طرقاً مختلفة يستطيع كل من الأساتذة والطلبة الاعتماد عليها للتقليل من هذه المشكلة، ومساعدتهم على تطوير قدراتهم الكلامية.