People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

The Impact of Language Anxiety on EFL Students' Speaking Skill

The case of first year LMD students at the English Branch in the University of Mohamed Kheider Biskra

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

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Academic Year: 2016

Dedication

In the name of Allah, Most Merciful, Most Compassionate

I dictate this work to

My dear mother Allag Akila

And

My beloved father Rebbouh Mabrouk

Thank you for all your encouragement and love

May Allah Bless you now, and forever

To my brothers: Mouhammed Bahaa Elddine and Abd El ouahab

To my sisters: Kamilla, Rima, Soulef, Nadjette, Samiha, Randa, Achouag

To my nieces and nephews

Dounia, Anas, Yehya, Mouad, Aya, Manar, Adem, Wassim

To my Future husband Moussaab

To my brother Abd El Aali

Whom I wish the best to them

To my close Friends

Khaoula, Atika, Aicha

Without forgetting my special friends in the campus:

Hadjer, Manel, Khayra, Rachda, Sara, Selma, Asma, Afaf,

Hassiba, Houria, Hanan, Ilhem, Amira, Imen, Amel

To All the extended Family

For their unconditional support and encouragements

Acknowledgments

First, I would like to thank Allah for giving me strength

And energy to complete this work

With profound gratitude I acknowledge this research to my

Supervisor Mr. Slimani Said

For his constant help, precious suggestions, valuable source of

Information and support

I am also grateful to the members of jury

Dr. Meddour Mestapha

Mrs. Aichaoui theldja.

For their precious time and interest they are giving to my work

I must acknowledge all the participants, who have willingly collaborated in

The answering of the questionnaires

Finally, we owe special note of gratitude to all the people who supported and

encouraged us throughout the years of our educational career.

Abstract

During the process of learning English as a foreign language, learners are suffering from a very important issue that is called 'foreign language anxiety'. The present study attempts to investigate and shed the light on the impact of language anxiety on EFL learners' speaking skill. Furthermore, it aims to realize three main objectives. First, it aims to suggest the necessary strategies, through which first year English students, in the English branch (Biskra University) can easily reduce their anxiety, get involved in classroom interaction and develop their speaking skill. Second, to identify the causes of anxiety by EFL learners. Third, to provide teachers and students with recommendations in order to overcome anxiety and achieve better results. This research has followed a descriptive method, because among all the scientific methods of research, it is the most adequate one to deal with this topic, and to confirm or reject our hypothesis. Moreover, we have designed two main questionnaires as the best instrument to collect a considerable amount of data. The first questionnaire was designed to a sample of 80 students of first year LMD at the branch of English at Biskra University. The second questionnaire was delivered to five oral expression teachers at the same division. The findings of this study have shown that most of EFL learners feel anxious when they come to speak English, mainly because of anxiety and other different factors such as the lack of vocabulary, the lack of self-confidence, and fear of making mistakes…etc. The outcomes also show plenty and diverse strategies that learners and teachers can depend on to minimize FL anxiety, and lead to students' better speaking performance. The findings prove the hypothesis, which states that if first year LMD English students of Biskra University are aware of their difficulties in the mastery of speaking English as a foreign language, and have a good commend of some speaking strategies, they will overcome their anxiety and achieve better results. Thus, if we look for affective procedures to reduce it, we may help learners to enhance and promote their speaking performance.

List of Abbreviation

CA: **C**ommunication **A**pprehension

EFL: **E**nglish as a **F**oreign **L**anguage

EVTA: **E**xpectancy- **V**alue **T**heory of **A**nxiety

FL: **F**oreign **L**anguage

FLA: **F**oreign **L**anguage **A**nxiety

FLC: **F**oreign **L**anguage **C**lassroom

FLL: **F**oreign **L**anguage **L**earners

FNE: **F**ear of **N**egative **E**valuation

LMD: **L**icense, **M**aster, **D**octorate

SL: **Se**cond **L**anguage

TA: **T**est **A**nxiety

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General Introduction

One of the most important processes that many people are interested in is teaching and learning English as a foreign language. It is constructed on some basic skills that are essential to accomplish the process; they are categorized into two types: the first one requires receptive skills, which entails reading and listening. The second type involves the productive skills that are writing and speaking. This latter has a crucial part in the process of teaching and learning English as a foreign language; therefore, English learners need to practice and develop it. However, speaking the second language is a difficult task for most learners. This difficulty in speaking is a result of various factors especially the psychological ones, such as: shyness, fear of making mistakes, anxiety …etc, that hinder them from speaking freely. Anxiety, for example, is a complex phenomenon that the majority of students encounter in learning to speak. When they feel anxious, they are unable to speak and cannot show their full potential in doing so even if most of them have many ideas and answers but cannot express them. In short, anxiety has a negative impact on EFL learners' performance and achievement. That is why EFL teachers are in continuous search of what may help their learners to decrease their rate of anxiety. In addition, teachers are doing huge efforts to explore and find ways that can really help learners to overcome their anxiety. In addition, many researchers proposed different motivational strategies, which take a great part in the process of teaching and learning English as a foreign language.

1. Statement of the problem

Students often complain about being anxious while learning to speak English as foreign language in oral expression sessions and claim to have a mental blockage against learning this foreign language. This issue needs a deep investigation and a careful data analysis on the part of the researchers. Other researchers in our department have previously taken this area of research: however, there were important points, which have not been dealt with, like the signs of FL anxiety; In addition to taking the learner into consideration as an important exaggerated component in the learning process. For those reasons that we divided to conduct this research as to look for the causes of FL anxiety, and the strategies that ought to be used by the teacher to reduce these affective factors.

2. Limitation of the Study

The research will deliberately focus on

1. Finding and providing solutions to help students in developing their speaking ability

2. Finding out the causes of anxiety that affect the students' speaking skill.

3. Aim of the study

The main objective of our research is to shed some lights on:

1. Finding strategies through which first year English students can easily reduce their anxiety get involved in classroom interaction and develop their speaking skill.

2. Identifying the sources that cause anxiety by the learners of English as a foreign language.

3. To provide students and teachers with recommendations to overcome their anxiety and achieve better results.

4. Significance of the Study

Our dissertation is going to undertake about FL anxiety. Because, all students are facing problems in learning the speaking skill; one reason is because most learners are anxious and afraid of being part in a conversation and hence leads to the lack of practice. Therefore, teachers should be aware about developing their students' speaking ability, by applying different techniques and strategies. For that, we find this area of research very beneficial for us as future teachers. By reading this work, the causes of FL learners' anxiety while speaking the English language will be exposed.

5. Research Questions

The present research seeks to answer a number of questions

1. Do students have sufficient knowledge about how to perform some strategies of the speaking skill?

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

3. How can teachers reduce their students' foreign language classroom anxiety?

6. Hypothesis

If first year LMD English students of Biskra University are aware of their difficulties in the mastery of speaking English as a foreign language, and having a good command of some speaking strategies, they will overcome their anxiety and achieve better results.

7. Research Methodology and Tools

7.1. The Sample of the Study

The sample of the study will be selected randomly to avoid any kind of subjectivity, and since it is impossible to deal with the large number of students, we will take a sample and apply the results overall population which is first year LMD students at the English department in the university of Mohamed Kheider Biskra.

7.2. Research method

In the current research we will proceed through a descriptive method, because among all the scientific methods of research, it is the most adequate method for this study through which we can define and describe the nature of the variables of the study; the nature of speaking and foreign language anxiety.

7.3. Research Tools

To answer the research questions, a questionnaire will be administered (randomly) to first year LMD students of the English department at Biskra University. In this study,

the questionnaire is very important research tool for data collections and it will be more useful in helping us to get a better understanding of students' difficulties in learning English and identifying the main causes of anxiety and its influence on their speaking abilities. The second questionnaire is a semi-structured one, which will be devised to oral teachers to collect data about students' feeling of stress in oral expression module and to see their opinion about the causes of speaking anxiety they may observe through students' performance.

8. Structure of the Dissertation

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

Introduction

In the process of learning English as foreign languages, students can encounter a variety of difficulties especially when they speak in front of an audience. Mainly the most common difficulty is anxiety that hinders them from developing their speaking proficiency.

In this chapter, we try to give clear insights about this issue of foreign language anxiety. We begin by exposing the definition of FL anxiety, its types (trait anxiety, state anxiety and situation-specific anxiety) and its impact on students when learning a foreign language (facilitative and debilitating).Then, the characteristics of anxiety. After that, we display the theories of anxiety (generalized theories, situation-specific theories and contextual theories). In addition to the learner differences (introverted and extroverted), that may affect the acquisition of a second language. Moreover, we present the importance of speaking skill. Finally, we shed the light on the strategies used by both the instructor and the learners to minimize classroom-speaking anxiety.

1- Definition of foreign language anxiety

Many learners in EFL classes are facing a very common obstacle, which is anxiety; it prevents them from developing their speaking skill, and harms their performance and as well their achievement.

Oxford Advanced Learners Dictionary (2000, p.48) defines anxiety as "The state of feeling nervous or worried that something bad is going to happen". In addition to that, many researchers have defined the concept of anxiety, each one according to his/ her points of view.

When speaking about anxiety in the classroom, we can find Hortwitz et al. (1986) define anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to the classroom language learning arising from the uniqueness of the language learning process"(cited in Lian and Budin, 2014, p.70).

Moreover, Scovel (1978) viewed language anxiety, as "it is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry" (Cited in Brown, 2000, p.150-151).

Kondo and Young (2004) argued that "foreign language anxiety could have a negative impact on learners' performance" (cited in Kao and Craigie, 2010, p.51). For Spielberger (1966), anxiety is "subjective, consciously previewed feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system" (cited in Ching and Wu, 2004, p. 290). In adition to Scovel (1991), anxiety is "the state of uneasiness, or fear in a threatening situation" (cited in Koksal, 2014, p.200). Then we have Brown (1993) who viewed that "anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension and worry" (cited Yahya, 2013, p.229).

Although, second language researchers, and learners are aware that anxiety is associated with language learning and it hinders the learning process, language anxiety has been neither precisely defined nor its effects on language learning specifically described.

2- Types of foreign language anxiety

Foreign language anxiety is one of the most difficult obstacles that are prevalent found frequently among the majority of foreign language students in their attempt to speak. Nevertheless, they experienced it at different levels. According to the researchers such as: MacLntyre and Gardner (1989), anxiety is often classified into three main types: trait, state, and situation-specific anxiety (Cited in Huang, 2012, p.1520).

2.1. Trait anxiety

According to Levitt (1980), Trait anxiety is "a constant condition without time limitation". Based on this definition, Individuals, who experience an anxiety trait, will tend to experience trait anxiety all the times and whatever the situation is. People who develop a more anxiety-trait are much more prone to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations (Spielberger, 2005). Unlike people who suffer from state anxiety, a person who is trait anxious is likely to feel anxious in a variety of situations (Woodrow, 2006). As cited in Djebbari (2013, p.55) trait anxiety is rather steady personality quality, it is "an individual's likelihood of becoming anxious in any situation" (Spielberger), (Cited in MacLntyre and Gardner (1991, p.87). Pappamihiel (2002) argues that trait anxiety is "the tendency of a person to be nervous or feel anxious

irrespective of the situation he/she is exposed". Such type of anxiety is related to the person character, also it is difficult to deal with, and hard to overcome it, for that trait anxiety will hinder language learning (Cited in Riasati, 2011, p. 908).

2.2. State anxiety

The second type of anxiety was called state anxiety, Maclyntyre (1999) defined it as "the moment-to moment experience of anxiety" (Cited in Zsuzsa Toth, 2010, p. 6). If it means something, it means that it happens in particular situation. For example, when students have an examination, they feel anxious and that affect their ability to succeed. Maclntyre and Gardner (1989) argued that this type of anxiety appears in a particular situation and it is not permanents. In addition, it happened when the learners are exposed and responses to a specific situation that is stressful to them. For example, in the classroom, when the teacher called the learners to speak, there are some students feel anxious and cannot express what they really want to say. The positive side of this type of anxiety is that it diminishes over time, as the learners feel comfortable with the teacher. It is fact that state anxiety prevents the learner from achieving their desired goal, but it is not harmful as trait anxiety. Unlike trait anxiety, state anxiety is not enduring characteristic of an individual's personality as Spielberger (1966) stated "transitory state or condition of the organism that varies in intensity and fluctuates overtime", for instance, the apprehension that a learner experiences before taking an examination (Spielberger) (Cited in Wilson, 2006, p.42).

2.3. Situation-specific anxiety

Situation-specific anxiety is defined as "an individual tendency to be anxious in a particular time and situation". In addition, it can be classed as a subcategory of trait anxiety experienced at a given context (cited in Yusuke Kondo, p. 130). Situation specific-anxiety is considered to be "the probability of becoming anxious in a particular type of situation, such as during tests (labeled as 'test anxiety'), when solving mathematics problem ('math anxiety'), or particularly when speaking second language ('language anxiety')", (Maclntyre & Gardner, 1994, p. 2). (As cited in Djebari 2013, p.55), situation specific anxiety, refer to the constant and multifaceted nature of some anxieties (Maclntyre and

Gardner, 1991. Cited in Horwitz, 2001, p.113). A specific type of situation or event such as public speaking, examination, or class participation arouses it (Ellis, 1994, p. 480).

To conclude this point, however the three type of anxiety, trait, state or specific-situation; it has a great impact on learners from acquiring the language.

3- The Impact of anxiety in learning a foreign language

In 1970, Kleinmann divided anxiety into two basic constructs, facilitating and debilitating anxiety (Scovel, 1991), with the former is asset to performance, and the latter is harmful to performance (cited in Rebecca, 2011, p.66).

3.1. Facilitative anxiety

Anxiety in itself cannot be negative most of the times and in supporting to this Maclellan (1986, p. 40) stated that:

> *"Anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety-producing situation. A lack of anxiety may result in an "I-don't-care" attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however, are beneficial. They supply motivation and added energy and increase one's ability to focus on the task at hand. On the other hand, too much anxiety can be damaging, causing "hyped-up" and jittery feelings so intense that effective use of energies towards achieving a goal becomes impossible"* (cited in Binti Abdul Aziz (2007, p. 06)

A low level of anxiety can be helpful for learners to enhance their learning and speaking performance in particular. According to Scovel (1978), facilitating-anxiety keeps the learner motivated and 'fight' the new information and pushing them to do more efforts to reduce the negative impact of anxiety (cited in Ellis, 1994, p.). Moreover, Dorney (2005) claimed that anxiety not only hinder achievement but in some cases improved and developed it. Brown (2000) claims that: facilitative anxiety is one of the beneficial keys that lead to success closely related to competitiveness. This means that facilitative anxiety affects language learning positively. According to Scovel (1978), this type of language

anxiety can play a major role to keep students aware of what will happen in their performance in the foreign languages (Cited in Arnold, 1999, p. 61).

3.2. Debilitating anxiety

No one be able to achieve things perfectly without certain amount of anxiety, whereas too much anxiety may just spoil the learning and prevent the ability to achieve better results. Eherman (1996) stated, "Debilitating anxiety inhibits learning" (cited in Takayuki, 2008, p.13) Horwitz et al (1986) claimed that, classroom-speaking anxiety has the debilitating affect on student's language learning and performing. It means that, this type of anxiety focused and affects learners' speaking performance in a negative way. Therefore, Arnold (1999, p.60), claims that: learners need to avoid this kind of anxiety because of its negative effects that threaten their learning and goals achievement.

Despite the fact that researchers have distinguished two forms of anxiety, some researchers have been suggested that the learner as Scovel (1978) can simultaneously experience facilitating and debilitating anxiety. He stated that they "work…in tandem, serving simultaneously to motivate and to warn, as the individual gropes to learn an ever-changing sequence of new facts in the environment" (cited in Jean, 2006, p. 46).

Yerkes – Dodson Law (1908) presented a clear graph describing the relationship between the level of anxiety and performance.

Optimal Level of Anxiety
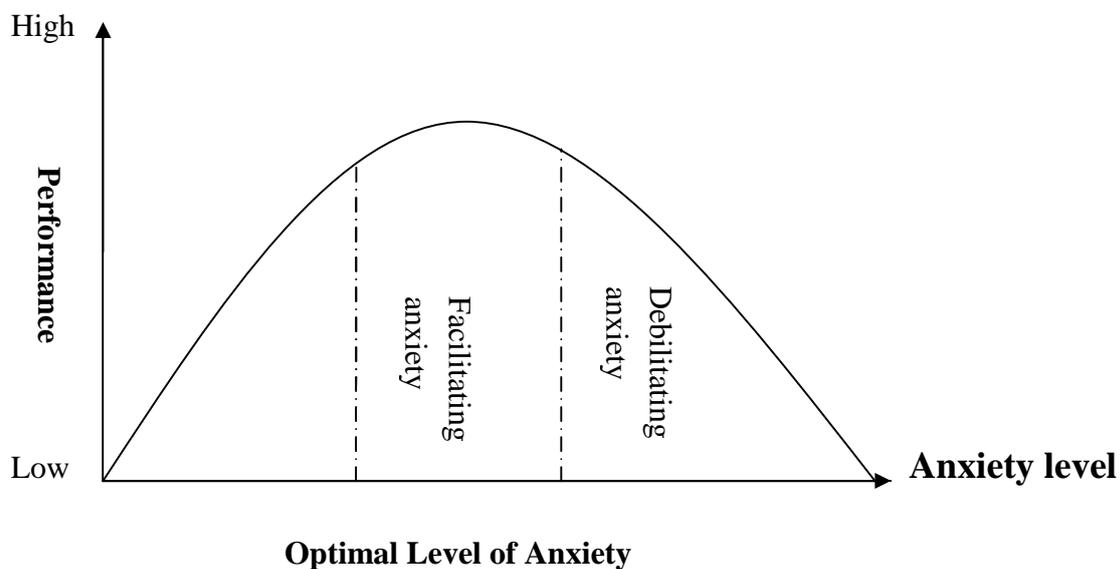
Figure (01): **Inverted U-Shaped Relationship between Anxiety and Performance** (Cited in Takayuki, 2008, p.14)

In this graph, Yerkes and Dodson used an inverted U. They pointed on the horizontal axis anxiety, and on the other axis vertical, they pointed performance. They claimed that the level of facilitative or debilitative anxiety depends on the individual and they considered this dichotomy as personal and subjective one (ibid). For example, during an exam, there are two students of English as a foreign language. One of them has a facilitator type of anxiety, to succeed and to get a good mark while the other one has debilitating anxiety type he strict himself in one situation, he did not work hard but he worries about the bad mark that he is going to get.

To conclude this point, the difference between the two types of anxiety is that facilitating anxiety has a positive effect on the learning process. Whereas, debilitating anxiety has a negative effect on the learning process.

4- Characteristics of anxiety

The essential feature of anxiety is worry, which has been defined by Vasey, Crnic, and Carter (1994) as "an anticipatory cognitive process involving repetitive thoughts related to possible threatening outcomes and their potential consequences" (cited in Huberty, 2009, p.12). This means that when the individuals thinking negatively about the negative side of things, they just expected that the bad things would happen to them, and that feeling will make them worried all the time. Since anxiety has a great influence on learning English as a foreign language, it is essential to discover the different perspectives. Students whom suffering from language anxiety are characterized by many features affected them cognitive, behavioral, and Psychological, which make them different from other students. Huberty (2009, p.14) made this table to show the different dimension and its own feature:

Cognitive	Behavioral	Physiological
Concentration problems.	Motor restlessness.	Tics.
Memory problems.	Fidget.	Recurrent, localized pain.
Attention problems.	Task avoidance.	Rapid heart rate.
Oversensitivity.	Rapid speech.	Flushing of the skin.
Difficulty solving problems.	Erratic behavior.	Perspiration.
Worry.	Irritability.	Headaches.
Cognitive dysfunctions	Withdrawal.	Muscle tension.
-Distortions.	Perfectionism.	Sleeping problems.
-Deficiencies.	Lack of participation.	Nausea.
Attribution style problems.	Failure to complete tasks.	Vomiting.
	Seeking easy tasks.	Enuresis.

Table 01: Primary Characteristics of Anxiety   (Huberty, 2009. P.14)

Thus, anxiety influences foreign language learners cognitively, behaviorally, and physiologically which prevent them from developing and improving their level and proficiency in speaking skill. In addition, it can discourage them from involving and

participating inside the classroom. As a result, if anxiety is not reduced, it will become more than just a negative emotion and can arise into phobia or other dangerous disorders.

5- Sources of foreign language anxiety

In the process of foreign language, learning anxiety may occur in the main skills of the foreign language learning, and the most observed that, anxiety is more related to the speaking skill. Toth (2008) found that "communication apprehension, fear of negative evaluation, and test anxiety are all important elements which constitute the construct of foreign language anxiety" (Cited in Elden D. Orbeta, 2013, p. 159). That means the main three sources of foreign language anxiety are as follow: communication apprehension, test anxiety, and fear of negative evaluation.

5.1. Communication-apprehension (CA)

Communication apprehension is what learners think of foreign language anxiety as Hortwitz, Hortwitz, & Cope, (1986, p.127) defined it as "a type of shyness characterized by fear or anxiety about communicating with people". Those learners who disbelief their oral communication skills, speaking and listening, they feel uncomfortable when communicating in public. Horwitz et al (1986), asserts that: communication apprehension refers to a type of anxiety occurs when people feel shy and uncomfortable while communicating with others. It is more relevant to EFL classes where learners have problem of controlling a situation, and both teacher and classmates evaluate their performances (cited in Ohata, 2005, p.4). In other words, communication-apprehension is the learner's failure to understand others communication and make them comprehend what he or she is saying, because of his bad self-perceptions. (Macintyre&Gardner (ibid). MacCrosky (1977) agreed that communication apprehension refers to the fear of communicating with one person or persons. It occurs when the learners did not have the suitable amounts of ideas and thoughts, and that bad thing creates the fear of communicating with others (ibid).

5.2. Test anxiety (TA)

When speaking about test-anxiety, we obviously can recognize that this source of anxiety is of test-related, and then we can define it as worry and fear which learners experience before and during a test. Sarason (1984) defines test-anxiety as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation" (cited in Chan Wu, 2004, p. 293). That is to say, test-anxious learner suffers from the fear of bad evaluation by the instructor as Hortwitz et al (1986) claimed that test-anxiety refers to a type of performance anxiety in which the learner feels the fear of failure and doing badly in a test. Learners who suffered from test anxiety are those who consider learning a foreign language and specifically the oral production as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills. Students in this type require themselves to reach the highest point in test performance. If not they will be under the concept of failure (Cited in Dorney, 2001, p.125).

5.3. Fear of negative evaluation (FNE)

As a third component, fear of negative evaluation is an extension of the second component (test anxiety) of FL anxiety; they are nearly the same because it is not limited to test-taking situations; rather it may occur in any social, evaluative situations (Horwitz et al, 1986. Cited in Tanveer, 2007, p.14). In addition, the fear of negative evaluation might be of the teacher or of classmates through their reactions and gestures (Shams, 2006, ibid). All of the three components (communication apprehension, test anxiety, and fear of negative evaluation) have great effects on the foreign language learning; they are closely related to each other, they hinder the learners and affect their communicative abilities.

6- Theories of anxiety

According to Pappamihiel (2002, p.329), anxiety theories comprise of three basic theories; firstly, generalized theories, which contain two models Pekrun's (1992) expectancy-value theory of anxiety (EVTA) and Bandura's theory of self–efficacy (1991). Secondly, situation-specific theories concerned with trait, state, and situational anxiety, and

the last one is the contextual theories. We transformed the information under a form of diagram in order to present a clear view about anxiety theories:

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                          ┌──────────────────┐
                          │ Anxiety Theories │
                          └──────────────────┘
            ┌───────────────────┬───────────────────────┐
            ▼                    ▼                        ▼
  ┌──────────────────┐  ┌──────────────────┐   ┌──────────────────┐
  │   Generelized    │  │    Situation-    │   │    Contextual    │
  │     theories     │  │ Specific heories │   │     theories     │
  └──────────────────┘  └──────────────────┘   └──────────────────┘
            │                    │
            ▼                    ▼
  ┌──────────────────┐  ┌──────────────────┐
  │    Pekrun's      │  │  State, Trait, and│
  │ expectancy-value │  │ situational anxiety│
  │ theory of anxiety│  └──────────────────┘
  │  (EVTA) (1992)   │
  └──────────────────┘
            │
            ▼
  ┌──────────────────┐
  │ Banduras' theory │
  │ of self- efficacy│
  │      (1991)      │
  └──────────────────┘
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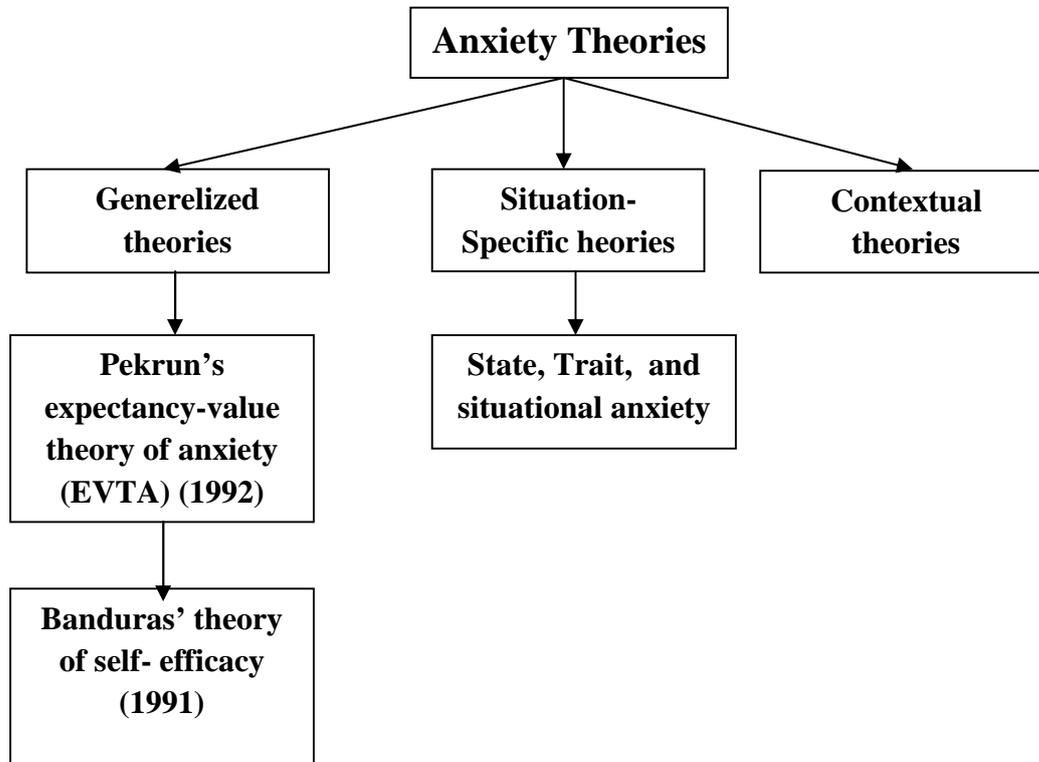
 Figure (02): Anxiety Theories

6.1. Generalized theories: anxiety as elf-efficacy and appraisal

As cited in Pappamihiel (2002, p.329), Pekrun's (1992) expectancy-value theory of anxiety and Bandura's (1991) theory of self-efficacy are two models that led the general theories adapted in their investigations on anxiety. These models use different ways of assessment to conduct and present explanations about anxiety responses in individuals. Pekrun (1992) and Bandura (1991) demonstrated that when a study is conducted to look if a situation is threatening or nonthreatening individuals with anxiety, two concepts worry and destruction related to the situation. Then, related to individual's ability when dealing with such situations.

6.1.1. Pekrun's EVTA model (1992)

Pekrun (1992) insisted on the assessment of a threatening or nonthreatening situation, "Appraisals of a situation as being threatening or not" (Pappamiehiel, 2002, p.329), in addition, how may an individual solved an issue in such a situation "Appraisals about one's ability to initiate and carry out an effective solution" (ibid).

6.1.2. Bandura's self-efficacy theory (1991)

Bandura (1991) posits that when a situation is perceived threatening, the resultant anxiety is dependent on an individual's awareness of his/her ability to deal positively with that threat or risk. In other word, he concentrated on an individual ability to deal positively with a threatening situation. In addition, he additionally argues, "self-esteem can act as a mitigating factor in anxiety producing circumstances" (Cited in Pappamihiel, 2002, p.329). For example, when students are continually preoccupied with the threat a learning situation poses, they cannot fully concentrate on the task, and that will affect his performance.

6.2. Situation-specific theories

It consists of three different theories state, and situational theories, situation-specific anxiety, and contextual theories).

6.2.1. State, trait, and situational theories

Vasey and Daleiden (1996) viewed that, it is very important to differentiate between anxious individuals who are often and those who are not, because the level of anxiety is not the same, some individuals are more prone to anxiety rather than others (cited in Pappamihiel, 2002, p.330). In this regards, Spielberger (1983) provides a description to this differentiation as the state/trait dichotomy, he claimed that, trait anxiety is the high level of anxiety the individual experiences in different situations. However, state anxiety is when an individual can assess and predict the situation in which anxiety occurs, and it is a type of social anxiety (ibid).

6.2.2. Situation-specific anxiety

Later on, depending on the study of Spielberger (1983), Macluntyre and Grander (1991) illustrated another type of anxiety the so-called: situation-specific anxiety. This kind of anxiety occurs when an individual faces a threat in any situation rather than others. For instance, in a situation like English as a foreign language, a teacher asked his learner to write an essay in his target language in English, he will write it without any kind of anxiety. Nevertheless, when the teacher asked him again to write the same essay in French, the student's anxiety level rise to the top (cited in pappamihiel, 2002, p.330). Horwitz, Horwitz, and Cope (1986) suggested that foreign language anxiety is a cause of three main factors: fear of negative evaluation, test anxiety and communication apprehension (ibid).

According to McCrosky (1977), communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people (cited in Horwitz et al, 1986, p.127). In addition, the fear of negative evaluation might be of the teacher or of classmates through their reactions and gestures (Shams, 2006. Cited in Tanveer, 2007, p.14). For Sarason (1984), test-anxiety is "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation" (cited in Chan Wu, 2004, p. 293).

6.3. Contextual theories

Bandura (1991, p.331-332), claims that "Past success, vicarious experiences, and social persuasion" are the causes that correlates the high level of anxiety with self-efficacy". It means that, students are often at risk because, in many cases, they lack vicarious experiences and social persuasion that would provide successful models and encouragement from others (Cummins 1996.ibid).

7- Learners' differences

7.1. Introverted and extroverted learners

A number of personality traits may affect the process of learning English as a second language, and this can prevent the development of learning and discourages risk-taking,

which is necessary for the continuity of student's performance and achievement (Lightbown & Spada, 2006).

Eysenk (1981) has summarized the most important points about the different aspects and factors regarding extraverts-introverts and learning.

➢ Reward enhances the performance of extraverts more than introverts, whereas punishment impairs the performance of introverts more than extraverts.

➢ Introverts are more susceptible to distraction than extraverts are.

➢ Introverts take longer than extroverts to retrieve information from long term or permanent storage, especially non-dominant information.

➢ Extraverts show better retention test performance than introverts at short retention intervals, but the opposite happens at long retention intervals (cited in Pazouki and Rastegar, 2009, p.80).

According to Cheng, Horwitz and Shallert (1999), "anxiety is said to be strongly associated with low self-confidence and with introversion. Introverts tend to have higher anxiety levels than extroverts and take longer to retrieve information" (cited in Stella Hurd). It is obvious that, introverts learners are affecting by anxiety more than extroverted learners and that because they are less motivated to learn than extroverts are. McClangham (2000, p.82), provided us with some differences between introvert and extrovert learners, he viewed that introvert learners prefer to study alone, they did not support group work, and they wanted to understand the world, but they need time and space for that. On the other hand, extrovert learners prefer to interact and share ideas with others, and like working on group and enjoy solving problems and things that raises their curiosity. In addition, they like to tackle with different subjects, but more details makes them bored.

As cited in Bayn (1997, p.28), Bayn (1988) proposed the following table that shows the differences between extraversion and introversion associated with behaviors and attitudes of the EL preference:

Extroversion	Introversion
➢ Prefer the outer world of people and things to reflection. ➢ Active. ➢ Gain energy from others. ➢ Want to experience things in order to understand them. ➢ Work by trial and variety.	➢ Prefer reflection and the inner world of action. ➢ Prefer writing to talking. ➢ May enjoy social contact but need to recover from it. ➢ Like a quiet space to work in.

Table 02: **Differences between Extraversion and Introversion.**

8- The importance of speaking skill

Despite the fact that the speaking skill is a crucial part in second language learning and teaching, it reflects people's way of thinking and personalities. Supporting this, Ur (1996) stated that:

> *"... of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak"* (cited in Doam Linb Chi, 2011, p.213).

This extremely shows how speaking is very important than the other skills, listening, reading, and writing. For many EFL learners, it is the most favorable one, because speaking id the ideal way to express their feelings and desires. Renandya (2010) argued that, "only perfect practice makes perfect" this implies that students should practice well in order to create a great results. Therefore, teachers should play a major role in helping their students to practice and develop their ability to interact with others successfully (Ibid).

9. Strategies to overcome classroom-speaking anxiety

Since anxiety is one of the main factors that hinder students from fulfilling their goals in their learning process, they must do their possible to stop its damages. Besides, they should know that if there is a will, there is a way and to any problem, there is a solution. They just need to be patient and change certain behaviors and go hand in hand with their teachers. Hence, researchers have been investigating some strategies that may help students to reduce their speaking anxiety. The learners themselves can easily use these strategies; it is also a way to promote their autonomy and take more responsibilities in their processes of learning the language. Other strategies have suggested as well for teachers who may effectively apply them in their oral classes. Thus, the teacher helps his students to understand and overcome their fears and anxiety by working as a guide or a motivator, sometimes even as a psychologist.

9.1. Strategies used by learners to reduce their speaking anxiety

Speaking anxiety in EFL classes is the most harmful issue that many students encounter in their attempt to speak in the classroom. In order to overcome their anxiety, it is beneficial for them to be aware about the different ways that can assist them. Tseng (2012, p: 75), suggested some points to follow:

➢ Observe and identify thoughts that cause the emotion of fear, which has no strong foundation and it, is unjustified. Thinking positively is so deeded, it must taking into account that mistakes are part of learners' learning process and every one can make them. It is also important to know that perfection does not mean success because it is possible objective and it is not needed for succeeding.

➢ Relaxation is the key to make anxiety vanishes or decrease by following some simple steps during the class such as: sitting in a comfortable and straight way, take slow and deep breaths, stretch and have some muscle relaxation exercises, which will turn nervous energy into a positive one.

➢ Think and organize your ideas before expressing them, which are related to vocabulary, structure, intonation.

➢ Successful communication is achieved by the concentration on the message itself to be believed not on the people and making mistakes in the message is not a problem.

➢ Be friendly and socialize with your surroundings in order to feel comfortable when speaking with them.

➢ Have a pleasant relationship, interact with the teacher during class time by greeting them, and ask relevant questions.

➢ Avoid setting at the back of the classroom, and move forward in front to the person you want to speak to facilitate speaking.

➢ Self-confidence is so important in learning process. So building self-confidence depends on the amount you practice speaking English because as more as you speak you will fulfill your confidence in speaking.

9.2. Strategies used by instructors to reduce learners' speaking anxiety

In order to help students diminish their anxiety, teachers may apply certain strategies that are important and effective in their classes. Tseng (2012, pp. 85-86) proposed 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 putting 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 fine activities like: song activities, listening activities 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.

Furthermore, Jane Arnold (1999, p.67): proposed other suggestions that can be used by the teachers to reduce language anxiety:

➢ Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem.

> ➤ Boost the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in the language.
>
> ➤ Encourage moderate risk-taking and tolerance of ambiguity in a comfortable, non-threaten environment.
>
> ➤ Reduce the competition present in the classroom.
>
> ➤ Be very clear about classroom goals and help students develop strategies to meet those goals.
>
> ➤ Give students permission to use the language with less than perfect performance.
>
> ➤ Encourage students to relax through music, laughter or games.
>
> ➤ Use fair tests with unambiguous, familiar item types.
>
> ➤ Help students realistically assess their performance.
>
> ➤ Give rewards that are meaningful to students and that help support language use.
>
> ➤ Provide activities that address varied learning styles and strategies in the classroom.
>
> ➤ Enable students to recognize symptoms of anxiety and identify anxiety-maintaining beliefs.
>
> ➤ Help students practice positive self-talk (self-encouragement) and cognitive 'reframing' of negative or irrational ideas.

Applying different strategies in classes plays a significant role in encouraging students, and motivating them to enjoy their language learning in one hand, and to push them to change certain negative emotions as anxiety, different fears, and lack of confidence. However, the most important idea is that the teachers have to be aware about how and when to use them in order to fulfill their goals and to cover the maximum students' different styles of learning. In addition, make them have a desire to acquire their language.

Conclusion

Foreign language teachers and learners should be aware about the FL anxiety, as an obstacle that hinders them from achieving their goal, especially in the case of learning a second language. To sum up, this chapter dealt with different sources to give definitions of FL anxiety, its types: (trait, state, and situation-specific anxiety), the impact of anxiety in learning a foreign language (facilitating and debilitating). In addition, we dealt with some

characteristics of anxiety classified into three main types: (cognitively, behaviorally, and physiologically) then, we moved to the main sources of anxiety (communication-apprehension, test anxiety, and fear of negative evaluation). In addition, we explored the theories of anxiety (generalized theories, situation-specific theories, and contextual theories) and learners' differences. Then, we express the importance of speaking skill. The last point that we dealt with in this chapter is, some strategies that can be used by both instructors and learners to reduce FL classroom anxiety.

Introduction

A great portion of the world's language learners study English in order to improve their proficiency in speaking. They often need to be able to use the target language to achieve communicative purposes. Richard and Renandya (2002, p.201) noted that speaking is used for many different purposes. It can be used in casual conversations, to make social contact with people, or to establish relationships, to discuss with someone, to seek or to express opinions, to persuade someone about something. Also, it is used to clarify information, to give instructions or to get things done by others. In addition to all these, speaking helps us to describe things, to explain about people's behaviour, to make polite requests, or to entertain people with jokes and anecdotes.

In this part of research, we will deal with issues about speaking, its different definitions, types (imitative, intensive, responsive, interactive, and extensive), and the differences between the two productive skills (speaking and writing). Some speaking difficulties (slips of the tongue, slips of the ear, tips of the tongue phenomenon, contractions, colloquial language, and stress, rhythm and intonation) as well as students' psychological problems. We will also try to shed some light on teachers' strategies in developing the speaking skill.

1. Definitions of speaking skill

As it noted at the beginning of this work, the aim behind learning a foreign language is to speak and to communicate using that language. There are several definitions of speaking that have been proposed by some or several experts and institutions. According to Chaney (1998), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (cited in Kayi, 2006, p.1). It means that speaking is the most commonly used form of communication, both in everyday life and in the classroom settings.

EFL learners need to develop their oral proficiency in a confident and comfortable way. Since speaking is generally accomplished via interaction with other speakers. Nunan (2003, p.48) argued that, "speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning". This widely accepted view of speaking as a skill led the teaching and learning community to consider it a feature that can be

practiced and mastered and subsequently taught. As noted by (Brown, 1994; Burns and Joyce, 1997,) speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (cited in Florez, 1991, p.1).

Luoma (2003, p.20) puts out the significance of speaking skills that consist one of the prerequisites of the teaching/learning process; and therefore, EFL learners should adapt themselves to develop their oral language proficiency " teaching and testing experts often talk about speaking as a technical term to one of the various that language learners should develop and have. For Gumperz (1999), "speaking is cooperatively constructed which is based on contributions, assumptions, and interpretations of the participants utterances" (cited in Nazara, 2011, p.30) .Hedge (200, p.261) views that speaking is "a skill by which they (people) are judged while first impressions are being formed". That is to say speaking is an important skill, which deserves more attention in both first and second language because it reflects people's thoughts and personalities. Considering speaking as a skill Bygate (1987, p.03) investigated the distinction between knowledge and skill in speaking lesson, which he considered crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc is not enough but the skill to use this knowledge to communicate successfully is indispensable.

Being skillful in speaking, means to be able to produce the expected patterns of specific discourse situations. In other words, to be able to decide what to say in the situations, saying it clearly, and being flexible during the conversation when a difficult situation comes out.

2. Types of speaking

Since speaking is considered as one of the language productive skills Brown (2004) has stated five various types of speaking according to the speakers' intentions; imitative, intensive, responsive, interactive, or extensive.

2.1 Imitative

Imitative speaking refers to the one's ability to repeat words, phrases and sentences. In classrooms, this type of speaking is related to drills in which students imitate some language structures produced by the teacher. Brown (2004, p.141) states that imitative speaking implies "the ability to simply parrot back (imitate) a word or phrase or possibly a sentence". In addition, imitative speaking can be stimulating for language learners since it enables them to produce a variety of language patterns.

In other words, this type of speaking is repetitive is done for the reason of creating interaction between the teacher and learners through listening and repeating, it is beneficial to train and help students to produce correct utterances.

2.2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress). Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks include simple sequences; and translation up to the simple sentence level (cited in Brown 2004, p.141).

Brown (2001, p.273) states that, "Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect language". In respect of language learning, intensive speaking involves an exhausted practice of language, basically, focusing on particular grammatical or phonological aspects, which helped the learner to enrich their level of achievement performance.

2.3 Responsive

In particular, responsive speaking requires providing certain responses, such as comments, remarks, or feedback. The teacher may respond to his/her learners' questions

and vice versa. Brown (2001, p.273), claims that, "a good deal of student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues". In this type of speaking, the teacher acts as a prompter by giving some signals that encourage learners to respond. As an illustration, open-ended questions can be used to generate responsive speaking in EFL classes to achieve better results.

2.4 Interactive

This type of speaking is similar to responsive, but the difference between them is in the length and complexity of the interaction, which sometimes includes multiple exchanges and /or multiple participants. The interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang…and other sociolinguistic conventions (Brown, 2004).

2.5 Extensive

This type of speaking can be also called a monologue. The latter includes speeches, reports, conversations, and other spoken forms that demand a prolonged expression of ideas and thoughts. Extensive oral production tasks include speeches, oral presentation, and storytelling, during which the opportunity for all interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (Brown, 2004, p.142).

3. Differences between the productive skills

3.1. Speaking and writing

Language includes the following four skills: speaking, writing, reading, and listening. If we represent these skills according to the activity of the language user,

speaking and writing are active or productive skills. Whereas listening and reading are passive or receptive skills. If we represent them according to the medium, speaking and listening are related to language expressed through the oral medium and reading and writing are said to be related to language expressed through the visual medium (Widowson, A978, p.57).

The diagram bellow shows how all four skills are related:

	Productive/ active	**Receptive/passive**
Aural medium	**Speaking**	**listening**
Visual medium	**Writing**	**Reading**

Table 03: Relationship between language skills　　　　　　(Widowson, 1978, p.57)

We can deduce that the speaker and the writer have to encode the message they wish to convey while the listener and the reader have to decode that message. Byrne (1986) insists on giving high proportion of class time to the production skills especially 'speaking'. The complex process of this skill requires much time and interest to be mastered.

Though speaking and writing are productive, skills they differ in many ways. Brown (2001) notes that because of time pressure speakers usually use simple vocabulary, short sentences, while writers use more complicated vocabulary and long subordinating sentences because they have plenty of time to think about what to write. The spoken language disappears as one finishes speaking however, the written language lasts for a long time one can read what was written centuries ago. The spoken language includes phonemes, stress, rhythm, intonation and paralinguistic features, whereas, the written language contains punctuation, capitalization, pictures, charts. Luoma (2004) notes that a major difference between speech and writing is that speakers do not speak in sentences. Their speech consists of simple grammar that of the written language because they communicate ideas that listeners need to comprehend in real time, as they are being spoken. Writers use correct grammar structured in a formal way (sentences, paragraphs).

Speakers also can use many aspects of language that are not present in writing such as facial expression, tone of voice and body language; this means that they communicate at several levels, not only with words.

According to Van Lier (1995), the main differences between spoken language and written language are shown in the following table:

Spoken language	Written language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

Table 04: Difference between spoken language and written language (cited in Nunan, 2003, p.48)

Thornbury (2005, p.21) summarizes the features of spoken grammar that are distinguished from written grammar in the following table:

Written grammar	Spoken grammar
Sentence is the basic unit of construction	Clauses is the basic unit of construction
Clause are often embedded (subordination)	Clauses are usually added (co-ordination)
Subject + verb + object construction	Head + body + tail construction
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
No performance effects	Performance effects, including: • Hesitation • Repeats • False stars

| | • Incompletion |
| | • Syntactic blends |

Table 05: Features of spoken language   (Thornbury, 2005, p.21)

4. Speaking difficulties

During the process of learning speaking skill, EFL learners may face many difficulties that really prevented them from showing their abilities. Therefore, learners have great deal to do their best in order to overcome these problems. Crystal (2003, p.3) notes that:

> *".... if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it".*

Which means speaking English is not an easy thing, because it needs more effort and great power to deal with. The following speaking issues have been cited in Bacha (2014, p.14).

4.1 Slips of the tongue

When learning a second language the speaker produces sounds that are different from those of his mother tongue, the articulation of some of them is sometimes difficult, that is why pronunciation mistakes are often committed. Yule (1985, p.141) defines the slips of the tongue as a speech error in which a sound or a word is pronounced in the wrong way; as in the West German chancellor (instead of the worst German chancellor). It has been argued that slips of the tongue are never produced in phonologically unacceptable sequences, and that they indicate the existence of different stages in the pronunciation of certain expressions. Furthermore, the slips of the tongue are mostly considered as error of articulation, organize linguistic messages. Roach (2002, p.71) states that many slips phonemes occurred in the wrong place, such as: through perseveration (i.e. repeating a segment that has occurred before, as in 'cup of key' for 'cup of tea').

4.2 Slips of the ear

The speaker has to understand his interlocutor in order to negotiate the meaning with him, but sometimes the communication cuts because the utterances are heard wrongly. Yule (1985, p.141) defines the slip of the ear as "an error in which one word or phrase is heard as another; as in hearing *great ape*", when the utterance was *gray tape*. This kind of slip shows us how the brain tries to create sense of the auditory signal it receives.

4.3 Tip of the tongue phenomenon

The English vocabulary includes thousands of words that we cannot memorize all of them, and of course, we do not use all of them regularly. Therefore, sometimes we forget some of them. The phenomenon of knowing a word, but being unable to recall it, can stand as an obstacle for the speaker to communicate. According to Yule (1985, p.140) " the tip of the tongue phenomenon in which we feel that some word is just eluding us, that we know the word, but it just will not come to the surface". He argues that, studies of this phenomenon have shown that, our 'word-storage' system is partially organized on the basic of some phonological information and that some words in the store are easily to retrieved than others.

4.4 Contractions

Second language learners who have been studying the full forms of the language may fall in confusion when they deal with reduction, and contraction that can be phonological, morphological, syntactic or pragmatic. This ambiguity always stands as an obstacle for managing a conversation. According to the New Dictionary of Cultural Literacy, *contraction* is a word produced by running towards together and leaving outcome of the letters or sounds. For example, 'isn't' is a contraction of 'is not'.

4.5 Colloquial language

Second language learners may face difficulties to get used to colloquial language (slang, idioms and some phrasal verbs) that is why they are asked to develop their knowledge about the socio-cultural features of the speech community of the target language. The American expression "I smell a rate" means that soothing wrong will happen. In addition, the expression "Spill the beans" indicates that someone has a secret and the speaker is asking him to reveal it. As cited in Zapata (2005, p.13) in his paper of English Idioms and Colloquial Expressions, O'Grady et al. (1997) provided us with some examples of slang terms that used in US college: bent, it means angry, bummed, it means depressed, and chicken, it means coward, homeboy, it means very close male friend.

4.6 Stress, rhythm and intonation

These features of spoken language have a great role in changing the meaning of the same utterance: learners are asked to master these phonological aspects of the target language. Piter Roach (2002, p.70) says that, "some linguists say that the sentence stress tends to be placed on the word which is most important to the meaning of the sentence, while others say that the placement of the stress is determined by the underlying syntactic structure". For example, If she hadn't been rich | she couldn't have bought it.

Rhythm in one hand, refers to the way in which the sequence of events are distributed in time (roach, 2002). "Obvious examples of vocal rhythms are chanting as part of games (for example, children calling words while skipping, or football crowds calling their team's name) or in connection with work (e.g. sailor's chants used to synchronies the pulling on an anchor rope)" (ibid). In the other hand, Intonation concerns the sounds

changes when the pitch of the sound is rise or fall. For instance, the sentences: "You are leaving", "You are leaving?" and "You are leaving!" are not pronounced in the same way.

5. EFL students' participation difficulties

5.1 Linguistic problems

According to Thornbury (2005, p.11) who states that " being skillful assumes having some kind of knowledge base … knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)". He emphasizes that linguistic knowledge plays a vital role in speaking skill. If any aspect from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes.

5.1.1. Lack of vocabulary

Vocabulary is an essential part that leads to the success of the process of speaking English as a foreign language. However, the lack of the vocabulary is an obstacle that hinders learners from doing well. It is also one of the main causes of students' speaking anxiety. Foreign language learners may feel anxious because, they cannot find the appropriate word to express their ideas and thoughts. In other word, because of the limited amount of vocabulary they have. Liu (2007) extracted through a survey study with Chinese English learners that the learners in his study think, "vocabulary is a big obstacle for their English learning". For instance, one of those learners stated, "I'm a little afraid of speaking English because my vocabulary is poor…" Another learner stated, "I can't speak on when suddenly come to a new word I never knew. How shy I will be". To achieve oral skill students need to select appropriate words when they are speaking, and using these words and expressions accurately. Thornbury (2005, p.22) stated, "Spoken language also has a relatively high proportion of words and expression". Thus, learning a foreign language requires a great knowledge of its vocabulary, the phenomenon in our EFL classes is that many students often find some difficulties when they try to express what they want to say

because they find themselves struggling their limited words, and this limitation of vocabulary affects the amount of their participation in speaking activities.

5.1.2. Pronunciation mistakes

Speaking a language, for instance (English), means having a good pronunciation because the way of pronunciation is the first thing that students are judged and evaluated. EFL students practice has to practice their pronunciation and to be aware of the different rules of sounds as stress, intonation…etc. Bada, Genc and Ozkan (2011, p.122) assert the importance of pronunciation in speaking skill "in speaking, they compete with limited time to recall words, and also take care of their pronunciation level". Usually students unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and students' poor listening to native speaker or because of teacher's miss pronunciation as non-native speaker. Therefore, pronunciation mistakes are one of the main factors that impede the students from doing their speaking activities freely and without any stress. This is the reason that leads to the difficulty of participation.

5.1.3. Grammar mistakes

In fact, grammar knowledge is one of the most important aspects of being a professional in speaking skill, EFL learners have to achieve this knowledge to improve their oral ability without any handles. However, students often prefer to keep silent rather than producing ungrammatical structure of expression because they are scared about being ridiculer behind their teachers and classmates. As Davis and Pearce (2000, p.82) "many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them". Thus, a grammatical mistake is one of the barriers that prevents students of foreign language from participation.

5.2. Psychological problems

Foreign language learners can encounter many psychological obstacles especially when they speak in front of an audience, they usually feel uncomfortable and try to hide their weakness but in most of time, they do not succeed. Knowing these psychological problems and looking for remedies should be the main concern of both students and teachers. Lack of interest in the subject, poor listening activities, deficient vocabulary, and lack of self-confidence and fear of negative evaluation are the major psychological problems, which these students suffer from.

5.2.1. Lack of interest in the subject

In foreign language classroom, oral expression module aims to develop the students' speaking skill in order to be able to express their thoughts and feelings freely and confidently. In the classroom, discussed subjects are the main stimulation for students to speak and to participate. Thornbury (2005,p.25) supports that "familiarity with the topic: the greater the familiarity, the easier the speaking task feeling towards the topic and/or the participants, the easier it is likely to be". Good participant's students in EFL classes have a positive attitude toward the topic and the teacher since he is their guide. However, many students have nothing to say or simply remain silent because they have no ideas about the topic interesting topics is another factor that prevents students from participation.

5.2.2. Poor listening activities

Poor listening practice can be added. Many students know some of the rules of English language; however, they find many problems when they try to speak and interact with people. That because they do not understand the other speaker. Listening comprehension plays a major role in understanding the different functions of English language to help students in making further contribution to any discussion and conversation.

Listening, as a skill is so important for speaking because they are related which means that each skill relies on the other one. Anderson and Lynch (1988, p.15) show this significant relationship of speaking and listening skills "a carefully prepared L2 utterance

is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener". So far, poor listening practice undoubtedly is a serious problem for the students that will lead to a poor speaking competence.

5.2.3. Lack of self-confidence

In speaking activities, unconfident learners hesitate to communicate their thoughts. Their suspicious of being criticized are what deter them from reaching particular objectives, mainly language development. Lacking self-confidence implies being insecure and destructing one's potential. Language learners can deal with their lack of self-confidence. When they expect less from others, which means that some people may not interact with them or cooperate when they attempt to speak (Baker and Westrup, 2003). The lack of self-confidence may affect the learner's language learning progress causing speaking difficulties and may result in other problems, such as reticence. For example, when the teacher asks a question, the students who suffers from lack of self-confidence sitting in the corner and not engaging at all. However, they have the correct answer

5.2.4. Fear of making mistakes

In EFL classes, students cannot express themselves in a foreign language and do not participate appropriately in the oral lessons for the reason that they are worried about making mistakes, fearful about public correction. As Ur (2000, p.111) states "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 can be considered as another obstacle for their participations.

5.2.5. Shyness

In many foreign language classes, most of the students do not participate, and they avoid any kind of interaction with others because they feel shy of being part of the conversation. Shyness is a psychological factor that affected EFL learners negatively; it

prevents them from expressing their ideas, thought, and feeling. In addition, it prevents them from participation and developing their speaking abilities. Cheek and Briggs (1993), defined shyness as "the tendency to feel tense, worried, or awkward during social interactions, especially with unfamiliar people" (cited in Ray and Manning, 1993, p. 179). Because shy learners cannot talk and exchange ideas in front of stranger, they prefer to keep silent and avoid any kind of interaction that may embarrass them.

Cooper (2009, p.9) mentioned that, "Shyness isn't a choice; it's actually much closer to fear than anything else". In other words, shyness is not a decision that we can make, it is nearer to fear and no more than that. For that, students who suffer from this psychological obstacle cannot be successful learners. Therefore, teachers should do their possible to create comfortable and enjoyable atmosphere, in order to make their students relax and feel at ease to develop their abilities, and carry on successful learning process.

6. Teachers' strategies to promote speaking

Under this title, we shed the light on some effective types of activities that would be beneficial for students to teach them how to express their ideas and thoughts in the appropriate manner. However, before establishing any task of speaking development, the teacher should give priority to learners needs.

6.1. Discussion

After a lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions to a problem in their discussion groups. Before the discussion, it is essential that the teacher set the purpose of the activity. In this way, the discussion points are relevant to this purpose. For example, students can become involved in agree/disagree discussion. In this type of discussions, the teacher can form groups of students, preferably four or five in each group, and provide controversial topics with each of the two groups having a different stand from the other. It is essential that the speaking should be equally divided among group members in order not to neglect any one. At the end, the class decides on the wining group who defended the idea in the best way and convinced their classmates. This activity requires and stimulates

critical thinking and quick decision-making and students learn how to express and justify themselves politely while disagreeing with the others (the art of discussion). For efficient group discussions, it is recommended to avoid larger groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas (Macpherson, 2007, p.11-12).

6.2. Role-plays

Role-play is another effective speaking activity when the learners feel free what to say by which they are exposed to different chances to practice on their language as In role-play activities, the teacher gives information to the learners such as who they are, what they think or feel, and what they are supposed to do and look like. Involve role-play activity in the oral expression course is very helpful for students to improve their oral performance. Hung (2008) stated, "Comparing to another techniques, role-play seems to be the most interesting one for the students" (cited in Rachmanati, 2013, p.60). Because it is the best way to push the learner to speak, and develop their abilities. In this regard (Johenson and Morrow, 1981) viewed that the characteristic of Role-play activity encourage the interaction among the students inside the classroom, and could afford opportunity for language practice (cited in Oradee, 2012, p.534). According to Qing (2011), "role play is defined as the projection in real life situations with social activities" (cited in Prisilla Islam and Tazria Islam (nd), p.219-220). It means that the situation s and the role should serve reality situations without coextension use of imagination.

6.3. Story-telling task

Speaking is a difficult task for most of the students, especially for those who feel anxious, shy and less confident, so, teachers need to include this effective tasks, 'Storytelling' to raise their student's self-confidence, and encourage them to speak. Storytelling, it is one of the most important tasks to practice the speaking skill inside EFL classes, also, it gives learner the opportunity to tell stories share ideas, thoughts in the target language. In addition, it enables them to acquire new vocabulary that rich their level of proficiency

It is one of the most important tasks of not just helping students to practice on the target language, but also it gives the learners to know each other more through which they can feel more comfortable when speaking with each other. Barzag (2009) viewed that story telling is "a narrative account for real life or imagined events" (cited in Pravamayee Samantaray B.Ed, M.phil, 2014, p.41). It means that it based on series of stories that serve different situations that may occur in reality or it is just from the imaginations of the teller.

In story-telling activity, students may tell whatever they want to share with their classmates, for example telling personal stories, their families or friends, they may tell about a place they visited, a party they went, things they did. For Harmer (2001, p.130), "the best stories are those which are based on personal experience". Because it raises the curiosity for their classmates, and they want to know more details about what happened, and that push the teller and motivate him to clarify more, and speak more using the target language.

6.4. Group work

Group work, is another effective activity to promote the speaking skill. Teachers in the English classes through which they divide their learners into small groups and no more than five students in each group in which they tackle a particular topic of their interest commonly use it. Most importantly, psychologically speaking, such activity boosts the EFL learners' sense of contribution. According to (Baker, 2003; Northen and Kurland, 2001), group work refers to "a method of social work practice which is concerned with the recognition and use of processes which occur when three or more people work together towards a common purpose" (cited in Palma Trevithick, 2005,p. 82). Students are supposed to work together in order to solve the problem that is giving by the teacher, the interaction between them motivates them and gives them the opportunity to express and share ideas in confident manner. As results, EFL teachers should include this type of activity in their classes, because it is an ideal way to promote the speaking skill.

6.5. Problem solving activity

A problem solving is a classroom activity in which the students are supposed to find solutions for a given problem. 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 used for problem solving activities depends on the issue that giving to them, and students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others.*"

Lastly, students find themselves participating and speaking when they are struggling to find a solution to the problem that is presented in problem-solving tasks. For example, the teacher asks the students to decide the best action and the effective solution is such as: " you see a follow worker in your office steals a portable computer, you know, he/she is a single parent of two young children and has financial problems" (Pearse and Davies, 2000). Each student, here, gives his/her point of view as a solution to this problem. From the different opinion, the classroom becomes more active and the students' participation will increase.

6.6. Brainstorming

With a topic defined by the teacher, the students are asked to provide the maximum amount of ideas in a predefined period. The free nature of this activity means that students will take freely about their ideas because this will be no criticism involved (Mind Tools Video, 2011).

6.7. Communication games

As cited in Chandra (2008), "games are not just time filling activities in the class, but also have a great educational value" (cited in W.R.Lee in Uberman, 2002). This is definitely refers to that, communication games are useful strategy that has a great impact on enhancing EFL students' speaking skill. Because it is an ideal way to increase the interaction between students, motivated them, decrease their anxiety, and build their self-confidence in an enjoyable manner. As cited in (Kit and Tang, p. 434), Students with

communication games are enjoyed because it helped them to gain self-confident, motivation, and allowed them to co-operate and share ideas. In short, communication games are mainly useful because they provide students with the opportunity to speak using the target language and maximize interaction in the language classroom.

By the application of these techniques in EFL classes, students will feel comfortable while learning; less anxious, high confidants, and can improve their speaking abilities because they are given more opportunities to practice the target language.

Conclusion

Through this chapter, we have emphasized seven main elements that can be involved and related to the process of teaching and learning speaking as a foreign language. To sum up, this chapter deals with different sources to give definitions of speaking skill, its types imitative, intensive, responsive ,interactive, and extensive. Although speaking and writing are productive skills, but they differ in so many points, students should know these differences so they investigate the difficulties that characterize the speaking skill. We stressed also on the speaking difficulties when speaking in order to reduce them at least (slips of the tongue, slips of the ear, tip of the tongue phenomenon, contractions, colloquial language, Stress, rhythm and intonation). Another frequent phenomenon that we have dealt with, is EFL students' participation difficulties that often encountered by the majority of students, we started by introducing the linguistic problems (lack of vocabulary, pronunciation mistakes, grammar mistakes).Than, the psychological problems which are: (lack of interest in the subject, poor listening activities, lack of self confidence, fear of making mistakes, shyness). Finally, we have proposed some useful strategies for developing students speaking skill (discussion, role-plays, storytelling task, group work, problem solving activity, Brainstorming).

Chapter Three: Data Analysis

Introduction

This chapter is about the analysis of the results obtained in the questionnaire as a method used that we believe it will fit our study. This analysis will be from different angles. It is administred to first year LMD students and English oral expression teachers at the University of Mohammed kheider of Biskra. We devoted this research to hold a systematic study which aims to show the impact of learning English as a foreign language anxiety on students' speaking skill, and hopefully to introduce some solutions to help students to improve their speaking abilities. Also, the attitudes of teachers towards this phenomenon and the main strategies they will rely on to reduce it.

1. Analysis of students' questionnaire

1.1. Aim of the Questionnaire

This questionnaire aims to express students' opinions about anxiety and its effects on their attitudes, performance and achievement. We prepared this questionnaire seeking for gathering data about their attitudes and giving them the opportunity to feel free in expressing their ideas and beliefs toward anxiety causes and the different strategies that can help them to overcome anxiety and enhance their speaking abilities to achieve better oral performance.

1.2. Administration of the questionnaire

The questionnaire has been administered to first year LMD students at the Division of English at the University of Mohammed Kheider of Biskra. We have selected randomly a sample of 80 students who have been chosen from many groups while having a course in the amphi theatre. It comprised of 24 males 30% and 56 females 70%. Thus, all papers were given back, the sample represent 10% of the whole population 789 (first year students).

1.3. Description of the Questionnaire

The present questionnaire aims to collect data and to maintain objectivity of the scientific research. It involved different types of questions: "closed" and "open-ended" questions. Closed questions require the students to answer by "Yes" or "No" or to tick up the right answers from a set of options and open–ended questions which require from them to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of 23 questions that are classified under four sections:

1.3.1. Section One

This section is entitled "General Information", **(Q$_1$-Q$_5$)**. It consists of five questions aiming to gain personal information about students such as their gender, whether their choice to study English at university was personal, imposed, or advised, if they like to attend oral English classes, how often do they participate, and why?

1.3.2. Section Two

The second section is about "Anxiety in EFL Classes", **(Q$_6$-Q$_{11}$)**. It deals with the speaking skill as an important element in this work. Thus, speaking is an essential skill that we have to develop to master English language. Through this section, we attempt to show the most stressful skill for students, and how they speak in the English oral class. Furthermore, to identify the main causes of anxiety and the types of activities those make them anxious and stressed.

1.3.3. Section Three

This section entitled "Foreign Language Speaking Anxiety", **(Q$_{12}$-Q$_{18}$)**. It deals with the oral expression course as the main section to study the EFL students' participation. Our aims from asking these questions are to seek the students' amount of the participation and to detect the problem of anxiety that hinder their participation during the oral expression course. Also, to focus more on the effects of anxiety on students' performance as well as the students' attitudes toward anxiety.

1.3.4. Section Four

The last section is about "Reducing FL Anxiety and Enhancing Speaking Skill", (**Q₁₉.Q₂₂**). This section seeks the different preferable strategies that the students like to work with. In addition, to indentify the most enjoyable activities and techniques for the students during the oral expression course according to EFL teachers.

1.4. Analysis of students' questionnaire

Section One: General Information

Item 01: your gender is.

Responses	Participants	Percentage
Male	24	30%
Female	56	70%
Total	**80**	**100%**

Table06: Participants' gender distribution
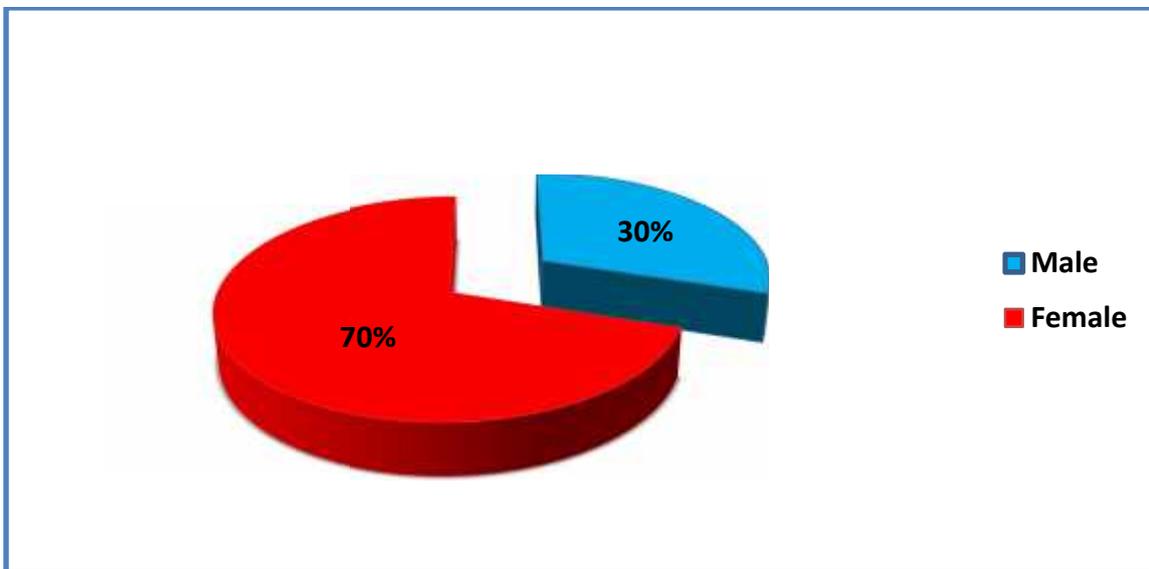
Figure 03: Participants' gender distribution

The table above shows the rate of males and females students at the English section. As we can see that female students represent the vast majority of our sample (70%) (56 participants), if it means something it is because female students have more preference

towards studying foreign languages, and it is slightly not motivating for the rest of males (30%) (24 participants) and especially for those who prefer the scientific branches.

Item 02: Why have you chosen to study English at university?

Responses	Participants	Percentage
Imposed	0	0%
Personal choice	68	85%
Parent choice	12	15%
Total	**80**	**100%**

Table 07: Students' choice to study English at University
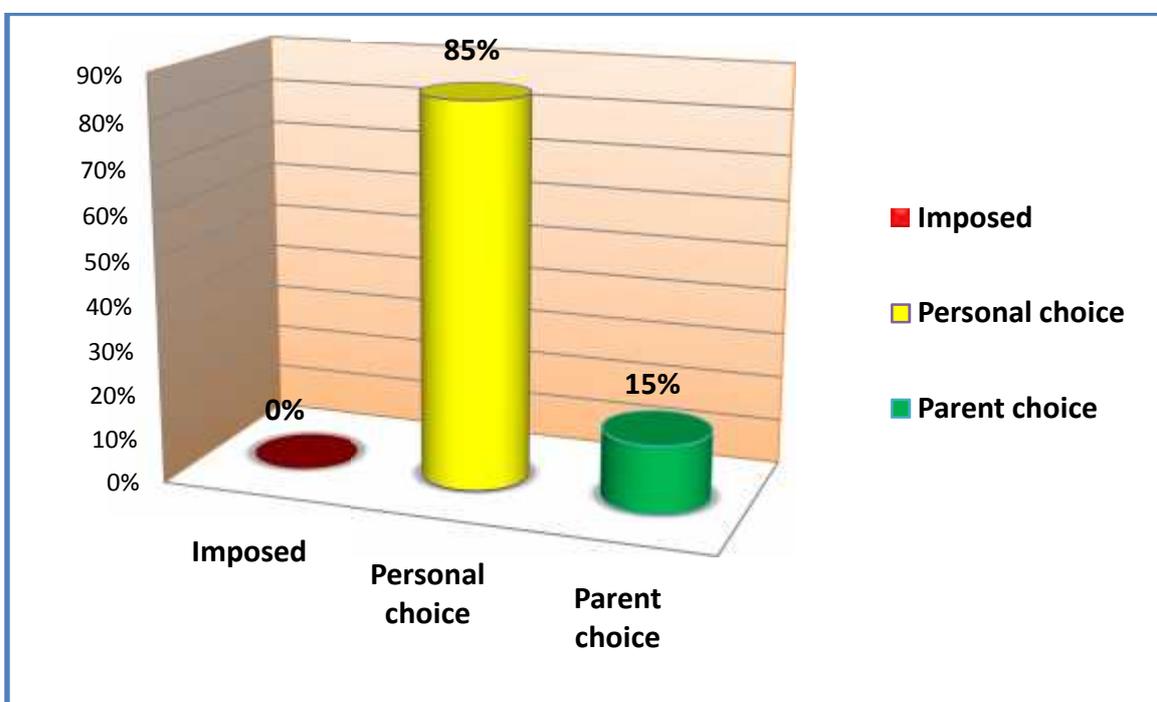
Figure04: Histogram representing student's choice to study English

The results from the histogram above show that: the majority of our sample (85%) are satisfied with their choice of studying English at the university, it means that they choose it convincingly, and without any external pressure or intervention. This number can reflect many things about these participants, they are motivated and willing to learn the language, or because it is related to the popularity of English, and its reputation as an international language among the Algerian youths. For other students, it is because they get good marks in BAC exam. For others, they want to be teachers and they need it to get a job

in the future. It also shows that they can progress more than the rest of participant's (15%) who were advised by their parents to study English. In addition, we provide them with choice imposed by administration, and no one choose it.

Item 03: Do you like to attend your oral English class?

Responses	Participants	Percentage
Yes	62	77.5%
No	18	22.5%
Total	**80**	**100%**

Table 08: **Students' attitude toward Oral Expression course**
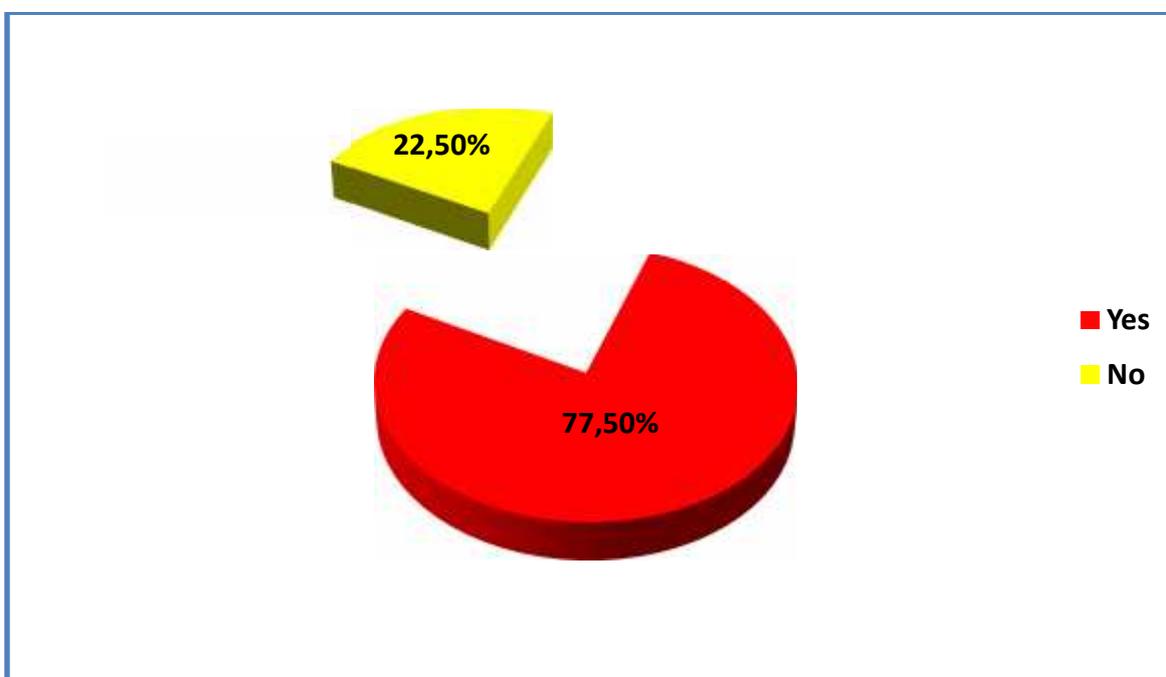
Figure05: Pie chart represents Students' attitude toward oral expression course

As it is illustrated by the graph, the largest part of the sample (77.5%) likes to attend oral expression course. This percentage is optimizing because it shows that they may be motivated to learn well and to participate effectively, and they may lead to group motivation especially for shy and anxious students. The second percentage 22.5% represents the answers of the students who do not like oral section. These portions of students are those who can find the course of oral expression stressful and not interested at all, and they have their own reason for that. All in all most of students (77.5%) are studying with good and positive attitudes and feelings and they may create the very appropriate atmosphere for the rest of students 22.5%. However, it seems that the only thing missing is the interaction between students in English.

Item 04: In the oral expression session, how often do you participate?

Responses	Participants	Percentages
Always	16	20%
Sometimes	47	58.75%
Often	12	15%
Never	5	6.25%
Total	**80**	**100%**

Table 09 Student's frequency of participation in classroom
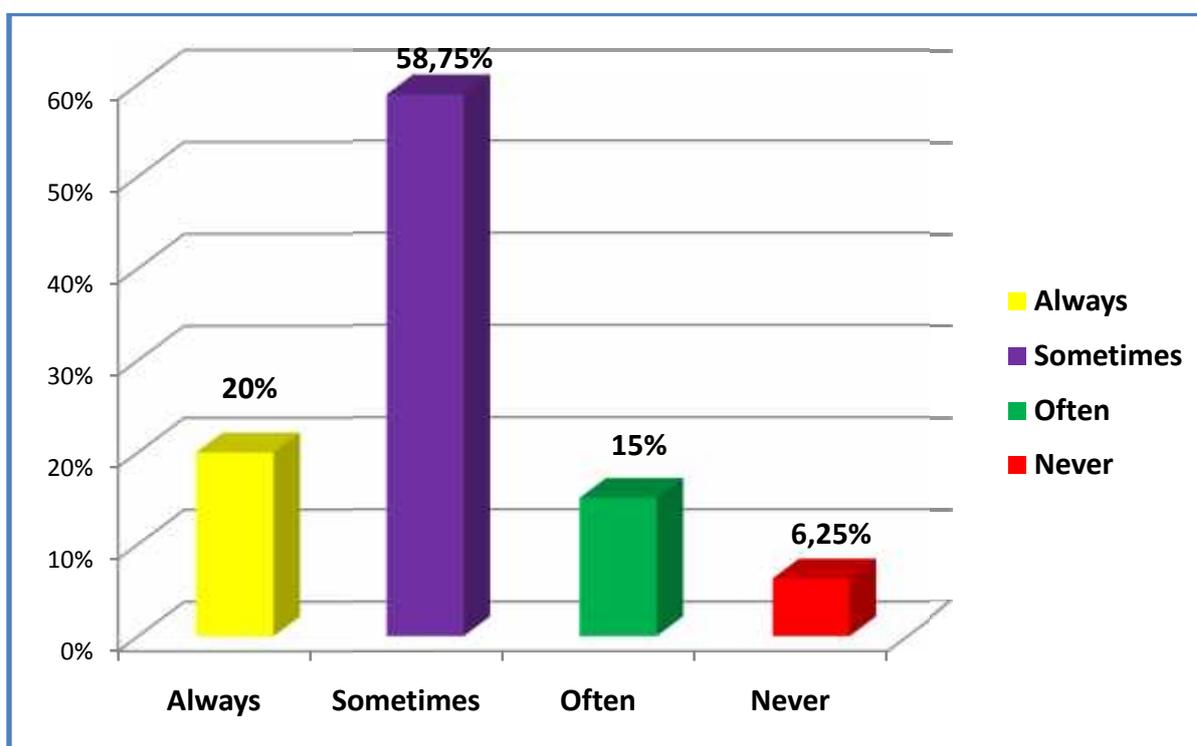
Figure 06: Rates of student's participation in oral class

When talking about the classroom situations, item 04 is one of our questions that investigate students' participation in classroom. And the table above shows clearly that 58.75% (47 participants) said that they sometimes participate in classroom, while 20% (16 participants) said they are active members in their classes and they participate always, by doing that, they can create a motivating atmosphere for their peers and encourage them to speak and at least practice their speaking skills. Fifteen percent (12 participants) of our sample claimed that they often participate in classroom, most of the time they remain passive. Classroom atmosphere is the best place for them to practice their speaking abilities because colleagues and teachers surround them. So, they can be guided and corrected whenever they make mistakes, 6.25% (5participants) said they never participate in

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classroom, this participants cannot affect negatively other students but they can easily and positively be affected by other students, the question is do they attend all the session? Are they interested in studying English in the first place?

Item 05: Whatever your answer, say why, please?

In the previous item, we had various choices and participants had to give reasons for any choice they make. The results came in different words:

Table 10: This table presents the justification of the answer **'always'.**

No Justification	(3 participants)
Justification (13 participants)	- Oral expression session is the favorite module. - Speaking in English is enjoyable thing, and students participate for the sake of getting good marks. - Participation helps them to share ideas with the teacher and colleagues, and help them to enhance their speaking skill. - Participation helps me to improve my pronunciation. - Participation helps them to express themselves, and show their accent to their teacher. - For others, they are active students and professional. - It reflects the student's self-confidence and motivation. - Teacher makes us feel at ease and very comfortable inside the classroom.

Table10: Justification for the answer "Always"

Table11: The following table represents some students' justification on the answer **'Sometimes'**

No Justification	(12 participants)
Justification (35 participants)	-Sometimes, they do not have the answer, for that reason does not participate. (They answer just what they know). -Because, of the lack of vocabulary. - They participate according to the question, if it is simple, they

	participate, but if it is difficult, they keep silent.
	-Sometimes, they are not familiar with the topic discussed; maybe it is boring for others.
	-Some of them feel shy and stressed when they start speaking; especially when colleagues looking to him.
	- It is a matter of self-confidence.
	- The time is not sufficient to give the opportunity for all students to participate, express their ideas, and thoughts.
	- Fear of making mistakes make them hesitate to answer.
	- In some cases, they do not sure, if their answer is correct or not.
	- Some students feel anxious, nervous and worried.
	-Some of them are afraid and shy.
	- To improve the level and gets good marks.

Table11: Justification for the answer "Sometimes"

Table12: The following table represents some students' justification on the answer **'Often'**

No Justification	(3 Participants)
Justification (9 participants)	-They do not like the oral expression session.
	-they feel anxious, stressed, shy, and worried during the session.
	-They do not have self-confidence.
	-They are not motivated at all.
	-They are not good speakers and other colleagues better than they are.
	-Teacher prefers to deal with specific students specially who are fluently speaking.
	- They do not like the oral expression module because it is stressful for them.
	-The lack of vocabulary.
	-Fear of making mistakes.
	-They are afraid and shy.
	- The majority of them feel shy and stressed when they start speaking; especially when colleagues looking to him.

	- They do not like participation. -It is the first time they talk the language in front of others. - Number of students is overcrowding, so they do not have the opportunity to participate. -The time in not sufficient.

Table12: Justification of the answer 'Often'

Table13: The following table represents some students' justification on the answer **'Never'**

No Justification	(0 participants)
Justification (5 participants)	-Teacher prefers to deal with specific students specially who are fluently speaking. -Lack of vocabulary. -Fear of making mistakes. - They are not motivated at all. -They are afraid and shy. - The majority of them feel shy and stressed when they start speaking; especially when colleagues looking to him. - They do not like participation

Table13: Justification of the answer 'Never'

Section two: Anxiety in EFL Classes

Item06: Which of the four skills is most stressful to you?

Responses	Participants	Percentages
Listening	17	21.25%
Speaking	49	61.25%
Reading	9	11.25%
writing	5	6.25%
Total	**80**	**100%**

Table14: The stressful skill for students
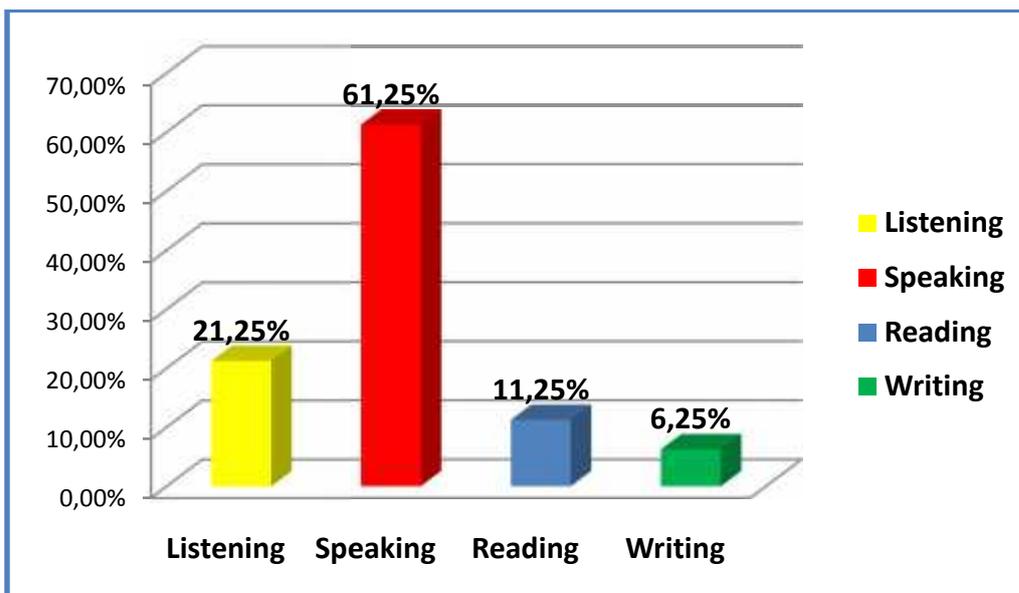
Figure 07: Rates of students' stressful skill

From the graph, we will investigate the points of weaknesses in matter of the four skills, we asked students in which skill they are more stressed, and the responses were far in percentages. Table 9 clearly shows that the difficulties most encounter our learners when they tend to speak the English language, we found more than the half of our sample (61.25%) said they have problems during the process of the speaking skill. It seems it is matter of anxiety, shyness or lack of self-confidence. For the rest of participants (21.25%) who choose listening skill, may be because they have a physical limitation, or maybe there is a lot of noise around, or because of the equipments used to play audio material is not good enough. While 11.25% from our sample believe that, they are stressed while reading. Finally, participants who choose writing skill, it represents 6.25% from the whole sample. By these questions, we do not answer to differentiate between the difficulties of the four skills but just to know on which of them learners have difficulty. Which is really an important thing to take into consideration by the staff, teachers and by the students, themselves to try to find solutions to whatever are the problems to carry on a successful learning and teaching.

Item 07: In the English oral class, how do you speak?

Responses	Participants	Percentages
Speak confidently	15	18.75%
Feel nervous	52	65%
Sit at the back	8	10%
Do not feel motivated	5	6.25%
Total	**80**	**100%**

Table15: Students' feelings about speaking English in their oral class
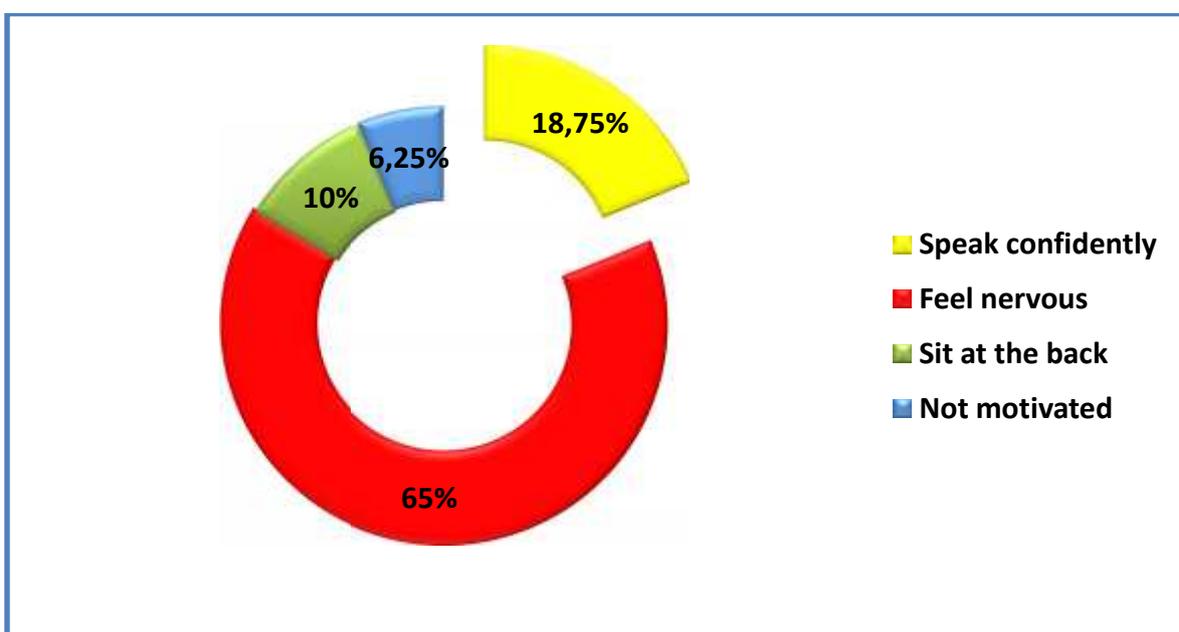
Figure 08: Doughnut represents students feeling about speaking in their oral class

The table above shows the psychological status of the learners when speaking in front of their peers and colleagues. Very interesting data was gathered through this item, the 65% of the participants who said they feel nervous when they start speaking, because they found the oral expression module stressful for them, especially, for shy and anxious students. We found that 18.25% said they are confident when speaking in front of classmates and that is a very good sign for them though it is very low percentage for first year English students. Self-confidence is a crucial part of taking any step toward any activity or process, in learning it can be one of the reasons that decides the success or failure of the process. While 10% from our sample said they are passive members of their classes. They do not participate, they sitting at the back and keep silent, and that means other things, they are passive and not related to the circumstances, because shy and confused students try to avoid any public contact with teachers and peers, so they find no

problems simply because they are afraid and hiding. The rest of our participants (6.25%) claimed they do not feel motivated at all, maybe because they find the module boring and not interesting, or because the teachers do not motivate them to speak at all. All in all most of students are studying with bad and negative attitudes and feelings, so teachers have to adapt the situation or take a serious step to create the appropriate atmosphere for students, but it seems that the only thing missing is the interaction between students in English.

Item 08: Have you ever experienced anxiety or a severe case of stress while performing an oral performance?

Responses	Participants	Percentages
Yes	74	92.5%
No	6	7.5%
Total	**80**	**100%**

Table 16: Students' experience about anxiety
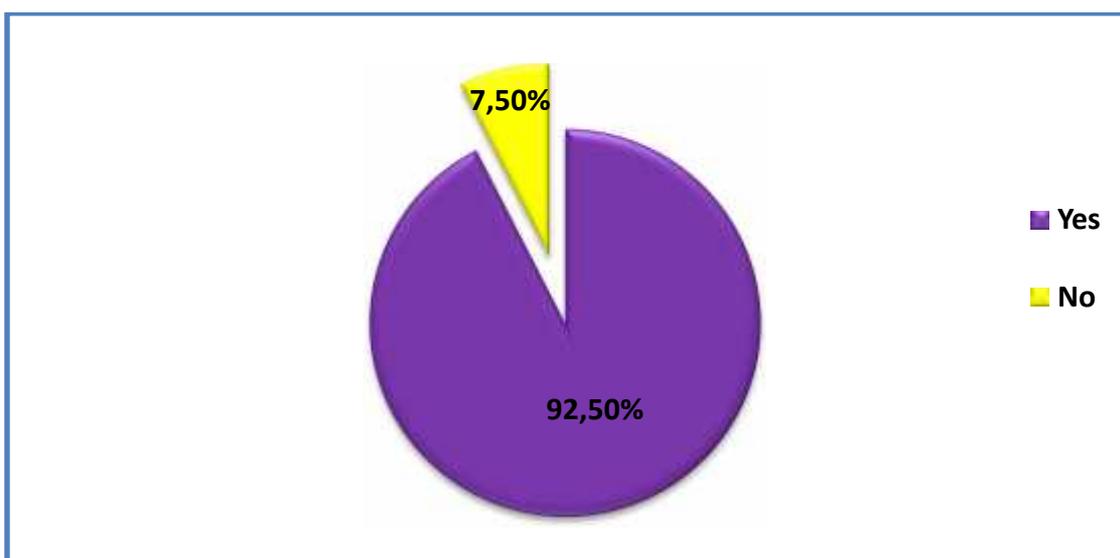
Figure09: Pie chart represents students possibility to experience anxiety

Very interesting data was gathered through this item, and it is obvious from the graph that, the vast majority of our students (92.5%) who said 'Yes' agree that anxiety is an obstacle to speaking performance. This is really an important thing to take into consideration by the teachers and students themselves, to try to find solutions to get rid of this negative phenomenon, or at least to minimize it. It is a reality that students do have some factors that they are anxious and embarrassed which lead them to remain passive. While 7.5% from the rest sample claim that, anxiety is not an obstacle to speaking performance probably this means that either they face other obstacles which is not anxiety

or maybe because they are motivated and encouraged enough intrinsically and extrinsically. By saying 'No', they show that they are confident or maybe competent to hold a discussion or to speak for a short time without any problem.

Item09: If yes, is this due to:

Responses	Participants	Percentages
Lack of vocabulary	12	15%
Lack of self-confidence	8	10%
Fear of making mistakes	51	63.75%
Fear of being laughed at	3	3.75%
Total	**74**	**92.5%**

Table17: Reasons behind student's anxiety in oral class
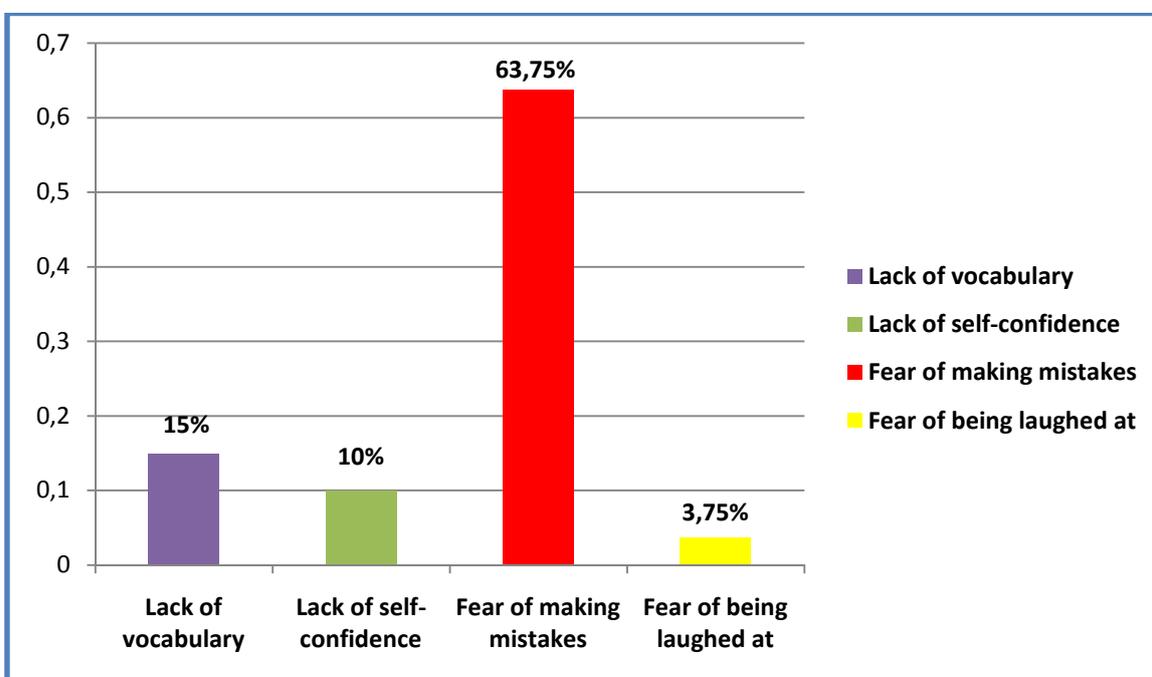
Figure10: Column chart represents reasons of students' anxiety

From the table and column chart mentioned above, we will discuss the reasons that make students anxious and afraid while speaking during the oral expression session. We found that more than the half (63.75%) are afraid and anxious because of the fear of making mistakes grammatical and pronunciation mistakes, and that make them perform poorly in front of others. Fifteen percent of the participants said they are anxious because of the lack of vocabulary, and 10% choose the lack of self-confidence which is an important affective factor that makes learner anxious and prevents them from even trying

to say a word , because of this, students think that they are unable to be active learner hence they keep silent. For the rest of participants (3.75%) said they feel anxious because they fear of being laughed at from either their classmates or teacher. Learners can easily feel anxious when learning a second language and reasons can vary from grammatical, vocabulary, or even psychological such as anxiety, shyness, and fear. Learner have to break through that virtual obstacles and send their minds free, making a grammatical mistakes, or having a lack of vocabulary can be solved just by pulling the trigger of practice.

Item10: Which type of activities that cause you to be anxious and stressed?

Responses	Participants	Percentages
Speaking in small group	0	0%
Speaking in large group	31	38.75%
To be called upon to respond individually	45	56.25%
Respond voluntary	4	5%
Total	**80**	**100%**

Table18: Activities that may cause students' anxiety
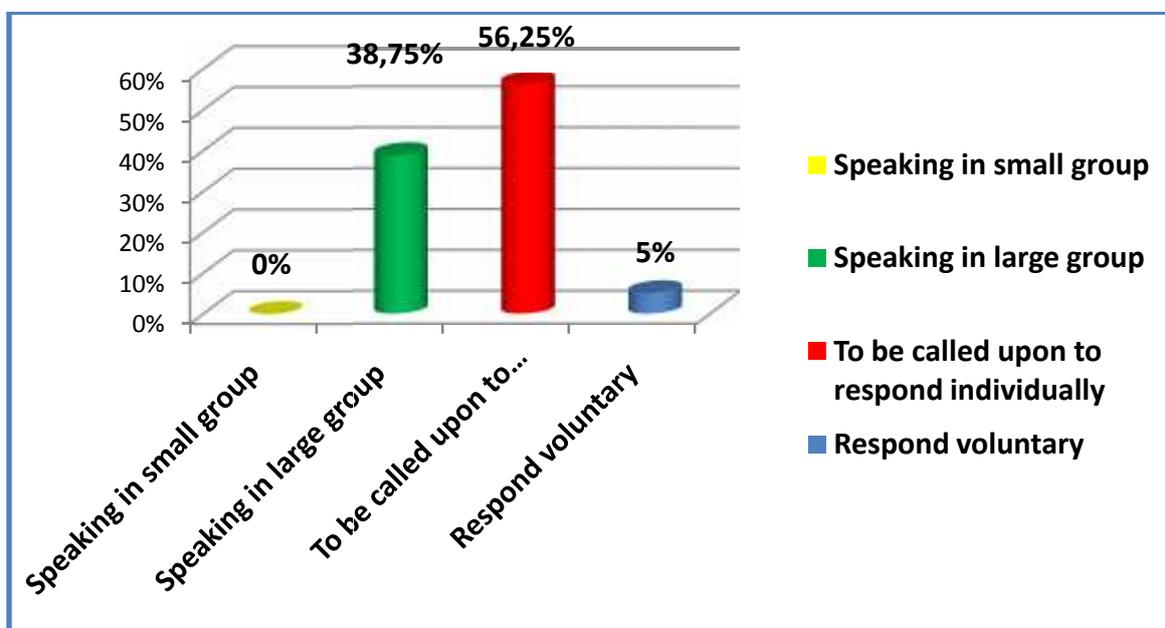
Figure11: Rates of students' activities that cause anxiety

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The results in the table above shows that, more than the half of our sample (56.25%) asserts that they feel anxious and stressful when the teacher called them to respond individually. May be they want to speak and participate, but they need time to prepare what they want to say, or to give an answer to the teachers' question, because when the teacher points him or her to answer, and he is not ready and prepared well, he or she cannot make a sentence rapidly to answer. While 38.75% of the students asserts that they have a problem of anxiety when they speaking in large group, the reasons behind that is when the teacher ask a students, all the group turn to him, and that make him stressed and anxious. The rest of participants (5%) said they are anxious even when they respond voluntary, and we give an option; speaking in small group and no participants choose it. All in all the teacher should planned group work, pair work, Individual work in balanced way in classroom to meet everybody's need , and to cover all types of activities and students would learn in different ways rather than be anxious or bored of just one activity.

Section three: Foreign Language Speaking Anxiety

Item11: Do you think English is difficult to learn?

Responses	Participants	Percentages
Yes	61	76.25%
No	19	23.75%
Total	**80**	**100%**

Table19: Students' attitude toward speaking English
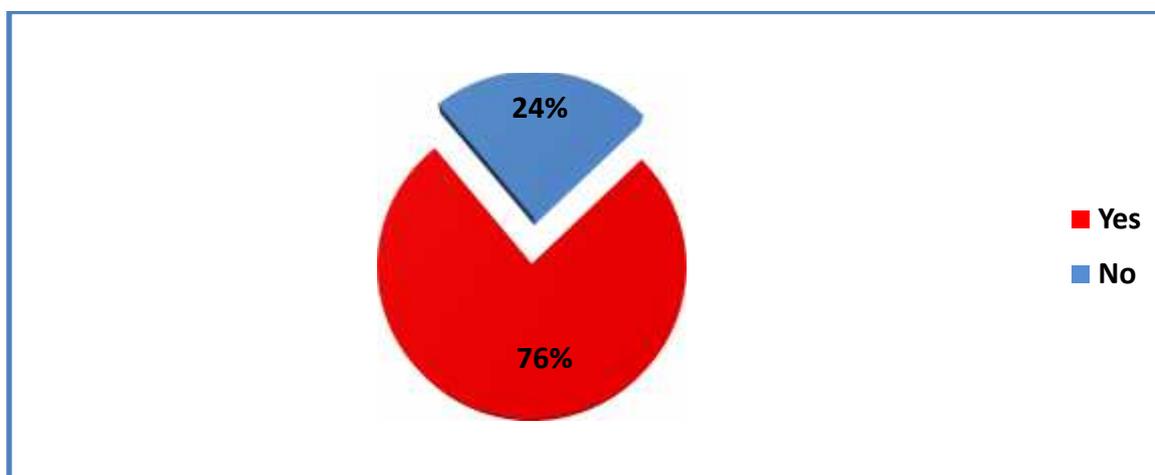
Figure12: Pie chart represents students' attitude toward speaking English

The table and graph above represent students' attitude toward learning English as a foreign language in terms of difficulty, were the answers of a direct question, and results shown that the vast majority of students (76.25%) reported the fact that they have difficulty in learning English, it means that they suffer from problems during the process. This is really an important thing to take into consideration by the teachers and by students, themselves to adapt the situation, and try to find solutions to whatever are the problems, in order to carry on successful learning and teaching. The rest of the participants (23.75%) said no problem with learning it is easy. It is good to see that but it may also means another thing, they are passive and have no close relation to the circumstances, because shy ,anxious, and confused students try always to avoid any public contact with teachers or peers, so they find no problems simply because they are afraid and hiding.

Item12: If yes, do you consider anxiety as a cause of these difficulties?

Responses	Participants	Percentages
Yes	51	83.60%
No	10	16.40%
Total	**61**	**76.25%**

Table20: Students opinion about the effect of anxiety on their oral performance
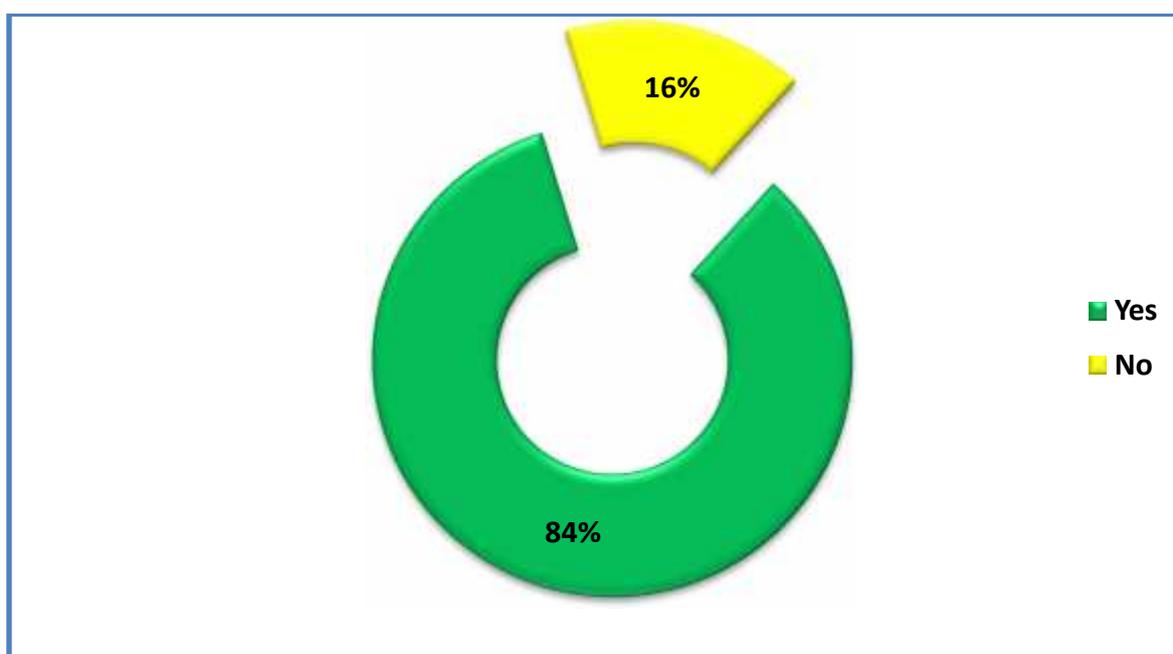
Figure13: Doughnut represents student's opinion about the effect of anxiety on their oral performance

It is clear from the graph above, that the vast majority of students (83.60%) agree that anxiety is an obstacle to speaking performance. It is a fact that is students do have some factors that they afraid of such as anxiety, which often prevent them from achieving their desired goal. However, 16.40% asserts that anxiety is not an obstacle to speaking performance. Probably this means that either they face other obstacles not anxiety or may be because they are confident, motivated, and encouraged enough, For that self-confidence is very important part, it can be one of the reasons that leads to success of the process of learning English as a foreign language. From these results, we deduce that anxiety affects speaking the foreign language of the majority of the participants. This means that anxiety is one of the causes of the participants' speaking difficulties. This proves our opinion about considering anxiety as a cause of the learners' foreign language speaking difficulties.

Item13: To what extent did the practice of oral expression module help you to improve your oral performance?

Responses	Participants	Percentages
Very much	52	65%
Not very much	18	22.5%
Somewhat	10	12.5%
Not at all	0	0%
Total	**80**	**100%**

Table21: The role of oral expression in improving student's oral performance
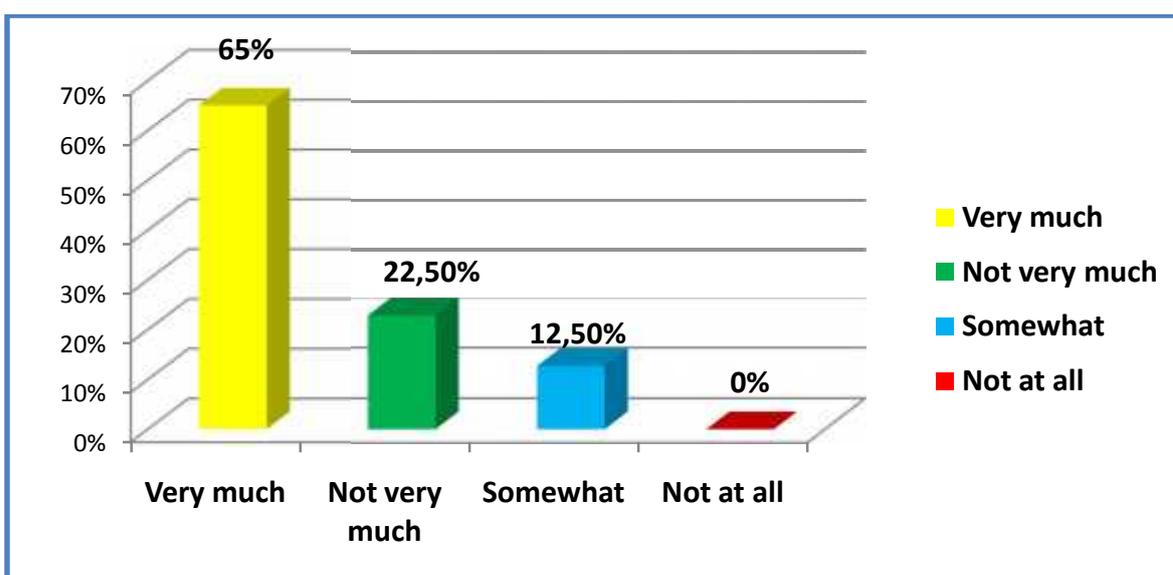
Figure14: Rates of students' oral expression class efficiency

As can be seen from the graph, more than the half (65%) of the participants assert that the oral expression session is very helpful in developing their speaking skill mastery level. This indicates that the methods and approaches used by the teachers are sufficient. This realization can be a motivating factor even for the minority that answered negatively and can lead to further development. While 22.5% reported that is not very much, and the rest (12.5%) reported that oral expression not sufficient to improve the speaking skill. We gave an option not at all and no participant chooses it.

Item 14: When you lose ideas during speaking performance, do you try to cover your communication gaps?

Responses	Participants	Percentages
Yes	64	80%
No	16	20%
Total	**80**	**100%**

Table22: Students strategies to cope with communication breakdowns
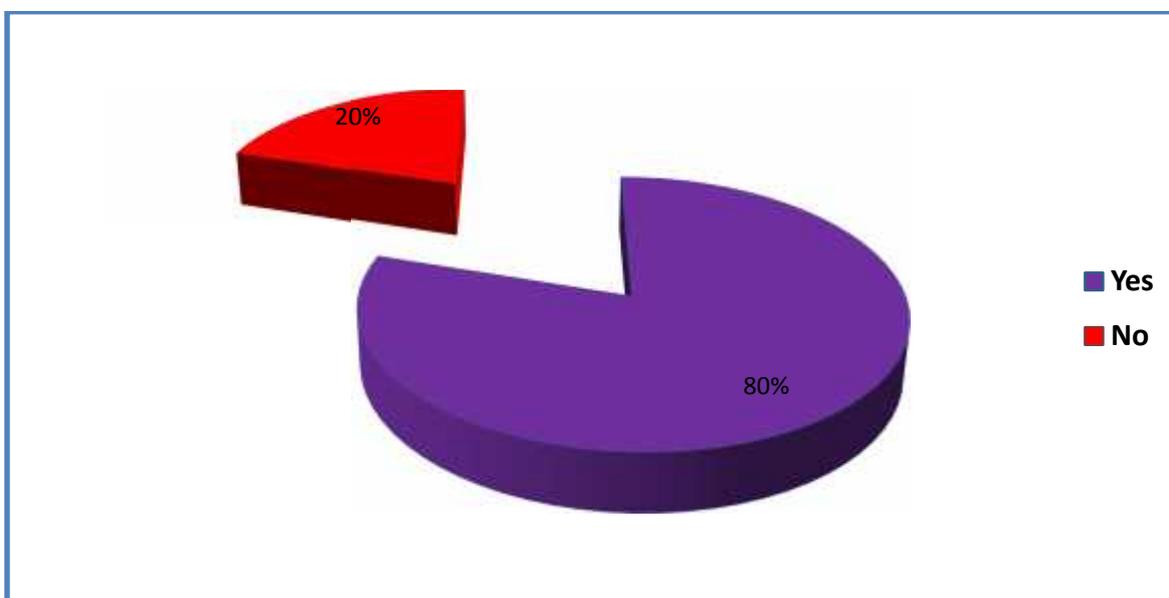
Figure15: Pie Chart Represents Students' Strategies to Cope with Communication Breakdowns

As can be seen from the graph, it shows the possibility of student's abilities to cover their communication gaps. where the majority of students (80%) focus on some techniques to cope with communication breakdowns, this reflects the competent and motivation of the

learner, while the minority of students (20%) does not use any strategy that could for so many reasons, for example lack of motivation, shyness, or anxiety.

Item 15: Please**,** if yes explain how?

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

Item16: Do you worry about making mistakes in front of your classmates?

Responses	Participants	Percentages
Yes	51	63.75%
No	29	36.25%
Total	**80**	**100%**

Tables23: Students' feeling when making mistakes in front of classmates
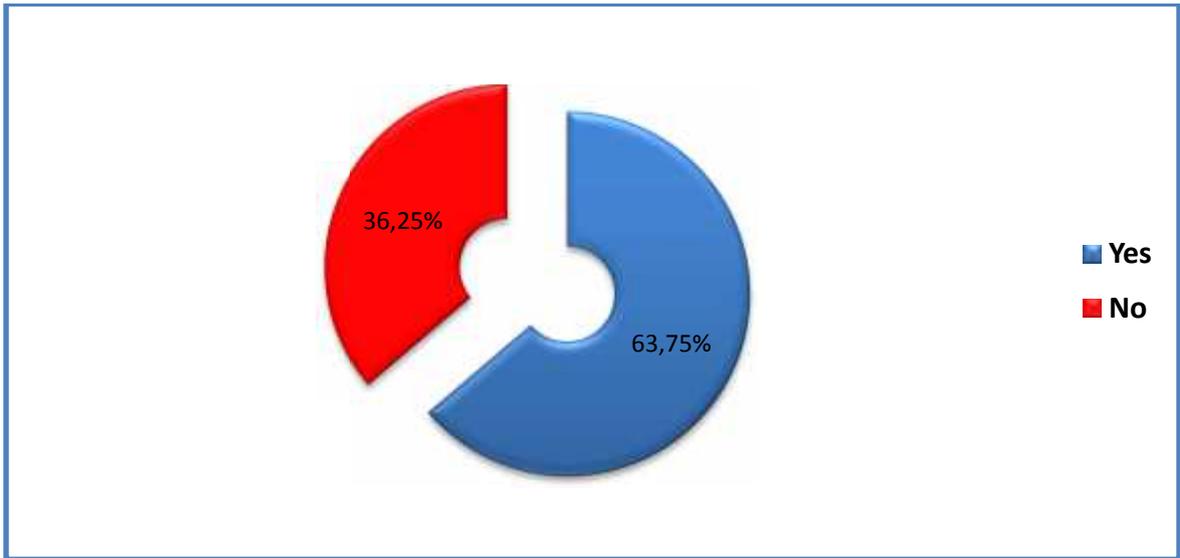
Figure16: Doughnut represents students' feeling when making mistakes in front of classmates

The table above shows the percentages of students who feel afraid and worried about making mistakes in front of their classmates and we have found that more than the half (63.75%) are worried about making mistakes when they talking in class. Learner can easily feel anxious when speaking in front of others, and reasons can vary from grammatical, vocabulary, pronunciation, or even psychological such as shyness and fear. While the rest (36.25%) do not feel afraid when talking in class, by saying no they show that they are confident or may be competent to hold discussion or to speak freely without any problem. Teachers should engage his students with group work; this is the best atmosphere for a learner to share knowledge and get it effectively, because learners will exposed to a situation, where mistakes are allowed and corrected before shown in front of the teacher and whole classroom. In addition, exposing learners to such a variety of techniques can give a push to their audacity of learning, a shy student can deal with a partner, and then a group of students then in front of the whole class and the teacher, like this, some personal psychological problems solved in a smooth way and unconsciously.

Item17: What do you wish your teacher to do when you make mistakes?

Responses	Participants	Percentages
Corrects mistakes directly	44	55%
Corrects mistakes indirectly	32	40%
Ignore the mistakes	4	5%
Total	**80**	**100%**

Table24: The students' preferences of error correction methods
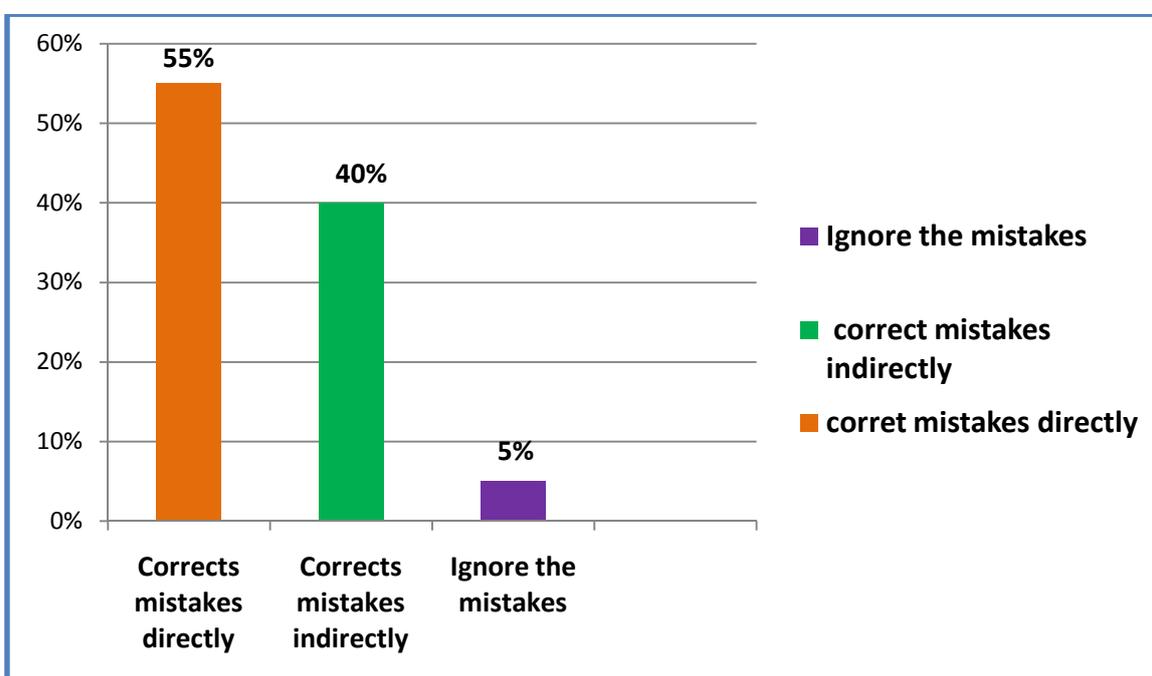
Figure17: Rates of students' preferences of error correction methods

According to the data in table 17, the method of correcting mistakes directly was the most preferred one by students 61% its more than the half, and that is a good sign for them, they accept correction and evaluation from their teacher. Less than the half of students (40%), support the indirect method of error correction while the rest of participants (5%) agreed on ignoring the mistakes on the teacher's part, maybe the reasons behind that that they are anxious, shy or passive participants. Generally, all students interested by teacher correction either directly or indirectly.

Section four: Reducing FL Anxiety and Enhancing Speaking Skill

Item18: In order to enhance your speaking performance, reducing anxiety is:

Responses	Participants	Percentages
Very important	66	82.5%
Less important	10	12.5%
Not important	4	5%
Total	**80**	**100%**

Table25: Students' opinions about the importance of reducing anxiety and enhancing speaking skill
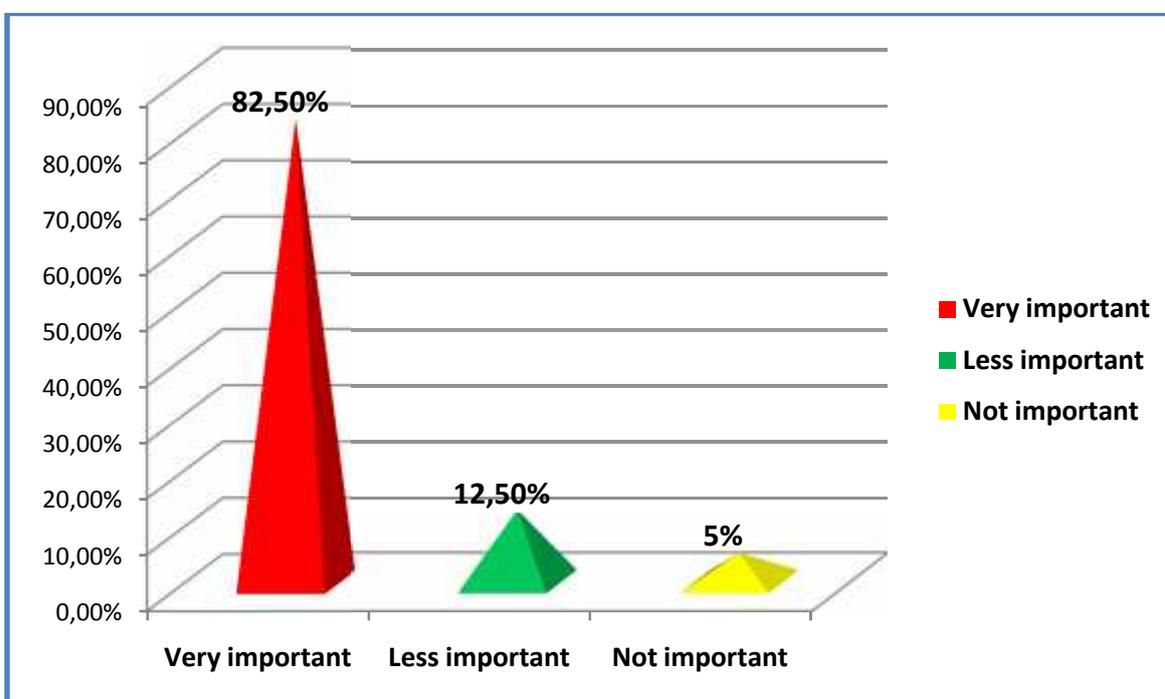
Figure18: Students' opinions about the importance of reducing anxiety and enhancing fluency

Very interesting data gathered through this item, most of students agreed about the importance of reducing anxiety and enhancing speaking skill, it is clear from the above table that they have the highest percentage (82.5%) is "very important", because the level of anxiety can really hinders the ability of learners to perform well during the learning process. Ten participants 12.5% asserted that it is "less important" and only four students 5% claimed that it is "not important". The number of the participants who think that reducing their anxiety is very important to enhance their speaking performance signifies

that the majority of the participants have great desire to reduce their anxiety. It also means that they attribute their obstacles in speaking the foreign language to their anxiety; thus, if they reduce it, they may enhance their speaking performance. These results give support to our hypothesis, which states, "If first year LMD English students of Biskra University aware of their difficulties in the mastery of speaking English as a foreign language, they will overcome their anxiety and achieve better results". Moreover, we may understand from the small number of the participants who think that reducing anxiety is not important that they may have other factors, which affect their speaking performance. Consequently, we can say that even if anxiety has a great effect in the speaking performance of the majority of the participants, there are other factors, which may hinder the speaking performance of some learners.

Item19: Which of the following activities do you like most about oral class?

Responses	Participants	Percentages
Discussion	24	30%
Role-play	13	16.25%
Communication games	13	16.25%
Story telling	23	28.75%
All of them	7	8.75%
Total	**80**	**100%**

Table26: Student's motivational speaking activities
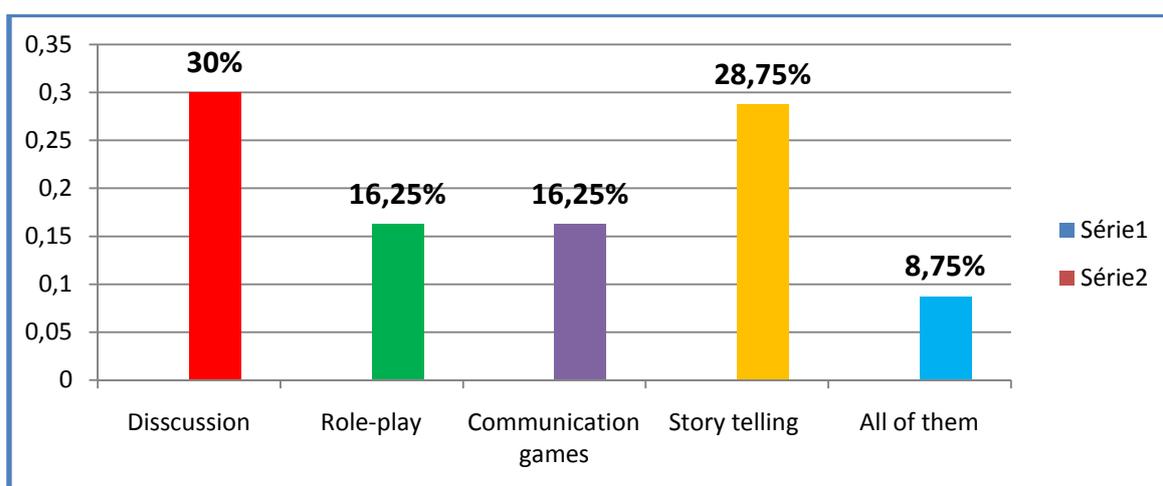
Figure19: Rates of student's motivational speaking activities

The present item of information intended to ask the students about the activity that they do most like, and motivates their participation. Students' answers are varied; each student has his own favorite activity during the class of oral expression. Most of students (30%) prefer discussion as the most preferable activity, which is a good way to make the students speak more since they are talking about different topics. Twenty-eight and seventy- five percent (28.75%) went for storytelling, 16.25% prefer role-play, and the same percentage 16.25% said they prefer communication games. However, the rest of students (8.75%) choose all the activities, they prefer to use all the activities interchangeably. We believe that if teachers that would be very helpful to meet the needs of the learners effectively and gain time and energy to obtain better learning results considered students' choices.

Item20: What do you think you can do in order to reduce your anxiety?

Responses	Participants	Percentages
Practice and preparation	25	31.25%
Building self- confidence	36	45%
Encourage yourself to take Risks	19	23.75%
Total	**80**	**100%**

Table27: Students' opinion about how to reduce anxiety
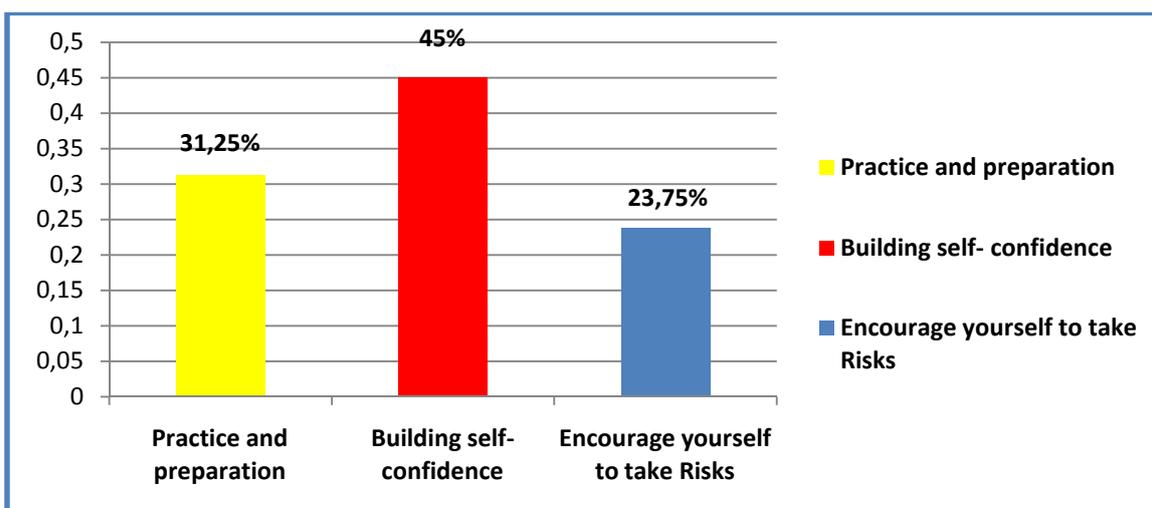
Figure20: Rates of students' opinion about how to reduce anxiety

Very interesting data gathered through this item, 45% of the participants who said that, building self-confidence are the appropriate way to reduce their speaking anxiety, because self-confidence is a crucial part of taking any step towards any activity or process. In learning, it can be one of the reasons that decides the success or failure of the process. While 31.25% from participants assert that, practice and preparation is the best method and techniques for reducing anxiety, because when they do it, it helps them to speak more confidently in class. While the rest of the simple (23.75%) agree that when they encourage themselves with self-talk, at least anxiety will minimized. By this question, we want not to differentiate between those techniques but just to know which of them learners have preferences, and we found that all the numbers were close.

Item21: your teacher reinforces and advises you to believe in your abilities?

Responses	Participants	Percentages
Always	26	32.5%
Sometimes	40	50%
Never	14	17.5%
Total	**80**	**100%**

Table28: Students' consideration of their teachers' motivation
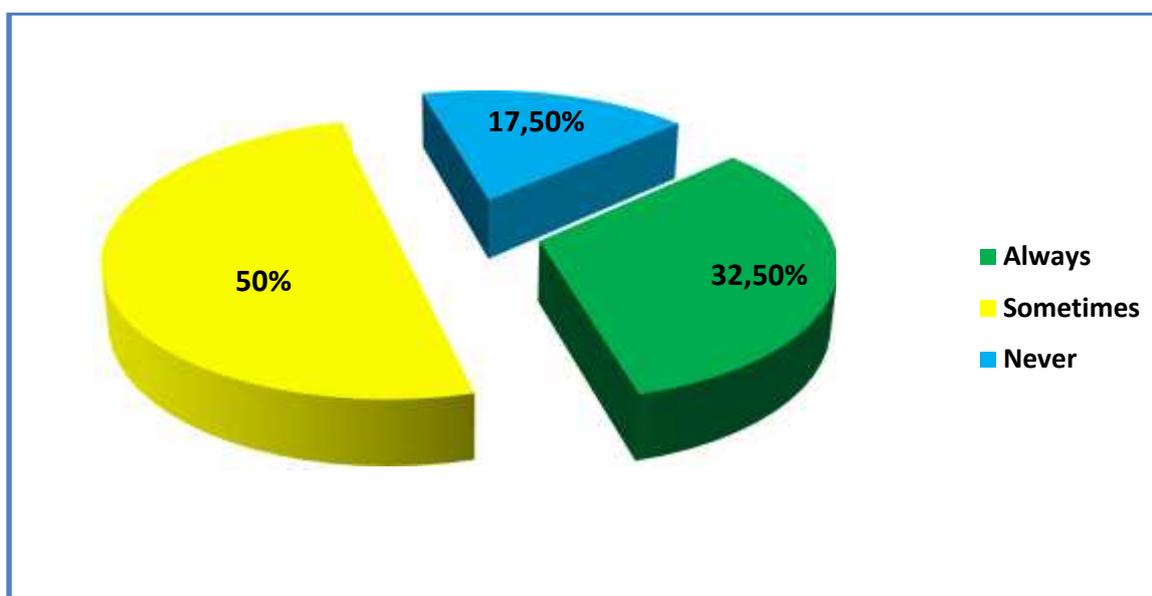
Figure21: Students' consideration of their teachers' motivation

The table above shows that, the half of oral expression session always motivating, reinforcing, and advising them by believing in their abilities, and that eliminates the anxiety and encourages students to learn from their mistakes and self-correction will be more effective than any other time. While 50% of students agree that: their teacher not all the time but sometimes, he provides them with advices, this could be creating a communicative atmosphere and allows all students to participate and integrate. The rest of the participants (17.5%) said that their teacher never encourage and motivate them. Despite all of that, students believe that teachers do their best to give all of them opportunity to speak and participate.

Item22: What do you want from your teacher to do in order to reduce your anxiety?

Responses	Participants	Percentages
Teacher-student pleasant relationship	18	22.5%
Relaxed and enjoyable atmosphere	32	40%
Encouraging group work	6	7.5%
Varying speaking activities	6	7.5%
All of them	18	22.5%
Total	**80**	**100%**

Table29: Students' preference technique to reduce their anxiety
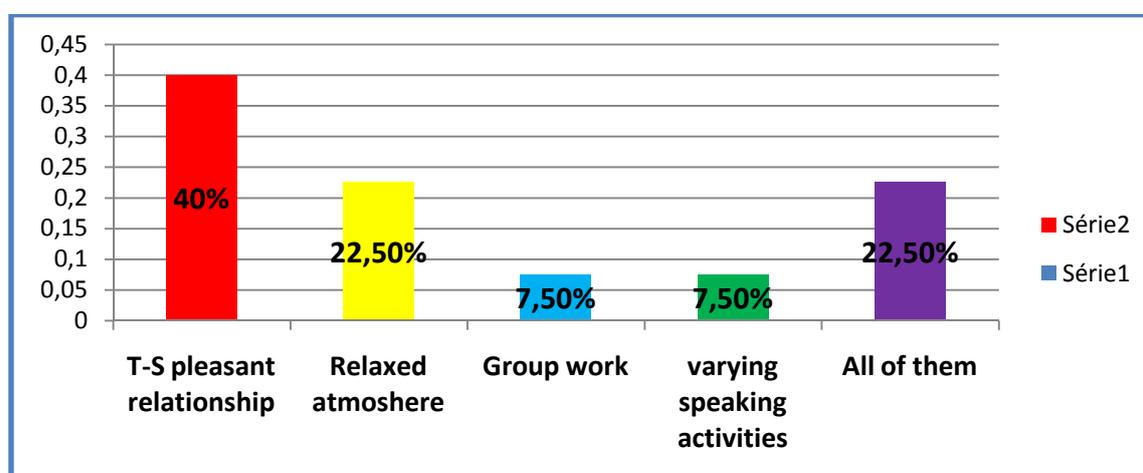
Figure22: Rates of Students' Preference Technique to reduce their Anxiety

In this table, we tried to find out if students are aware of what they want from their teacher in order to reduce speaking anxiety and enhance speaking skill. Forty percent from the participants who answered this question, they reported that, creating relaxed and enjoyable atmosphere is the best technique that they want from their teacher to apply it in the oral class, it helps them to be engaged and motivated them to do their bests. For the choice of teacher-student pleasant relationship, 22.5% choose it; the teacher should be friendly with them but not a friend, because of that, they will feel comfortable and motivated to learn effectively in order to show their abilities to their teacher. The same percentage 22.5% of the participants chooses all the activities, by doing that they show that they need to practice with all of them interchangeably. While the rest percentage is the same for both choices, encouraging group work and varying speaking activities with 7.5%. All these results indicate that teachers may play a great role in reducing learners-speaking anxiety. It also means that the students indeed need the help of their teachers in order to reduce their speaking anxiety. Finally, if teacher and responsible people take into consideration the needs of the learners they would reach valuable results.

2. Analysis of Teachers' Questionnaire

2.1. Aims of the questionnaire

Teachers' questionnaire designed to approve the researcher's desired aims. The first aim is to gather reliable data to confirm the students' answers about the existence anxiety. The second aim is to investigate if EFL teachers observe the existence of this issue and they are aware about the anxious students' feelings. The difference of teaching experience has the right also to handle lights on the effective strategies that reduce anxiety and develop students' speaking fluency.

2.2. Administration of the Questionnaire

This questionnaire was designed for five oral expression teachers at the English division of Mohamed Kheider University in Biskra. All papers were answered and given back.

2.3. Description of the Questionnaire

The present questionnaire aims to collect data and to maintain objectivity of the scientific research. It involved different types of questions: "closed" and "open-ended"

questions. Closed questions require the teachers to answer by "Yes" or "No" or to tick up the right answers from a set of options and open –ended questions which require from them to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of 20 questions that are classified under four sections:

2.3.1. Section One

This section is entitled "General Information", (Q_1-Q_5). It consists of six questions aiming to gain personal information about teachers' gender, qualification and their experience in teaching oral expression.

2.3.2. Section two

The second is about "Anxiety in EFL lasses", (Q_6-Q_9). It consists of six questions. It deals with the oral expression course as the main section to study the EFL students' anxiety. Through this section, we attempt to identify the main causes of anxiety. Moreover, it investigates whether teachers raise awareness towards anxiety or not.

2.3.3. Section Three

The third section is about "EFL Students' Speaking Difficulties in Class", $(Q_{10}-Q_{14})$. This section aims at exploring the difficulties that face EFL students' participation. Since the teachers are the main responsible during the lesson, they can observe these obstacles easily. It contains six questions.

2.3.4. Section Four

The last section is about "reducing anxiety and enhancing speaking abilities", $(Q_{15}-Q_{20})$. It is about the attitudes of teachers about their students' anxiety in speaking, the different problems that face students in class and their opinions about the strategies that they use in order to help students to decrease their students' anxiety.

2.4. Analysis of Teachers' Questionnaire

Section One: General Information

Item 01: Your gender is:

Responses	Participants	Percentages
Male	2	40%
Female	3	60%
Total	**5**	**100%**

Table30: Teachers' gender distribution
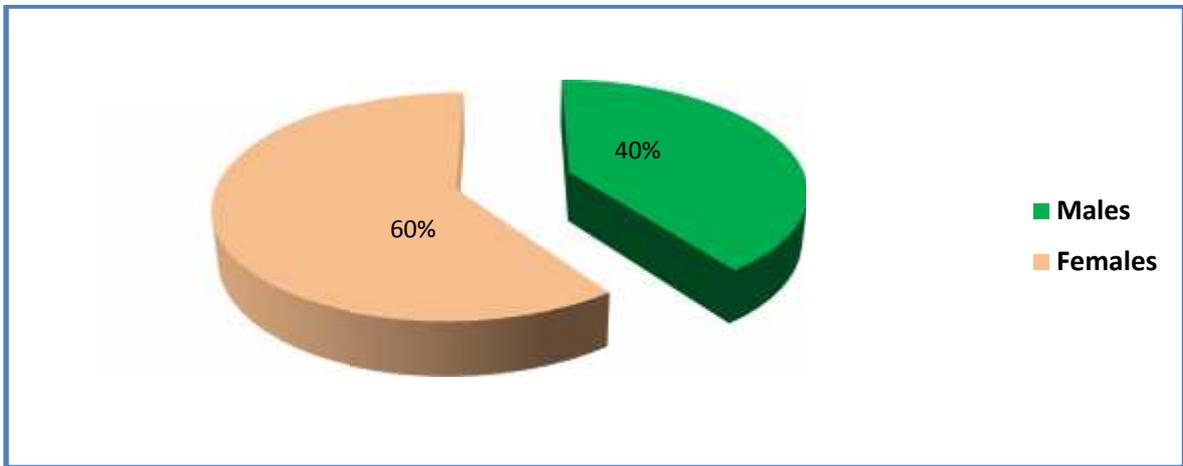
Figure 23: Teachers' gender distribution

The table above shows that 60% of the sample are female teachers whereas, 40% are males. This clearly indicated that females are more interested in teaching the oral expression module.

Item02: Your degree:

Responses	Participants	Percentages
BA (license)	0	0%
MA (Magister/ Master)	5	100%
PhD(Doctorate)	0	0%
Total	**5**	**100%**

Table31: Teachers' qualification
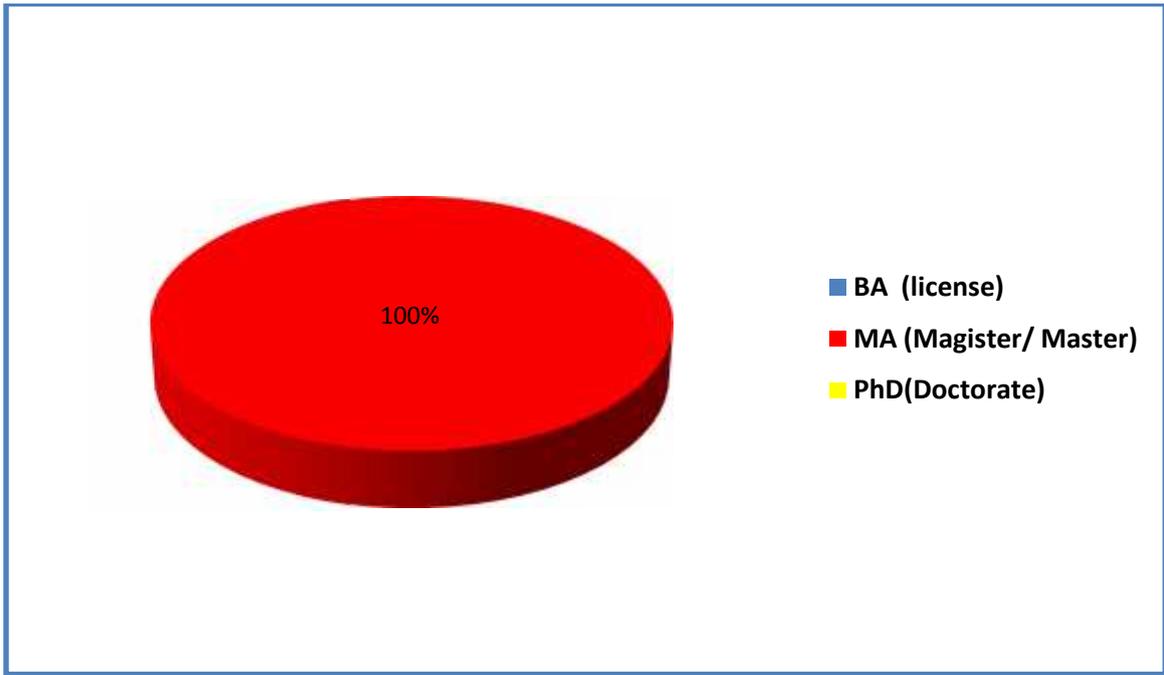
Figure24: Teacher's qualification

As can be seen from the graph, it illustrates that 100% which represents the whole sample of five teachers of oral expression module, who have (Master/Magister degree). That is a good sign that show they are competent enough to carry a successful FL classroom.

Item03: Length of experience and teaching oral expression: ………………..year(s).

Responses	Participants	Percentages
Less than one Year	1	20%
Two Years	3	60%
Three years	1	20%
Total	**5**	**100%**

Table32: Teachers' experience in teaching oral expression
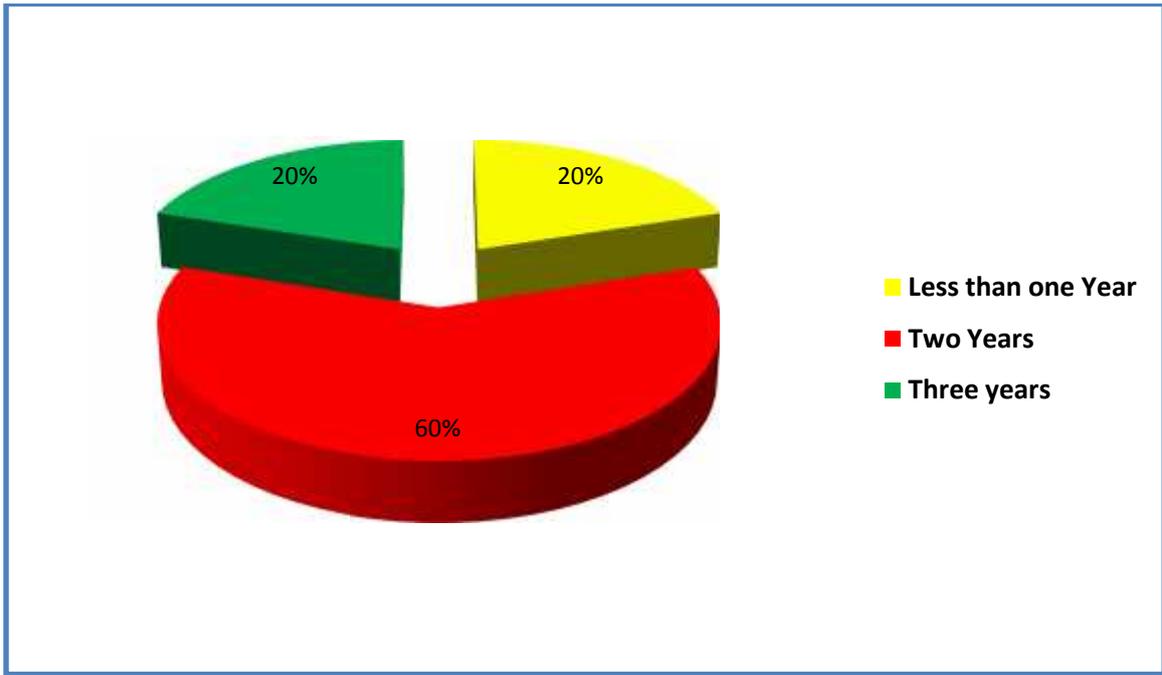
Figure25: Teachers' experience in teaching oral expression

The above table states that 60% of teachers have experiences in teaching oral expression for 2years. In addition, one teacher 20% said that he had been teaching oral expression since 3 years. Finally, just one teacher 20% said he had been teaching oral expression less than one year (7 months). These results indicate that most teachers have certainly experienced different students 'problems and difficulties such as anxiety.

Item04: As a teacher of oral expression, do you think that oral expression is a difficult module to teach?

Responses	Participants	Percentages
Yes	5	100%
No	0	0%
Total	**5**	**100%**

Table33: Teacher' attitude toward teaching oral expression module
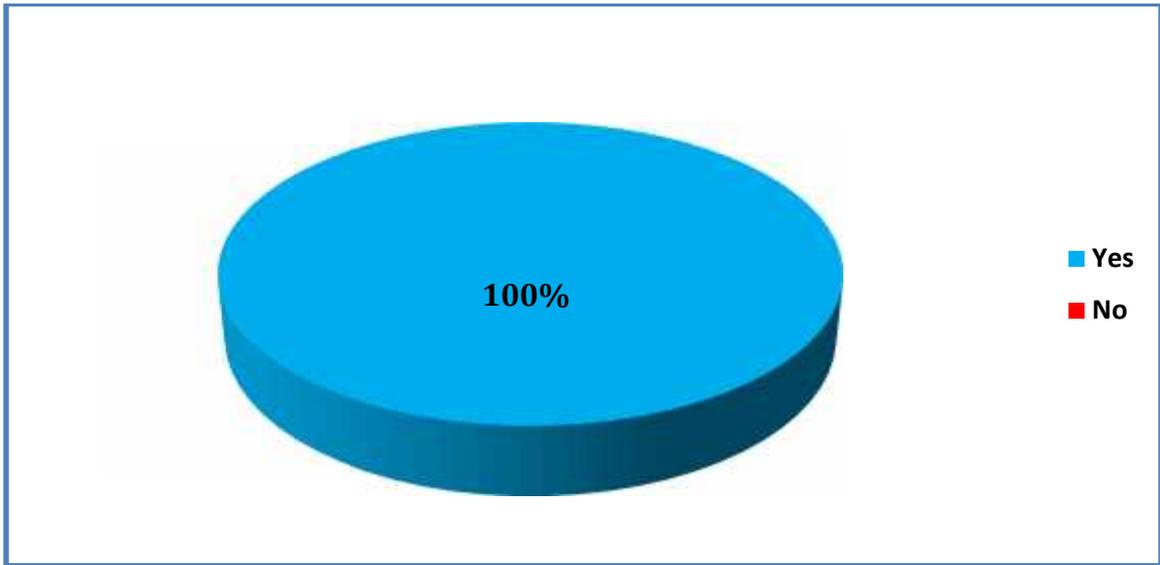
Figure26: Teachers' attitude toward teaching oral expression module

The table and graph above represent teachers' attitude toward teaching English as a foreign language in terms of difficulty, were the answers of a direct question, and results shown that the total sample of teachers (100%) reported the fact that teaching oral expression module is difficult process. It means that they suffer from problems during the process. This is really an important thing to take into consideration by the teachers themselves to adapt the situation, and try to find solutions to whatever are the problems, in order to carry on successful teaching.

Item05: If yes, please, explain why?

Teachers stated explanations about the difficulty of teaching oral expression module, each one according to his point of view:

Teachers	Their explanation
Teacher 1	-Teaching oral expression needs an expert teacher to know different ideologies to deal with. -To motivate one person to talk and express his thought is great work.
Teacher 2	-Sometimes, as teachers, we find difficulty to deal with different levels of students in oral class, and tasks we should choose to help them speak and surpass their fears, anxiety or shyness, for

	communicating the language.
Teacher 3	-It requires a high level of proficiency from the teacher. - For students, the interaction is difficult for many reasons: poor level, shyness…etc.
Teacher 4	- It is not easy to improve student's oral skill.
Teacher 5	-It needs a lot of requirements, such as: having a good mastery of the language, being well-versed in a different topics, being able to create a healthy atmosphere amongst the students…etc.

Table34: Teachers' explanations about their attitude toward teaching oral expression module

Section Two: Anxiety in EFL classes

Item06: In oral expression sessions, your activities are:

Responses	**Participants**	**Percentages**
Form-focused	1	20%
Meaning-focused	4	80%
Total	**5**	**100**

Table35: Form-focused verses meaning-focused in teaching oral expression
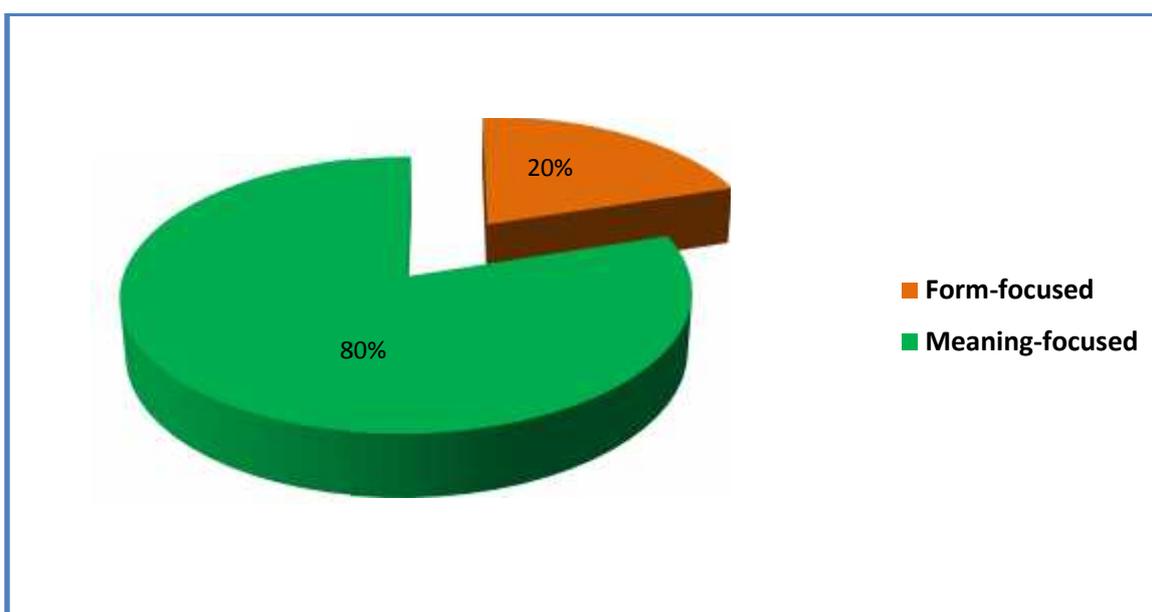
Figure27: Form-focused verses meaning-focused in teaching oral expression

From item six, we aim to investigate what is the teachers' focus when they teach oral expression module. It contains two options: Form-focused in addition to meaning-focused. The results of table above show that the vast majority (80%) of oral teachers based on meaning-focused when teaching their students, whereas only one teacher 20% claims that he based on form-focused. This indicates that most English oral teachers give the priority to meaning-focused and the inferiority to form-focused.

Item07: Do your students experience anxiety attacks in your classroom?

Responses	Participants	Percentages
Yes	5	100%
No	0	0%
Total	**5**	**100%**

Table36: Teachers' opinions about students' possibility to experience anxiety
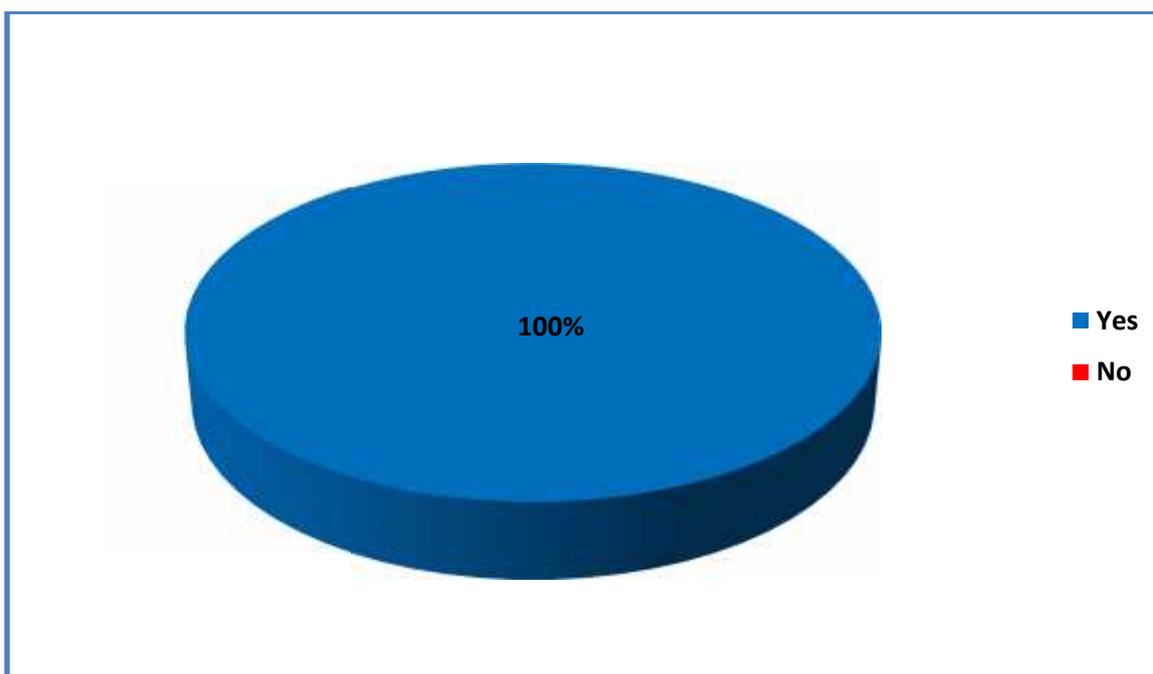
Figure28: Teachers' opinions about students' possibility to experience anxiety

Very interesting data was gathered through this item, and it is obvious from the graph that, the total sample of our teachers (100%) who said 'Yes' they agree that anxiety is an obstacle for their students to speaking performance. This is really an important thing to take into consideration by the teachers, to try to find solutions to get rid of this negative

phenomenon, or at least to minimize it. It is a reality that students do have some factors that they are anxious and embarrassed which lead them to remain passive.

Item08: If yes, how often?

Responses	Participants	Percentages
Always	2	40%
Sometimes	3	60%
Rarely	0	0%
Never	0	0%
Total	**5**	**100%**

Table37: Teachers' affirmation about students' possibility to experiencing anxiety
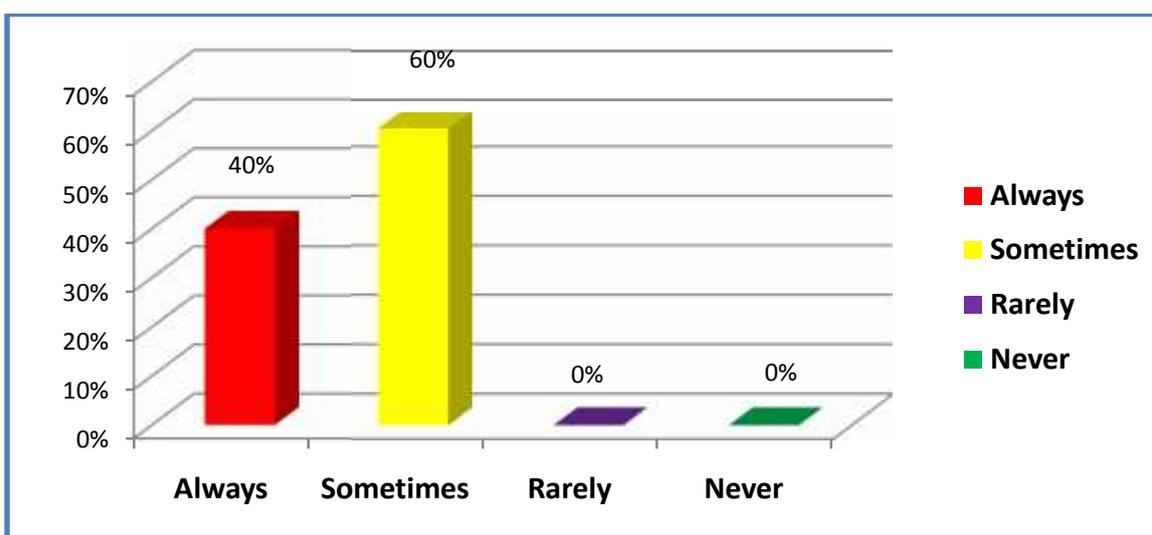
Figure29: Rates of Teachers' affirmation about Students' Possibility to Experiencing Anxiety

When talking about the classroom anxiety, item 08 is one, of our questions, that investigates student's possibility to experience anxiety in classroom and the table above shows clearly that the vast majority (60%) (3participants) said that their students sometimes experience anxiety in classroom, while 40% (2participants) said that their students always experiencing anxiety and that affected them negatively. The rest of the choices rarely and never no one choose it. Teachers need to adopt the situation to create active members of their classes. In addition, they can create a motivating atmosphere for

their learners and encourage them to speak and at least practice their speaking skills confidently and without anxiety.

Item09: Check the following factors that cause your students' anxiety:

a- Nervousness and fear. ☐

b- Lack of self- confidence. ☐

c- Lack of vocabulary. ☐

d- Worrying about making mistakes. ☐

e- Fluent students laugh at the reluctant students. ☐

f- The evaluation of the teacher and/or classmates. ☐

g- Loss of motivation. ☐

Responses	Participants	Percentages
A + b + c	3	60%
D + g	1	20%
B + d +f	1	20%
Total	**5**	**100%**

Table 38: Factors that causes students' anxiety
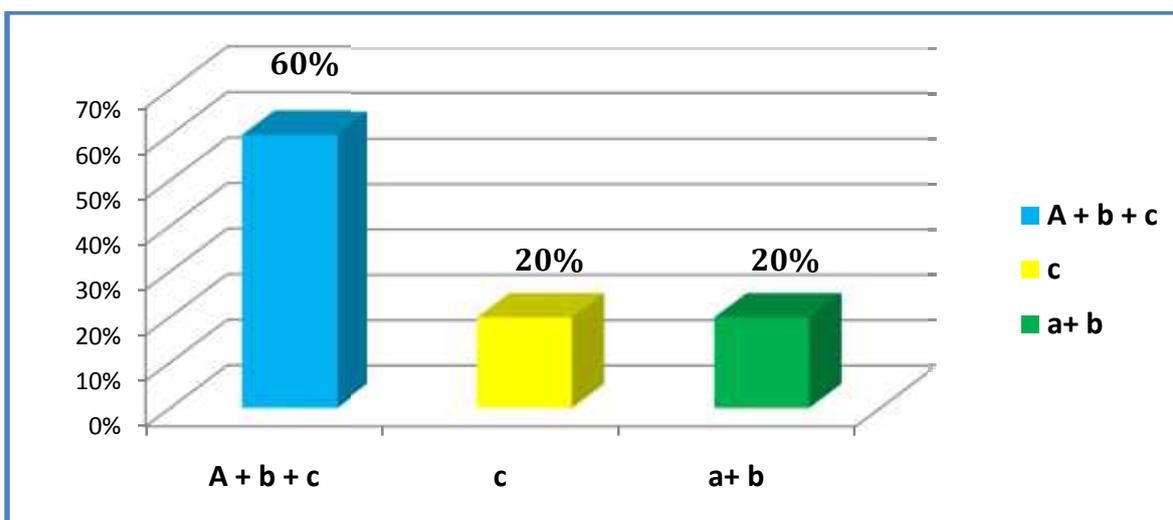
Figure30: Rates of factors that causes students' anxiety

It can be seeing from the graph, the results about the causes of students' anxiety according to teachers' perspectives. Teachers' responses vary from one teacher to another, since there is a difference among their students. Three teachers 60% selected the first three options a-b-c given by the researcher, and they added a comment that these factors differ from one learner to another. The two options (d-g) 20% selected by one teacher as factors that cause anxiety, also, one teacher choose the options (b-d-f) 20%. The respondents provided various causes of their students" foreign language speech anxiety, these factors are: nervousness and fear, lack of self- confidence, lack of vocabulary, worrying about making mistakes, the evaluation of the teacher and/or classmates, loss of motivation. 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 students' speech anxiety.

Section Three: EFL Students' Speaking Difficulties in Class

Item10: What do you find most needed items for teaching speaking?

a- Grammar ☐   b- Pronunciation ☐   c- Vocabulary ☐

Responses	Participants	percentages
A + b + c	3	60%
c	1	20%
A + b	1	20%
Total	**5**	**100%**

Table39: Teachers' most needed items for teaching speaking
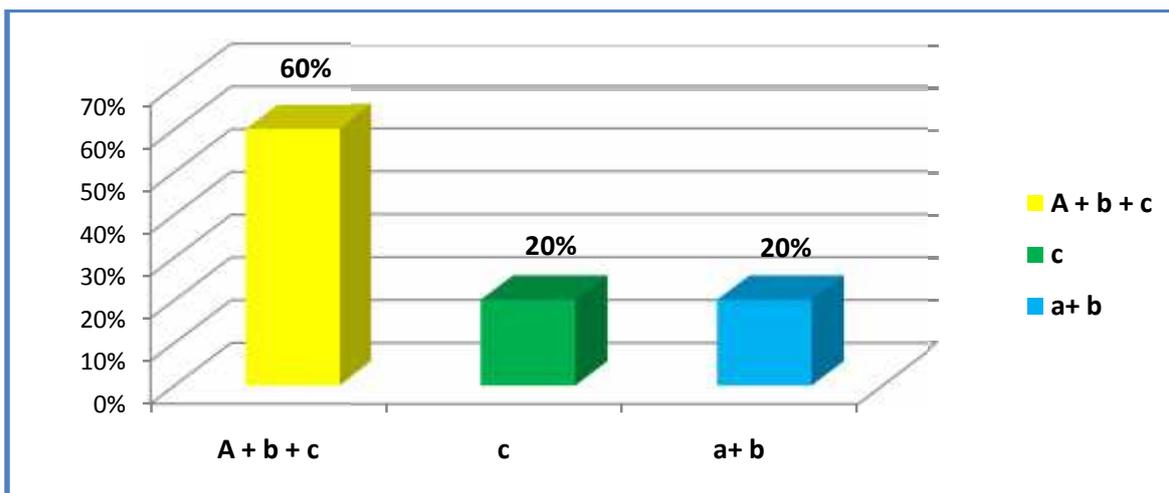
Figure31: Rates of teachers' most needed items for teaching speaking

The present item of information intended to ask the teachers about the most needed item for teaching speaking skill. Teachers' answers are varied; each teacher has his own favorite item during the class of oral expression. Most of teachers (60%) prefer all of the choices grammar, pronunciation, and vocabulary, while 20% from the sample choose vocabulary as an appropriate item to enrich students' speaking proficiency. The rest of our participants with the same percentage 20% declare that they rely on teaching both grammar and pronunciation. As a result, teachers should paid a lot of attention to design activities which focus more on tasks that are balanced between grammar, pronunciation, and vocabulary to develop their students' speaking skill in English.

Others:

Only three teachers provide us with other suggestions about the items that needed for teaching speaking, it is as follow:

Teachers	Other suggestions
Teacher 1	-Conversation / Open-discussion.
Teacher 2	-The ability and skill of generating ideas and organizing them.
Teacher 3	-Dealing with topics of their own choice/ own needs. -Evolving them in order to insist on their importance, as participants in the lecture.

Tables40: **Teachers' other suggestions about the most needed item for teaching speaking**

Item11: Do you motivate your students to speak?

Responses	Participants	Percentages
Yes	5	100%
No	0	0%
Total	**5**	**100%**

Table41: Teacher's perception of student's motivation in speaking
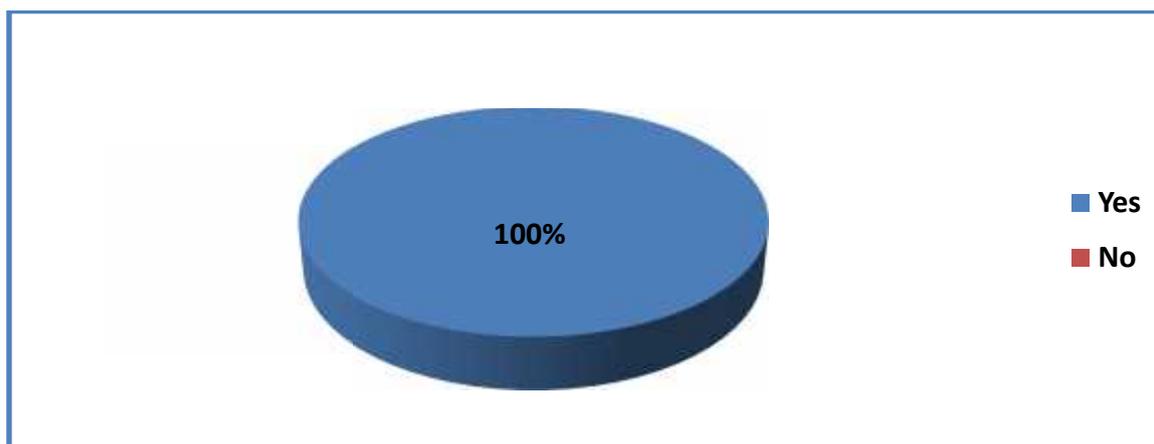
Figure32: Pie chart represents teachers' perception of student's motivation in speaking

Turning now to motivation, we will discuss here whether the teachers of oral expression module are motivating their students to speak in English. As we can see from the graph, the total majority has indicated that they motivate their students a total of 5 teachers or 100%. Unmotivated students can be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making grammatical mistakes ….etc. The role of teachers in enhancing students' motivation has been found to have great effect on enhancing student s' performance in the target language; thus, teachers should find their ways to motivate their students in order to minimize their anxiety and achieve better results.

Item 12: If yes, how do you motivate them?

All teachers provide justifications for the answer; they explained that they raise their students' motivation through different ways.

Teachers	How they motivate their students
Teacher 1	-I let them choose the topics that they are interested in. -Encouraging them to speak without fear of making mistakes. -Organizing classroom debates about current topics and bringing in interesting activities encourage students to exchange ideas.
Teacher 2	-In each time we meet, I focus more on creating a suitable climate (motivating atmosphere) through my feedbacks, that will encourage them to do better in the next session. - Creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates.
Teacher 3	-Provoke their prior knowledge. -Choose interesting topics. -Encourage them to write dialogues.
Teacher 4	-Through some warm-up activities such as : brainstorming, eliciting…etc - Positive renforcement
Teacher 5	-Giving real examples, and involving them. -Standing by the shy students, in order to get them out of their shells. -Role -play and language games are an excellent ways of motivating students to speak

Table42: Teachers' ways to sustain motivation

In sum, teachers' awareness of different ways of raising students' motivation can be of great benefits in increasing students' oral participation. In my opinion, motivation is what keeps teachers teaching and their students learning.

Item13: How do you evaluate the level of speaking skill of your students?

Responses	Participants	Percentages
High	0	0%
Average	4	80%
Low	1	20%
Total	5	100%

Table43: Teachers' evaluation about the level of speaking skill of their students
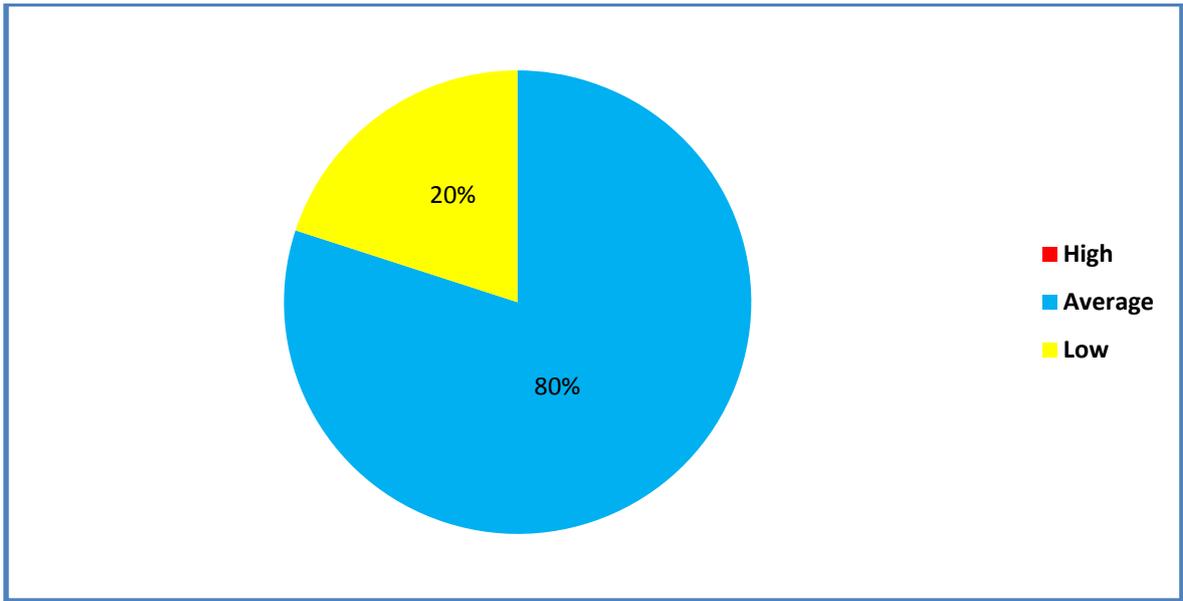
Figure33: Pie chart represents teachers' evaluation about the level of speaking Skill of their students

It can be seen from the graph, that most of the teachers (80%) state that their students have average level; this is due to many reasons. The students may have problems that decrease their level and prevent their ameliorating. Only one teacher, which represents 20% from the sample, states that his students' level is low. None of them states the first option high.

Item14: your opinion, what is the secret behind successful teaching of oral expression?

We ask teachers to provide us with suggestions about the secret behind successful teaching oral expression, and each of them answers according to his experience and points of view:

Teachers	Justification
Teacher 1	-Provide a good atmosphere in the classroom to let students express their ideas freely.
Teacher 2	-The teacher's personality is one of the secret kies for breaking the ice inside the classroom. -The second point is related to the discussed topics purse.
Teacher 3	-The ability to break the walls of (fear, anxiety, shyness, loss of self-

	confidence)
Teacher 4	-Setting goals, good preparation, addressing all types of learners.
Teacher 5	-Being too close to the students.
	-Teaching them according to their needs.
	-We have to begin from easiness to difficulty.

Table44: Teachers' justification about the secret behind successful teaching oral expression.

Section Four: Reducing Anxiety and Enhancing Speaking Abilities

Item15: Do you think that the role of a teacher is essential in enhancing students' performance?

Responses	Participants	Percentages
Yes	5	100%
No	0	0%
Total	**5**	**100%**

Table45: The role of the teacher in enhancing students' performance.
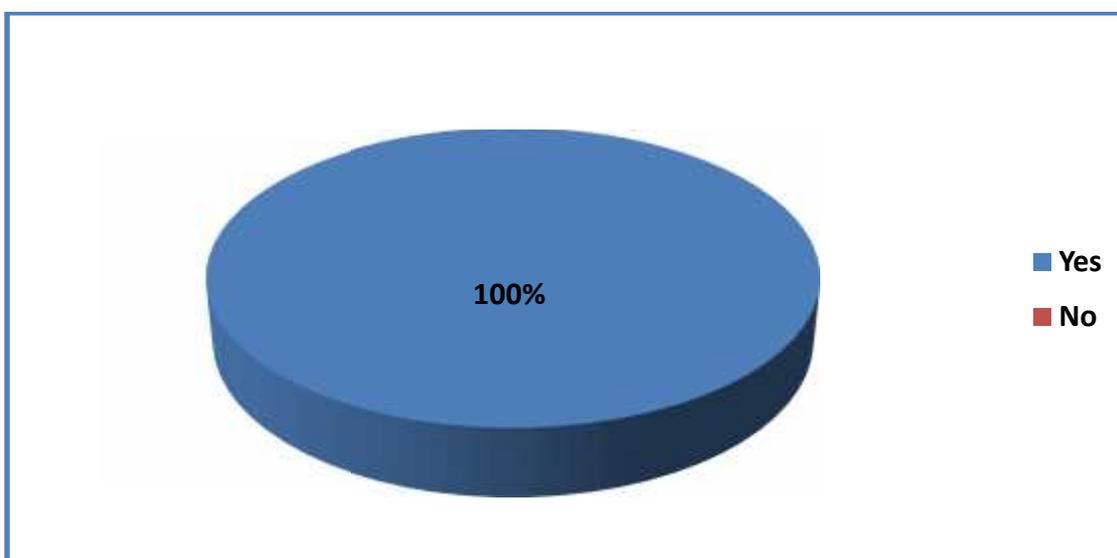
Figure34: Pie chart represents the role of the teacher in enhancing students' performance

As it is illustrated by the graph, the total sample (100%) of teachers agrees that the role of the teacher is essential and very important in enhancing students' performance. This

percentage is optimizing because it shows that they are aware of their job to carry on successful foreign language classroom. Thus, teachers should find their ways to motivate their students in order to minimize their anxiety and achieve better results.

-**Please Explain:**

To clarify more we ask teachers to provide us with explanation about the essential role of teacher in enhancing students' performance, and each one of them answer according to his/her experience:

Teachers	Explanations
Teacher 1	-Without the encouragement of the teachers, students cannot talk.
Teacher 2	-If the teacher knows his students very well and knows about the problems of his students, he will try hard to do his best of the best for reducing and controlling their anxiety.
Teacher 3	-By encouraging them to speak, providing them with: the necessary vocabulary, ideas, and how to express them.
Teacher 4	-The teacher plays different roles during the session to help and encourage students.
Teacher 5	-He is the guide, the facilitator, the helpmate for his students "the maestro".

Table46: Teachers' explanation in enhancing students' performance.

Item16: Do you think that students' performance will be enhanced if anxiety is reduced?

Responses	Participants	Percentages
Yes	5	100%
No	0	0%
Total	**5**	**100%**

Table47: Teachers' opinions about reducing anxiety and enhancing performance
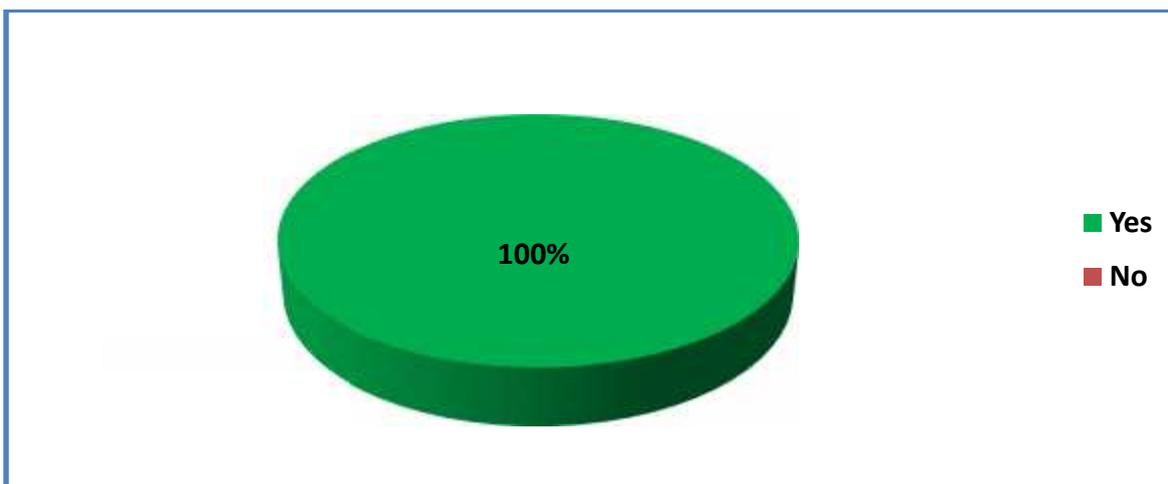
Figure35: Pie chart represents teachers' opinions about reducing anxiety and enhancing performance

As is shown by the graph, all the teachers (100%) agreed that students' speaking performance would be enhanced if anxiety were reduced. They are sure that learners' speaking performance will be enhanced if anxiety is reduced. Also, show that reducing students'-speaking anxiety is very important in order to improve their speaking performance. One teacher adds, because students cannot perform under pressure. From these answers, we deduce that students" foreign language learning is affected by many factors. Anxiety is considered as one of the major factors that tend to have great effects on students' foreign language learning.

Item17: What do you advise anxious learners to do in order to decrease their speaking anxiety?

The respondents provided different advice to anxious learners in order to decrease their Speaking" anxiety. They recommended them to:

-believe their abilities, which mean that they have to build their self-confidence.

-Do extensive reading

-Encourage them to depend on their prior knowledge, and elicit their linguistic fortune from their background.

-Taking part in-group work during the oral expression helps to a great extent to reduce anxiety.

-If they want to minimize their anxiety, they have to put in mind that they are not native speakers, and that they are like many other learners.

Item18: Do you use (positive) praise or negative (criticism) feedback to motivate your students?

Responses	Participants	Percentages
Positive praise	5	100%
Negative criticism	0	0%
Total	**5**	**100%**

Table48: Teachers' way to motivate students
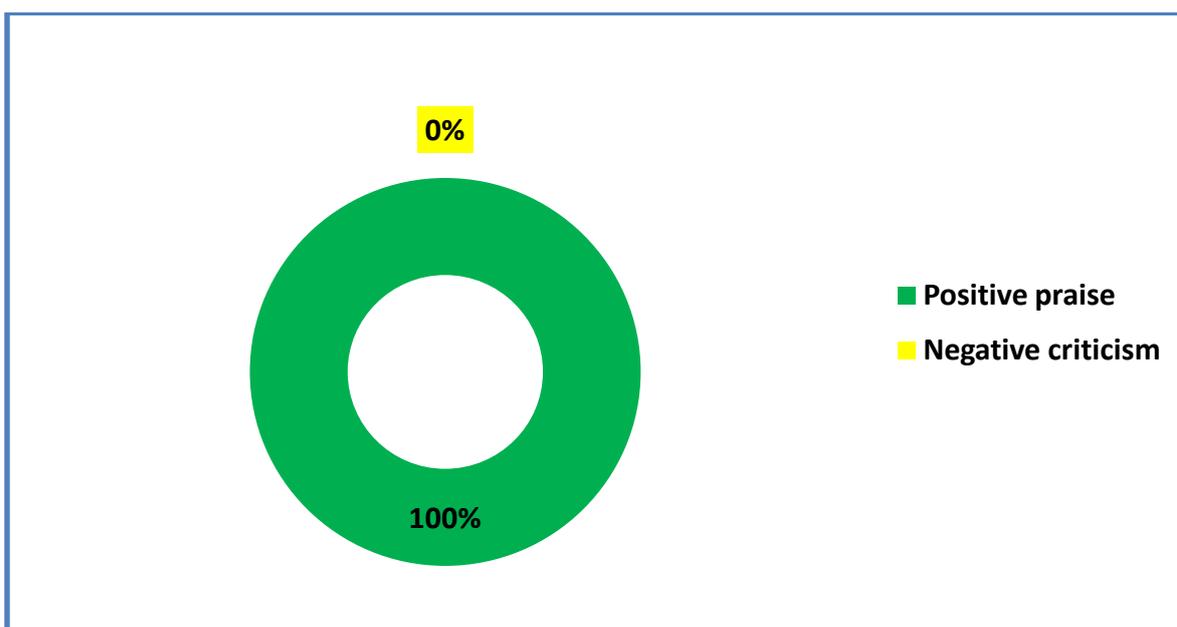
Figure36: Pie chart represents teachers' way to motivate students

Praises are effective techniques to reinforce EFL students in their performance, by this question; we wanted to elicit the more efficient feedback to stimulate EFL students. All the teachers stated that they use positive praise (100%). They prefer to use positive feedback. In addition, compliments rather than criticism. One teacher declared that positive feedback could create positive confidence. Finally, we conclude that both of them are

effective if the teacher knows how to use them. However, the positive feedback is the most effective one.

-Why?

We ask teachers to explain why they are using positive praise or negative criticism and they answer as follows:

-In order to encourage them.

-this will help them very well to return their confidence. Therefore, they will react accordingly.

-It motivates them.

-It helps the students to be more confident.

-It helps them to avoid frustration.

Item19: Which of the following techniques that you prefer to use in order to keep your students actively involved in class?

a- Creating relaxed and enjoyable atmosphere. ☐

b- Teacher-student pleasant relationship.   ☐

c- Encouraging group work.   ☐

d- Varying speaking activities.   ☐

e- Giving students opportunities to speak   ☐

Responses	Participants	Percentages
A + b+ c + d + e	1	20%
A + b + e	2	40%
A + c + e	2	40%
Total	**5**	**100%**

Table49: Teachers preferred techniques to reduce student's anxiety
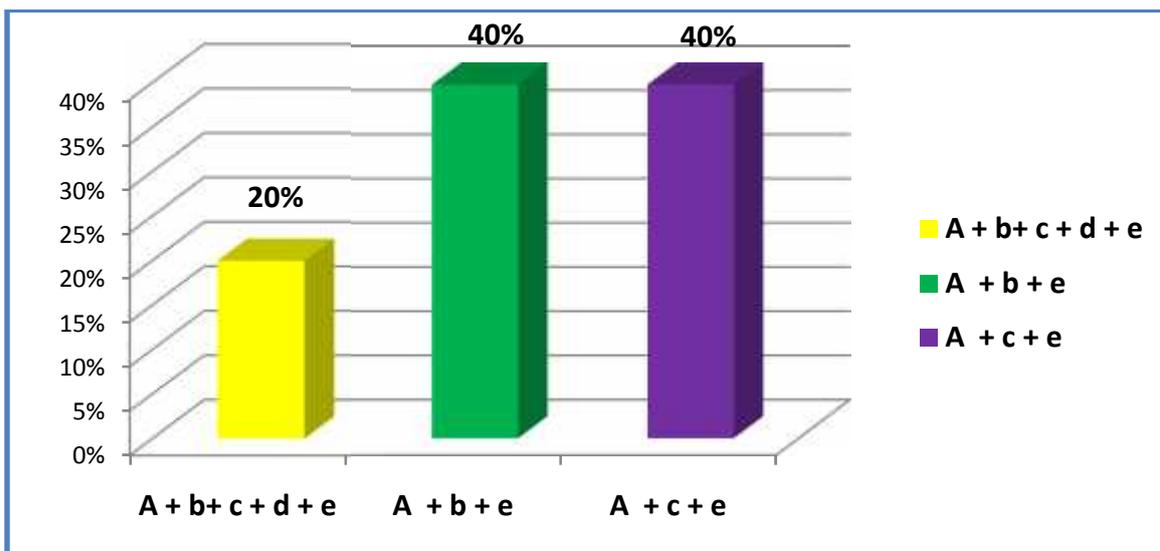
Figure37: Rates of teachers' teachers preferred techniques to reduce student's anxiety

Very interesting data gathered through this item, all the teachers agreed about the importance of reducing anxiety and enhancing speaking skill, it is clear from the above table that The respondents chooses different strategies that they can do to in order to reduce their students 'speaking anxiety. Only one Teacher chooses all the strategies (20%), this obviously indicates that: he prefers to work with all the techniques exchangeable. They are creating relaxed and enjoyable atmosphere, teacher-student pleasant relationship, encouraging group work, varying speaking activities, and giving student's opportunities to speak. While 40% from the participants argue that creating relaxed and enjoyable atmosphere, teacher-student pleasant relationship, and giving students opportunities to speak are the most affective techniques that help student to act positively without anxiety feeling. With the same percentage 40%, the rest of the participants that is combined of tow, teachers pointed the choices: creating relaxed and enjoyable atmosphere, encouraging group work, and giving students opportunities to speak. These answers indicate that teachers are aware of their crucial role in reducing students' speaking anxiety. They also show that they are knowledgeable about the appropriate ways that can help their learners to get rid of their anxiety. Accordingly, we can say that teachers are capable to decrease the level of anxiety in their classes.

Item20: In your opinion, which of the following activities you work with in order to reduce students' anxiety and enhance their speaking skill?

a- Discussions/ Debates ☐

b- Role-play ☐

c- Communication Games ☐

d- Story telling ☐

Responses	Participants	Percentages
(a+c) Discussions and -Communication games	1	20%
(a+b+c) Discussions -Role play -Communication games	2	40%
(a+b) Discussions -Role-play	1	20%
(c+d) Communication games -Story Telling	1	20%
Total	**5**	**100%**

Table50: Teachers' focuses on speaking activities to reduce anxiety
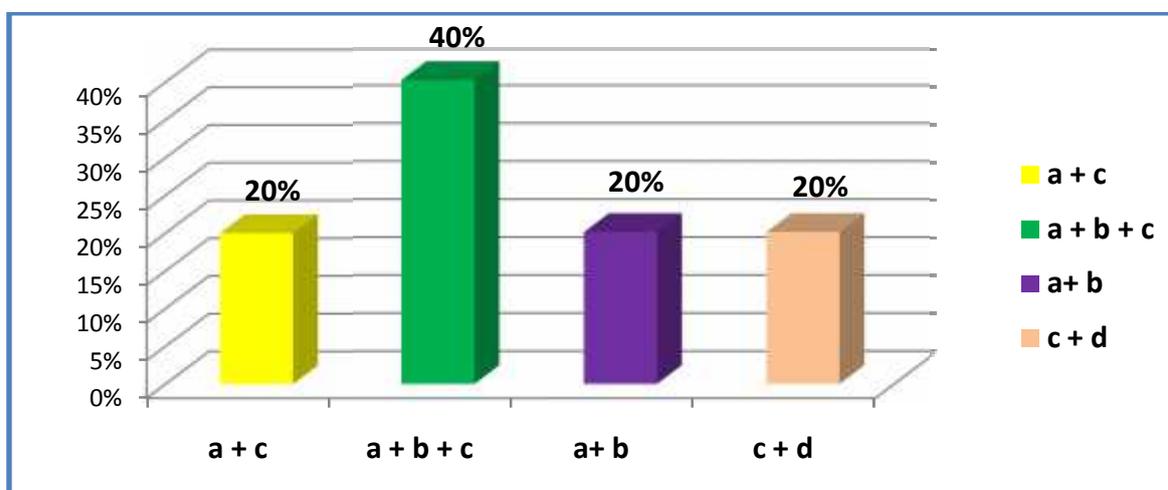
Figure38: Rates of teachers' focuses on speaking activities to reduce anxiety

There are several ways for teaching the speaking skill. We have suggested four options for teachers .The table above illustrates that the majority of the teachers 40% focus on discussions, Role-play, and communication games to create a successful participation, and to build their confidence. On the other hand 20% of the teachers, prefer to work with discussions and communication games to motivate students to speak freely. Other teacher 20% focuses on Discussions and role-play. The last teacher with the same percentage 20% ticks the two options: communication games and storytelling as the appropriate activity to ameliorate their motivation to participate without any difficulties. All these results indicate that teachers may play a great role in reducing learners-speaking anxiety. It also means that the students indeed need the help of their teachers in order to reduce their speaking anxiety. Finally, if teacher and responsible people take into consideration the needs of the learners they would reach valuable results.

Conclusion

In this chapter, the questionnaires that were designed for both second year LMD students and oral expression teachers at the English division of Biskra University have explored the impact of anxiety on students' speaking skill and confirmed our hypothesis. The analysis of students' questionnaire investigated that through using motivating strategies, their anxiety would be decreased. The results obtained from the teachers' questionnaire revealed that they are aware of the impact of anxiety on their students' speaking skill, and their precious role in reducing it to improve their speaking proficiency and achieve better results.

Findings

The findings of students' questionnaire have revealed that through using the motivational strategies, their anxiety would be decreased and thus their speaking proficiency would be improved. Students' anxiety is considered as one of the most dangerous barriers that prevent the majority of learners from fulfilling their objectives in learning English as a foreign language. It can also be a real factor that intimidates their future carrier. Indeed, the results indicated that oral expression teachers could play an important role in reducing students' anxiety via encouraging and motivating them to improve and develop their speaking of English.

Furthermore, the findings obtained from the teachers' questionnaire confirmed the previous results as it revealed that anxiety is of the most difficult psychological problems that the majority of students suffer from. It hinders them from learning a foreign language effectively. The majority of teachers are aware of the common students' difficulties, and they rely on certain motivational strategies to motivate their students to overcome their anxiety as creating relaxed and enjoyable atmosphere, teacher-students pleasant relationship, encouraging group work, varying speaking activities, giving students opportunities to speak.

In addition, the findings explored the influence of anxiety on students' speaking skill and confirmed our hypothesis. Indeed, some strategies, when used effectively, can lead students to succeed in their learning carrier. Besides, teachers should encourage their students to do their best in order to reduce their anxiety and make them feel comfortable and confident in order to improve their speaking of the English language. These results showed that anxiety is not an easy psychological phenomenon that the majority of students in the English branch at Biskra University suffer from in their learning to speak English as a foreign language. In addition, it is not impossible to eliminate even it is the most harmful obstacle to their students' achievement; teachers believe that motivational speaking strategies are the most needed factors that can solve this problem. Hence, teachers and students have to work hand in hand to create a relaxed and enjoyable atmosphere, discuss on new and interested topics, respect and help each other in order to release anxious students and to help them to develop their speaking fluency.

Recommendations

From the results of the students and the teachers' questionnaire about the impact of language anxiety on EFL students' speaking skill. Overcoming foreign language anxiety and developing students' speaking fluency recommend the help of the English department of Biskra University, English foreign language students, and English oral teachers.

1. Recommendations for English branch of Biskra University

➢ Responsible at the English branch have to reduce the students' number in each class.

➢ Administer of the English branch is required to provide laboratories for students to hold the oral expression session in which the opportunity of successful interaction is much higher than an ordinary classroom.

➢ Administration is required also to provide technology equipments to facilitate the task for both the teacher and the student through the learning process.

2. Recommendations for Foreign Language Students

Since anxiety is one of the main factors that hinder students from fulfilling their goals in their learning process, they must do their possible to prevent its damages.

➢ Students are required to contain their problems outside the classroom in order to speak and to stay in touch with the target language as much as possible. The teacher cannot guarantee 100% successful learning.

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

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

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

➢ They have to fight the negative feelings by knowing and identifying the factors that make them anxious.

➢ Students should build a good relationship between e them in order to avoid shyness, fear of making mistakes, while communicating or performing oral activities.

➢ Students should be aware that anxiety is natural feelings and it can be controlled, they should not be afraid of making mistakes because it is a part of the learning process.

➢ Students should accept the teacher's evaluation.

3. Recommendations for English Oral expression Teachers

Teachers play a vital role in helping their students to decrease their anxiety by applying certain strategies that are significant and effective.

➢ Teachers have to be aware about anxious students; they should encourage them to speak about their learning problems, and try to find the appropriate solutions for them.

➢ Teachers should encourage group work activity in order to create interaction between students, and that will help them to develop their speaking skill through using the foreign language between them.

➢ They have to create a relaxed, competitive, and enjoyable atmosphere, to get them engaged all the time.

➢ Teachers should use positive praise and avoid punishment.

➢ Teachers should vary the students' speaking activities such as (discussion, storytelling, communication games, and role-play) because it helps them to show their strengths and be more comfortable in the class.

➢ They have to provide more opportunity for the students to participate through giving them the chance to choose the topic.

General conclusion

This dissertation dealt with the Impact of Language Anxiety on EFL Students' Speaking Skill. The fundamental aim of our dissertation was to investigate the problem of English speaking anxiety which is considered to be one of the most difficult and harmful psychological phenomenon that the majority of EFL students encounter in their attempt to speak. Researchers' studies have showed that anxiety is a hard feeling that requires more consideration and interest from students, teachers, and psychologists. Moreover, this study had as goal to demonstrate the sources that cause anxiety by the learners of EFL, and more precisely in the case of speaking it. This research work also aimed to clarify and identify strategies which First year English students where can easily reduce their anxiety, get involved in classroom interaction and develop their speaking skill, and how it can be a valuable factor or solution to overcome these barriers of fear and anxiety to speak that foreign language. Indeed, this study has confirmed our hypothesis, which stated that if first year LMD students of English branch of Biskra University are aware of their difficulties in the mastery of speaking English as foreign language, and have a good command of some speaking strategies, they will overcome their anxiety and achieve better results. More precisely, if the teacher uses effective motivational strategies, learners' anxiety would be decreased.

To conduct this study we have used a descriptive method because it is the most appropriate to deal with this theme. Indeed, we attempted to describe the situation and provide information concerning the problem of anxiety and to suggest some strategies to reduce it as relying on certain motivational strategies. Mainly this study comprised three main chapters: the first chapter was a general overview about Anxiety in EFL classes; it contained the definitions of FL anxiety, types, and the role of anxiety in learning a FL, sources of FLA, theories, learner's differences, and finally strategies to reduce classroom anxiety and enhance speaking skill. The second chapter was about literature review of speaking skill. It contained several definitions, types, differences between the productive skills (speaking and writing), speaking difficulties, EFL students' participation problems: (Linguistic and Psychological problems), and teachers' strategies in developing the speaking skill. Concerning the third chapter, it included the analysis of both teachers' and students' questionnaires. The former was directed to a sample of second year LMD students, at the section of English at Biskra University. It aimed to identify their attitudes towards anxiety and speaking skill. The latter was designed for teachers of oral expression

at the same section, and served to explore the teachers' attitudes about students' anxiety in speaking, as well as to investigate the main strategies used by oral expression teachers to solve the problem.

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Appendices

Appendix one

Students' Questionnaire

Dear students,

This questionnaire is a part of our research. It aims to shed light on the impact of learning EFL anxiety on students' speaking skill and to raise awareness about the use of some strategies to reduce anxiety and enhance students to achieve better oral performance in FL classrooms. Read each of the following questions carefully and **tick** ( ) the **right** answer (s), use the lines provided to write answers. **Please, give your answers sincerely because it will be very useful in our research.**

Thanks for your collaboration

Key terms:

Anxiety: The state of feeling nervous or worried that something bad is going to happen.

Anxious: Feeling worried or nervous.

EFL: English as Foreign Language.

Section one: General Information

1. Gender**:**   a- male ☐   b- Female ☐

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

a- Imposed by administration ☐

b- Personal choice ☐

c- Parent choice ☐

3. Do you like to attend your oral English class?   a- Yes ☐   b- No ☐

4. In the oral expression session, how often do you participate?

a- Always ☐   b- Sometimes ☐   c- Often ☐   d- never ☐

5. Whatever your answer is, say why, please?

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Section two: Anxiety in EFL classes

6. Which of the four skills is most stressful to you?

a- Listening ☐   b- Speaking ☐

c- Reading ☐   d- Writing ☐

7. In the English oral class, how do you speak?

a- I speak confidently ☐   b- I feel nervous when I start speaking ☐

c- I sit at the back and keep silent ☐   d- I do not feel motivated at all ☐

8. Have you ever experienced anxiety or a severe case of stress while performing an oral performance?

a- Yes ☐   b- No ☐

 9. If yes, is this due to:

a- The lack of vocabulary ☐   b- Lack of self-confidence ☐

c- Fear of making mistakes ☐   d- Fear of being laughed at ☐

10. Which type of activities that cause you to be anxious and stressed?

a- Speaking in small groups ☐   b- Speaking in large groups ☐

c- To be called upon to respond individually ☐   d- Respond voluntarily ☐

Section three: Foreign Language Speaking Anxiety

11. Do you think English is difficult to learn?

a- Yes ☐   b- No ☐

12. If yes, do you consider anxiety as a cause of these difficulties?

a- Yes ☐   b- No ☐

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

a- Very much ☐   b- Not very much ☐

c- Somewhat ☐   d- Not at all ☐

14. When you lose ideas during speaking performance, do you try to cover your communication gaps?

a- Yes ☐   b-No ☐

15. If yes, explain how

....

………………………………………………………………………………………….

16. Do you worry about making mistakes in front of your classmates?

a- Yes ☐   b- No ☐

17. What do you wish your teacher to do when you make mistakes?

a- to correct your mistakes directly ☐

b-to correct the mistakes indirectly ☐

c-to ignore the mistakes ☐

Section four: Reducing FL Anxiety and Enhancing Speaking Skill

18. In order to enhance your speaking performance, reducing anxiety is:

a-Very important ☐   b-Less important ☐   c- Not important ☐

19. Which of the following activities do you like most about oral class?

a- Discussion ☐   b- Role-play ☐

c- Communication games ☐   d- Story telling ☐

20. What do you think you can do in order to reduce your anxiety?

a- Practice and preparation ☐

b- Building self-confidence ☐

c- Encourage yourself to take risks ☐

21. Does your teacher reinforce and advise you to believe in your abilities?

a- Always ☐　　　　b- Sometimes ☐　　　　c- Never ☐

22. What do you want from your teacher to do in order to reduce your anxiety?

a- Teacher-student pleasant relationship ☐

b- Creating relaxed and enjoyable atmosphere ☐

c- Encouraging group work ☐

d- Varying speaking activities ☐

☺ **Thank you for your participation** ☺

Appendix two

<p style="text-align:center">Teachers' Questionnaire</p>

Dear teachers,

    This questionnaire is part of our research. It aims to shed light on the impact of learning EFL anxiety on students' speaking skill and to raise awareness about the use of some strategies to reduce anxiety and enhance students to achieve better oral performance in FL classrooms. Read each of the following questions carefully and **tick** ( ) the **right** answer(s), use the lines provided to write answers. **Please, give your answers sincerely because it will be very useful in our research.**

<p style="text-align:right">Thanks for your collaboration</p>

Section One: General Information

1. Gender: a- Male ☐   b- Female ☐

2. Your degree:

a- BA (License) ☐   b- MA(Magister/ Master)☐   c- PhD (Doctorate)☐

3. Length of experience in teaching EFL at the university: …………..…year(s).

4. As a teacher of oral expression, do you think that oral expression is a difficult module to teach?

a- Yes   ☐   b- No ☐

5. If yes, please, explain why?

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Section Two: Anxiety in EFL classes

6. In oral expression sessions, your activities are: ☐

<p style="text-align:center">108</p> ☐

a- form-focused (teaching grammar structure).

b- meaning-focused (teaching language and communication).

7. Do your students experience anxiety attacks in your classroom?

a- Yes ☐   b- No ☐

8. If yes, how often?

a- Always   ☐   b- Sometimes ☐

c- Rarely   ☐   d- Never   ☐

9. Check the following factors that cause your students' anxiety:

a- Nervousness and fear.   ☐

b- Lack of self- confidence.   ☐

c- Lack of vocabulary.   ☐

d- Worrying about making mistakes.   ☐

e- Fluent students laugh at the reluctant students. ☐

f- The evaluation of the teacher and/or classemates. ☐

g- loss of motivation.   ☐

Section Three: EFL Students' Speaking Difficulties in Class

10. What do you find most needed items for teaching speaking?

a- Grammar ☐   b- Pronunciation ☐   c- Vocabulary ☐

- Others:

………………………………………………………………………………………

………………………………………………………………………………

11. Do you motivate your students to speak?

a-Yes   ☐   b- No ☐

12. If yes, how do you motivate them?

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………………………………………………………………………………………………

13. How do you evaluate the level of speaking skill of your students?

a-High ☐   b- Average ☐   c-Low ☐

14. In your opinion, what is the secret behind successful teaching of oral expression?

………………………………………………………………………………………………

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Section Four: Reducing Anxiety and Enhancing Speaking Abilities

15. Do you think that the role of a teacher is essential in enhancing students'
performance?

a- Yes   ☐   b- No   ☐

-Please explain: …………………………………….......................................

………………………………………………………………………………………

16. Do you think that students' performance will be enhanced if anxiety is reduced?

a- Yes   ☐   b- No   ☐

17. What do you advise anxious learners to do in order to decrease their speaking
anxiety?

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18. Do you use (positive) praise or negative (criticism) feedback to motivate your
students?

a- positive praise ☐   b- Negative criticism ☐

- why? …………………………………………………………………………

…….

19. Which of the following techniques that you prefer to use in order to keep your students actively involved in class?

a- Creating relaxed and enjoyable atmosphere. ☐

b- Teacher-student pleasant relationship. ☐

c- Encouraging group work. ☐

d- Varying speaking activities. ☐

e- Giving students opportunities to speak. ☐

20. In your opinion, which of the following activities you work with in order to reduce students' anxiety and enhance their speaking skill?

a- Discussions/ Debates ☐

b- Role-play ☐

c- Communication Games ☐

d- Story telling ☐

Thank you for your participation

خلال عملية تعلم اللغة الإنجليزية كلغة أجنبية، يعاني الطلبة من مسألة في غاية الأهمية ألا وهي" "وعليه تحاول هذه الدراسة لتحقيق وتسليط الضوء على تأثير هذه الظاهرة على مهارة الـ   الإنجليزية محمد خيضر بسكرة.   نه ي   إلى تحقيق ثلاثة أهداف رئيسية. أولا، إيجاد   ستراتيجيات خلالها يستطيع طلاب اللغة الانجليزية للسنة الأولى تقليل القلق بطريقة سهلة   لتفاعل الصفي وتطوير مهارة الـ   بها. ثانيا، تحديد   للطلبة المعنيين.   والطلاب توصيات من أجل التغلب على القلق وتحقيق نتائج أفضل.   هذا البحث على المنهج الوصفي، لأنه الأسلوب العلم للتعامل مع هذا الموضوع، ويؤدي إلى تأكيد أو رفض فرضيتنا. حيث   قمنا بتصميم استبيانين كمية من البيانات والمعطيات.   توزيع الاستبيان الأول على عينة مكونة من 80 اللغة الإنجليزية (. .)   .   الاستبيان الثاني   التعبير الشفوي في نفس القسم. ونتيجة هذه الدراسة   اللغة الإنجليزية كلغة أجنبية يشعرون بـ   يحاولون باللغة الإنجليزية، وذلك أساسا بسبب القلق وعوامل أخرى مختلفة ... .   تظهر   يمكنهم الاعتماد على استراتيجيات تعمل على تقليل   .   النتائج تثبت الفرضية التي تنص على انه " اللغة الإنجليزية   (. .)   الصعوبات التي تواجههم في تحسين مهارة الكلام يملكون كما جيد من بعض الاستراتيجيات ، ي   التوتر النفسي ويحققون نتائج   .