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Investigating the Effects of Anxiety on English Foreign Language Learners' Speaking Performance

The Case of Biskra University First Year LMD Students of English

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Abstract

This research deals with investigating the effects of anxiety on English foreign language learners speaking performance. Our dissertation aims in investigating the problem of anxiety in foreign language speaking because this problem is considered as a very significant issue that most foreign language learners suffer from and actually can hinder the progress of the learners' in improving their oral skills. This research has conducted a descriptive method because it is the most appropriate to deal with this topic and confirm or reject our hypothesis. Moreover, we have designed the questionnaire for learners' and teachers' interview as the best tools to collect a considerable amount of data. The questionnaire was designed to a sample of sixty students of first year LMD at the division of English at Biskra University. The interview was made for seven teachers of oral expression course. Finally, in attempt to solve this serious problem we have suggested some effective strategies that proved to be very useful to solve students' learning anxiety and become more confident to speak in language classrooms, thus ultimately enhance their learning of oral English.

Dedication

In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH alone, the Sustainer of all the worlds. I dedicate this modest work to the vessel of sympathy and love those who are among ALLAH'S greatest gifts to me. To the light of my eyes, to the pulse of my heart, to the comfort of my night, to those who planned to hope in my blood, to those who opened my eyes to the world, to those whose words of encouragement and push for tenacity ring in my ears to my beloved and dearest my lovely mother and my father.

To my lovely: grand mother

To the mirror and twins of my soul my dear sisters: Karima, Naima, Fatma.

To my dearest nieces and nephews: Maria, Ahmed Sami, Maram, Nour

To my uncles and aunts especially my uncles Baker and Hamdi and his family

To my best friends: Nour al houda, Abdearrahman, Rania, Amine, Sabrina, Ahmed, Hanane, Mouna, Salwa

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LIST OF ABBREVIATIONS AND ACRONYMES

TESOL: Teaching English to Speakers of Other languages

EFL: English as Foreign Language

ELLS: English Language Learners

SL/L2: Second Language

FL: Foreign Language

BICS: Basic Interpersonal Communication Skills

CALP: Cognitive Academic Language Proficiency

CLT: Communicative Language Teaching

ICT: Information and Communication Technology

N.D: No Date

Q: Question

P: page

PP: pages

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Introduction

Learning a foreign language must be done in a very healthy environment created by the teacher within the classroom. Affective variables which include: attitude, motivation, competence, and anxiety highly influence the operation of the foreign language teaching and learning. Investigating these elements and understanding how they work will probably contribute in the improvement of learners' oral performance and communicative skills.

There are four major skills to be mastered when learning a foreign language: reading, writing, listening, and speaking. That latter is considered to be a crucial part since the aim of learning any language is communication. The speaking skills enable foreign language learners to express themselves and to be aware of the socio-cultural context.

Anxiety is one of these affective factors which tend to have a considerable impact on learners in foreign language learning. Because many foreign language learners suffer from anxiety due to the importance of the speaking skill in foreign language learning. Therefore, we find it a necessary matter to investigate the effects of anxiety on the mastery of speaking skills.

1. The Statement of the Problem

Anxiety is one of the most negatively influential variables which prevent learners to produce the language. One of the reasons that cause anxiety in first year LMD classes is the changing of the learning environment; these students tend to be in a close classrooms in high school where there is few opportunities to use the language. By moving to more open classes in the tertiary environment, they are obliged to speak and express themselves. As a result, they feel anxious and incapable of producing the language. Horwitz, Horwitz and Cope (1986)

identify three major sources of anxiety: communicative apprehension, fear of negative evaluation and test anxiety. In connection with the above reasons, we will investigate the effects of anxiety on English Foreign Language learners' speaking performance

2. Aims of the Study

1) The main aim of this research is to suggest solutions to overcome anxiety problems that may enable learners to speak fluently the foreign language.

2) This dissertation seeks to find out how motivation can help learners to overcome anxiety and rise their self-confidence and self-esteem.

3. Significance of the Study

This study aims to shed light on the major reasons and causes that hinder most of English foreign language, learners to perform freely inside the classroom. Moreover, it aims to propose significant solutions to help learners to overcome this problem. Consequently, to achieve a better performance. In addition, the study attempts to give teachers a detailed description of the problem and suggests the appropriate teaching strategies to help learners overcome anxiety.

4. Research Questions

This research attempts to suggest answers to the following questions:

1) What are the main factors that influence learners' oral performance in the classroom?

2) In what ways can teachers ' attitudes influence learners speaking ability?

3) How can classroom environment motivate learners'communicative skills?

5. Hypotheses

1) We hypothesize that the psychological states of learners affect their oral performance in the foreign language.

2) We put forward that the teachers' teaching strategies in the classroom positively influence the learners' speaking skills.

6. Methodology

The research methodology that will be adapted in this study is a descriptive one. This research will be conducted qualitatively through questionnaires that will be administered to learners of first year LMD. The sample will be selected randomly that it is composed of 60 female and male students, and it is chosen for the reason that "anxious students are common in foreign language classrooms (at least in beginning classrooms on the university level. (Horwitz et al, p.131) (cited in Soumia Benakcha). An interview will be conducted with English teachers to investigate their perspectives and observation of learners' oral performance.

7. Limitations of the Study

1) In this research, we will select random sampling students who have nearly the same level, age, social status, and cultural background.

2) Our sample in this study will be first year students of English at Biskra University.

8. The Literature Review

In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. The importance of speaking skills hence is enormous for the learners of any language. Without speech, a language is

reduced to a mere script. According to Kitano (2001) who argues that "speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers" (p.550), since we learn to speak first before any other skill. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997), this interaction entails turn taking between people because the main aim from learning a language is communication.

In recent years there have been signs of a revival of interest in foreign language study to the phenomenon of anxiety. Generally, anxiety is a state of unease, a kind of troubled feeling in the mind marked by excessive uneasiness. It is also defined by Horwitz et. al (1986) as "the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the automatic nervous system"; these negative factors affect the students' personality, attitude and lead to losing control.

Introduction:

Teaching English to speakers of other languages (TESOL) requires learners' development of language skills: reading, writing, listening, and speaking. As far as speaking is concerned, it is a significant component of second language (SL) learning and this productive skill represents a major requirement in foreign language learning. In spite of its importance, teaching speaking has been undervalued and it is only in the last two decades that it has become autonomous in any process of teaching, learning and testing. It is, then, considered as the main skill to be developed because it is a pre- requisite in foreign language skillfulness. This chapter is devoted to the discussion of the theoretical background with respect to the key concepts of the speaking skill. These include elements like the nature of speaking, the definition of speaking skill, the representation of the characteristics of speaking skills, and

lastly speaking difficulties. Additionally; we will analyze the teacher's role, and then we will deal with activities enhancing the learners' participation for oral proficiency. In the final part of the present chapter, we will discuss the psychological problems of learners in connection with the acquisition of speaking skills.

1.1. The Nature of Speaking:

Brown (2001) indicates that when someone can speak a language it means that he can carry on a conversation reasonably competently. As well as, he also states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Brown (2001, p.271) adds that in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he presents the micro skills of oral communication:

1. Produce chunks of language of different lengths.

2. Orally produces differences among the English phonemes and allophonic variants.

3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to the situation, participants and goals.

13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea supporting idea, new information, given information, generalization, and exemplification.

From this principle we can understand that the learners should use and produce different pieces of language, so language learners need to be shown the details of how to convey and negotiate the meaning of language.

Brown and Yule (1983) differentiate between two basic language functions, namely: the transactional function and interactional function. On one hand, the transactional function is concerned with the transfer of information, is message or speech oriented while the speaker supposes less information is shared with the listener. On the other hand, there is the interactional function, in which the main reason of speech is the protection of social

relationships and is listener oriented. The information and the knowledge are shared between the speaker and the listener.

It can be concluded that speaking skill is always associated to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

1.2. Definition of Speaking:

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Tarigan (1990, cited in Muflikhah, 2013) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking is the basic skill in learning language. Indeed, people mostly use language for communication, this denotes that speaking is the essential language for that reason, growing listening skill is very valuable and helpful for the ability of speaking; therefore, the process of the speaking skill depends on the listening skill.

According to Shumin (2002, p.204) "learning to speak a foreign language requires more than knowing its grammatical and semantic rules". In order to master a foreign language we should learn a lot of necessary elements of language, we need perceiving more than study its grammatical and semantic rules. Moreover, Nagaraj (2008, p.1) states "the objective in any language classroom is to get the learners the target language and use it, which is done best when they are involved actively in the learning process". Concerning the second /foreign

language learners, the study of speaking a language is a very hard assignment because it requires capability to utilize the language duly, in public and more practice inside or outside the class for speaking a language fluently and accurately (cited in Latha, 2012).

According to Spratt, Pulverness and Williams (2005, pp.34-35, cited in Latha 2012) speaking is a beneficial skill like writing since it implies the use of speech to explain meaning to other people; it's for explicative aims that we learn a language either native or foreign. Natives speak for several aims: keeping alive the social relationship and to create other ones; gathering and interchange knowledge (input, details); and simplifying the presentation of business purchase. Speaking is utilized for various objectives and each one necessitates various skills. These various fundamentals of speaking imply information of the regulation that counts for the influence of speaking on the context in which speech happens.

Chaney (1998, p.13, cited in Kayi, 2006) states that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Speaking is an integral part of second language learning and teaching. Despite its importance, teaching speaking has been underestimated and English language teachers have continued to teach speaking through the very same drills or dull rote memorization of dialogues without any worth mentioning novelty. However, today's world requires that the goal of teaching speaking should improve learners' communicative skills, because only in that prospect, learners' will be able to express themselves and learn how to follow the social and cultural rules appropriate in each communicative context (Kayi, 2006).

However, H. D. Brown (1994), A. Bruns and H. Joyce (1997) (cited in Florez, 1999, p.01) point out that speaking is "an interactive process of constructing meaning both its form and

meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking". Its form and meaning are dependent on the context in which it occurs, including the participants' themselves, their collective experience, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and evolving, even if speech is not always unpredictable.

Febriyanti (n.d) indicates that Speaking is one of the most important and essential skills that must be practiced to communicate orally. Through speech people are able to know the state of the world; and their speaking skills allow better exchange of information or messages. According to Mulgrave in Tarigan (1990, cited in Alfani; n.d) see that the function of speaking is an instrument of communication around the world. Luoma (2004, p.01) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". Lastly, the speaking skill is quite different from writing in its typical grammatical, lexical and discourse patterns.

1.3. The Importance of Speaking:

The capability to speak English is very important to many people. We repeatedly ask the question: "Do you speak English?" to foreign language learners rather than asking them: "Do you write in English?" because speaking is perceived as the most important skill in foreign language learning. Furthermore, proficiency in speaking skill enables perfecting other skills which proves the importance of speaking. Ur (2000, p. 12) states that "of all the four skills, speaking seems institutively the most important: people who know a language are referred to as 'speaker' of the language, as if speaking included all other kind of knowing." In addition, Celce-Murcia (2001, p. 103) argues that for most people "the ability to speak a language is a synonymous with knowing that language since speech is the most basic means of human

communication." We comprehend that the majority of people take speaking and knowing a language as synonyms.

Speaking skill demands to be skilled in the other language skills. Therefore, with speaking learners can develop and ameliorate their grammar, vocabulary, and improve their writing skill. In addition, EFL learners with speaking can express their thoughts, personal feeling, give opinions, or discuss, through speaking skill we can realize and display various functions of language, therefore speaking is very essential and significant inside and outside the classroom. As matter of fact, Baker and Westrup (2003, p. 05) put forward that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."

1.4. Characteristics of Speaking:

The terms fluency and accuracy are the main features of the communicative approach, and they are seen as complementary in accomplishing a given task. Richards and Rodgers (2001, p. 157) suggest that "fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context". This point clearly represents communicative language teaching (CLT) which emphasizes the communicative process between or learners or teachers-learners, rather than mastery of the language forms.

Brown (2001) indicates that pressuring expressive language teaching, there are two necessary targets: fluency and accuracy must be followed. However, fluency may be an elementary aim in the language teaching to many expressive language courses, and accuracy is accomplished to some dimensions by permitting learners to concentrate on the aspects of phonology, grammar and, discourse in their spoken output. Fluency is probably best achieved by allowing the "stream" of speech to "flow"; then, as some of this speech spills on the other side. Furthermore, such things can canal the speech on a more motivation course, which is

understandability, the "riverbanks" of orders on some details of phonology, grammar, and discourse.

1.4.1. Fluency:

Fluency refers to the speaker's ability to continue his speech without too much hesitation. The main purpose of teachers who want to achieve and improve teaching speaking should be the oral fluency which represents the most important factor in the speaker's performance. Hedge (2000, p. 54) argues that: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain, inappropriate shyness, or undue hesitation." In addition, Hedge (2000, p. 261) stipulates that "Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation."

Second/ Foreign language (SL/FL) speakers consider fluency as simply the ability to speak rapidly, that is why they usually speak quickly and without pauses. Thornbury (2005) points out that speed is a significant factor in fluency and pausing too, because all speakers need to get breath. Native speakers also need to pause from time to time in order to allow the interlocutors catch up what they say. However; a frequent pausing is a sign of a struggling, that the speaker has problems in expressing himself. In such cases Thornbury proposes what is called 'tricks' or production strategies that a number of speakers use, it means the ability to fill the pauses. The most common pause fillers are "Uh" and "Um", and some vagueness expressions, like "sort of" and "I mean", another device for filling the pauses is the use of repetition when there is a pause.

1.4.2. Accuracy:

Most second language teacher nowadays emphasize accuracy in their teaching, because learners seek more to be fluent than being accurate. Accuracy requires learners to speak correctly which implies the selection of correct words and expressions and the use of the right grammatical patters of English. Harmer (2001) states that accuracy involves the correct use of vocabulary, grammar and pronunciation which are considered by Thornbury (2000) as the three criteria that most teachers have reliance on concerning the assessment of learner's command of the linguistic system. Therefore, to be accurate in oral production entails to be understood and to gain interest of interlocutors; in fact, learners should pay attention to correctness and completeness of the language form. Goh and Burns (2012, p. 43) define accuracy as "speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms." The main concern is to express meaning, thus learners must know the grammatical structures and use them correctly and appropriately.

1.5. Speaking Difficulties:

Most of foreign language learners face several difficulties, barriers and impediments. (Brown, 2001, pp. 270-271) proposes eight characteristics of spoken language that can make oral performance easy and simple as well as, in some cases difficult. These characteristics are namely: clustering redundancy, and reduced form, performance variables, colloquial language, and rate of delivery, stress-rhythm-intonation, and interaction.

1.5.1. Clustering:

Teachers have to assist their learners to produce fluent speech. Because learners tend to order the output into words, phrases that can be done physically and cognitively.

1.5.2. Redundancy:

The spoken language is redundant in the sense that is possible for learners to repeat, rephrase and use "I mean" or "you know" in order to make the meaning clearer. Learners can capitalize on this characteristic of spoken language.

1.5.3. Reduced Forms:

Reduction forms (contraction, elisions, reduced vowel, etc) might be hard for learners who have been studying the complete forms of the language because reduced forms are used to avoid being stilted.

1.5.4. Performance Variable:

It refers to learner's performance of hesitation, pauses, correction and backtracking when they are speaking. Teachers help their learners to think at the same time of their oral performance using "Um, Uh, well", etc…

1.5.5. Colloquial Language:

It is related to how second language learners pronounce words, idioms and phrases correctly, however; it is sometimes difficult for learners to use the colloquial language. Teachers should give sufficient practice in producing these forms of colloquial language and learners must work harder in order to facilitate their learning.

1.5.6. Rate of Delivery:

It refers to an acceptable quickness along with fluency, so the purpose of the teacher is to help the learners to speak the language rapidly and fluently.

1.5.7. Stress, rhythm and intonation:

All these elements are crucial to the English language since they transmit messages above the words meanings. In fact, these phenomena are characteristic mostly important in the English pronunciation. However, EFL learners often find it difficult to pronounce English, or

to follow the stress-timed rhythm or stress the right syllables because intonation patterns of spoken English are very important to convey the right messages.

1.5.8. Interaction:

Due to interaction, learners can progress and improve their language when negotiating meanings (giving feedback, asking for explanation) which allows them to acquire new words and new structures.

1.6. Teaching Speaking:

Speaking is an essential skill that EFL learners need possess in order to master the English language. The focus on teaching speaking is to develop and improve the oral production of the learners, and to make them communicate effectively in real life situations. In the classroom context, EFL learners should learn the language naturally and teachers should provide them with plentiful occasions to develop as well. In addition, Kayi (2006) proposes some tips to English language teachers while teaching oral language:

➢ Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

➢ Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

➢ Reduce teacher speaking time in class while increasing student speaking time

➢ Indicate positive signs when commenting on a student's response.

➢ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

➢ Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

➢ Involve speaking activities not only in class but also out of class.

➢ Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

➢ Provide the vocabulary beforehand that students need in speaking activities.

➢ Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Learners should improve their oral proficiency in order to express their thoughts, opinions (e.g. Express requests and complaints) and feelings, and to make social contact with other people.

1.7. The Role of the Teacher:

One of the major responsibilities of any teacher working with English language learners (ELLS) is to enable them to communicate effectively through oral language. EFL learners do their effort to master the English language, but they often face different types of obstacles that hinder their language development. Teachers play a significant role to help learners reach better achievements. That is why Harmer (2001, p. 58-62) focuses on the various roles of the teacher that result with successful and easy teaching and learning process. He suggests eight roles in order to enable learners to speak fluently:

1.7.1. Prompter:

Teachers play various roles according to the obstacles that learner's face (sometimes learners are lost and they stop speaking and this creates a sense of frustration). Harmer (2001) states that learners lose thread of what is going on, or they are lost for word. In this case, teachers have to play the role of prompter; they have either to hold back and let the learners to work things out for themselves, or push them forward in a reserved and supportive way.

Prompter teachers are keen to encourage the learners to think creatively rather than have they hanged on teacher's every word.

1.7.2. Controller:

Harmer (2001, p58) affirms that "when teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where learners are working in their own in groups". Controller teachers make various activities; they take the role, tell learners things, organize drills, and read aloud. Teachers usually feel very relaxed and comfortable when they sight their job as transmission of knowledge from themselves to their learners.

1.7.3. Organizer:

According to Harmer's (Ibid) views "one of the most important roles that teachers have to perform is that of organizing learners to do various activities." The teachers organize learners to do activities to get learners involved and engaged. Teachers supposed to organize pair /or group work, give instruction to get full advantages from an activity, as well. They have some time to spend time engaging the learners' interest and ensuring their participation. We can summarize the role of the organizer as follows:

Engage ⟶ Instruct (demonstrate) ⟶ Initiate ⟶ Organize feedback.

1.7.4. Participant:

In the classroom teachers should be use various activities as Harmer (2001) argues that teachers should "Stand back" from the activities and only interview learners to offer feedback and /or correct mistakes. Therefore, teacher can be not only a part from the tasks when they join in an activity but also as a participant. In this case, the participant is perceived as an enjoyable role by learners and they mostly prefer it to prompter, or organizer roles. However,

the role of teachers as participants can be negative because it is easy for the teacher to take control of the proceeding.

1.7.5. Assessor:

It permits feedback on performance, offering correction and grading learners in different ways. Learners need to know how and for what they are being assessed, and they want fairness present because they will reject any feeling of being unfairly assessed. The assessor has to be sensitive to the learners' possible reactions. A bad grade is a bad grade. It can be more acceptable if it is given with sensitivity and support.

1.7.6. Resource:

When the teacher is acts as resource he wants to be helpful and available. The learners may still need a teacher as a resource and one of the main task of the teacher is to encourage and support learners to use resource material for themselves when they are looking for information, and to become more independent in their learning generally.

1.7.7. Tutor:

The tutor role combines the roles of prompter and resource. Harmer (2001) states that it is difficult to be a tutor in every group because when learners are working in small groups or in pairs, teachers can go around the class and can easily offer guidance. So, learners can have a real chance to feel supported and helped with a tutoring teacher.

1.7.8. Observer:

Observing what learners do can give them useful group and individual feedback. Harmer (2001, p. 62) points out that "when observing students we should be careful not to be intrusive by hanging on their every word, by getting to close to them, or by officiously writing things down all the time." Moreover, it is useful when teachers take notes on learners' performance with a view to observe how well learners are doing; and they also watch in order to judge the

success of the different materials and activities. During the observation, teachers can evaluate the learners' development and progress in the speaking skill and; consequently, they can solve any problem that faces learners.

Finally, teachers carry a large responsibility in the classroom context; they have to support the learners and to create a warm and protective situation for the learning process. Therefore, teachers have to direct, control and manage the learners in the oral activities through appropriate observation and organization. In other word, teachers must become a model for their learners.

1.8. Activities Enhancing the Learners' Participation in Oral Proficiency:

Teachers should include a variety of activities and strategies that help learners develop and improve their abilities in speaking English. Among the activities that are used in the classroom we may cite: role play, problem solving activities, discussion which encourages learners to take communicative initiatives. As a result, they can supply them with an extensive and richer experience of using the language as much as possible.

1. 8.1. Role Play:

Role play in the classroom is very essential in developing and improving learners' oral proficiency. According to Thornobury (2005), role play refers to a group of activities in which learners take an imaginative leap out of the confines of the classroom, providing a useful spring broad for real life language use.

Klippel (1983) states that these activities are composed of both short scenes which can be "Realistic", where learners act out real jobs; and "Fantasy", where learners act out non exciting scenes in reality. There are two types of materials in role plays: role cards and cue cards. In cue cards, learners are given what they should say in details whereas in role cards learners are shown their roles, and then they are allowed to act freely without commands or

instructions on what to say in their act. In other words, learners here can use their imagination to select the topic of the role play; however, the teacher can propose various subjects and divide the learners into groups and each group should choose a topic to present in the role play. At the end of the role play, teachers can debate and discuss the performance with other learners; so they make useful discussions and encourage learners to talk and express their opinions.

1.8.2. Problem Solving Activities:

There are several topics in problem solving activities and each topic has its language. These activities require learners to suggest reasons or accept, change or refuse others' suggestions. According to Klippel (1983, p. 103) "Problem solving activities demand that the learners themselves decide upon the   items to be ranked … the language which is needed for problem solving activities depends on the topic of each exercise, but in general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others."

Barker and Gaut (2000, p. 160) define problem solving as follow:

"A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings." The label has been used to group together a range of activities which require the learners to find solutions to problems of different kinds.

These activities give a framework language use in a domain of communication that is likely to occur. From the various opinions, the classroom becomes more active and the learners' participation will increase.

1.8.3. Discussion:

Discussion is the most common activity utilized in classroom. This activity gives the learners a chance to speak and share their thoughts, opinions, experiences and interests.

Harmer (2001) points out that one of the reasons that learners fail in discussions is that they are in a position to give an opinion in front of the whole class. Especially, when learners can not think of anything to say and they are not in any case convinced of the language they might use to say it. Numerous of learners feel extremely exposed in discussion situations.

Teachers can train their learners to react and speak fluently, and instantly insert 'immediate comment' mini activities in lectures include showing them photographs, or introducing topics, and nominating learners to say the first thing that comes into their mind. Some discussions occur in the middle of lectures and they are unprepared by the teacher; however, if learners are encouraged and supported, they can provide some of the most enjoyable and productive speaking in language classes.

Brown (2004) emphasizes that discussion in suitable tasks are one of the best activities that assist in eliciting and observing the learners' abilities such as:

- Topic nomination, maintenance, and termination,

- Attention getting, interrupting, floor holding, control,

- Clarify, questioning, paraphrasing,

- Comprehension signals (nodding, "uh-huh", "hmm", etc.);

- Negotiating meaning;

- Intonating pattern for pragmatic effect;

- Kinesics, eye contact, body language; and

- Politeness, formality, and other sociolinguistic factors.

Many teachers argue that the best discussions in classroom are those which arise spontaneously from topics suggested or selected by learners. Thornobury (2005, p.102) suggests five discussion formats: discussion cards, warm up discussion, ballon debate, pyramid (or consensus) debate and panel discussion.

Finally, Hedge (2000, p. 277) presents some benefits of discussion:

a) It helps and motivates the students to use foreign language, English, to go on conversation and dialogues for long time.

b) It provides for the students opportunity to practice the strategies required in interpersonal communication.

c) It is the most successful activity to memorize information since the students are involved in it.

1.9. Psychological Problems:

Many EFL learners suffer from various types of barriers which influence negatively their learning especially in oral communication namely: the psychological problems. Learners may experience different psychological hurdles which include: shyness, lack of self confidence, fear of making mistakes and anxiety.

1.9.1. Shyness

Most English foreign language students are known to have a shyness problem that stands between them and their education. They usually feel timid to express themselves and their ideas in this foreign language to their classmates and teachers. Therefore, they would most of the time be quiet and hold back from participation and by far learning. This problem is purely psychological for most learners. Payne (2015) defines shyness as:

> Shyness can be defined as a feeling of discomfort or inhibition in social or interpersonal situations that keeps you from pursuing your goals, either academic or personal. Shyness results in excessive self-focus and worry, often preoccupation with your thoughts, feelings or physical reactions.

1.9.2. Lack of Self- Confidence

EFL learners find themselves lacking the self-confidence necessary to express their ideas to their teachers and colleagues. This lack of self-confidence is usually referred to as self-esteem, and originates from their poor capacities or verbal skills in this language. It is known that learners tend to say very few words to avoid mistakes. It is for this reason that classes lack learners' participation and expression. He and Chen (2010) argue that learners' low ability of speaking English is the primary reason of their lack of self-confidence.

1.9.3. Fear of Making Mistakes

In EFL classrooms, learners cannot explicit themselves in foreign language and do not take part suitably in oral lessons, because of they are fearful, anxious, and afraid of doing errors. They are afraid of being corrected in front of the audience and facing the teachers' feedback. Ur (2000, p. 111) argues that "Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." Fear of making mistakes is a serious obstacle for learners' participation in oral classroom activities.

1.9.4. Anxiety

Anxiety is one of the main important problems that negatively influence learners when they speak. Nascente (2001, p. 18). McIntyre and Gardner (1994) define anxiety as a state of fear and tension which is associated especially with foreign language contexts which, in turn, includes speaking.

Conclusion:

In summation, as it has been indicated at the beginning of this chapter, the aim behind learning a foreign language is to speak and communicate in that language. Speaking can serve many purposes such as to be sociable, to express feelings and thoughts and to exchange

information. We have demonstrated that speaking is a productive skill which is a very important process that helps to evaluate learners' proficiency in the foreign language. On the whole, this chapter shed light on the speaking skill and its characteristics and the difficulties that face EFL learner's participation during the oral expression course. This is a serious situation because the course provides learners with the most appropriate space to improve their speaking abilities. Additionally, this chapter also analyses various roles that EFL teachers should play in the classroom. More importantly, the application of the different activities such as role play, problem solving activities, and discussion will enhance the learner's participation and probably contribute in solving their speaking problems.

Introduction:

This chapter is devoted mainly to discuss anxiety from its different angles which is a very common phenomenon in the process of learning a foreign language in order to make it easy for the reader to understand what our research is about and to give more clarification. We will deal in the first part with the definitions of anxiety then we indicate the types of anxiety namely: trait anxiety, state anxiety, and specific- situation anxiety. In addition, we analyse the components of anxiety; communicative apprehension, test anxiety, and fear of negative evaluation. After the study of the main factors that hinder learners and cause language anxiety; we compare learners' differences including introverted and extraverted learners. Finally, we suggest some recommendations to help learners reduce and overcome anxiety also we propose some strategies that used by both learners and instructors to reduce speaking anxiety.

2.1. Definitions of Anxiety:

Anxiety is one of the major complex problems in human psychology. It is like a phobia; however, it is not really considered as a disease. It is a common phenomenon in speaking and learning languages. Anxiety is feeling of fear, uneasiness, and worry usually generalized and unconcentrated as an overreaction to a situation that is only subjectively seen as threatening. According to the purpose of several researchers, it is not easy to give a clear definition of anxiety as an affective variable in language learning this is due to the characterized factors of anxiety. Horwitz, Horwitz and cope (1986) argue that anxiety is defined as a subjective feeling of tension, apprehension, nervousness, and worry that is related with an arousal of the automatic nervous system. Wooten (2008) also views anxiety as negative temper of fear joined with particular physiological features of personality (cited in Hammad and Abu Ghali, 2015). Hilgard, Atkinson, and Atkinson (1971, p. 134) cited in Scovel (1978) also defined anxiety as

"Anxiety is commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object."

2.2. Theories of Anxiety:

Sigmund Freud was the founding father of psychoanalysis, a method for treating mental illness and also a theory which explains human behavior. In one of his publications, Freud distinguishes between objective anxiety, neurotic anxiety, and moral anxiety.

Objective anxiety as realistic anxiety which includes fear of being in a dangerous environment. In the other hand, neurotic anxiety is an unconscious conflict. It is the result of an injury caused by yielding to a strong and dangerous id impulse. Finally, moral anxiety is caused by desires of violating our moral principles. These last include emotions of abashment and in quietly (Ewen, 2003).

2.3. Types of Anxiety:

Anxiety is probably major hindrance of learning a foreign or a second language. It is entirely related to the psychology of individuals. It does not occur as a single issue; it can rather acquire forms of manifestation which are categorized by MacIntyre and Gardner (1991) in three types: trait anxiety, state anxiety and situation-specific anxiety.

2.3.1. Trait Anxiety:

According to Spielberger (1983), cited in MacIntyre and Gardner (1991, p. 87) state that trait anxiety is "An individual's likelihood of becoming anxious in any situation." In the some way Woodrow (2006) argues that trait anxiety is comparatively permanent own in feature of personality. A person who has a trait anxiety will maybe feel anxious in various positions. MacIntyre and Gardner (1991) argue that this approach to anxiety has been criticized in that the interpretation of traits would not be reliable unless they are interpreted in specific

interaction; this is because individuals perceive situations as anxiety-provoking in different ways.

People who increase a more anxiety- trait are much more prone to reacting to a big level of stimuli, and will be more able to be anxious in less dangerous and hard situations. These individuals are more likely to present state- anxiety in some positions, especially in normal day- to- day activities, as an example, people who are accustomed to facing tremendous amount of difficulties in their everyday life.

2.3.2. State Anxiety:

Unlike trait anxiety which is characterized by its permanent nature, state anxiety is perceived as being temporary. MacIntyre and Gardner (1991) describe it as fear that we experience in particular time. Supporting the idea, Spielberger (1983) states that state anxiety is momentary anxious a disturbing psychological feeling that is depressed. It is a reaction to a specific anxiety-provoking stimulus like exams (cited in Wang, 2005, and in Tanveer, 2007). Individuals who have a high level of trait anxiety and state anxiety will experience stressful positions (MAcIntyre and Gardner, 1991). The state anxiety as an approach in researching anxiety has been criticized particularly the issue of the source of the reported anxiety.

An individual who has experienced a state anxiety is more likely to feel tension and nervousness or incapable to confront any event. In such moments, the person may feel nervous and can easily respond to external stimuli. State anxiety is an unpleasant feeling which can seriously disturb the individual's ability to react positively to any situation and in a certain environment.

2.3.3. Situation - Specific Anxiety:

This reflects a trait anxiety that recurs in specific situations. According to Zheng (2008) situation specific anxiety representing the probability of becoming worried in specific

situation which falls in the central of the continuum. MacIntyre and Gardner (1991) consider situation– specific anxiety as a trait anxiety which is limited to a particular context. This perspective takes anxious response in a well specific situation like talking in front of people, during exams when looking for a solution to mathematics troubles, or foreign or second language in the class.

On the whole, both trait and situation-specific anxiety are permanent types of anxiety. Trait anxiety is considered as a characteristic of one's personality which is experienced in any situation while situation-specific anxiety occurs within a specific situation. However, state anxiety is a temporary anxiety that occurs in a particular moment of time and decreases over time.

2.4. Components of Anxiety:

Foreign language anxiety can be seen as a feeling of uneasiness, worry, nervousness, and fear experienced when learning or using a second or foreign language. These feelings may hinder the desire of improving any second language context. Whether related with the productive skills of speaking and writing, or the receptive skills of reading and listening.

Language anxiety is a result of different causes. Horwitz et al identifies three sources of language anxiety that related to performance activities which are: communicative apprehension, test anxiety, and fear of negative evaluation. According to Horwitz et al foreign language anxiety is "A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Horwitz et al (1986, p.128)

2.4.1. Communicative Apprehension:

It is completely relevant to the conceptualization of foreign language anxiety, learners who show communicative apprehension feel uncomfortable and worried in communicating in the

target language in front of listeners. This feeling of uneasiness is due to the limited knowledge of the language, especially in speaking and listening skills. Communicative apprehension is a kind which people feel shy and anxious about communication between people. In general will feel worried when demanded to speak foreign language. Communicative apprehension or some identical response plays an important role in foreign language anxiety.

2.4.2. Test Anxiety:

It is also related to foreign language anxiety. It is a form of performance anxiety that the learner experiences the fear of failure and performing in a bad way in tests. Learners who experience such type of anxiety often make errors in oral tests, even those who are ready and well prepared for tests.

2.4.3. Fear of Negative Evaluation:

It is defined as "apprehension about others", evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively." Horwitz et al (1986, p.128). In spite of its similarity to test anxiety, fear of negative evaluation is wider in scope because it is not restricted to tests –taking situations. It may be speaking in any positioning social evaluative like interviews for a job or speaking in second or foreign language class.

In brief, communication apprehension, test anxiety and fear of negative evaluation are the major conceptual foundation of language anxiety that hinder learners and affect their communicative capabilities since those components are in the first place concerned with speaking skills.

2.5. Anxiety as Hindrance to Learning:

Many language learners experience foreign language anxiety, feelings of apprehensiveness and nervousness when learning a second language. Foreign language anxiety is a specific

variety of anxiety condition pertaining to foreign language learning. The relationship between language anxiety and second language proficiency has been investigated in many studies, because language anxiety is one of the internal factors of second language learners that might hinder the success in second or foreign language

Anxiety is considered as one of the most significant psychological factors that affect learners of a foreign language in particular when speaking. Anxious learners suffer from mental blocks during spontaneous speaking activities. Horwitz et al (1986, p. 125) argue that "Many people claim to have a mental block against learning a foreign language."

The effects of foreign language anxiety are particularly evident in the foreign language classroom because anxiety is a strong indicator of academic performance. Anxiety is found to have a detrimental effect on students' confidence, self-esteem and level of participation.

Language anxiety is an affective variable which corresponds to what the individuals feel when 'performing' the L2. Language anxiety is the fear and worries that learners feel when using second or foreign language including speaking, listening and learning (MacIntyre and Gardner, 1994).

There are some psychological factors that hinder learners when practicing their speaking and they are interrelated to each other. Brown (1994) views learning a foreign language or second language as a complicated task that is related with human anxiety. This kind of anxiety is associated with the feelings of worry, disappointment or failure, self- confidence and fear. For instance a situation may be anxiety –provoking when we speak a foreign language or second language in a public place, especially to native speakers. Language learners sometimes feel very anxious when they become speechless, forgetting some vocabulary or missing words

in an unexpected position. Learners would often consider this as a hindrance in learning and view it as a failure or inability to speak the foreign language or second language.

The three researches work (MacIntyre, Noels and Clement) point out that when learners have high anxiety they will suffer or de-motivating experience when they perceive their second language limitations. Thus, MacIntyre et al. (1997) proposes that when they give the suitable, particular assessment tools, learners should be able to exactly rate their own abilities.

Krashen, 1985, 1985b; MacIntyre et al (1997) argue that:

"Anxiety is considered to hinder language learners' ability to process language input and disrupts acquisition" (Cited in ZulKifli, 2007). Krashen thinks that anxious learners may learn less and may not be able to prove what they have learned if anxiety impairs cognitive function. Therefore, they may face a lot of failure which in turn increases their anxiety.

Brown (2007) points out that understanding how learners feel and respond is an extremely important aspect in the process of acquiring a new language. Self-esteem, inhibition, risk taking, anxiety and motivation are variables which are intricately intertwined and affect the process of language learning to a great extent (Cited in Reis Alves, 2008).

Among the scholars who have analysed this point is Krashen (1985a, 1985b) he stresses steeping the way of student's capability to work in trying to achieve language. A contact analysed within anxiety, the ability to study, difficulty level of goals, perceived competence and outcomes of learning that can act as obstacles to input, processing, cognitive operation of accessing information in memory, and at the output level. Thus, anyone can find himself face even more failure that raises anxiety. Developed language anxiety may influence self-confidence, self-esteem, and hard participating activities capability and become a major

connected problem for others and ultimately restraint that restricts proficiency in the second language. The important elements and problems of foreign language are very complex in constitution. Furthermore, interconnected variables like individual characteristics of learner's particularly perceived competence may intervene in the level of language learning anxiety.

Studies conducted on second language learning have demonstrated that learners' low perceived proficiency for a course to be learned in certain situations, escalate anxiety. Bong (1997) explored what encouraged learners to perceive second language in the classes and how learners realize and reach their goals attainments and their abilities to study language. Hence, the success and failure of the learners are caused by their skills in foreign language learning. Therefore, skills help and play a positive role in the relationship between activities evaluation and open choice to learn special lessons of foreign language learning. As a result learners' negative thinking that they are "poor at languages", create anxiety among them to learn foreign language (cited in Sultan, 2012).

Even Mary Siew-Lian and Wong (2005) also confirmed the argument and hold up the support of good significant association to be real between learners perception of skills and language learning methods. Investigation proved that using a number of language learning methods is always affected by superior self- efficacy and capabilities of skills that can impede the degree of anxiety with learners of a foreign language (cited in Sultan, 2012).

Sultan (2012) argues that anxiety and foreign language learning are not clearly caused by the most common problems that may negatively influence the studies. The first problem is serious anxious which belongs to the personality and the situation of a person which may cause the worry, the other anxious belongs to fear excited feelings informed at an exact period of time. For example, the experience of learners divided in two categories; some of them are

afraid in all situations and others in a precise situation, like to speak in a foreign language in front of the classmates (Spielberger, 1983). Furthermore, the second problem is learner's perception of their own connecting skills for both indigenous and foreign language. Indeed this learner's assign too low a value to their proficiency, and become anxious performers (MacIntyre et al. 1997). Learner's fear of being negatively evaluated by the course instructor in front of their classmates itself is a major factor behind being anxious towards foreign language learning (Nicole, Pajares, and Herron, 2006).

2.6. Learners' Differences :

2.6.1. Introverted and Extraverted Learners:

Second language acquisition is a process that can be affected by many factors; one of them is the learner's personality which comprises a particular dimension that is called extraversion and introversion which has received the greatest attention in L2 learning. Studies have shown that extraverts acquire a second language better than introverts. Anxiety will cause learners not improve on their skills, especially when they feel that they are under pressure. The lack of practice will make introverts less likely to fully acquire the second language, but extroverts will be willing to try to communicate even if they are not sure they will succeed.

A related factor, personality, has also received attention. There has been discussion about the effects of extravert and introvert personalities. Extraverted qualities may help learners seek out opportunities and people to assist with L2 learning whereas introverts may find it more difficult to seek out such opportunities for interaction. However, it has also been suggested that, while extraverts might experience greater fluency, introverts are likely to make fewer linguistic errors. Further, extraversion might be beneficial through its encouragement of

learning autonomously; however, present challenges as learners may find reflective and time-management skills to be difficult.

According to Brandes and Bienvenu (2006) there are two types of personality dimensions which seem particularly relevant to the study of anxious: Introversion and extraversion. Introversion refers to learners' tendency to cope with stress and negative emotions while extroversion refers to learners' quantum and intensity of interpersonal interactions and positive emotions.

On the one hand, learners who are high in introversion are more anxious, sad, shy and angry more often than those who are low in introversion that might be considered relatively "unflappable". On the other hand, extroverted learners who are high in extroversion less anxious and feel excitement-seeking, active, assertive, bright and warm. Extroversion and introversion are also closely related, this means that one can be high in extroversion and extroversion, high in one but not the other, or low in both of them. (Brandes and Bienvenu, 2006). Extrovert means a person who is more concerned with what is happening around him than in his own emotions and thoughts, while an introvert is a person who is more concerned with his own emotions and feelings than in issues outside himself. In other words, the individual is too shy to join social activities.

Eysenck and Eysenck (1964, p. 8, cited in Dewaele, 2012, p. 170) described a typical extravert as follows:

> "Is sociable, likes parties, has many friends, needs to have many people to talk
>
> to . . . craves excitement, takes chances, often sticks his neck out, acts on the
>
> spur of the moment, and is generally an impulsive individual." On the Other

Hand, a typical introvert is someone who "is a quiet, retiring sort of person,

Introspective, fond of books rather than people: he is reserved and distant

except to intimate friends. He tends to plan ahead, 'looks before he leaps,'

and distrusts the impulse of the moment. He does not 'like excitement.''

Ellis (1999) has based his work upon the two major hypotheses with regard to the relationship between extroversion, introversions, and second language learning. The first hypothesis state that extroverted learners will obtain better results in acquiring basic interpersonal communication skills (BICS). This is because extroverted learners have more opportunities to practice, receive more input and; thus, become motivated and successful in second language communication. The second hypothesis state that introverted learners will do better in developing cognitive academic language proficiency (CALP). The cause might be that several introverted learners spend more time reading, writing and trying to produce accurate language.

Personality plays an important role in acquiring a second language. It is considered to be a pattern of unique characteristics that give a person's behavior a kind of consistency and individuality.

Taylor (1998, p. 10, Cited in Ahmadian and Yadgari, p. 53) presents the main feature of extraverts and introverts in the following:

General Characteristics of Extraverts*:*

- ➢ Talk more and tend to take actions with less reflection.
- ➢ Are good at interpreting body language and facial expressions.
- ➢ Are good at tasks involving short-term memory.
- ➢ Prefer quicker, less accurate approach.

General Characteristics of Introverts*:*

➢ Talk less and reflect more before acting.

➢ Are better at reflective problem-solving tasks and tasks involving long-term memory.

➢ Like to work independently or with one or two other people.

➢ May have problems in establishing relationships with others.

2.7. Improving Students' Performance by Reducing Anxiety:

Anxiety is one of the wide varieties of emotional and behavior disorders, it is a major predictor of low academic performance. Learners need some intervention to reduce anxiety in improving academic performance. Study anxiety intervention is designed to help learners handle the problem in connection with their study process.

Iakovos Tsiplakides (2006) suggested the following interventions that were implemented to help them overcome the problem:

2.7.1. Project Work: these some advantages that used to overcome anxiety:

a) Learners are more personally involved, so they usually have improved motivation, they do not feel that they are permanently evaluated.

b) It is easier for them to focus on communication rather than on accuracy, and is less concerned with language errors and the consequences of "imagined failure".

An additional advantage of project work is that learners have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language.

2.7.2. Establishing a Learning Community and a Supportive Classroom Atmosphere:

Creating learning community that provides the environment for optimal motivation and a collaborative atmosphere can help reduce apprehension of errors. The following classroom

interventions were made, drawing principally on suggestions for creating a supportive learning classroom community.

a) Teacher- Learners Relations:

A set of classroom rules and norms was negotiated with the students. Making fun of a wrong answer was not accepted, and a norm of mistake tolerance was ratified.

Errors were considered a natural part of learning a foreign language, and learners were encouraged and motivated to ask for help without running the risk of embarrassment (Dornyei, 2001).

In addition, teaching practices communicated anticipations of success for all learners. For example, as far as growing practices were concerned, groups were formed from mixed ability learners. They were given equally academically challenging tasks, and the same questioning strategies were used for all learners, so that they realized that there was no differential treatment with respect to their language performance and out of school support.

b) Providing Indirect rather than Direct Correction:

Teachers avoided direct, on the spot correction in speaking activities, since it can undermine learners confidence, and because it discourages and hinders anxious learners.

Lightbown and Spada (1999) tried to foster the belief to anxious learners that they should aim at continuing a speaking performance, despite making errors. For example, the teacher provided a comfortable atmphosphere so that the learners had a chance to continue speaking even though making a mistake.

c) Accepting the Need for Self worth Protection:

Conduct can reflect a threat to these learners social photo and a potential source of stress was avoided. For instance, information about learners' test scores was kept private and was

not announced to the whole classroom, while portfolios were used to evaluate their progress. Further, the goal of these substance is to decrease enthusiasm with fright of bad assess which can guide to retraction from tasks that "can top up their language competencies" Gregersen and Horwitz (2002).

d) Teacher Immediacy:

Both Verbal (use of humor, use of students' first names) and Nonverbal (eye contact, positive gestures) kinds of immediacy behavior were employed since they can decrease anxiety and positively affect motivation to learn.

e) Provision of Praise:

It was obvious that praising these learners in front of their classmates for a minor accomplishment had a negative effect; since they considered it as a signal that the teacher had little confidence in learners' capabilities. As a result, non-verbal praise (for instance, positive head movement) was most often used instead of direct verbal praise.

2.8. Strategies Used by Learners to Reduce their Speaking Anxiety

Speaking anxiety in the EFL classes faces many learners in their hard trying to speak because speaking anxiety in EFL represents a serious problem. In order to reduce this problem, it is useful to know some different ways that can help them. Tseng (2012) suggested the following procedure:

- Observe and recognize ideas that cause the feeling of apprehension because fear has no strong foundation. So, thinking positively is very important and learners should know that mistakes are part of the learning process.
- Relaxation is essential when learners speak and express their thoughts.

- Think and organize your ideas before expressing them with regard to vocabulary, intonation and structure.

- Self confidence is extensively important in the learning process and it depends on the practice of the English. Because the continuous use of the foreign language consolidates the learners' confidence.

- Be friendly with your classmates and teachers to feel comfortable when you speak in front of them.

2.9. Strategies Used by Instructors to Reduce Learners' Speaking Anxiety:

Teachers may adopt some strategies that are effective in their classes in order to help learners' lower and overcome their anxiety. Tseng (2012, pp. 85-86) suggested some ways for them to follow:

- Showing authentic concern towards your students and their language learning in order to increase their motivation and language interest.

- Humor and warmth are essential characteristics to ensure the classroom environment as walking around the room, making occasional contact with students by tapping them on the shoulder or patting them on the back.

- Giving your students opportunities to speak and encourage group activities pair work, role plays to carry out the lessons

- Varying classroom activities indirectly get students to talk about their anxiety and discuss its main reasons and the appropriate and possible ways to reduce it.

- Create Pleasant and enjoyable classroom atmosphere, by introducing some fun activities like: song activities listening activity make multiple-choice and word selection, spotting the differences, arranging the lines, and matching sentences halves. These kinds of activities may be used in the lesson.

Other strategies have been proposed by Huberty (2009, pp. 14-15) to assist the teacher to know how to work with learners in the classroom to reduce their anxiety, improve and develop their leaning process and make the atmosphere as pleasant and enjoyable, comfortable and motivating. These strategies are summarized in the following points:

- Providing relaxation training.
- Using test-anxiety hierarchies for assessments and public performances using variations of systematic desensitization.
- Using pretest rehearsal.
- Using practice tests
- Reviewing task content before examinations
- Modifying tasks, such as breaking them into smaller units Developing mnemonic devices to help recall
- Using cognitive-behavioral techniques to reduce characteristics often associated with test anxiety, such as "cognitive scripts" for students to use when taking tests or performing, self-monitoring techniques, positive self-talk, and self-relaxation
- Relaxing grading standards or procedures if it is possible to do so without lowering performance criteria
- Recognizing effort as well as performance
- Avoiding criticism, sarcasm, or punishment for performance problems
- Using alternative forms of assessment
- Modifying time constraints and instructions
- Emphasizing success, rather than failure

It's crucial to use new strategies and apply them in teaching language because they help change the atmosphere of the class and support and motivate the learners. The outcome will be

to enjoy the learning process, and to encourage the learners to eliminate some negative emotions such as anxiety, lack of self confidence and lack of self esteem. However, the produce it requires teachers' experience and comprehension in order to fully apply those strategies and compile with learners various styles. Certainly, this will increase learners yearning and readiness to acquire the foreign language.

Conclusion:

To sum up, foreign language anxiety has been studied by several researchers and scholars and from different aspects. These various studies reflect its importance in language learning. Foreign language anxiety is a significant problem in language classrooms, especially in terms of its strong relationship to the skill of speaking a foreign or second language. Therefore, it is essential for the teachers of the oral expression course to continuously develop their knowledge of the phenomenon of language anxiety.

Chapter Three: Analysis of the Results

Introduction

In the process of learning a foreign language, learners are required to develop and improve speaking skill. This latter seems to be mostly difficult because of certain psychological problems. This chapter aims to analyze the findings obtained through investigation of EFL learners' learning anxiety in order to discover ways that can help learners cope with their speaking anxiety and suggest some strategies that teachers can adopt to help them. We think that the most appropriate tool for this research work is the questionnaire and interview. A questionnaire administered to first year English students and the interview to the teachers of the oral expression course at Biskra University during the academic year 2015/2016. This chapter is divided into two main parts: the first, the aims of questionnaire, administration of questionnaire, description and discussion of the results. The second, the analysis of learner's questionnaire.

3.1. Student's Questionnaire :

3.1.1. Aims of the Questionnaire :

This questionnaire aims to investigate student's opinions about anxiety and its effects on their attitude, performance and achievements. It also seeks to find out participants' suggestions about the different ways and strategies that can help them to overcome anxiety. We have chosen to work with first year students of the English division because we believe most of the students may more anxious that the others because they are beginners and may be face some difficulties to express themselves.

3.1.2. Administration of the Questionnaire:

This questionnaire is concerned with first year LMD English students at the Division of English at the University of Biskra. The questionnaire was distributed to sixty (60) participants from the whole population of the first year LMD students. The sample consists of 48 females (80%) and 12 males (20%). The structures of questions were clear and as simple as possible to help students answer easily.

3.1.3. Description of the Questionnaire:

The questionnaire comprises 21 questions; it consists of multiple choices where students are asked to fill in the boxes by ticking the appropriate and suitable answers. Sometimes they are asked to justify their answers or to give their personal opinions about certain points and make meaningful sentences when necessary. It is divided into three sections as follows:

Section one: this section is entitled "General Information" (Q1- Q2) it consists of two questions aiming to gain personal information about students such as their gender and age.

Section two: the second is about "speaking skill" (Q1- Q9) it focuses on the learner's beliefs in their abilities to learn the English language and their attitudes towards the oral performance.

Section three: (Q1- Q11) it is about "anxiety" as factor that hinder their success in language speaking and the main strategies that teachers can use in order to lowering and overcome speaking anxiety.

3.1.4. Analysis of Students' Questionnaire:

Section one: General Information

Q 01: Gender:

Options	Participants	Percentage
Female	48	80%
Male	12	20%
Total	**60**	**100%**

Table 01: students' Gender Distribution
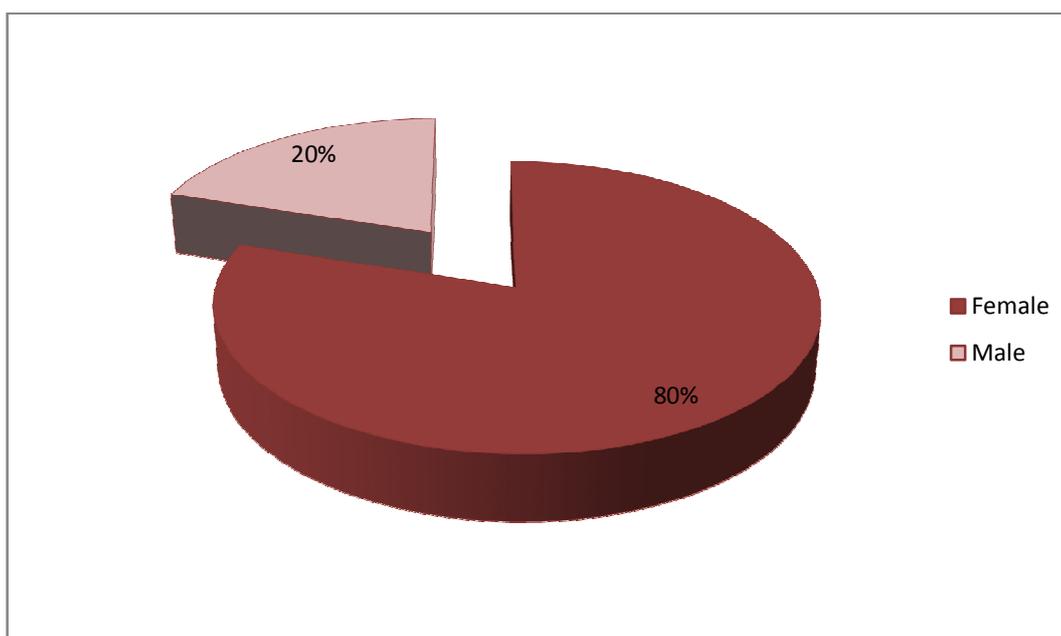
Figure 01: Students' Gender Distribution

From the table we can say the majority of the students who had answered us are females the number of them is 48(80%) and the number of males is 12 (20%). We can see that the majority of first year LMD students are females; this indicates that desire for learning English

as a foreign language for the female respondents is more that for male respondents and girls are expected to be more interested in collaborating.

Q 02: Age

Options	Participants	Percentage
18- 20	49	81.67%
21- 23	8	13.33%
24- 26	3	5%
Total	**60**	**100%**

Table 02: Age distribution of the students
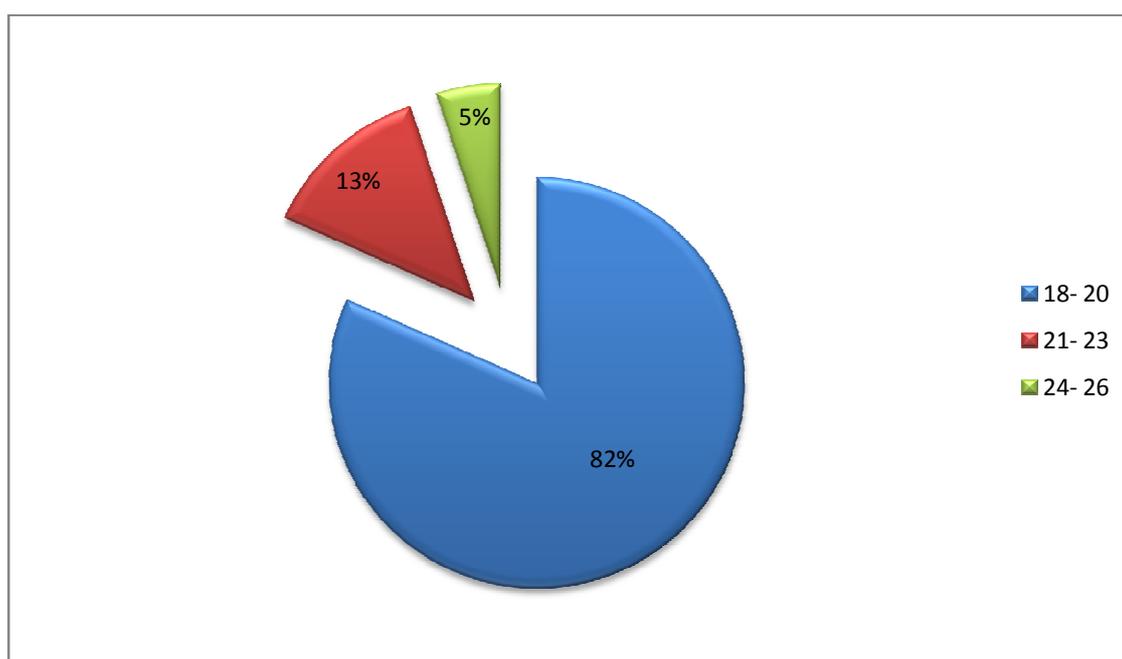
Figure 02: Students' Age Distribution

This table shows the diversity in ages ranging from eighteen to twenty-six the majority of the first year students are aged between 18 and 20 (81.67%) from 49 students. 8 students (13.33%) those students are aged between 21 and 23. Finally just 3 students (5%) of 24 and

26, these results demonstrate the tendency of many youth to learn English as a foreign language and lead us to infer the different level of ability and the diverse backgrounds.

Section two: speaking skills

Q 03: In order to learn language you have to speak it

Options	participants	Percentage
Agree	57	95%
Disagree	3	5%
Total	**60**	**100%**

Table 03: Students' attitudes towards speaking as essential skill to master the language
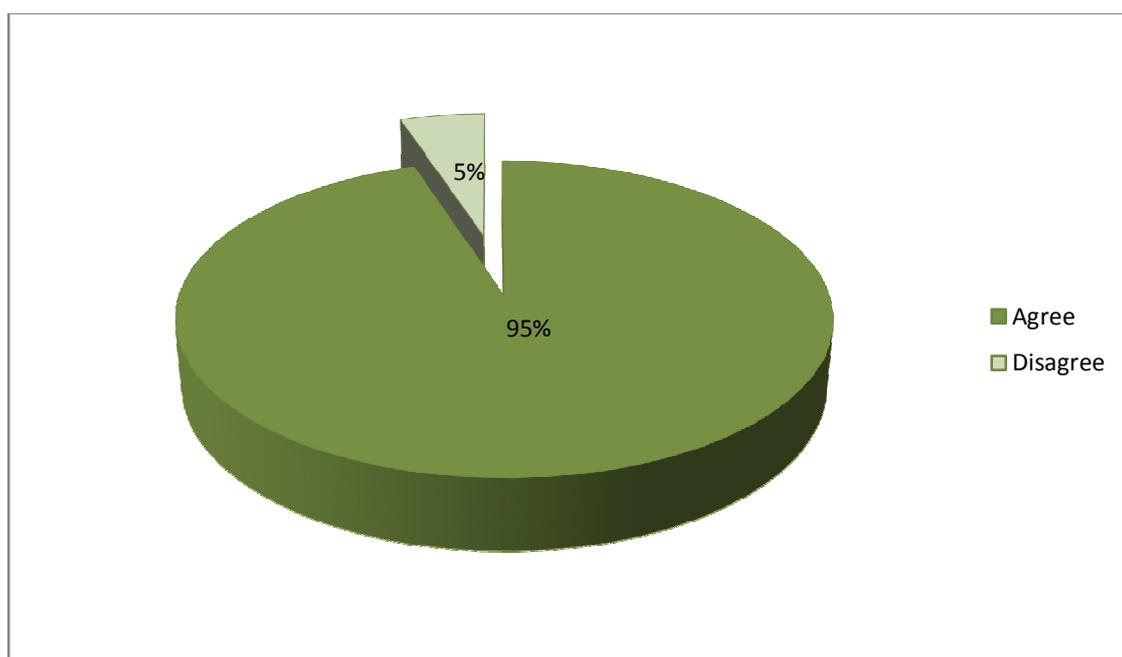
Figure 03: students' attitudes towards speaking as essential skill to master the language

According to this table 57 students (95%) agree that in order to learn the English language they must well speak it, However; 3 students (5%) stated that is not important to speak the language to muster it, this means that all the four skills are equally important, but in order to

learn any language you should to improve and mastered the speaking skill. So speaking skill is very important one.

Q 04: do you think that the speaking is

Options	Participants	Percentage
Very important	47	78.33%
Important	10	16.67%
Less important	03	05%
Not important	00	00%
Total	**60**	**100%**

Table 04: Students' opinion about speaking
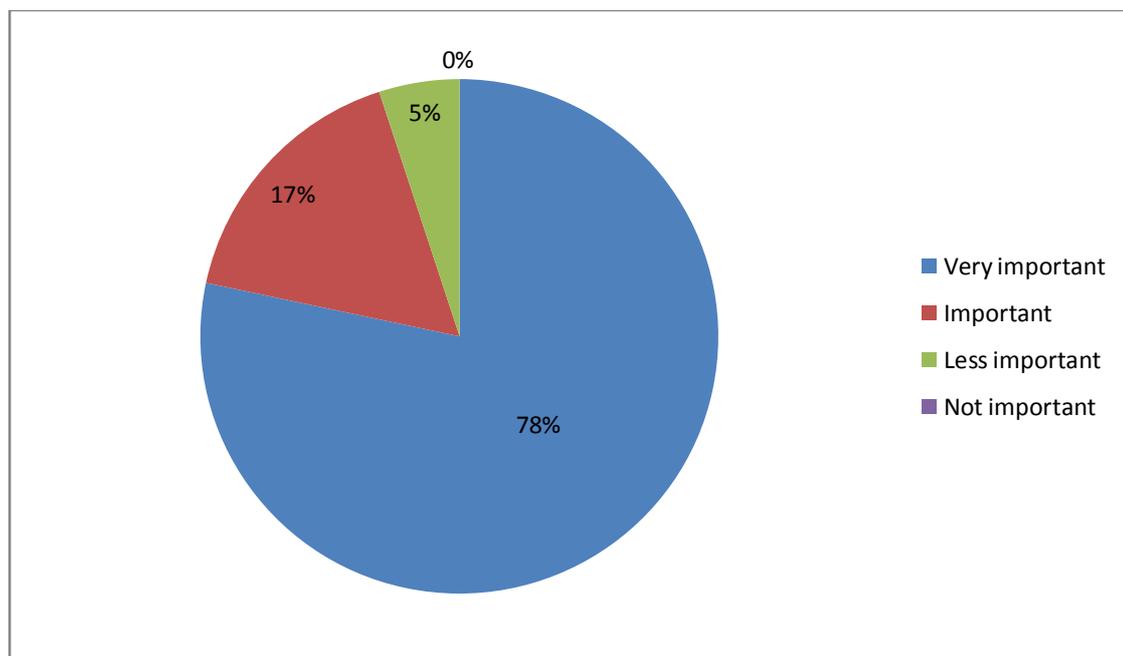
Figure 04: students' opinion about speaking

We have found that the students who claimed that speaking is very important are 47 (78.33%), and those who believe that speaking is important are 10 (16.67%); however, those

who think that speaking is less important are 03students (05%), and no one choose the last option "not important". We see the majority of the students who perceive speaking is very important more than the number of the students who perceive it as an important and less important skill. From those results we can say that speaking is the most important element in a foreign language.

Q 05: do you participate in the oral class

Options	Participants	Percentage
Always	17	28.33%
Often	18	30%
Sometimes	18	30%
Rarely	05	8.33%
Never	02	3.33%
Total	**60**	**100%**

Table 05: students' participation in the oral class
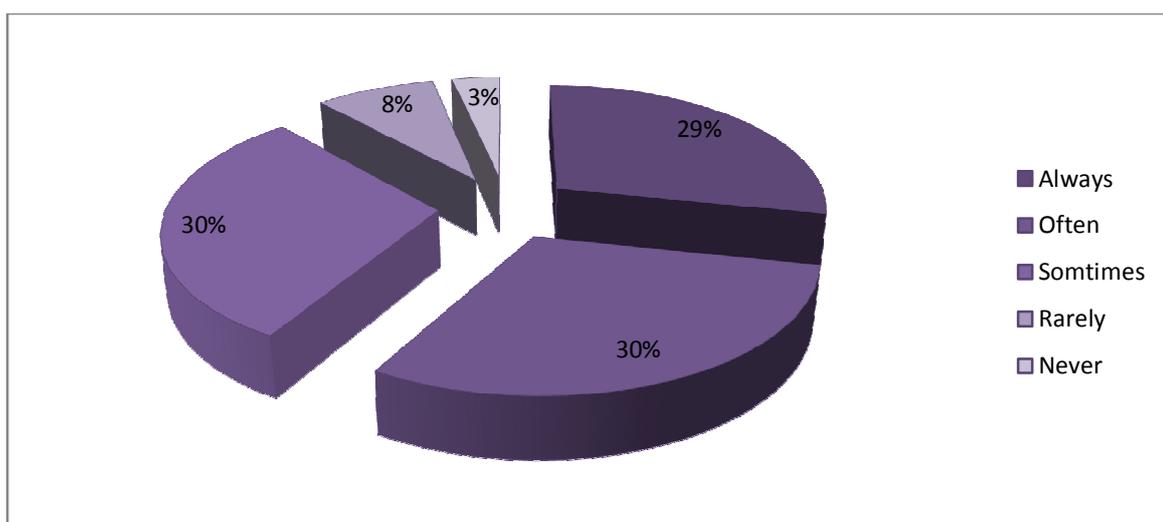
Figure 05: students' participation in the oral class

From the results obtained in the table above, we notice that (30%) often and sometimes participate; however, 17 of the students who make (28.33%) participate always in the oral course. This is because they are not courageous enough and not sure of what to say and maybe they not prepared us or they shy. On the other hand (8.33%) said they rarely try to participate in all the speaking activities, also (3.33%) claimed that they never participate in the course of oral expressions. This because they feel anxious and afraid from both teachers and classmates evaluation.

Q 06: in your opinion, the speaking skill is difficult because of

Options	Participant	Percentage
Lack of accuracy and fluency	16	28.67%
Lack of vocabulary	35	58.33%
Lack of grammar	09	15%
Total	**60**	**100%**

Table06: students' speaking difficulties
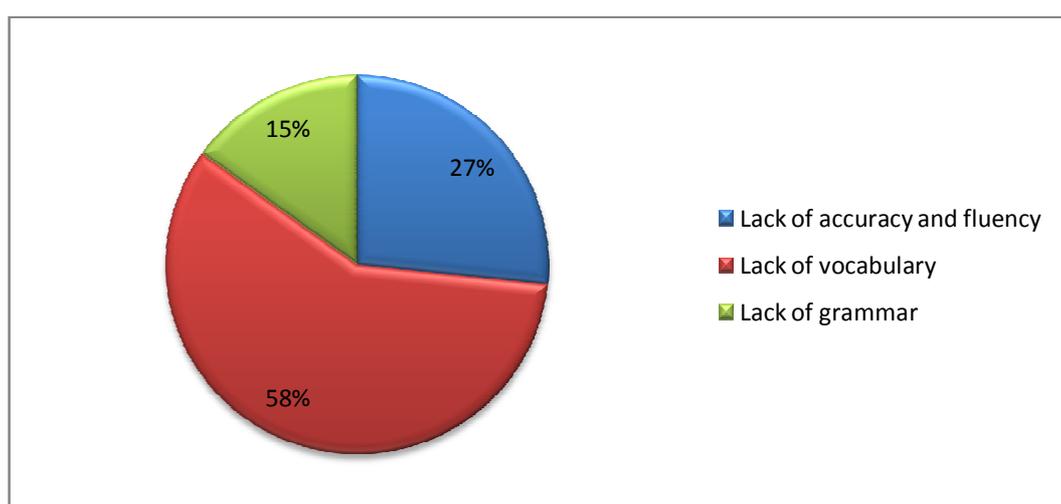
Figure 06: students' speaking difficulties

Students asked to say whether they find speaking difficulties because of lack of accuracy and fluency, lack of grammar, or lack of vocabulary.

The number of the learners who answered this question is to state the different difficulties that face them in studying speaking English in the class. There are 35 (58.33%) who suffer from the lack of vocabulary who are the major obstacles that prevent them from achieving their goals whereas 16 learners (26.67%) have indicates that their difficulties in speaking are from their lack of accuracy and fluency problem. This problem may prevent communication and slow down learning process. 9 learners (15%) suffer from lack of grammar because they are feeling afraid and their classmates make fun of them.

Q7: Do you think that the psychological factors have effects on learner's oral performance

Options	Participants	Percentage
Yes	54	90%
No	06	10%
Total	**60**	**100%**

Table 07: Students' opinion about psychological factors
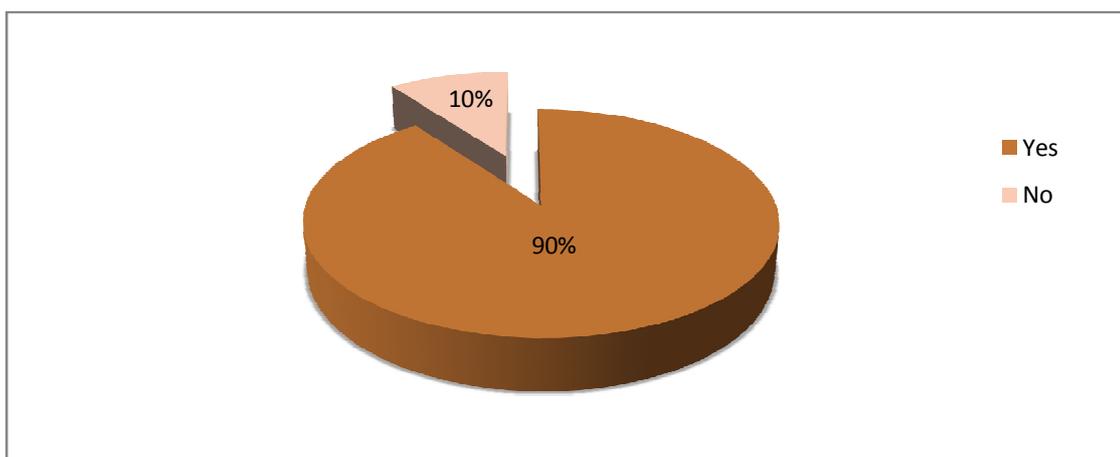
Figure 07: Students' opinion about psychological factors

This table demonstrates that (90%) of the sample stated that psychological factors have effects on speaking skill whereas (10%) think that psychological factors have no effects in speaking. This means that teachers should be aware of psychological factors as well; cognitive one's and tries to create a friendly relaxed atmosphere that pushes them to speak.

Q 08: If yes, which of the following you consider the most influential

Options	Participant	Percentage
Anxiety problem	15	25%
Shyness problem	16	26.66
Low self- esteem	10	16.67%
Fear of making mistakes	19	31.66%
Total	**60**	**100%**

Table 8: Students' speaking difficulties
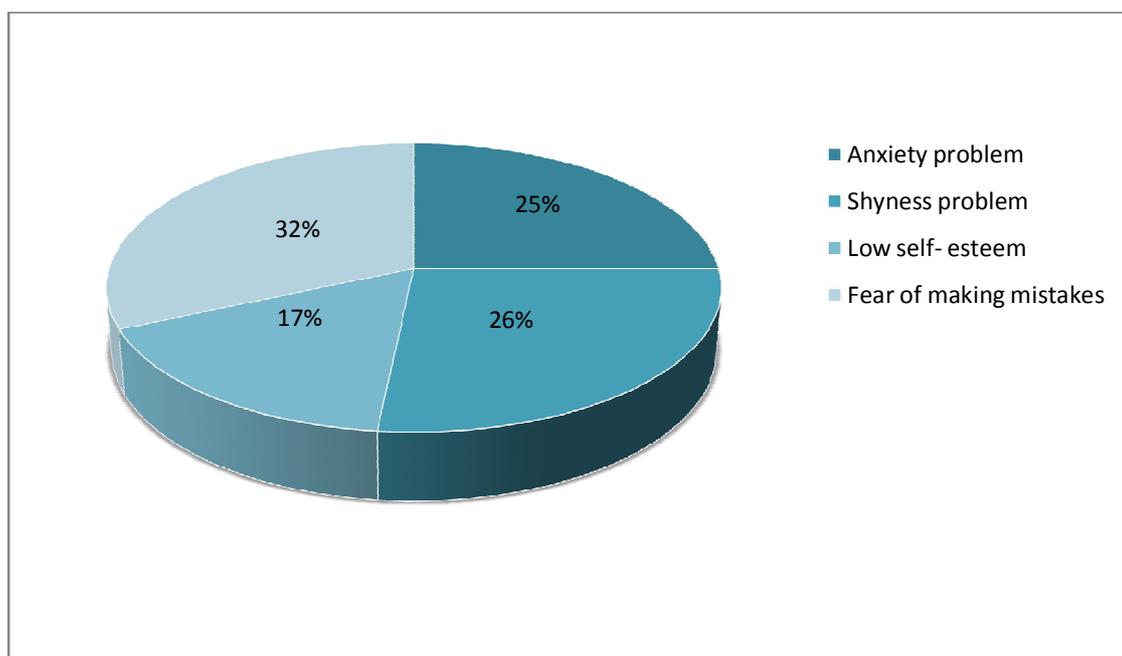
Figure 08: students' speaking difficulties

This table reveals that all of the learners are facing psychological problems when learning to speak. The majority of the learners have the same problem there are 19 (31.66%) who have fear of making mistakes which is the most effective one and 16 (26.66%) of the learners who suffer from the shyness problem, whereas 15 (25%) who have anxiety problem and 10 (16.67%) who have low of self- esteem.

Q 09: how do you evaluate your level of oral performance?

Options	Participants	Percentage
High	05	8.33%
Average	37	61.67%
Below average	14	23.33%
Low	04	6.67%
Total	**60**	**100%**

Table 09: Students' perception about the level of their oral performance
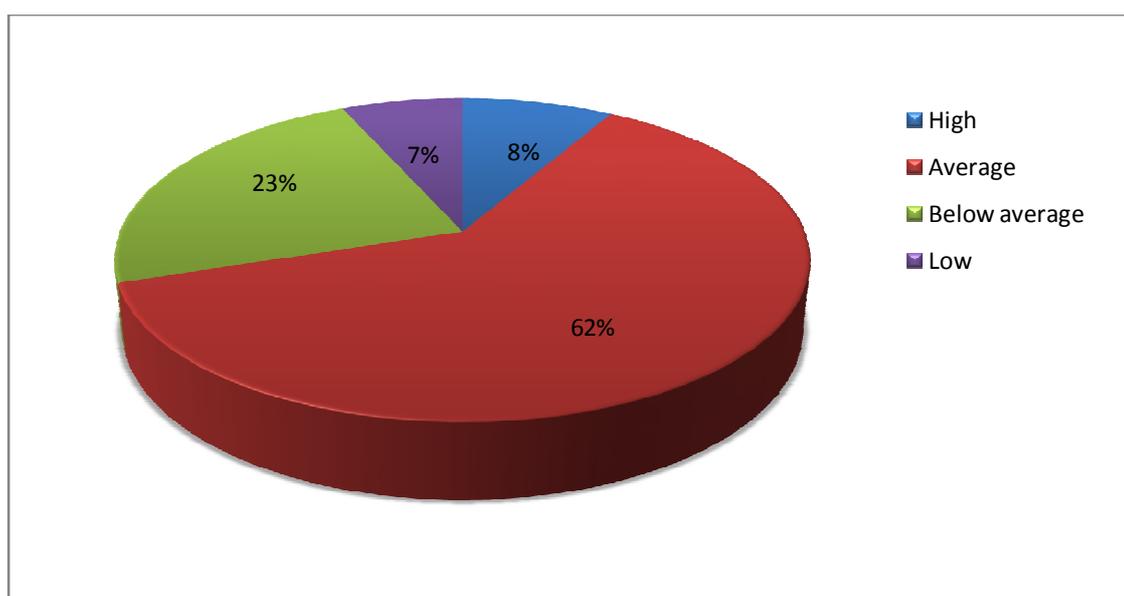
Figure 09: Students' perception about the level of their oral performance

This table illustrates 37 (61.67%) of the participants state their oral performance's level as average, about 14 (23.33%) claim it is below average, against 5 (8.33) who assume their level to be high, and 4 (6.67) participant with low level less than average.

Q10: to what extent does the oral expression course help you improve your speaking skill?

Options	Participants	Percentage
Very much	26	43.33%
Somehow	23	38.33%
Don't know	05	8.33%
Not very much	04	6.67%
Not at all	02	3.33%
Total	**60**	**100%**

Table 10: Students' perception about extent to which the oral expression course help their to improve speaking skill
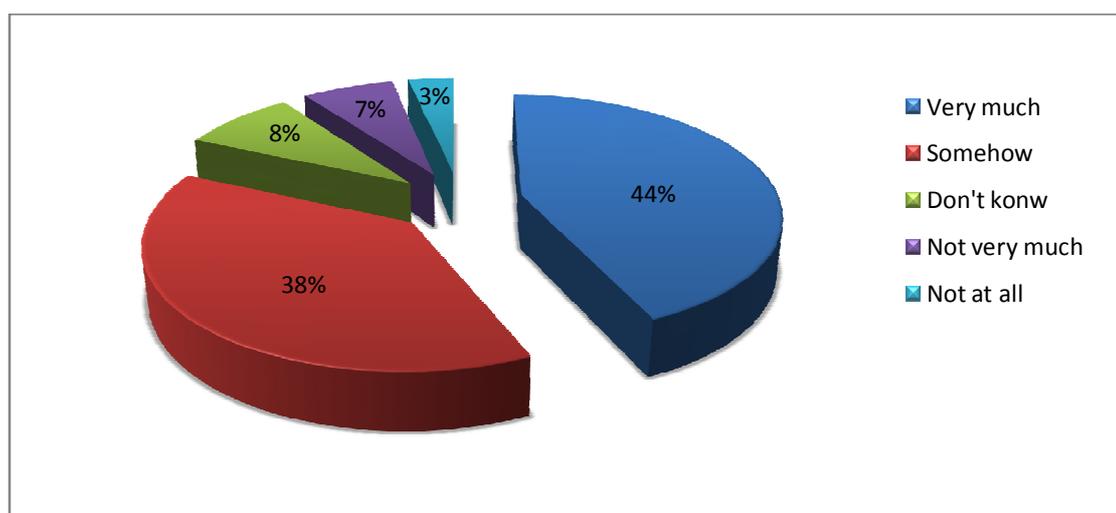
Figure 10: Students' perception about extent to which the oral expression course help to improve their speaking skill

Almost more than half of participants (43.33%) indicates that oral expression courses helped them very much improving their speaking skill, whereas (38.33%) of participants said they improved somehow their speaking skill. In the reverse side, just a few number of the participants (8.33%) who opted for don't know, however (6.67%) declare they do not actually find their teachers' oral courses helpful, and (3.33%) of the participants stated that oral courses are not helpful at all.

Q11: what are your strategies in maintaining the fluency of your speech?

The number of the learners who answered this question is 24 (40%), and those who did not answer it are 36 (60%), the number of the participants who answered this question is less than the number of those who did not answer it. They suggested a variety of strategies in maintaining the fluency of your speech. These suggestions are summarized as follows: learning new words in order to express their thoughts in accurate way. Listen to music and songs, watch movies and listen to the audio, try speak and practice their language with their friends and classmates, reading a lot of books, when they speak and lose their thoughts they try to replace their words by its synonyms and develop their speech more, read newspapers, learn how to pronounce the word, listen as much as possible to English materials try to memorize paragraphs and read it aloud.

Section three: Foreign language anxiety

Q12: Do you think learning English as a foreign language is difficult

Options	Participants	Percentage
Yes	25	41.67%
No	35	58.33%
Total	**60**	**100%**

Table 11: Students' opinion about learning English as a foreign language
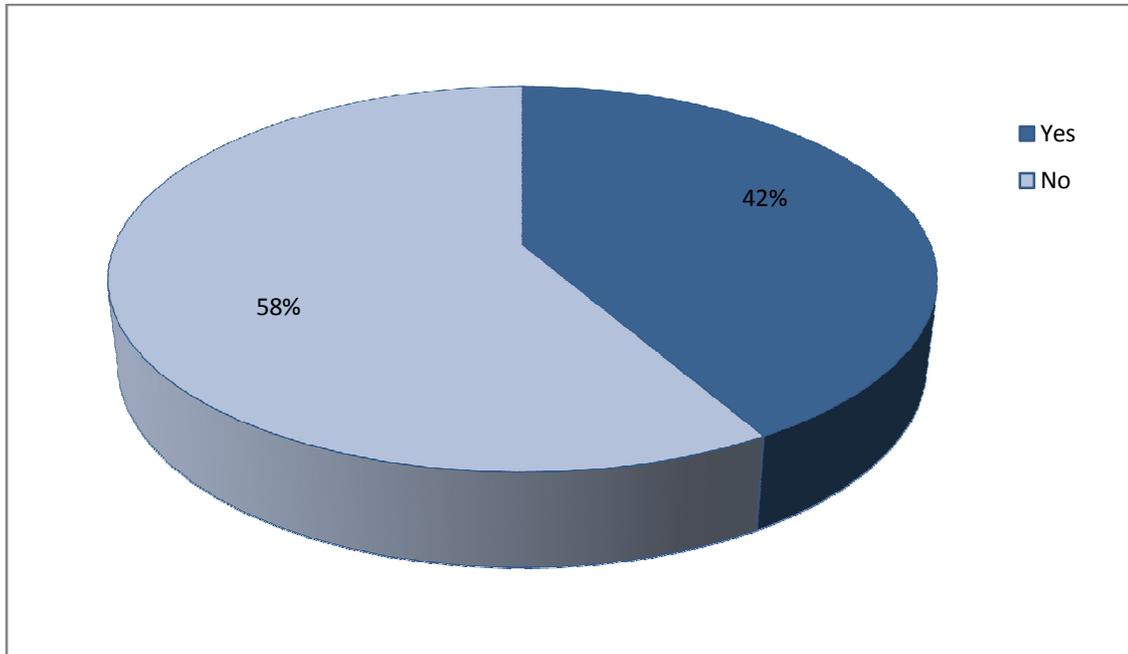
Figure 11: Students' opinion about learning English as a foreign language

The table illustrates that the learners who think that learning English as a foreign language is difficult are 25 (41.67%) and those who believe that learning English as a foreign language not difficult are 35 (58.33%) the number of the participants who perceive learning English as a foreign language not difficult task is more than the number of the participants who perceive it

as a difficult task. This means that the vast number of the participants find learning English as foreign language not difficult, however; if we find that they suffer from anxiety, we can deduce that they perceive foreign language learning as an easy task, but anxiety problem tends to make it difficult for them.

Q13: which of the following points you think most influential on foreign language learning anxiety

Options	Participants	Percentage
Fear of negative evaluation	26	43.33%
Learners' perception	09	15%
Fear of testing	25	41.67%
Total	**60**	**100%**

Table 12: the most influential point on second language learning anxiety
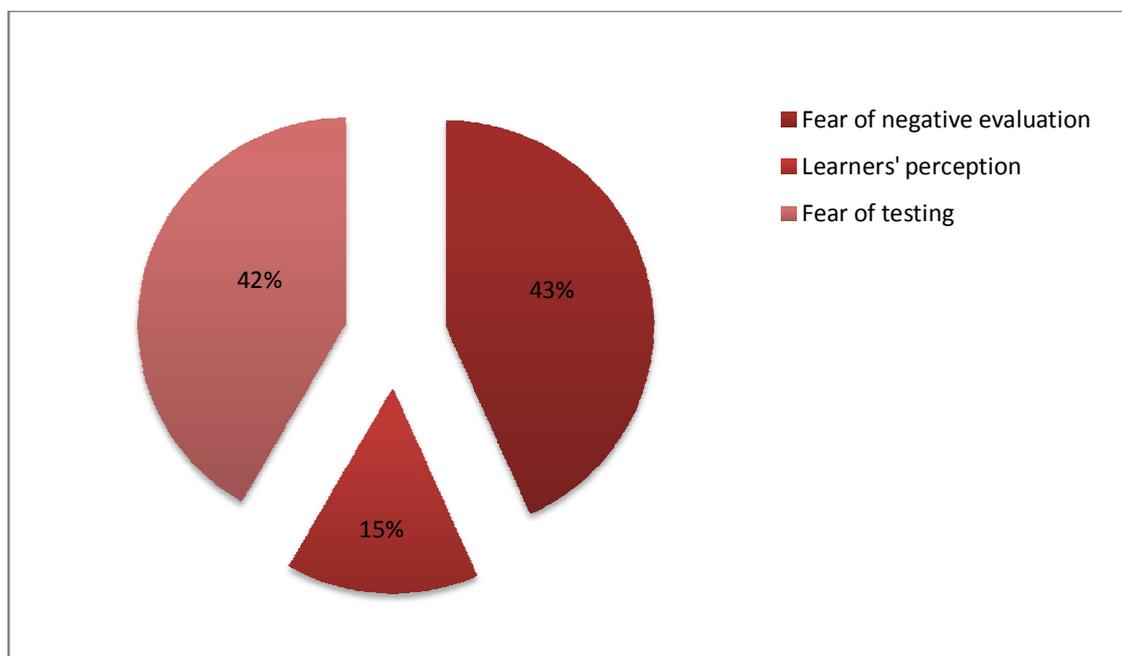
Figure 12: the most influential point on second language learning anxiety

The results of this question shows that 26 (43.33%) of the learners reported that fear of negative evaluation is the most cause that influence in the learning foreign language and 25 (41.67%) of the learners who answered that fear of testing is the influential one in learning foreign language, however; 09 (15%) of them reported that learner's perception is the influential one.

We can conclude that the teacher who is the responsible one of the existing anxiety because the number of fear of negative evaluation and fear of testing are more than learner's perception, evaluation and tests are made by the teacher. Teachers have to make appropriate tests and clear to learner as well as evaluate them indirectly rather than direct evaluation.

Q14: you feel anxious when you

Options	Participants	Percentage
Read	07	11.67%
Write	02	3.33%
Speak	47	78.33%
Listen	04	6.67%
Total	**60**	**100%**

Table13: the skill in which the students' fell anxious
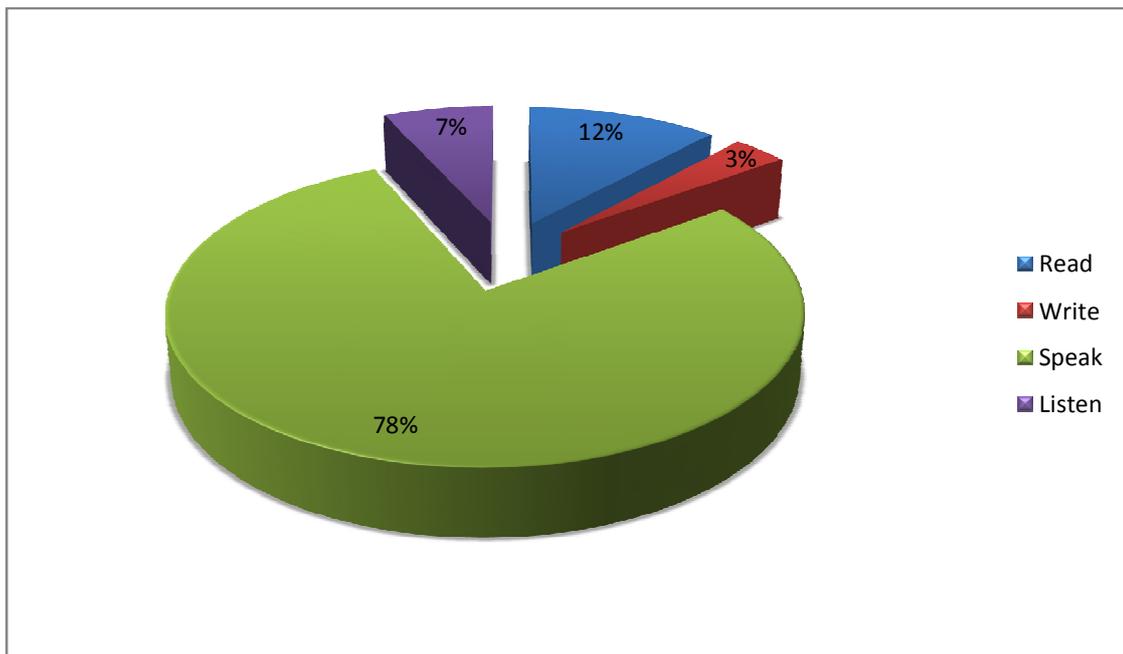
Figure 13: the skill in which the students' fell anxious

The table presents that the learners who feel anxious in writing 02 (3.33%), those who feel anxious in listening are 04 (6.67%), those who feel anxious in reading are 07 (11.67%), however; those who feel anxious in speaking are 47 (78.33%). According to the above numbers, it seems that the majority of our participants tend to feel anxious in speaking.

We can say that speaking is the most anxiety provoking skill in comparison to the other skills for our sample participants.

Q15: If you are anxious one, you classify your self

Options	Participants	Percentage
A high anxious speaker	10	16.66%
An intermediate speaker	37	61.67%
A low anxious speaker	13	21.67%
Total	**60**	**100%**

Table 14: Students' perception about the level of their foreign language speaking anxiety
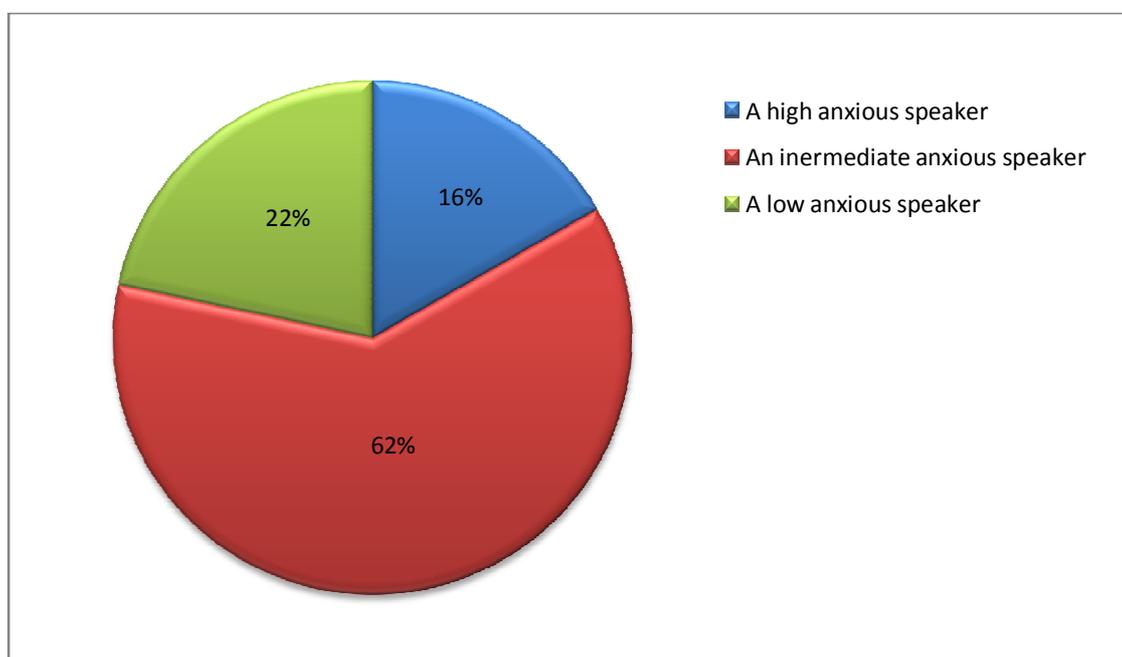
Figure 14: Students' perception about the level of their foreign language speaking

anxiety

The table clarifies that the learners who are high anxious speakers are 10 (16.66%), an intermediate anxious speakers 37 (61.67%) and low anxious speakers 13 (21.67%). From these members, it seems that number of the learners who perceive themselves as intermediate anxious speakers is more than the other options. It also seems that the majority of the learners

are anxious speakers but in the various level. As well, the learners who perceive themselves as high anxious speakers are less than those who perceive themselves as low anxious speakers.

Q16: when you present an oral performance in front of all the classmates, did you feel anxious?

Options	Participants	Percentage
Yes	45	75%
No	15	25%
Total	**60**	**100%**

Table 15: Students' anxiety when they present an oral performance in front of all the classmates
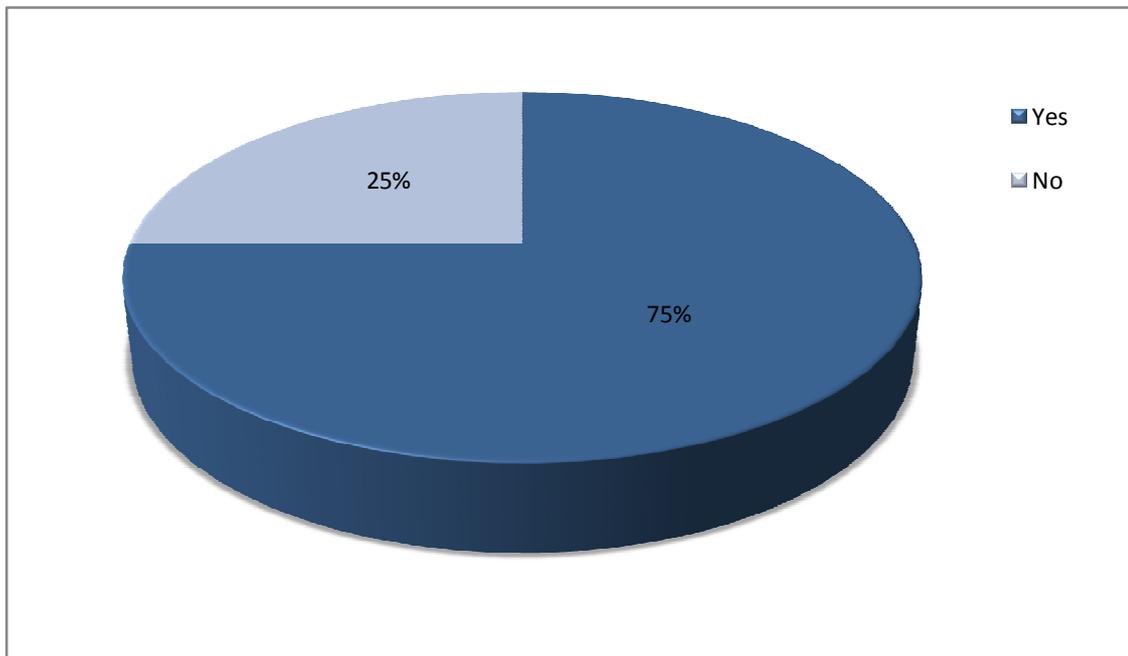
Figure 15: Students' anxiety when they present an oral performance in front of all the classmates

This table shows that the majority of learners that they feel anxious when they present an oral performance in front of all the classmates which represents 45 (75%) of the whole. Whereas 15 (25%) said that they do not feel anxious they supposed to present something in front of the all classmates. This means that learners are afraid and nervous to speak in front of their classmates reveals they fear to be evaluated by others if they make mistakes. The researcher asks them to justify their answers and they proposed a different justification which summarized as: sometimes they do not prepare, sometimes feel afraid and they fear from their criticism, forget their speech, lack of vocabulary, and pronunciation of the words.

Q17: in the oral task, where do you feel more anxious?

Options	Participants	Percentage
Oral presentation	27	45%
Free discussion	13	21.67%
Role play	20	33.33%
Total	**60**	**100%**

Table 16: Students' perception about the oral activities in which they feel more anxious
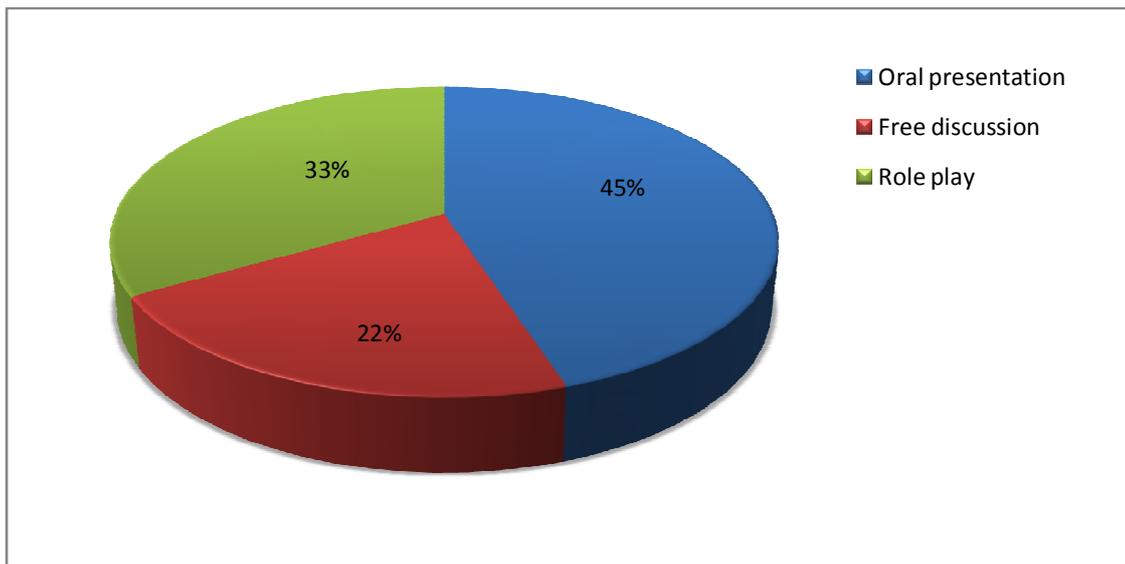
Figure 16: Students' perception about the oral activities in which they feel more anxious

The above table contains that the learners who feel more anxious in role play are 20 (33.33%), and those who feel more anxious on free discussion are 13 (21.67%), and those who feel more anxious in oral presentation 27 (45%) is more than the number of those who experience and feel more anxious in role plays and free discussions.

We deduce that the activity which tends to provoke more anxiety for the learners is oral presentations because in oral presentations, learners are supposed to speak in front of the all classmates. So, the existence of anxiety is due to the stress and fear of being obliged to talk and being of the focus of attention of their classmates and their teachers.

Q18: in order to present a perfect speaking performance, do you think lowering your anxiety

is

Options	Participants	Percentage
Very important	47	78.33%
Less important	11	18.33%
Not important	02	3.33%
Total	**60**	**100%**

Table 17: Students' perception about the importance of lowering their anxiety to improve their speaking performance
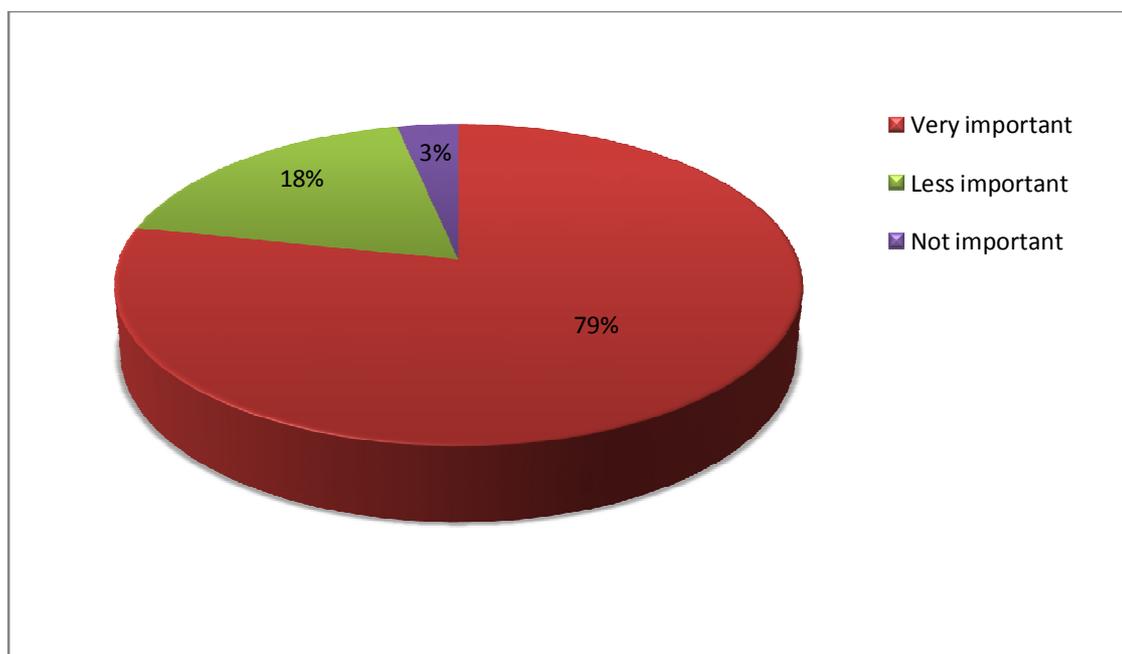
Figure 17: Students' perception about the importance of lowering their anxiety to improve their speaking performance

The table shows that the learners who think that lowering their anxiety is very important to improve their speaking performance are 47 (78.33%), those who think that is less important are 11 (18.33%), and those who think is not important are 2 (3.33%). The number of the learners who reported that their lowering of anxiety is very important to improve and develop their speaking performance is more than who reported that lowering their anxiety is less and not important. This means that the majority of learners have great desire to reduce their anxiety in order to present a perfect speaking. It also means that they attribute their obstacles in speaking in the foreign language to their anxiety.

Q19: do you feel embarrassed when the teacher asks you to correct your own mistakes

Options	Participants	Percentage
Yes	23	38.33%
No	37	61.67%
Total	**60**	**100%**

Table 18: Students' perception about when the teacher asks them to correct their own mistakes
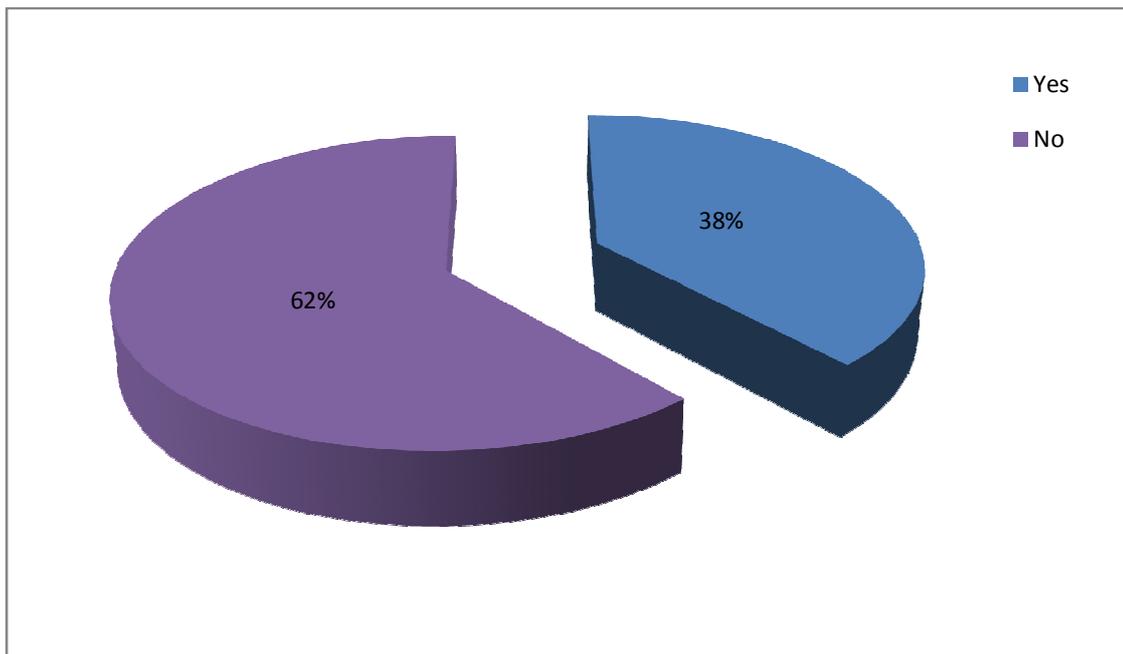
Figure 18: Students' perception about when the teacher asks them to correct their own mistakes

A few learners did report feelings of embarrassment when the teacher asks them to correct their mistakes, whereas the majority of the learners said they are not embarrassed when teacher comments up set them and correcting their mistakes. The constant feed back of the teacher distracts of learners from concentrating on the meaning.

We can deduce that another cause that creates learners speaking anxiety is the fear of their teacher's mistakes correction. However, this cause creates anxiety for only some learners. The other learners who their anxiety seems to be not emerged by this reason may have another reason for their anxiety. This shows that anxiety is provoked by many factors, and the learners vary in their causes of anxiety.

Q20: do you worry about grammatical mistakes when you speak English

Options	Participants	Percentage
Yes	48	80%
No	12	20%
Total	**60%**	**100%**

Table 19: Fear of Making Grammatical Mistakes while Speaking
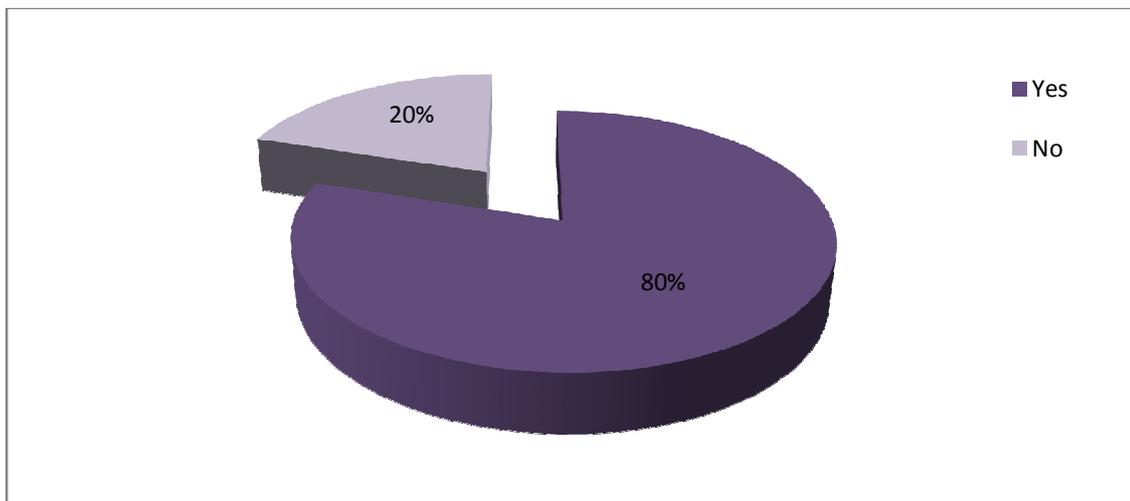
Figure 19: Fear of Making Grammatical Mistakes while Speaking

As far as the table above represented that the majority of learners 48 (80%) worry about grammatical mistakes when they speak English. In the other hand, a few of them who represented 12 (20%) are not afraid of grammatical mistakes when they speak.

Q 21: what is the kind of help that you expect from your teachers in order to reduce your anxiety?

The number of the learners who answered this question is 41 (68.33%), and those who did not answer it are 19 (31.67%), the number of the learners who answered this question is more than the number of those who did not answer. They proposed a variety of suggestions to their teachers'. These suggestions are summarized as follows: guide and support learners to do the best way to reduce anxiety and develop speaking skill, motivating and encouraging learners, avoid correcting all learners, give advice for learners, increasing learner's self- confidence and self- esteem, make learners more comfortable when they speak and make relaxed atmosphere, avoid criticizing, choosing interest and perfecting topics and activities, learning how to pronounce the words in correct way, avoiding fear of making mistakes, providing learners with the opportunity to speak, organizing disruptive behaviors and adopting good teaching strategies. It seems that the majority of the learners thought about some solutions to reduce their speaking anxiety.

These results indicate that teachers may play a great role in creating learners' speaking anxiety as well as in reducing it. It also means that the learners indeed need the help of their teachers in order to reduce their speaking anxiety.

3.2. Discussion of the Results

After the analysis of the learners' questionnaire, we find that there is a negative relationship between anxiety and foreign language learners' oral performance. Foreign language learners confirm anxiety represents a serious problem in learning; particularly in improving and developing their speaking skill.

Our study demonstrates that speaking anxiety is produced by several factors. Some of these factors are caused by their classmates like: lack of attention, lack of self- confidence, and by their teachers' correction of their mistakes and negative evaluation. In addition to their teacher's feedback and in relationship to their level of grammar and lack of vocabulary. So anxiety has negative effects on the learners' oral achievement; especially the beginners who feel anxious and afraid to speak because they are not used to speak in English. It is obvious that anxiety can actually hinder the progress of the learners in improving their oral skills. Therefore, teachers must work harder in order to create a warm and friendly atmosphere in the process of learning to speak the foreign language.

Conclusion

In this chapter, we have demonstrates that anxiety definitely influences learners' speaking skill. Generally, it hinders them in learning the foreign language effectively; and more precisely speaking it proficiently. We have proved that, some strategies if used effectively can lead learners to succeed in their learning. Besides, teachers can reduce learners' anxiety and make them feel at ease and comfortable in order to improve their oral performance. The results show that anxiety is a serious psychological problem that the majority of learners at Biskra University suffer from in their learning to speak English as a foreign language.

The findings obtained from the learners' questionnaire reveal that learners' anxiety is considered as one of the most difficult barrier that prevents them from achieving their aims in learning English as a foreign language. It can also be a negative factor that may prevent them from succeeding in their future carrier. However, learners' motivation can raise self confidence, increase their courage and reduce anxiety. In addition, the results indicate that the oral expression teachers can play an important role in reducing learners' anxiety by encouraging and motivating them to improve and develop their English speaking proficiency.

3.3. Teachers' Interview

Introduction

Another research tool that we have used in addition to the questionnaire is the interview. The interview was organized with seven teachers from the Department of English at Mohamed Khieder University of Biskra. All the participants are teachers of the oral expression course. Through this interview; we aim to gather information the issue of foreign language speaking anxiety and its impact on learners. Besides, we intend to know the teachers' awareness of this problem as well as their suggestions concerning the appropriate ways to lower learners' foreign language speaking anxiety.

3.3.1. The Analysis of the Teachers' Interview

1. How would you describe your learner's oral performance?

From the interviews of the teachers, we find that the majority of teachers (05) claimed that their learners have medium speaking proficiency level which is due to many reasons. But there is only one teacher who stated that his learners' level is good maybe because they are highly motivated and prepare the lectures in advance. One teacher describes the learners' oral performance as poor due to the atmosphere of the classroom and the psychological problems like shyness and anxious students.

2. What are the techniques you propose to make the learners participation in classroom activities?

Teachers suggest some techniques to encourage the learners participate in classroom activities and these techniques are: free discussion, role play, oral presentation, videos interpretations, words games, songs and projects these activities encourage cooperative

learning through the tolerance of mistakes satisfaction of their needs and higher their level of language proficiency and reduction of their anxiety.

3. Do you think that anxiety is one of the main causes of the learners' under-achievement in oral courses?

The teachers that they think anxiety as one of the main reason behind the learners under-achievement when they speaking in the oral courses. The majority responded to this question with "yes" and there are others who added some expressions like "absolutely", "yes", "of course", these proved to have more influence (then other external factors) on learners' motivation and achievement. While we find one teacher who said "no" she said are not the main reason because there is another causes like "fear of making mistakes".

The responses provided by the teachers signify that are aware of the existence of anxiety in their classroom. They also show that anxiety plays a big role in learners' foreign language learning especially in their speaking the foreign language.

4. What do you think about the impact of anxiety on foreign language?

All the teachers reported that anxiety impact negatively on motivation and prevent learners to take risks and cooperate with classmates; it hinders learner's achievement and decreases their motivation. Also it is very debilitating as it reduces their self- confidence and self-esteem and increases the fear to engage in conversations tasks.

These opinions indicate that the teachers are aware of the negative effects of anxiety on their learners' foreign language learning.

5. What are the causes that you think are responsible for generating learners' speaking anxiety?

The teachers provided various reasons of their learners' foreign language speech anxiety. These causes are: low self- confidence and self- esteem, lack of knowledge/ vocabulary on a

specific topic, the teachers' personality, method and techniques, peers' and teachers' negative feedback, lack of support from parents, teachers and peers, fear of making mistakes (grammar, pronunciation…etc), shyness, and fear of peers of laughing, stress and other psychological problems, social problems, lack of motivation and inappropriate atmosphere.

Based on these answers, we deduce that anxiety emerges due to various factors. Besides, we understand that the teachers are aware of the factors that lead to their learners' speech anxiety.

6. Throughout your teaching experience, what are the characteristics (physical and psychological) of the learners who are anxious in speaking?

Teachers stated different characteristics that they have noticed in their learners; they reported that anxious learners are characterized by shaking hands, spelling some silly mistakes, they show hesitation when speaking, and they avoid eye- contact with the teacher and mates, they avoid participation and risk taking, they are not comfortable in their seats, play with their fingers, sweat, stress, movements, remaining silent and they are demotivated, nodding their heads down, eating or putting their fingers in their mouths, trembling and forgetting words.

All these features reflect that the phenomenon of speech anxiety really exists in foreign language classes, and it can be recognized through different signs.

7. How can the reduction anxiety learners' in speaking performance are enhanced?

 All teachers suggests some ways to help their learners to reduce anxiety in speaking performance like providing a relaxed friendly atmosphere, building self confidence and self – esteem, look at the person you feel relaxed, hold something in your hand or use the body language its helpful, using group work when learners speak in groups or perform roles, they

will focus their attention more on the work rather than the others (classmates) and they feel released, using ICT, using language laboratory, creation of non- threatening learning.

The teachers' significant terms show that they are sure that learners speaking performance will be enhanced if anxiety is reduced. And reducing learners' speaking anxiety is very important in order to improve and develop their speaking performance.

8. What do you advice anxious learners to do in order to lower their speaking anxiety?

The teachers provided different advice to anxious learners in order to lower their speaking anxiety. They recommended them to: work with classmates, listen to English a lot to feel like it's you mother language, practice the language inside and outside the classroom as frequently as possible, have a high self esteem of themselves and to be confident in their abilities to achieve well, take risks (oblige themselves to do tasks and participate), face their difficulties and anxiety, read a lot to develop their vocabulary language, engage the various oral tasks without thinking about the surrounding context's reaction, be sociable and an outgoing person.

These answers show that not only teachers have the ability to reduce learner's speech anxiety, but also learners have the ability to lower it through following some ways that assist them cope with their anxiety.

9. What kind of speaking activities/ techniques your learners find more interesting?

Almost all teachers agreed that learners prefer various speaking activities including: role play, songs, free discussion, games, storytelling, and oral presentation, interview, conversation and listening which find their learners interesting more to these kinds of activities and participate more, teachers claimed that to know their points of weaknesses and strength, to know each other better, and they find them motivation at these activities, also they are cooperative activities in which learners work together (they share ideas, difficulties, success),

they feel comfortable and they participate and express themselves freely without the guidance of the teacher.

10. What are the main motivational strategies you rely on in your oral class to raise learner's self- confidence and self- esteem and reducing anxiety?

The teachers suggested different strategies that they can do it in order to raise learners self – confidence, self- esteem and reduce their anxiety. These strategies are: use group works, use interesting topics to speak about (all learners will have enough knowledge about it), vary in topics and activities, using positive feedback and praise, tolerating mistakes, do not punish them if they make mistakes, and do not correct them while doing an oral presentation, teachers' care and positive relationship, teachers' feedback should be always positive and ends with positive note to help those learners to keep helpful, encourage them to speak in L1 and as well as in L2, help them face their anxiety, some teachers suggest role play is the best strategy for building self- esteem, establishing a healthy and safe instructional atmosphere, being friendly with them and giving a chance to everyone to talk and making games.

These answers indicate that teachers are aware of their crucial role in raising learner's self –confidence, self- esteem and reducing their speaking anxiety. They also show that they are knowledgeable about the appropriate ways that can help their learners to get rid of their anxiety. In view of that, we can say that teachers are capable to lower the level of anxiety in their classrooms.

Conclusion

The analysis of the teachers' interviews of the oral expression course conducted to various outcomes. Anxiety is a phenomenon that always exists in foreign language classes. It is considered as a great obstacle that has extreme negative effects on learners' foreign language proficiency. It influences the speaking skill when students are required to express their thoughts in front of their classmates. More precisely, anxiety exists in oral courses more than the other courses; and it is easy to recognize anxious learners in the speaking skill more than the other skills (listening, writing, and reading). Anxiety of learners in speaking is generated by many factors which include shyness, lack of vocabulary, lack of preparation, inappropriate atmosphere, lack of self- confidence and self- esteem, teachers' authority and lack of interest, fear of making mistakes. Anxiety has a huge impact on learners' foreign language learning and speaking performance. It affects their performance achievements, progress and involvement and development in foreign language learning. We can differentiate between anxious and non- anxious learners through various physiological signs like shaking hands, sweat, hesitation and stopping in speaking, trembling, avoiding eye- contact with the teacher and the peers. Although anxiety has great effects on learners' learning and speaking performance, it can be reduced by a cooperative work between teachers and learners. To reduce learners' speaking anxiety and rise self confidence, teachers can use some strategies to motivate and encourage students to express themselves. Moreover, they can create a relaxed atmosphere, accept the mistakes, provide learners with authentic context, manage disruptive behaviors, vary the activities and avoid immediate correction…etc. In their turn, learners can make use of certain activities to lower their speaking anxiety like practice the language inside and outside the classroom, practice listening, develop their self- confidence and self- esteem, and face more often the audience and accept the criticisms.

Recommendations

We propose the following suggestions in order to help both teachers and learners to improve speaking skill and reduce anxiety:

1) Learners should be aware that anxiety is natural and it can be controlled and they should not be afraid of making mistakes because it is a part of the learning process

2) Learners have to practice the foreign language in order to increase their English proficiency and to reduce their anxiety.

3) Building good relationship between classmates in order to avoid shyness and fear of making errors while performing oral activities.

4) Be patient and eliminate the negative thoughts that cause panic because positive thinking is necessary.

5) Relaxation and feeling comfortable is the key of success in the classroom like: sitting in a comfortable and straight way, taking deep breath, stretching and have some muscle relaxation exercises which will turn nervous energy into a positive one.

6) Organizing ideas before expressing them.

7) Having a good and pleasant relationship with teachers during class time by greeting them and asking relevant questions.

8) Avoiding setting at the back of the classroom.

9) Teachers should create a friendly atmosphere to facilitate learning, by introducing some fun activities such as: songs and music activities, listening activities, games…etc.

10) Teachers should avoid interrupting students while speaking for correcting mistakes because it would be more secure to correct errors at the end of students' performance.

11) The teacher should create an enjoyable classroom by exchanging ideas, using authentic material to develop learners' communication strategies and to acquire new vocabularies.

12) The teacher should create an enjoyable classroom by exchanging ideas, using authentic material to develop learners' communication strategies and to acquire new vocabularies.

13) They should have a good relationship with their learners and be very patient in the classroom.

14) They can give learners opportunities to speak and encourage group and pair work, role play to carry out the lessons.

15) They should vary speaking activities make learners more motivated and willing to speak.

General Conclusion

Many EFL learners at the Department of English at Biskra University actually face various psychological difficulties when they want to speak in English. Anxiety is one of the most psychological factor that influences learners with a negative and harmful impact on their achievements in speaking performance. This study aims to investigate the effect of anxiety; precisely to what extent this phenomenon hinders EFL learners to achieve EFL oral proficiency. The research work also suggests some solutions and strategies to solve this problem and help EFL learners overcome and reduce their EFL speaking anxiety. The research methodology is descriptive following the qualitative method; learners' questionnaire and teachers' interview were the implemented tools to collect data. The study is divided into three main chapters. The first and the second chapters present a description of the variables and a review of related literature. The first chapter provides an overview of foreign language anxiety which permits a better understanding the problem. The second chapter describes and analyses the speaking skill. Lastly, the third chapter constitutes the practical part of the research work for analysis and interpretation.

Throughout the research we have found out that anxiety is one of the most significant obstacle to develop learners EFL speaking skill. Also, we have established that for the majority of EFL learners the development of their EFL speaking skills is their highest concern. Our main research hypothesis with respect to psychological state of learners and how it affects their oral performance in the foreign language has been confirmed. The suggested teaching strategies have proved to be effective means to attenuate the problem. We may conclude that EFL learners do face many difficulties when they speak the foreign language and anxiety represents a serious problem that hurdles learners when they use the foreign language in class.

Finally, we can we can say that a major solution to the problem is the use of some strategies from both learners and teachers in EFL classroom, that may lead to the overcoming of the EFL speaking anxiety.

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Appendices

Appendix I

The Students' Questionnaire

This questionnaire is an important data gathering for the achievement of a master dissertation. Our research work consists of investigating the Effects of Anxiety on English Foreign Language Learners' Speaking Performance. It probably deals with teachers' strategies in lowering and decreasing **"ANXIETY"** to improve EFL learners' oral performance. We are interested in your view-point since you present the source of this investigation and, consequently; your answers are very important for the validity of this research. As such, we hope that you will give us your full attention and interest.

Note: Anxiety: "subjective feelings of apprehension and fear associated with language learning and use" Richards and Schmidt (2002: 285).

Please read the questions carefully and then answer the questions by putting a tick in front of the most suitable answer for you and make meaningful statement whenever necessary.

Thank you very much for your cooperation

Section one: General information

1. Gender: male [ ]   female [ ]

2. Age: ………………………………..

Section two: Speaking skill

3. What do you think of the notion that: in order to learn a language you have to speak it?

- Agree ☐

- Disagree ☐

4. Do you think that the speaking is?

a- Very important. ☐

a- Important. ☐

b- Less important. ☐

c- Not important. ☐

5. Do you participate in the oral class?

-Always ☐

-Often ☐

-Sometimes ☐

-Rarely ☐

-Never ☐

6. In your opinion, the speaking skill is difficult because of:

a- Lack of accuracy and fluency. ☐

b- Lack of vocabulary. ☐

c- Lack of grammar. ☐

7. Do you think that the psychological factors have effects on learner's oral performance?

- Yes ☐

- No ☐

8. If yes, which of the following you consider the most influential?

- Anxiety problem ☐

- Shyness problem ☐

- Low self –esteem ☐

-Fear of making mistakes ☐

9. How do you evaluate your level of oral performance in English?

 - High ☐

 - Average ☐

 - Below average ☐

 - Low ☐

10. To what extent does the oral expression course help you improve your speaking skill?

a- Very much ☐

b- Somehow ☐

c- Don't know ☐

d- Not very much ☐

e- Not at all ☐

11. What are your strategies in maintaining the fluency of your speech?

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Section three: Foreign language anxiety

12. Do you think learning English as a foreign language is difficult?

- Yes ☐   - No ☐

13. Which of the following points you think most influential on foreign language learning anxiety?

a- Fear of negative evaluation. ☐

b- Learners' perception. ☐

c- Fear of testing. ☐

14. You feel anxious when you:

a- Read ☐   b- Write ☐   c-Speak ☐   d- Listen ☐

15. If you are an anxious speaker, you classify yourself as:

    a. A high anxious speaker. ☐

    b. An intermediate anxious speaker. ☐

    c. A low anxious speaker. ☐

16. When you present an oral performance in front of all the classmates, did you feel anxious?

-Yes ☐   - No ☐

Please,justify………………………………………………………………………………

………………………………………………………………………………………………

17. In the oral task, where do you feel more anxious?

    a. Oral presentation. ☐

    ☐

b. Free discussion.

c. Role play. ☐

18. In order to present a perfect speaking performance, do you think lowering your anxiety is:

a. Very important. ☐

b. Less important. ☐

c. Not important. ☐

19. Do you feel embarrassed when the teacher asks you to correct your own mistakes?

-Yes ☐   -No ☐

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

-Yes ☐   -No ☐

21. What is the kind of help that you expect from your teachers in order to reduce your anxiety?

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

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

Thank you for your contribution

Appendix II

The Interview of Teachers

Dear teachers,

The main aim of this interview is to shed light on some solutions and some strategies to overcome students' anxiety problems in speaking English as a foreign language. More precisely, it investigates how the teacher can explores this issue and suggest some solutions to help learners overcome this problem.

Thank you for your collaboration

Questions:

Q1: How would you describe your student's oral performance (good, medium, poor)?

Q2: What are the techniques you propose to make the students participate in classroom activities?

Q3: Do you think that anxiety is one of the main causes of the students under- achievement in oral courses?

Q4: What do you think about the impact of anxiety on foreign language?

Q5: What are the causes that you think are responsible for generating student's speaking anxiety?

Q6: Throughout your teaching experience, what are the characteristics (physical and psychological) of the students who are anxious in speaking?

Q7: How can the reduction anxiety students' in speaking performance are enhanced?

Q8: What do you advice anxious learners to do in order to lower their speaking anxiety?

Q9: What kind of speaking activities/techniques your students find more interesting?

Q10- What are the main motivational strategies you rely on in your oral class to rise student's self-confidence and self- esteem?

الملخص

تتناول هذه الدراسة التحقيق في آثار القلق النفسي على الأداء الكلامي للغات الأجنبي، إذ يعدُ مشكلة من المشاكل التي يعاني منها الطلاب أثناء الكلام،و هو من أبرز الظواهر النفسية التي أثارت جدلاً كبيراً في أوساط علماء النفس و الأساتذة، و بخاصة أساتذة التعبير الشفهي حيث تعيق تعلمهم و تمنعهم عن الأداء الكلامي. وللوصول إلى النتائج المرجوة اعتمدت هذه الدراسة على طريقتين: الطريقة الأولى هي الإستبانة الموجهة إلى مجموع 60 طالب في السنة الأولى ليسانس نظام ل.م.د لغة إنجليزية، و تهدف هذه الإستبانة إلى معرفة الأسباب التي تؤدي إلى قلق الطلبة أثناء الأداء الكلامي. أما الطريقة الثانية فتتمثل في المقابلة الموجهة لأساتذة التعبير الشفهي قسم اللغة إنجليزية بجامعة محمد خيضر في بسكرة بهدف معرفة أسباب القلق و أهم الحلول المقترحة لذلك.

ومن خلال ذلك تبيين أن الطلاب يشعرون بالقلق أكثر من مرة عندما يتحدثون، وذلك لأسباب مختلفة كعدم الثقة بالنفس و الخوف من الوقوع في الخطأ أو فقر قاموس المفردات. وعموماً فإن القلق هو سبب من الأسباب المعيقة لتحسين وتطوير مهارة الكلام. و عليه فإن هذه الدراسة تهدف إلى اكتشاف أهم الأسباب المؤدية إلى هذا القلق أثناء استعمال الطلبة للغة الأجنبية، و كما تتعامل مع استراتجيات المعلم في التقليل من القلق لتحسين أداء الطلاب. وكما تسعى هذه الدراسة إلى إيجاد حلول و تقنيات في ضوء الدراسات المتعددة التي تطرق إليها العديد من الباحثين، ومن شأنها أن تمكن المتعلمين من تحدث اللغة الأجنبية بطلاقة.