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**Anxiety in EFL Speaking Skill with
Reference to the First Year LMD Students
at Ibn Khaldoun University**

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Dedication:

In the name of Allah the Almighty the Sustainer the Most Merciful, all praises go to him for enlightening our way to complete this work.

We dedicate this work:

To our dear parents.

To our siblings.

To our friends.

To our teachers.

To all of you, we are eternally grateful

Thank you.

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Abstract: Speaking anxiety in English as a foreign language at Ibn Khaldoun University

Speaking anxiety is a psychological phenomenon which takes place in every educational setting. In Algerian EFL classes, speaking English is affected by anxiety. Thus, the purpose of this research work was to investigate the issue of communication apprehension from different perspectives taking into account its main variables. Indeed, going through this process was helpful to suggest some strategies that help the students to cope with speech anxiety or it will be beneficial to enhance their speaking skill. To reach this end, a case study research was conducted at IBN KHALDOUN UNIVERSITY of TIARET relying on a number of sources and research instruments for data collection. A students' questionnaire for first year LMD students and an interview with the teachers. The data collected by means of these research instruments were analyzed quantitatively and qualitatively. The results revealed that all first year EFL students experienced a certain level of speech anxiety. In this regard, students experienced speech anxiety due to being in some situations and as a result of many personal and interpersonal causes. Accordingly, this research work emphasized that understanding the different variables that contribute to speech anxiety is crucial for both students and teachers to enhance the speaking skill within the Algerian EFL classroom.

Key words: speaking skill, anxiety, communication apprehension.

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List of abbreviations:

CLT: Communicative Language teaching

EFL: English as a Foreign Language

ELLS: English Language Learners

ESL: English as a Second Language

FL: Foreign Language

FLA: Foreign Language Anxiety

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

LAD: Language acquisition device

Lge: Language

LMD: licence- master -doctorat

SA: Speaking anxiety

General Introduction

General introduction

The spread of English language is often discussed in terms of three distinct groups of users where English is used respectively as a native language, a second language, or a foreign language. In Algeria the English language is taught and learnt as a foreign language. So students who seek to accomplish proficiency in this language, they need to develop the ability of reading, writing, listening and speaking this language . Yet, developing these skills seems to be difficult for most EFL students because of numerous obstacles they face while learning the foreign language.

Anxiety is one of the remarkable obstacles that prevent students from being proficient when learning different skills, the majority of foreign language students seem to be more apprehensive when learning the speaking skill. Thus, speaking anxiety (SA) is the issue which is raised and better refers to the impact of anxiety in the speaking skill.

Whenever talking about the major factors that impact foreign language speaking skill, anxiety is firstly highlighted. Speaking anxiety is often linked with negative impacts. Therefore, it is crucial to indirectly shed light on the negative impacts of speaking anxiety as well as the positive impacts of it. There are levels of speaking anxiety that distinguish one student from another. These levels can hold different physical, psychological, and behavioral symptoms. Indeed, they are due to various reasons in different speaking situations. Effectively, knowing the levels, symptoms, and sources of speaking anxiety will help to find strategies to cope with it and may assist in enhancing student's speaking performance.

The research work attempts to achieve two purposes. First, it aims to understand the variables that are related to speaking anxiety. Then, it targets to come out with some strategies that help the students to cope with it and in the same time to enhance their speaking abilities for better achievements.

Observation:

Many first year LMD students enrolled in the English section at IBN KHALDOUN University get good grades in their written examinations, yet, when it comes to speaking English in oral classes, many face serious problems and their

oral performance becomes questionable . These students very often appear fearful when asked to answer questions and resort to silence during the whole oral sessions and even in other courses that require form of interaction.

This research work investigates the phenomenon of anxiety experienced by first year LMD students of English at Ibn Khaldoun University.

Motivation:

The main reason for choosing this topic is our curiosity to know why the majority of students have the fear of public speaking in classrooms and how can teachers help them to reduce it and develop their speaking skill.

Statement of the problem:

As it is mentioned before that the Worldwide expansion of English language has increased the demand to acquire good communication skills in English, but the problem is that students often complain about being anxious while learning to speak English as a foreign language in oral sessions and claim to have a mental blockage when learning it . This issue needs a deep investigation and careful data analysis.

Research questions:

To go deeply through the subject, the following questions are asked:

1. What makes foreign language students anxious while speaking English?
2. How can teachers reduce their students' speech anxiety?

Hypotheses:

The following hypotheses are tentative answers to the above questions:

1. Foreign language students feel anxious while speaking as result of psychological and linguistic problems
2. If teachers follow certain strategies, they will decrease their students' foreign language anxiety.

Research instruments:

To confirm or reject the research hypotheses, two methods of investigation are set:

A questionnaire is administered randomly to first year LMD students of the English section at Ibn Khaldoun University . It is to collect data and get better understanding of students' difficulties in speaking English, identifying the main causes of anxiety and its influence on their speaking abilities.

An interview with teachers of oral expression module to collect data about students' feeling of stress in their module and to see their opinion about the causes and impact of anxiety they may observe through students' performance.

Organization of the study:

This research is divided into a general introduction, three chapters and a general conclusion. The introduction comprises the statement of the problem which provides the reader with the purpose of the study and determines the variables of this psychological phenomenon. The first chapter contains the review of literature. It is an overview of speaking skill. It deals with definition of a second language and why learning it, the definition of the speaking skill and what is its importance in the classroom, its elements, types, characteristics, functions, student' challenges in learning the speaking skill, and the teachers' strategies to promote speaking . The second chapter is about anxiety in EFL classroom . It deals with some definitions of anxiety and EFL anxiety, its types, causes, symptoms, the function of anxiety in learning a foreign language, sources of anxiety, the effect of it in students' oral performance, and the learners' and teachers' strategies to reduce speaking anxiety . The third chapter includes data analysis. This comprises the analysis of the collected data from students questionnaire and teachers' interview, findings and conclusions that emerge from the study are explained . After that dealing with a general conclusion to sum up the whole work followed by stated recommendations, the limitations of the study and the list of references.

Chapter01

Speaking skill

Introduction:

Speaking is of great importance in foreign language learning . It is essential for academic success and for many jobs Despite its importance, teaching speaking has been undervalued and just in the last two decades that it wins it's right to be an independent branch of teaching, learning and testing . So, speaking must be given its right place in the process of language teaching as a whole . For first year EFL students, it is requirement for short term needs in tests and exams, and for long term needs in the job field . It is, then regarded as the major skill to be developed because it is necessary for displaying the language proficiency.

No matter how great an idea is, if is not communicated properly, it cannot be effective . Therefore, oral language is an essential tool for communicating as it shapes, modifies extends, and organizes thoughts . Speaking is one of the four language skills besides listening, reading and writing . It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints . In fact, speaking is considered the most frequently used language skill . As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

This chapter is devoted to a theoretical background about the key concepts related to the speaking skill and its elements, including the main characteristics of speaking performance, as well as demonstrating strategies and activities for effective speaking.

1. Definition of second language:

In any language there is L1 and L2 . L1 refers to the first or the native language while L2 refers to the second or the foreign language that's being studied. A second language is a language that is learned in addition to person's mother tongue L1. English tends to the L2 associated in the global world. These languages may be acquired by being spoken in the home, or learning it by taking courses . The difficulty shows in learning a second language is when a language differs from a person's mother tongue in terms of alphabet and grammar.

2. Why learning a second language:

Many researchers such as Martenson et al. (2012) and Krizman et al. (2012) suggested some benefits of learning a second language. One of the major benefits of learning a second language is that language centers in the brain actually grow. The better you learn, the more vital areas of the brain grow. Then, being bilingual can lead the learner to improve his listening skills, in order to distinguish different types of sounds in two or more languages the brain works harder and it makes you stronger to control over attention and to better be able to limit distractions. Also learning a second language opens your eyes to see the world differently. However, learning a L2 can make the learner better at his L1 since it can draw his attention to the abstract rules and structure of language. In the other hand learning a second language has many benefits especially when it comes to international business and travels also it paves the way for salary increases and opens up tons of amazing job opportunities. It has also been associated with better reading ability in the mother tongue, improved test scores, and better performance at a college level, as it seems that the process improves thinking skills in general. (“PSYBLOG-10superbpsychological advantages of learning another language”).

3. Definition of the speaking skill:

There are a lot of definitions of the word “speaking” that have been suggested by researchers in language learning. Speaking can be defined as the delivery of the language through the mouth, it’s a productive skill. Brown, H. D (2004) considered speaking as a productive skill that can be observed directly and empirically. According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non- verbal symbols in different contexts. “The ability to speak a foreign language is at the very heart of what it means to be able to use a foreign language” (Luoma, 2004, p. ix). Therefore, speaking is one of the most important skills to be developed and enhanced as means of effective communication. However, it is regarded also as one of the most difficult aspects of language learning (Leong & Ahmadi, 2017). Thus, many language learners find a great difficulty to express themselves orally.

Speaking is considered as the ability to use the language to communicate with others orally, coherently, fluently and appropriately in a given meaningful context. According to Burns & Joyce (1997) and Luoma (2004:2) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

4. The importance of the speaking skill:

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication since people cannot achieve their goals without using a proper language to communicate. Therefore, there is a need for a language to communicate with people from all around the globe. As English is considered the international language and it is spoken all over the world, it serves for this purpose. Language in other words, is how we think. It's how we process information and remember. It's our operating system. Vygotskey (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speaking to speech. Tracing this idea backward, speech is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk which is a proof that they are filled with thinking.

Among the four key language skills, speaking is deemed to be the most crucial one in learning a foreign language. Brown and Yuke (1983) say, "Speaking is the skill that students will be judged upon most in real life situations". Humans are programmed to speak before they learn to read and write, so human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most significant skill because it is one of the abilities needed to perform a conversation. The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & pearse, 2000). The importance of the Speaking skill, hence is enormous for the learners of any language, without speech, a language is reduced to a mere script. For the smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. The joy of sharing one's ideas with

others is immense. ; When people speak to others they come to have a better understanding of themselves, as **Robert Frost** once said: “I’m a writer of books in retrospect, I talk in order to understand, and I teach in order to learn” undoubtedly, the clarity of speech reflects clear thinking, besides, an effective speaker can gain the attention of the audience and hold it till the end of his speech whether it was in the classroom or outside in real life situations since it enhances professional success and personal life. The significance of speaking is indicated with the integration of the other language skills. It helps learners develop their vocabulary, grammar and writing skills. Students can express their emotions, ideas, tell stories, request, discuss and show the various functions of language. Speaking is of a vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs and getting promotion.

Regardless its importance, teaching speaking has been undervalued and overlooked for a long period of time due to different reasons, i. e. teachers did not use to teach or test their learners’ communicative ability; instead they focused on teaching grammar. However, after the emergence of the notion of communicative language teaching as a tool for language learning through interaction in the target language (Nunan, 1991), the emphasis on the speaking skill stepped out to the light. Thornbury (2005) stated that knowledge of the language is not the same as ability to speak it and knowledge of some rules and grammar and some vocabulary does not necessarily mean enable the person to speak. In fact this skill requires interaction and cooperation between two or more persons.

5. Characteristics of speaking performance:

Speaking is the production skill that is included in two main categories: accuracy and fluency (Derakhshan, Khalili, Baheshi, 2016). Therefore, students must practice speaking as much as possible so as to reach fluency and accuracy. According to Mazouzi (2013) learners’ activities should be designed based on equivalence between fluency and accuracy achievements so that they can develop

their communicative competence. Both are important elements of the communicative approach.

5.1 Fluency:

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency which is the main characteristic of the speaker's performance. According to Hughes (2002), fluency is the learner's ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. It is the capacity to express oneself in an intelligible, reasonable and accurate way without too much hesitation. Moreover, Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds correctly and using stress and intonation. The speech of a fluent speaker is smooth and clear; a fluent speaker is one who is able to speak without unnecessary pauses and hesitations between their words or sentences. They are comfortable with the language and are able to efficiently choose the words and grammar structures needed to express themselves.

Many foreign language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury (2005) argued that speed is an important factor in fluency and pausing too, because speakers need to take a breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases, Thornbury suggests what is called "tricks" or "production strategies which the speakers use so as to fill the pauses. The most common pause fillers are "Uh, Um. . ." and some vagueness expressions such as "I mean" and "sort of". Another device for filling pauses is the repetition of one word when there is a pause. In addition he emphasized on the frequency of the pauses more than the length and placement. In the same viewpoint, fluency is typically measured by speed of access or production and by the number of hesitations (Nation & Newton, 2009).

5.2 Accuracy:

Nowadays most foreign language teachers emphasize the term “accuracy” in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form might be more important for oral proficiency. To reach accuracy in speech, learners are expected to focus on a number of things in their production of the spoken language mainly, the grammatical structure, vocabulary and pronunciation (Mazouzi, 2013). Brown, H, D. (2004) emphasized on accuracy by considering speaking as the product of creative construction of linguistic strings, the choice of lexicon, structure, and discourse. Additionally, Brown, H, D (2000) in his book of “teaching by principles” agreed that even though fluency may be the ultimate goal of any language class, accuracy should be achieved to some extent, by allowing students to focus on elements of grammar, vocabulary and pronunciation to produce comprehensible and accurate language.

5.3 Grammar:

Grammar is an important language feature upon which the meaning and interpretation of oral messages are based. According to Thornbury (2005), learner’s correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. It has been found in the literature that there is a positive correlation between grammar knowledge and the level of accuracy in communication. For instance, Widdowson (1990) claimed that during communication, attention is given to communicative economy and meaning. That is, the language structure establishes the clarity and meaning of the message delivered. In this respect, it would be significant to point out that grammar proficiency threshold (Cummins 1979) is the proper reflection of the whole language threshold level. Grammar accuracy prevents both communication breakdown and speech act misinterpretation.

5.4 Vocabulary:

It has been widely accepted that vocabulary acquisition is one of the essential elements for learning foreign languages. It is considered to be a good indicator of general language skill (Meara & Jones, 1990; Morra & Camba, 2009) and also plays an important role in classroom success (Krashen & Terrell, 1983; McCrostie, 2007). There are a number of researchers who regard learning vocabulary as a key aspect to achieve a high level of proficiency in the target language (Boers & Lindstomberg, 2008). Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Celce-Murcia & Rosensweig, 1989; Wallace, 1982). Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then have to be able to use words and expressions correctly. According to Harmer (2001), the knowledge of the word classes also allows the speaker to perform well formed utterances.

5.5 Pronunciation:

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to a correct interaction while bad pronunciation promotes great difficulties in language learning (Pourhosein Gilakjani, 2012).

To speak English accurately, Harmer (2001) emphasized that learners need to be aware of the different phonological rules, places of sound articulation and sound features. All these elements help learners improve their communicative competence and speak easily and effectively. He also expressed that the first thing

that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are important elements of language but they can be useless if the speakers cannot pronounce those elements or words accurately. Harmer (2001) stated that through pronunciation instruction; students not only learn different sounds and sound features but also improve their speaking skill. Concentrating on sounds helps learners become aware of where words should be stressed and they give them more information about spoken English and help them get the goal of comprehension and intelligibility.

6. Functions of speaking:

The mastery of speaking skill in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, there are three major functions of speaking

6.1 Talk as interaction:

Our daily communication remains interactional with other people. This refers to what is called “conversation”. The role of speaking as interaction is mostly of a social conversation. It reflects the roles and the relationships of the speaker in a social setting. For example, chatting to a fellow passenger, telling a friend about an amusing experience, etc. are the interaction that we conduct through speaking.

When people meet, they exchange greetings, engage in small talk, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other rather than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature. Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes

avoid situations that call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. Hatch (1978) emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction. Initially, learners may depend on familiar topics to get by. However, they also need practice in introducing new topics into conversation to move beyond this stage.

6. 2 Talk as transaction:

The role of speaking as transaction is to make someone understand the message clearly and effectively. Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e. g. , asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. These activities include ranking, values clarification, brainstorming, and simulations. Group discussion activities can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about. Groups exchange statements and discuss them.

6. 3 Talk as performance:

The role of speaking as performance is to transmit information before an audience. It generally incorporates public speaking. It focuses on form, accuracy, organization, and sequencing, etc. of speaking. For example, political speeches, conducting a class debate or giving a lecture. Talk as performance tends to be in the form of monolog rather than dialogue. Teaching talk as performance requires a different teaching strategy. Jones (1996:17) comments that:

Initially, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language.

This approach involves providing examples or models of speeches, oral presentations, stories, etc. , through video or audio recordings or written examples. These are then analyzed, or “deconstructed, ” to understand how such texts work and what their linguistic and other organizational features are.

7. The development of the speaking skill through the different teaching methods:

The teaching of the speaking skill has witnessed remarkable changes throughout the history of language teaching and learning. Foreign language teaching has always been an important practical concern. As a result, there have been many different methods to teach languages and each of these methods has given a different amount of importance to the speaking skill.

7.1 Grammar translation method: (GTM)

The grammar translation method grew in the early nineteenth century. This method is based on a sequence of classroom activities. The sequences start with a clear statement of rules, followed by lengthy vocabulary lists intended to be learned by heart. It is an old method which focuses only on the written form at the expense of the spoken language form. Grammar translation method involves very much engagement of the mind (Johnson, 2001). Richards and Rodgers (1986) came to state that:

“Grammar Translation is a way of studying a language that approaches the language, first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language “(p 3) .

Hence the progress in language was not measured by the learner's ability speak and communicate through the target language but rather by the ability to translate passages from one language to another. Brown (2007, p. 22) that the GTM neglected speaking skill in classrooms; it aimed at simplifying the language learning process by focusing on isolated sentences. There no place or real communication. The same point is developed by Johnson (2001), who explains that grammar translation method tended to improve the intellectual discipline rather than a path for communication.

7. 2 The direct method:

The direct method also called “the natural method” came as a reaction to the grammar translation method. This is a method of teaching English directly through English without resorting to the mother tongue. Classroom instructions and activities are carried out through the target language; therefore, students are actively involved in using L2. Direct method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of the translation as technique (Stern, 1983). The Direct Method enables students to understand the language which helps them to use itwith ease; moreover, as L1 is not allowed students learn the language through demonstration and conversation which will lead them to acquire fluency. Its emphasis was placed very firmly on the spoken language which can be successfully realized to a systematic attention to pronunciation (Richards & Rodgers, 1986) they also added that : “In the Direct method, oral communication skills were built up in a carefully graded progression organized around questions and answers exchanged between teacher and students” (p. 32).

7. 3 The audio-lingual method:

It is a teaching method that developed in the United States in the 1940s during World War 2. At that time, there was an urgent need for people to learn a foreign language rapidly for military purposes. That's why it was also referred to as the “Army method”. The Audio-lingual method, like the direct method, is also

an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). The Audio-Lingual method focuses on oral skills. It aims to improve students' speaking achievement. Language items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively. The goal of the Audio-lingual method is to enable students to respond quickly and accurately in spoken language via teaching vocabulary and grammatical patterns through dialogues. The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue (Larsen-Freeman, 2000, p. 45). Brown (2001) states that Audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize (Brown, 2001).

7. 4 The communicative approach:

Communicative Language Teaching places great emphasis on helping students to use the target language in a variety of places and contexts as well as learning language functions (Harmer, J, 2001). Its main focus is on helping learners create meaning rather than helping them develop perfect grammatical structures or acquire native like pronunciation. This means that this approach supports the idea that success in teaching a foreign language depends on how well learners have developed their "communicative competence"; a term first introduced by Hyme (1972) then expended upon by Canal and Swain (1980). This communicative competence is the learners' ability to apply knowledge of both formal and sociolinguistic aspects of language with adequate proficiency to communicate (Littlewood, 1995). Due to communicative language teaching, the nature of speaking has been greatly recognized. In this approach, speaking was given more importance because oral communication involves speech where learners are exposed to interact with other classmates. Therefore, the aim of this method is to develop the learner's communicative competence since the learner is

regarded as the central part of the learning process. (Hughes, 2002). In addition, CLT attempts to link classroom language learning with language activities outside the classroom in order to show the learners' need and desire to connect between the language as it is taught in their classes and as it is used outside. This leads to one of the most important characteristics of the communicative Approach; it is the use of «authenticity» in classroom through different activities to be performed such as role plays and simulation. (Harmer, J, 2001). According to Harmer (2001), pair and group work require negotiation and cooperation between learners, roles plays in which students practice and develop their language functions.

8. Elements of speaking:

There are a number of elements which have been put forward by Harmer (2001) in order to speak the foreign language fluently and accurately, including the language features that the learner should have knowledge about and the processes of the language and information in the same time when an interlocutor interacts with them.

8. 1 Language features:

Speaking effectively requires the following language features as a necessary aspect for spoken production.

8.1.1 Connected speech:

The speaker of English needs to be able to produce more connected sounds not only separated phonemes . In connected speech, these sounds may be modified (assimilation), omitted (elision), added(linking) or weakened (through contractions and stress pattering).

8.1.2 Expressive devices:

English native speakers alternate the pitch, stress, volume, speech with the use of non verbal means . Such phonological rules enable them to convey their intended meaning to be effective communication. ”The use of these devices

contributes to the ability to convey meanings . They allow the extra expression of emotion and intensity” (Harmer, 2001:269).

8.1.3 Lexic and grammar:

Learners often use the same lexical structures when they produce some languages functions . The teacher, therefore, should provide phrases with different functions that make students competence at various phrases with different functions that make student competence at various stages of interaction (agreeing, disagreeing, expressing shock, surprise...).

8.1.4 Negotiation language:

it is beneficial for learners who often ask clarification when they are listening to someone else talks . For students this is especially crucial particularly when teachers provide them with phrases they need to well perform their utterances . So, the speakers use negotiation language to show the structure of their discourse especially when they can see that the other interlocutors did not understand them.

8. 2 Mental / Social processing:

language skill of the speaker depends on rapid mental and social processing skill as follows:

8.2.1 Language processing:

The ability of the speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages . And the ability of retrieving words and phrases from the speakers memories to be used in appropriate context when they communicate.

8.2.2 Interacting with others:

Interaction between participants requires speaking effectively taking into account listening and understanding the others’ talk, then react through taking turns or allow others do so . Oral interaction has long been considered as an

important element in the field of foreign language acquisition, yet the way learners interact among themselves is different from the way learners and native speakers interact.

8.2.3 Information processing:

The speakers need to be able to respond to others' talk by processing the information in mind rapidly, though it is culture specific the time speaker gets information, they have to reply immediately . From Harmer's point of view ;the ability to wage oral communication is necessary that the participant possesses knowledge of language features and the ability to process information and language on the spot.

9. Types of speaking performance:

In designing activities of speaking class, it needs to understand different purpose of speaking. According to Brown (2000 p271-272), there are six types of speaking: imitative speaking, intensive speaking, responsive speaking, interpersonal speaking and transactional speaking.

9. 1 Imitative speaking:

Imitative speaking is the ability to repeat the other's speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexic in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible.

9. 2 Intensive speaking:

intensive type is speaking type which requires the student to produce stretches of language. Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language.

9. 3 Responsive speaking:

A good deal of student speech in the classroom is responsive, short replies to teacher questions' or comments, these replies are sufficient and do not extent into

dialogues. This type of speaking involves brief interactions like short interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions.

9. 4 Transactional speaking:

This type is an extended form of responsive speaking, this type carried out for the purpose of conveying and exchanging specific information.

9. 5 Extensive speaking:

This type of speaking is more deliberative and formal for extensive tasks. Extensive speaking includes oral reports, summaries, and short speeches.

9. 6 Interpersonal (dialogue):

Interpersonal dialogue carried out more for the purpose to maintain social relationships, than the transmission of facts and information.

10. Students' challenges in learning a speaking skill:

The main purpose of EFL learners is to achieve a successful interaction and use language fluently, whilst, some learners encounter various problems that prevent them to reach their goal . The main problems that hinder learners in improving their speaking performance are as follow:

10.1 Linguistic problems:

Foreign language learning occurs in the formal situation of a classroom, and the learners have hardly any access to the target language beyond the classroom door (Brown 2001) . And in his formal situation, they receive instruction and practice in the items entirely related to the basic skills of the target language, (listening, speaking, reading, and writing) . that is, the items taught and learned are linguistically related and considered at different levels :phonetics, morphology, syntax, semantics and pragmatics . While learning the foreign language, the learners usually encounter varied linguistic problems that evidently handicap and hamper their learning and eventually negatively affect their general proficiency as well . Therefore, it is the main goal of any speaker and EFL learner

in particular . And the two main linguistic problems are :Fluency and accuracy . that is to say that is a challenge for learners to speak fluently or is also difficult for them to focus on the form and meaning at the same time.

10.2 Psychological problems:

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems . This problem happens when learners try to practice language but have a negative feeling about making mistakes while performing . There are many factors prevent them to do this in a good way . According to Littewood (1999, P, 93) . “It is too easy for a foreign language classroom to create inhibition and anxiety” . The fear of making mistakes is one of the reasons of why students are not able to communicate with use of English. In teaching speaking skill when students are asked to express themselves in front of their classmates this lead them to express the stress in speaking . Stress can stop them to practice confidently . So, inhibition is a bridge to the psychology of the students to be shy, fearful, and feel embarrassment when they try to speak in the classroom.

10.3 The social problems:

No one can deny that students who share the same native language have different perspective and styles . The use of L2 is a problem because many students keep or prefer to use their mother tongue rather than English to perform such tasks in their classrooms . The social environment has a great impact on the learning process, as well as, the use of the language to express their ideas ;many students go back to their mother tongue to speak because they have a deep knowledge of their language and feel more comfortable.

10.4 Cultural problems:

Speaking overlaps with other areas which control and determine the structure of the conversations, according to Harmer (2001, 247) speakers from the same cultural back ground know how to speak with each other, any kind of language they can use . Such cultural habits that shared by all people determine

behaviors in such conversations situation . It also determine how women and men speak to each other, how conversations is framed when the participants are of different social or professional status . This leads to guide our behavior in number of well recognized speech . Socio cultural rules and attitudes change overtime but at any given moment they exist in the public conscious . it is assumed that the cultural background determine the perspective, personalities, the conversation style, and attitudes ;as a result, there are different kinds of students such as talkative ones, silent, and others who feel shy in front of their classmates.

10.5 Nothing to say:

Some students keep silent when they are asked to practice in a given topic due to the lack of motivation in expressing themselves or the chosen topic is not interesting, or they have nothing to say about it . River (1998, p, 192) says “The teacher may have chosen a topic which uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language” . Learners have not anything to say about a given topic because they have only some ideas or do not know to use words or correct form of sentences . In addition, some learners do not interest to discuss the topic.

11. Integration between listening and speaking:

In discussing aural skills, speaking and listening are two basic skills in acquiring communicative competence in language learning . So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate . A speaker has necessity to a listener because speaking is rarely carried in isolation, as put by Redmond and Vrchota (2007:120) “Speakers are at the mercy of listeners” . moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speaker (Ibid).

Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces

comprehensible output, and the listener pays attention and then tries to process these output effectively.

12. Learners and teachers classroom interaction and speaking skill development:

It's known that the main aim of learning any language is communication. Classroom interactions are the key to reach that aim. According to Angelo (1993), classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching.

Create an active learning environment; focus attention ; connect knowledge; help students organize their knowledge; provide timely feedback; demand quality; balance high expectations with student support ;enhance motivation to learn; encourage faculty-student and student-student interaction and communication; and help students to productively manage their time . Learners will get more knowledge from the lessons when they actively participate in their learning

A good teacher encourages his or her students to speak English as much as possible inside and outside the classroom. Also to use it for social interaction in the classroom with him/her or their peers . Brown (1994. n. p) advocates that if students get enough opportunities to practice the language it will help them acquire the language in a more natural contexts . Interaction allows learners to build their own EFL conversations and meanings that they understand and this is considered of a great support and help for them . Krashen & Terrel (as cited in lightbown & Spada, 1999) find that “ communication provides students with opportunities to focus on using the language rather than learning the structure of the language” . So, teachers' emphasis according to many experts should be on making meaning, capturing their attention and encouraging them to take initiatives and interact more with each other and not strictly on error correction.

The strategies that teachers use can be enjoyable, and at the same time achieve academic goals . Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers' and students' time .

According to Brown (1994), if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking. Murphy adds "Teachers should design activities that provide students opportunities for improving oral fluency through interpersonal communication" (Murphy, 1991 P. 51).

13. Teachers' strategies to promote speaking in classroom:

Speaking skills occupy a major space in all aspects. Therefore, the EFL/ESL teachers have to understand the present situation in the society and try to impart these speaking skills among their ELLs by applying the latest techniques for teaching speaking skills. In this connection, the teachers have to replace the old-fashioned strategies and activities with the new and innovative ones that grab the complete attention of the learners and motivate them to participate actively in classrooms. The EFL/ESL teachers are expected to adopt several strategies to enhance the speaking skill of the learners because some of them might have a deep fear of making mistakes while speaking or get shy at the idea of participating in oral activities. Thus, adopting some fun activities can help both teachers and learners to promote speaking in classroom. Some of these activities are:

13. 1 Games:

Most of the learners are interested in playing games in classroom and it is quite common that they ask for more and more as they make them happy such as using cards, a dice or guessing games. When learners practice these games in a fun environment, it is sure that they improve their speaking skills enormously and build up more confidence.

13. 2 Brainstorming:

The EFL/ESL teachers can also introduce brainstorming technique in their classrooms as it encourages the ELLs to produce more sentences and think of different ideas of their own about the topic given to them. In this technique the learners have the complete freedom to express any point they find related to the topic. As there no rules for expressing their ideas, automatically the learners get motivated to speak up freely and generate ideas without being afraid of criticism.

This strategy is very helpful for encouraging and involving all learners in classroom activities which can improve their oral proficiency.

13. 3 Dialogues and role plays:

It is another way of getting learners to speak in the classroom. Dialogues and role plays are speaking activities used to help learners improve their speaking skill. The teachers can form learners into pairs and give them the roles to be performed provided that h/she sets time for preparation. Role plays and dialogues provide a path for using English for a communicative purpose for they imitate real life situations. So there will be no gap between the classroom and the outside world.

13. 4 Pair work and group work:

Such activities also enhance the learners' oral performance since they get an opportunity to share their thoughts in a congenial atmosphere. While selecting topics for these activities, the teachers have to take into consideration the learners' needs and interests that leads the learners to work more on the given topic with interest and enthusiasm (Rao, 2008). When learners work in groups or pairs they work independently and this will certainly cover up for their shyness or fear and boost their confidence towards speaking.

13. 5 Story telling or story completion tasks:

Through this technique, teachers can create topics that learners find interesting and asks the learners to complete the story using their own imagination. This activity enhances the learners' creative thinking. Learners find such tasks very enjoyable, thus, they all try to participate by giving at least one idea or sentence. The teachers' role here is to encourage them to take part in the story telling or story completion by producing as many ideas as possible and this will immensely create a pleasant and enjoyable atmosphere.

13. 6 Songs:

They are considered as one of the best tools for teaching pronunciation and intonation. Listening to songs can also help learners remember and learn new

vocabulary. When the song is understandable and at the level of the learners, they can try to imitate how native speakers pronounce words and phrases and this helps them improve the way they articulate.

13. 7 Picture narrating/ describing:

The teacher gives the learners a picture or a series of sequential pictures and asks them to tell or describe the story displayed on them. This is another way to get the learners brainstorm ideas or create stories using their creative thinking and imagination. The learners can work in groups or pairs in order to discuss the content of the pictures and then each member can narrate or describe a specific sequence to the class. This way, learners can generate a variety of stories and ideas out of one or a series of pictures.

Conclusion:

To conclude, with this past chapter we have reviewed many concepts related to the speaking skill in the EFL contexts . As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in second language . It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. So what we can summarize from the literature provided is that one can't master the language just by knowing all the theoretical back ground of it, it needs practice to put all this knowledge in action and to get the best of it.

Chapter02

Anxiety in EFL

Classroom

Introduction:

In every learning environment human psychology plays a significant role and foreign language anxiety is also one of the domains that are highly affected by human psychology. World wide spread of English language has increased the demands to acquire good communication skills. However; learners of English often express a feeling of stress, nervousness and anxiety while learning to speak and claim to have a “mental blockage”. Therefore, current research in EFL has devoted a great deal of effort to the study of the effect of anxiety on English learners. The possibility that anxiety interferes with language learning has long interested scholars, language teachers and language learners themselves.

The purpose of this chapter is to give a theoretical account on anxiety by highlighting its different types and major causes. It also sheds light on the most prevailing symptoms and sources of speech anxiety, and points out at the strategies used by the teachers as well as the learners to reduce communication apprehension and promote the oral performance.

1. Definition of anxiety:

In order to explain what a foreign language anxiety is, it is very important to describe anxiety as a general term. Anxiety is a wide spread concept, a phenomenon which affect people universally, no matter what age, gender or race. There have been various definitions of anxiety in the past. Anxiety can be defined as a mental and physical state characterized by specific emotional, physical, cognitive and behavioral symptoms. Spielberger (1972) defined anxiety as “ an unpleasant emotional state or condition which is characterized by subjective feelings tension, apprehension, nervousness and worry” (p. 482) Scovel (1991) further states that “ anxiety is psychological construct commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (p. 18). Anxiety is conceptualized as a part of self-confidence in Clément’s model and is therefore often seen as a component of motivation but it is also a key constituent of the neuroticism/ emotional stability dimension of the big five personality model. It can also be conceived as an emotion or a variant of fear (Macintyre, 2002).

When anxiety is limited just to a specific situation such as using a foreign language, the term “specific anxiety” is used. On the other hand, the term “general anxiety” is used with those who are generally anxious in various situations” (Horwitz, Horwitz and Cope, 1986).

2. Definition of speech anxiety: (Glossophobia)

It derives from the Greek (Glossa= tongue / phobos= fear) which means the fear of speaking publicly. SA is many people’s fear, it pertains to performance social anxiety which is a subtype of social phobia (Blöte, Kint, Riers&Westenberg, 2009) and it is one of the most common mental health disorders nowadays. Speech anxiety is defined as maladaptive, cognitive and physiological reactions to environmental events that result in ineffective public speaking behaviors. Other terms such as stage fright, communication apprehension, audience anxiety or social anxiety are sometimes used to describe speech anxiety. This form of anxiety is much more common than it is thought to be. In *The Challenge of Effective Speaking*, Rudolph F. Verderber et al. report that “as many as 76% of experienced public speakers feel fearful before presenting a speech” (Verderber et al. 2012).

There is no doubt that anxiety affects L2 performance; most learners have the experience that in an anxiety provoking situation, their L2 knowledge often deteriorates, they forget things that they otherwise know and also make “silly mistakes”. According to Arnold and Brown (1999, p. 8) “anxiety is quite possibly the effective factor that most pervasively obstructs the learning process”.

3. Definition of foreign language anxiety: (xenoglossophobia)

Anxiety when associated with learning a foreign language is termed as “second/ foreign language anxiety. It is related to the negative emotional reactions of the learners towards foreign language acquisition (Horwitz, 2001). FLA is generally viewed as a complex and multi-dimensional phenomenon of self-perceptions, beliefs, feelings and behaviors related to foreign language learning (Horwitz. Horwitz& Cope, 1986). Foreign language anxiety can be defined as the feeling of unease, worry, nervousness and apprehension

experienced in learning or using a second language. It is viewed as both a stable characteristic trait and a temporary state caused by various factors. Horwitz et. al 1986 conceptualized a situation specific anxiety and called it Foreign Language Anxiety aroused by a specific type of situation or event.

4. Types of anxiety:

Macintyre and Gardner (1991) identified three approaches to the study of anxiety namely, state anxiety, trait anxiety and situation specific anxiety.

4.1 State anxiety:

It is a transient emotional condition in which the individual shows fear about a specific activity or situation; it is often accompanied by behavioral symptoms such as fidgeting which changes in degree through time. State anxiety is seen as the emotional reaction a person has towards using a foreign language. Spielberger (1993) considers it as an apprehension explained at a particular moment in time; in other words, a person who experiences a state FLA feels nervous or uncomfortable temporarily, in certain situations, For example, the nervousness that students experience before examinations. State anxiety arises when the person makes a mental assessment of some type of threat. When the object or situation that is perceived as threatening goes away, the person no longer experiences anxiety. Thus, state anxiety refers to a temporary condition in response to some perceived threat.

4.2 Trait anxiety:

It has to do with the individual's personality and it is often stable, it reflects the individual's often unconscious anxiety in response to threatening conditions (Schwarzer, 1997; wright&Giddey, 1997). A person with this type of anxiety becomes anxious and irritated in virtually every situation. According to Scovel Trait anxiety is a continual feeling of fear; it is seen as an aspect of personality. Unlike other types of anxiety, trait anxiety is not related to a specific situation, it has no time limitation which means that a person who suffers from this type of anxiety is prone to feeling nervous or apprehensive on a regular basis. Macintyre and Gardner (1991:87) describe it as the most permanent feeling of anxiety, i. e. a

learner with state anxiety becomes less anxious over time and starts to be more comfortable with the second language, but it is not the case for a learner with trait anxiety as they constantly feel nervous using the foreign language.

4. 3 Situation- specific anxiety:

It can be seen as trait anxiety limited to a given context (Macintyre and Gardner, 1991). The only difference between the two is that situation-specific anxiety relates to only one specific situation. It may be stable over time but inconsistent with various situations. That is, this type of anxiety is intrigued by a specific situation or event over time, such as taking a test, public speaking, class participation, talking with a foreigner with a foreign language. Because of the features of situation-specific anxiety, Macintyre and Gardner (1991) suggest that “foreign language anxiety should be studied with situation specific measures” according to Horwitz et al. (1986) foreign language classroom anxiety is a typical situation-specific anxiety.

5. The causes of speech anxiety:

Most people experience some level of anxiety when having to speak in front of an audience; in fact, public speaking is so many people’s ultimate fear. Speech anxiety can range from different reasons which can be either personal or interpersonal, i. e. , caused by the surrounding variables as audience, situation or even context as it is supported by Young (1991) who claims “that language anxiety emerges from personal as well as interpersonal causes”

Generally, the factors stemming from the individual’s inner self are called intrinsic motivators and those stemming from the outer environment are extrinsic motivators.

5. 1 Personal causes:

5. 1. 1 Personality:

Individuals with low self –esteem tend to have high levels of anxiety when facing any speaking situation. Since FLA is a psychological construct, it most likely stems from the learner’s own “self” (Scovel, a991, p. 16). Anxious

speakers seem to pay less attention to their environment and have more negative self-focused cognitions about their performances than low anxious speakers. This increase in attention to self is correlated with poorer speaking performances and lower self-evaluation. Speakers with poor self-image lack the confidence to perform as it is mentioned by McCroskey et al. (1977:274) who argue that “lowered self-esteem is associated with high oral communication apprehension and must be considered in the delineation of communication apprehension construct”. Not liking one’s look, low self-confidence, shyness and thinking that one is not good enough are all factors that could develop fear of public speaking. A person who has self-image issues might be too concerned about his looks while delivering a presentation, this discomfort with one’s appearance makes him unconsciously obsessed with something less important rather than the task at hand. Learners with a weak self-esteem think that they don’t have what it takes to deliver utterances as Xiuquin (2006:37) says that “students who feel they lack sufficient knowledge in English to enhance their “face” might react by trying to speak as little as possible or to avoid speaking completely” and this is exactly what gives birth to the feeling or complex of inferiority.

5. 1. 2 Physiology:

Fear and anxiety involve the arousal of the autonomic nervous system in response to a potentially threatening stimulus. When confronted with a threat, the human body prepare for a reaction. This hyper arousal leads to the emotional experience of fear, and it interferes with the ability to perform properly and comfortably in front of an audience. Eventually, it prevents people from pursuing opportunities for public speaking. Some researchers suggest that there are people who generally experience higher anxiety across different situations, and are therefore more prone to feel anxious about speaking in public as well. People who are predisposed to feeling anxious find it more challenging to master their anxiety and conquer their fear of public speaking and will opt to avoid it. For other people, the anxiety is limited to public speaking situations, but the physiological signs of fear they experience as they anticipate, prepare and perform in public are similar. Moreover, some people experience what researchers call

“Anxiety sensitivity” or the fear of fear. Anxiety sensitivity means that in addition to being worried about their anxiety about performing orally, people are even more concerned about their anxiety, how it will affect their ability to speak in challenging situations and how to hide their fear in challenging situations. So, along with worrying about whether they will accomplish their objectives with their speech, people with high anxiety sensitivity also worry that they will be overwhelmingly anxious in front of their audience and they will come across a shaky speaker.

5. 1. 3 Lack of motivation:

It is yet another effective variable in second language learning, it is the internal state which guides the learner’s interest in learning EFL. According to (McCroskey& Richmond, 1991) “anxious communicators are less willing to communicate”. Therefore, the lack of interest and motivation leads the learners to become silent in most of oral sessions and less involved in classroom activities which consist of any sort of communication as Juhana (2012:103) states that” motivation is a key consideration in determining the preparedness of learners to communicate”. Thus the negative attitudes and behaviors manifested by students may cause frustration and feeling of failures which makes them unwilling to cooperate and participate in English speaking activities. Students become demotivated towards participating in English classes due to different reasons such as the uninteresting material or topic, the degree of difficulty in activities or because the teacher is less innovative and up to date .

5. 1. 4 Poor vocabulary and linguistic competence:

Students who usually stammer to speak the foreign language are those who have a limited amount of vocabulary or lack linguistic competence. Tasee (2009) found that “students with lower perceived language ability are more anxious in speaking”, while Gregersen and Horwitz (2002) reported that «competency in English language is one major influence of public speaking anxiety”. In this sense, students think that if they do not have a rich vocabulary, they will be enabled to express their thoughts and reflections in the target language. Liu

(2007) in his study on Chinese English learners found that the lack of vocabulary is the main cause of students' speech anxiety in foreign language classrooms. Thus having an insufficient vocabulary is a hindrance that leads learners to get more tensed and increases the level of their "stage fright" as Liu (ibid. p. 129) states that "students often become nervous in oral class due to a limited vocabulary". Besides, learners have a strong conviction that bad or mispronunciation of lexis is strongly correlated with poor performance as it is reported by Gynan (1981) who declares that "learners believe that pronunciation is one of the important practices of successful language learning (qtd. In Young, 1991:428). On the other hand, Pribyl, Keaten, & Sakanoto (2001) noted that "the degree of competency in English language bears no relationship with public speaking" which means that the fact that learners don't master grammar, vocabulary and pronunciation has nothing to do with increasing their oral performance distress.

5. 1. 5 Insufficient preparation and practice:

The fact that students are not well prepared for the lecture makes them stressed and unwilling to take part in oral presentations and activities so as to avoid any embarrassment as Liu (2007:129) assumes that "it is clear that preparation could enhance students' confidence in speaking", that is, being well prepared for the lecture is likely to share one's own reflections and thoughts without being anxious or worried about how well it is done since lack of preparation might lead to improvisation. Besides, learners' communication apprehension is more likely to generate from the insufficient practice of the target language since practicing and using L2 is very crucial to master the speaking skill. The quality of speech performance is undoubtedly correlated with preparation and rehearsals whether out loud in front of an audience, silently or in front of a mirror. These practices can help learners achieve their goals among them, competency in speaking the foreign language as Tsou (2005:46) asserts that "when students participate actively in class, their academic achievements seem to be higher than that of those who are passive in class". Effectively, the less students are engaged in classroom speaking activities, the more they are puzzled when trying to speak. Liu (2007) considers the limited class time, large classes and the lack of the

chance to speak English in everyday conversations as the major limitations that lead to less practices of the language and therefore, communication apprehension is born.

5. 1. 6 Fear of being the center of attention: (Scopophobia)

Individuals with this social disorder generally exhibit symptoms in social situations when attention is drawn towards them like in “public speaking. It is found that learners get terrified to speak out loud when they find themselves in the spotlight as Liu (2007) confirms that “despite the fact that learners began to learn English very early, they did not have sufficient practice on the speaking skill”. As a result, most students might get a tremendous distress in situations where there are too many eyes gazing at them. According to Lucas (2011), “ many people who converse easily in all kinds of everyday situations, become frightened at the idea of standing before a group to make a speech” (p. 9) such people try to avoid situations where they have to perform or speak in public in front of a large group, but when unavoidable, such situations are endured by distress.

5. 1. 7 Fear of making errors:

It is considered as one of the main factors that hinder students’ willingness to participate in oral sessions. Aftat (2008 as cited in Juhana 2012) concluded that “this fear is linked to the issue of correction and negative evaluation”. Many students dread the idea of committing mistakes whether in grammar, vocabulary or pronunciation because they know that when that happens teachers or peers might correct them immediately and even negatively which causes them great embarrassment especially for shy or introvert learners. People with high anxiety tend to fear negative evaluation, both personal evaluations and evaluations about their performance, it is considered here that anxious communicators will perceive the situation to be less comfortable and this feeling of discomfort is a defining feature of communication apprehension. Xiuqin (2006:35) declares that:

Students often feel frightened at the idea of making mistakes and receiving negative evaluations from their peers. They avoid this by reticence and think that they can practice the language themselves outside the classroom by speaking English until it is perfect. In English classrooms, making mistakes is unavoidable.

Students know that will receive criticism if they commit an error; thus, they become reluctant towards speaking. Horwitz, Horwitz and Cope (1986) explain that FLA mostly shows up in its strongest form in testing situations. Students claim that they know and understand the certain grammar, but they tend to “forget” them when it comes to a test or oral exercise when many grammatical points must be recalled at the same time. Doing persistent errors in spelling or syntax due to nervousness is also very common, the same authors also explain that over studying is a related phenomenon; although students devote a lot of time studying, they still do poorly in tests and oral exams, they become even more frustrated when they realize they do the same mistakes repeatedly. On the contrary, some students tend to give up, avoid studying or miss the class to alleviate their anxiety.

5. 1. 8 Gender:

The significant role of Gender in the control of speaking anxiety has remained the most controversial as far as previous studies that have beamed their research light in. Because woman usually get higher scores in language skills than men, it is possible to say that they are more comfortable and confident about their performance. In support of this idea, Stump and Stanely (1998, cited in Lahey, 2001) discuss that women perform better than men in a range of language skills” (p. 11) in the same pursuit, Ayurita and Nadhiadjalila (2008) in their study on anxiety and speaking EFL among male and female business studies students at university industry, Selangor, found out that both genders experienced nervousness and panic when asked to speak publicly without being pre-informed and both never felt sure of themselves when asked to speak in class. Female students exercise lower self-confidence because of their interest in their friends

who might be judging them, and male students are found to be experiencing less anxiety when it comes to volunteering answers in class. O’lughlin (2002) who carried out a research on the effect of gender on oral proficiency surprisingly did not find any significant difference in the performance of different genders. He also states that such researches have frequently met contradictory results and conjectures that the characteristics of contexts and the participants might simply be the source of this contradiction not necessarily the effect of gender in oral assessment.

5. 2 Interpersonal causes:

A speaker having concerns about the audience watching him such as classmates and teachers is a common trigger to effect the arousal of his speech anxiety. Many individuals experience stage fright as a result to the reactions, facial expressions and judgments of the group watching them.

5. 2. 1 Reactions of classmates:

Anxious speakers usually watch other speakers or audience to see what expectations are set for them. According to the social comparison theory, speakers will seek to reduce uncertainty by monitoring the expectations of the audience members and by observing the behavior of other speakers (Hearne, 64). Thus, if the audience’s reaction doesn’t meet their expectations, then the level of the anxiety will increase. Classmates laughing at their peer’s oral performance (pronunciation, vocabulary errors...etc.) can affect them negatively and make them less confident and comfortable which creates a sort of blockage to the student’s flow of thoughts, as it is asserted by Liu (2007) “ laughing at students’ mistakes made very anxious when speaking English” ; one of his students declares that “ I like to speak English, but when I am in front of others, I will be nervous and I cannot say a word because I am afraid others will laugh at me if I make some mistakes”. According to a study done by Hearne, Sawyer, and Behnke on how audience sees patterns of anxiety, they found that audience could detect speech anxiety, hence the speakers’ thought that the audience can see more anxiety in them and judge them, makes them even more distressed.

5. 2. 3 Teacher's attitude:

Teachers' reactions and attitudes towards the learners' performance have a huge impact on their psychology either positively or negatively. If the teacher engages in belittling comments towards a student, due to his/ her failure, the negative effects of this will be inevitable (Gecer, 2002). The students' performance is not completely the result of their work; performance is affected by many factors and the first one is the attitude of the teacher. A positive attitude from the teacher affects the students' motivation and self-confidence. Almost all learners commit errors while uttering sentences in English, and the teacher's repetitive corrections and interruptions could be a great source of frustration and embarrassment, hence, leading learners to withdraw from participating in oral sessions. In this case, Young (1991) says that "learners consistently report anxiety over responding incorrectly, being incorrect in front of their peers, and looking or sounding "dumb" ", thus correcting severely and repeatedly can plant the seed of self-doubt within individuals. One of the most basic teaching principles is the supporting of the students by the teacher and for the teacher to put his positive expectations in order to motivate the students to learn (Yavuzer, 2000). The positive attitude of the teacher helps him/ she to create a positive relationship with the learners for the reason that teachers who are authoritative and less friendly create a tensed atmosphere and therefore students would perceive the classroom as an anxiety creating environment.

5. 2. 4 Competitiveness:

It is controversial whether competition in education is positive or not. (Verhoef, 1997) is a great supporter of its benefits, claiming that a well-organized competition challenges its participants to give their best, and thus it enhances student motivation and learning. On the contrary, (Lam et al. , 2001) state that competition damages the learning process by forcing students to focus on goals instead of on the process itself. Therefore, competition can be seen as a factor that contributes in increasing the learners' communication apprehension especially those who compare themselves with other classmates which might not share the same level with them as (Baily, a993) claims that" the competitive nature can lead

to anxiety because students tend to compare themselves or idealize self-image”. This idea has been supported by Wrench et al. (2012:61) who provide that “the degree of perceived similarity between you and your audience can influence the level of your speech anxiety”. In this sense, students get fearful towards others’ level, especially those with higher status, and generate negative perceptions about them which decrease their readiness to communicate their thoughts in class. The stress to which a student in a competitive atmosphere is exposed to has a greater negative effect than its benefits.

5. 2. 5 The classroom:

The environment in which learning takes place has a great impact on the learners’ performance and willingness to acquire knowledge and communicate thoughts. As Hannah (2013:20) states that “classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom”. A classroom which provides no relaxed atmosphere, no interesting material and no homogeneity can act out as a hurdle to the learner’s achievement. Despite the fact that learners get anxious at the idea of performing an oral activity itself, they can get really frustrated and angstful when confronted with situations that don’t bring about a harmony between the speaker, the audience, time and context as it is defined by Wrench et al. (2012:62) “the situation created by a given audience in a given time and a given context can coalesce into situational anxiety.

As every human is individual and distinct in their character, the above mentioned causes influence each student in a different way and severity.

6. Symptoms of speaking anxiety :

Various physical, behavioral and psychological symptoms are associated with speaking anxiety. These symptoms are experienced by speakers in different situations and under many reasons.

6. 1 Physical symptoms :

Experiencing physical symptoms when facing speech anxiety is just your body's natural fight or flight reaction to the situation. Adrenalin is pumping through your system and you may experience several symptoms which actually make it even harder to speak :

- Intense rush of adrenalin and other stress hormones
- Shaky limbs and trembling
- Body and muscle tension
- Nausea, diarehea, heart palpitation and sweating
- Dry mouth and headache

Verbal : when experiencing physical symptoms, it is almost inevitable that you will reveal your nervousness through your voice. your voice may sound tense ;you stutter ;use words like Umm and ahh frequently and speak fast just to complete the performance as soon as possible . These symptoms are really difficult to control, once you hear that your voice sounds nervous, it makes it even harder to control your anxiety.

Non verbal : includes frequent fridgting, inability to stand still, avoiding eye contact with your audience and wiping your hands on the trousers . All of these symptoms make it even harder to perform as well as you could have.

6. 2 Behavioral symptoms :

Behavioral signs are observed when the person experiences speaking anxiety. The first behaviour which is common in people who have especially high level of communication apprehension is avoidance, by avoiding the speaking situation. The individual with communication apprehension prefers to keep silent, quiet in any direct interaction with others and is intimated by super ordinates. Furthermore, the reticent or communication apprehensive person feels that he/she is not safe and protected, feels not good in communication, is quicly embarrassed, shy, does not want to talk to others, and prone to share the same idea with others

(Burgoon, 1976) . As a result, the individual may show an unwillingness to communicate with others so that he/she prefers to remain silent in most times.

Typical behavioral responses to anxiety may include :

- Inability to sleep
- Refusal of going to school
- Avoidance of social situations and certain people
- Acting out behavior such as angry outbursts and tantrums

6. 3 Psychological symptoms :

There are some invisible mental signs of speaking anxiety that need to be known . Kamar (2011) asserts that learners who experience anxiety in speaking are characterized by these mental symptoms: disorganized thoughts, forgetting what they had planned to say, feeling of inadequacy, and negative self talk . she/he claims that students experience the physical and mental symptoms before speaking or when they begin to speak. She/he states also that the first case of learners, who experience the psychological symptoms before speaking become “tongue tied”. However the second case of learners, who experience them when starting to speak, maybe fine once they get going (qtd, in Achibi and Sebaa, 2011:36).

7. The function of anxiety in learning a foreign language:

Most people put in their minds the idea that anxiety is a bad thing while learning a foreign language or others subjects because anxiety affects negatively on learners performance . However many theorists and scholars have considered anxiety as a positive variable, they show how it can push students to make extra efforts to achieve the learning success . For this reason Dorney (2005) argues that anxiety is complex and is useful to examine in comparison with two categorical comparisons: facilitating and debilitating anxiety .

7. 1 Facilitating anxiety:

“Facilitating anxiety motivates learners to combat the new learning experiences and it pushes the learner emotionally for approval behavior” (Scovel 1983;in Saidi ;2015;10). Facilitating anxiety is a kind of anxiety in which it helps learners to extend the level of their learning and performance . If there is no reason to be anxious about the possibility of failure and it is known that success is absolute, there is no need to do the best . So anxiety is a way to motivate students to study harder and to improve their levels.

7. 2 Debilitating anxiety:

Debilitating anxiety is a negative type that makes learners unwilling to speak in classroom or in public situations . This kind of anxiety harms learners’ performance in many ways both indirectly through worry and self doubts, and directly by reducing participation and creating over avoidance of language (Oxford 1999; GO). Thus it makes learners lose their self confidence, self-esteem and become unmotivated. It freezes the learners’ ability to progress since it makes him looks down to his knowledge and performance in the foreign language learning.

Several researchers reveal that both a debilitating and facilitating anxiety may be present in an individual at the same time . Moreover it has been proposed that they may function together . Scovel (1978. cited in willson . 2006:45/46).

8. Sources of anxiety:

According to Scovel (1978), anxiety is a very complicated experience that needs to be perceived as a combination of feeling, states of emotion and personality traits which contributes specific variables that shape anxiety . Anxiety depends on how a learner perceives a task or a situation and the degree of importance of him or her, in order to find out how anxiety might affect learners’ it is vital to focus on the sources of anxiety which are discussed below.

8. 1 Communication apprehension:

According to MC . Crosky (1977) “communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people”. It implies the difficulty to speak in the target language in front of others, it is related directly to the language usage, especially with students who consider that their level in speaking is low, so it is hard for them to speak and comprehend others’ ideas and this has a great impact on their communication competence .

8. 2 Test anxiety:

As it is explained by Horwitz et al (1986) “it refers to a type of anxiety performance stemming from a fear of failure “ which means that it a common phenomenon which affects students and foreign language learners who attend courses and have to do exams . In short, test anxiety is the fear of academic assessment. for this reason the received marks by students at the end of an evaluation do not necessarily reflect their abilities and competence.

Horwitz et al (1986) reported that test anxiety threatens the language performance because it makes students lose their self confidence and makes them think that they will fail to learn . As a result . EFL learners consider the oral expression session as a destructive one and not an opportunity to improve his speaking ability.

8. 3 Fear of negative evaluation:

Fear of negative evaluation is related to test anxiety . Nevertheless; it is different from test anxiety, because it refers to general evaluation done by other people in any situation while test anxiety refers specifically to a test situation only. As (Shams, 2007)said “we should point out that the negative evaluation is not restricted to the teachers only, but also the fear of peers reaction that makes them lose their self-esteem”.

In general, fear of negative evaluation refers to the learners’ estimation of how they will be negatively evaluated by their classmates, as well as by their

teacher . So, this kind ignore that making mistakes is a natural phenomenon and these mistakes will help them to make efforts to promote their oral performance.

9. The effects of anxiety on students' oral performance:

It is very important to have knowledge how FL anxiety influences learners; thus fl anxiety can interfere with the three stages of learning: input, processing and output. It can affect the learners' capability to process info at each stage which can cause FL learners oral weaknesses and linguistic difficulties when learning and communicating in the target language.

9.1 Input:

The input stage represents the learners' first introduction to stimulus . In other words, it is the first phase that activates the language acquisition device (LAD). Which applies the further process of lge learning . So, a highly anxious learner cannot perceive the given information due to the high level of the learners' affective filter.

The affective filter at the input stage may reduce the effectiveness of it by restricting the anxious students' ability to pay full attention to what their instructors say and reducing their ability to represent input internally (Tobias, 1977 :cited in Onwegbruzie et al, 2000;475). Input anxiety is more likely to cause miscomprehension of the message set by the interlocutors which may lead to the loss of successful communication and an increased level of anxiety.

9.2 Processing:

At the processing stage, the learner is supposed to understand received messages and new vocabulary items that are obtained and clarified. Speaking particularly in the target language, requires more than one mental activity at one time like "choosing words, pronouncing them and stringing them together with the appropriate grammatical markers" Chen (2006:39), when the task is related to the students ' ability, the effect of anxiety will be greater, so the students cannot concentrate or using the stored information.

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

9.3 Output:

At this stage of learning the learner is supposed to deliver the processed information through the productive skills either by writing or speaking. Here anxiety can inhibit the learners' ability to transmit his message.

Man Intyre and Gardner asserted "high level of anxiety at this stage might hinder students' ability to speak . . . in the target language " (1994, cited in 2000:475). So this may result in unsuccessful communication and misuse of vocabulary and grammar, and sometimes anxiety transforms the output to absolute silence.

All the three stages of anxiety have been found to be somewhat interdependent . Each stage depends on the successful completion of the previous one, which may help defining language learning process.

10. Learners' strategies to reduce speaking anxiety:

As anxiety is a normal feeling that everyone gets from time to time, in which it manifests to a mental disorder that reduces a learner capacity to cope with these feelings, when trying to overcome anxiety you should not try to eliminate your feelings of anxiety but should aim to develop your coping mechanisms when you feel it . Both teachers and learners can play an important role in coping with anxiety and reducing it.

10.1 Self-esteem:

It is defined as how much a person likes himself and how he feels about it. According to Coopersmith (1967): "self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves". Self-esteem tasks relate to the learners own assessment in particular

situations, such as :speaking self-esteem considered an important element in the learning process because their absences make the learners mistrusting their abilities.

So some degree of self-esteem is very important and helpful to do any activity, and the learners must believe in their capacities and knowledge in order to reduce their anxiety.

10. 2 Motivation:

Motivation is a very important factor to reduce anxiety. It can be defined as a desire to achieve something and it is known as the willingness to achieve a specific goal. It is one of the important keys to success and to obtain a greater result and achievement, and considered as one of the main factors that influence foreign language learning process. Scheidecker and freeman (1999) believe that “motivation is, without question, the most compels and challenging issue facing teachers today”. So the lack of motivation is caused by the uninspired teachers who do not show the purpose behind the program, and the teacher’s low performance in classrooms.

Types of motivation:

There are two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is the inner energy that pushes towards doing something because is enjoyable such as learning a foreign language while extrinsic motivation is all the external factors that give you the desire to learn a foreign language such as a reward from the teacher, parents support, and effective syllabus.

The lack of motivation, whether extrinsic or intrinsic may the learner frustrated and anxious to learn the language. The lack of extrinsic motivation may appear in the case of the severe evaluation and correction by the teacher and in laughing at his mistakes by his classmates which may make him anxious in speaking. On the other hand the intrinsic motivation may occur when the student has no desire to learn because of his negative perspective on the language.

10. 3 Preparation:

According to Merriam-Webster dictionary, preparation is the action or process of making something ready for use or service or of getting ready for some occasion, test, or duty . Students must get enough preparation for each session to be actively involved in the tasks given and to increase their confidence and speak freely in the class. Preparation at home help students to avoid frustrations and unpleasant surprises, stay on track and achieve their objectives.

And be sure that nothing takes the place of practicing and preparing for your speech, so be prepared to your speech so well that you could answer any possible question thrown at you without facing a problem or being anxious.

11. Teachers' strategies to reduce speaking anxiety:

Arguably the most important tool for the teacher is to create and maintain a friendly and supportive learning environment (Gregersen & Horwitz, 2002) . Because a low-stress language learning rather than being distracted by fear of teacher and peer evaluation, encouraging a relaxed atmosphere in the classroom is crucial step in diminishing and alleviating student anxiety (Philip, 1992). Gregersen and Horwitz (2002) also suggest that “presenting themselves as helpful instructors concerned primarily with promoting student learning, rather than as authority figures concerned primarily with evaluating student performance” will help to foster a more friendly and supportive learning environment (p. 569).

The use of humor in the classroom has been suggested to help create a more relaxed learning environment (Schacht& Stewart, 1990) research showed that students thought humor helped with maintaining attention, relieved boredom, and reduced anxiety. The aforementioned authors suggest that appropriately used humor in the classroom can have an “inherent tension-reducing function” (p. 54). However, if humor is to be used in the classroom, it should relate to the topic at hand and should not mock or make fun of anyone in the classroom. However, aggressive or sexually explicit humor can increase student anxiety level (Powell & Anderson, 1985).

While students are learning a new language, it is critical that educators be understanding and patient with students' errors. Students can become increasingly apprehensive and anxious about speaking in class (Horwitz, Horwitz & Cope, 1986; Young, 1991; Kim, 2005) and it has been recommended that error correction by educators be kept to a minimum to reduce the anxiety of oral performance in class. Young (1991) suggests that "instructors can reduce anxiety by adopting an attitude that mistakes are part of the language learning process and that mistakes will be made by everybody" (p. 432). Teachers can correct errors within the context of the conversations to minimize the anxiety and embarrassment that students may feel while speaking in class (Horwitz, et al, 1986; Philip, 1991; Young, 1991). For example, when correction is necessary, modeling can be employed by the teacher by rephrasing the students' comments in the appropriate form (Philips, 1991). This method less direct for correcting errors in their speaking has occurred, but no direct mention of this has been made by instructor. Assumably, this will decrease the students' inhibitions of speaking in front of their peers and an instructor.

As far as the atmosphere of competition is concerned, to relieve students' pressure from competition and comparison, students of similar levels can be grouped together and offer them appropriate materials for their level of language competence (Yan & Horwitz, 2008). The activities and practice for overcoming anxiety and improving presentation skills include the followings :informally questioning students concerning curricular topics about which they knowledgeable, reading speech transcripts and listening to master (native) speakers, presenting speeches without eye contact such as role play (Holbrook, 1987). Kitano (2001) suggested that teachers should structure their classroom practices that students will not be forced to be competitive and the individual differences in performance will not be too noticeable . For example, before individual work, teachers can let students completely comprehend the work and practice it enough in groups . Yan and Horwitz (2008) emphasized that class activities should be designed to encourage cooperation instead of competition, and adequate time for pair or group discussions could be allowed before oral responses are required . A study of Oxford (1994) found that cooperative learning

cannot only lower anxiety in the language classroom, but also increase learners' motivation.

Conclusion:

EFL learners and teachers should be aware of language anxiety as a concept, and as a negative factor that impede the learning process especially in the speaking skill. They should also realize that language learning is a potentially stressful process for some learners . Anxiety is clearly an issue in language learning and has debilitating effect on speaking English to some students. So it is important that teachers are sensitive to these classroom interactions and provide help to minimize second language anxiety.

Chapter 03

Data analysis

Introduction:

As seen in the previous chapters, a theoretical framework of the two variables of the present research has been provided. The available literature helped in obtaining some clarified and transparent understandings of the issue under investigation. The aim of the research is to find out the sources and causes of speech anxiety and its effect on EFL first year LMD students at the University of Ibn Khaldoun Tiaret.

This chapter is devoted practically to verify the research hypotheses and answer the research questions through the analysis and interpretation of the results gathered from a mixed approach which combined both qualitative and quantitative methods. Finally, the chapter concludes with some suggestions and recommendations provided by the researchers.

1-Description of the research design**1. 1 Choice of the method:**

When conducting a research, the choice of the appropriate research methodology is a difficult step that should be based on the researcher's convictions, beliefs and interests (Goulding, 2002). The choice of the method is highly related to the nature of the issue being investigated. According to Nunan (1992, p. 2) research is evaluation, asking questions, analysis, confirming hypotheses, overview, gathering and analysing data in a specific field according to certain predetermined methods. Therefore, in our way to achieve the above mentioned elements of research, we opted to use a mixed methodology combining both quantitative and qualitative methods for data collection.

Since anxiety is an abstract psychological phenomenon, data in this field are generally collected through questionnaires, self-reports and interviews (MacIntyre Gardner, 1991). The combination of the two methods is done with an intention to reach valid and reliable data that might not be found relying merely on only one.

The instruments used for this research include a questionnaire administered to first year LMD students at Ibn Khaldoun University to check the existence of the issue of anxiety among them, what causes it and what strategies they adopt to cope with it. In addition to the questionnaire, there is an interview with the teachers to get an inside look from their perspectives concerning the phenomenon being investigated.

1-2-The sample:

This study was conducted at IBN KHALDOUN University of Tiaret, from the population of students and teachers at the English section . 80 first year students and 12 teachers were selected to be a part of this investigation.

The selection of such sample was based on the consideration that first year LMD students are beginners in the specialty, where they find themselves obliged to study and speak only in English, which causes many difficulties for them, so we try to know it and find some strategies in order to help them by delivering a questionnaire . In addition to 12 teachers who responded to a structured interview. The selection of those teachers was based on the intention to get a deeper and more valuable insight since they are also concerned with such a phenomenon.

The quantitative research tool:

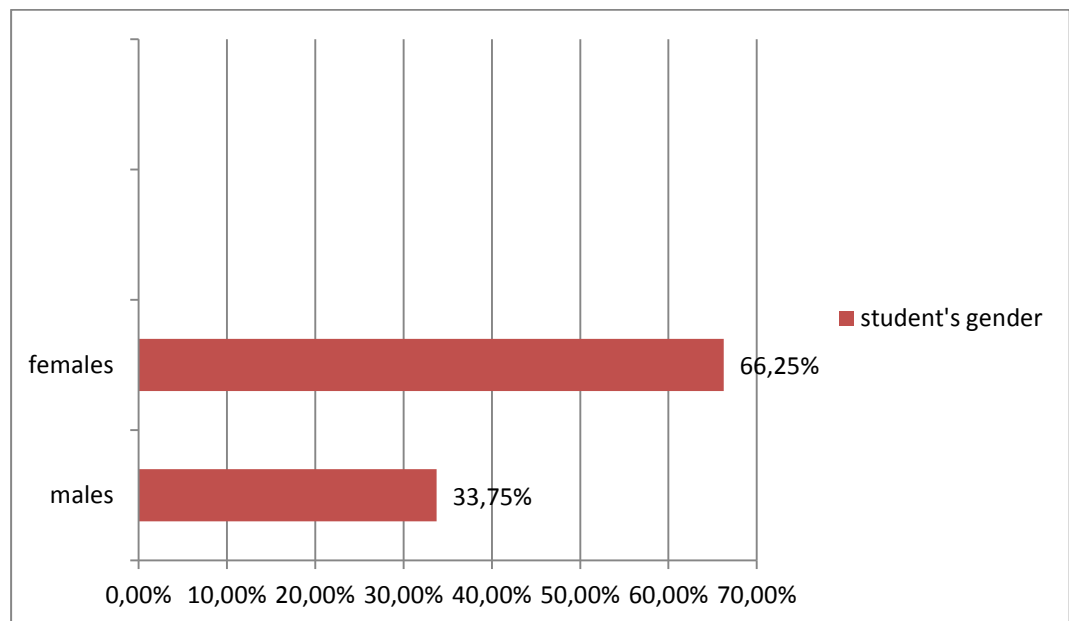
2-The students' questionnaire:

2-1-Description of the students' questionnaire:

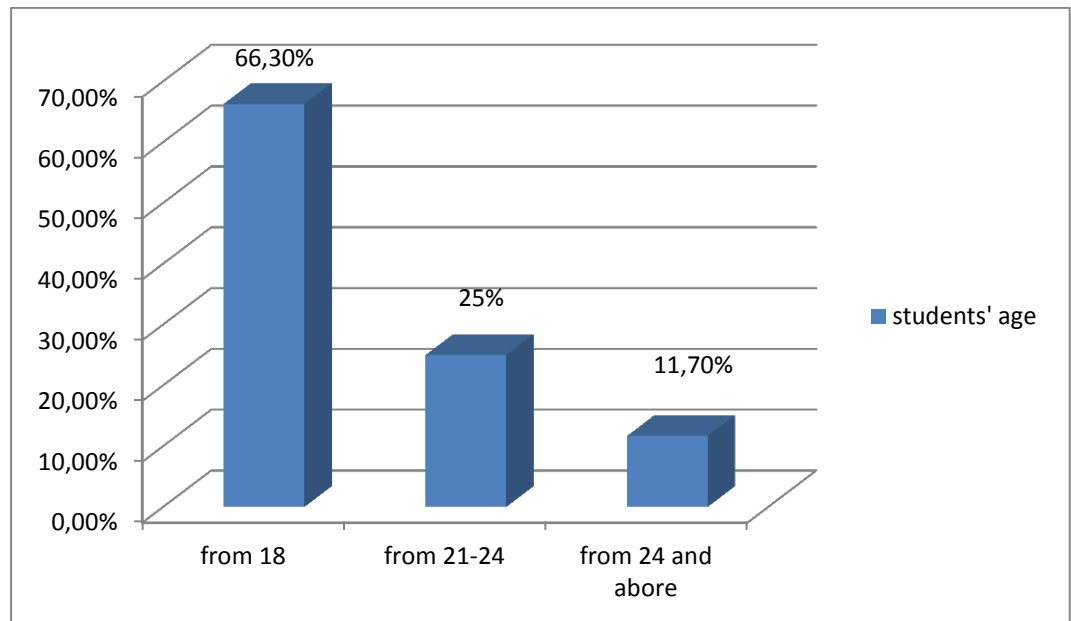
The questionnaire consists of two sections, and a total of 14 questions. The first section is for personal information (age, gender, and the choice of studying English in university). The second section contains 10 questions, one of the questions suggests adding another answer and one is an open ended question while the rest are close ended questions. (see appendix A)

2-2-Analysis of the results:**Section 01:****Q1: What is your gender?**

After receiving the answers from the questionnaire, the data above show that 66, 25% (53 out of 80) of the participants are females, and only 33, 75% (27 out of 80) are males.

**Graph 1: Students' Gender****Q 2: What is your age?**

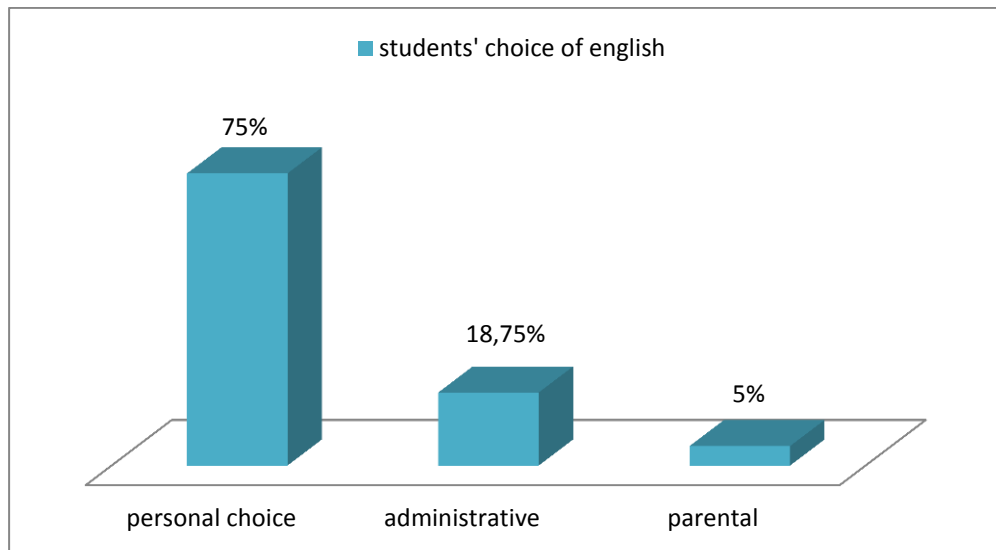
The data in the bar chart below indicates that 62, 30% of the participants (50 students) are between the age of 18 and 21, while 25, 5% (22 students) are from 21 and 22 years old. The rest of the participants (08 students) are from the age of 24 and above.



Graph 2:Students' Age

Q3:students' choice of English at university.

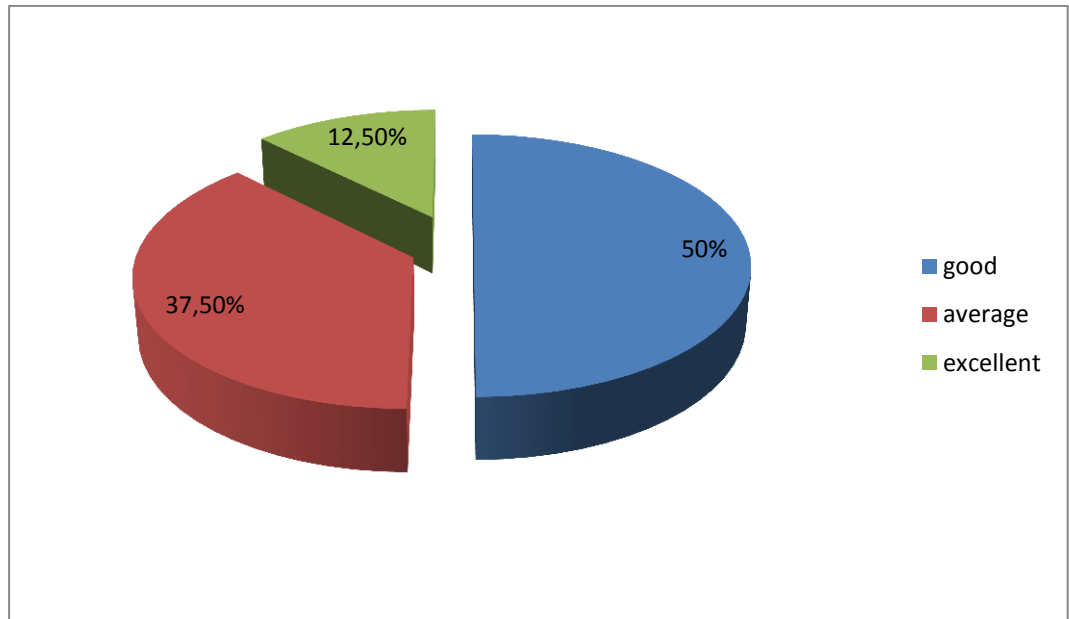
This question aimed to know if studying English at University was students' personal choice so that they were motivated to learn the lge and speak it, or they were obliged to study it so it might be a cause that pushed them to talk less and anxiously. 75% (60out of 80 students) claimed that English was their personal choice, Yet 18, 75% (15 students) were obliged to study English at university by the administration, while 6. 25% (5 students) was their parents' choice.



Graph 3 :Students' Choice Of English

Q4:How do you evaluate your English speaking skill?

Half the number of the participants 50% (40 out of 80 students) described their speaking ability with choosing "good" which is an acceptable answer, while 37, 50% (30 students) choose "average", they think that they are not so competent. As a comparison between the highest and the lowest evaluating terms "excellent" and "weak" we noticed that only a few number of participants are quiet sure 12, 5% (10 students) chose "excellent" due to their self-esteem, while no one considered him/herself with no speaking ability which means that no one chose "weak" (0 student).

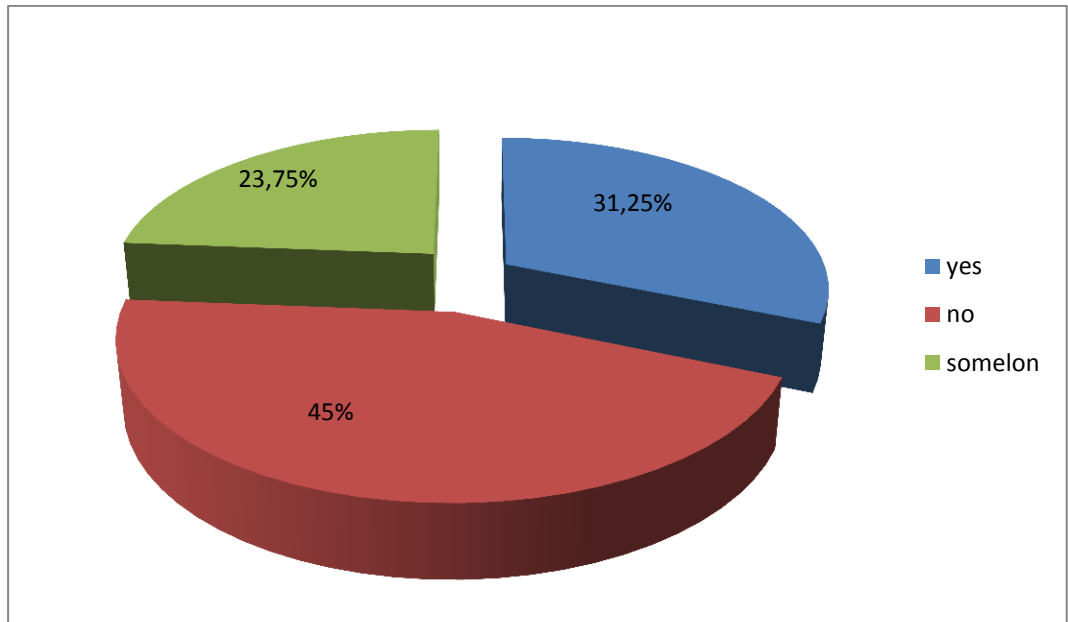


Graph 4:Students' Level Of English

Section 02:

Q01: Do you feel confident during oral performance?

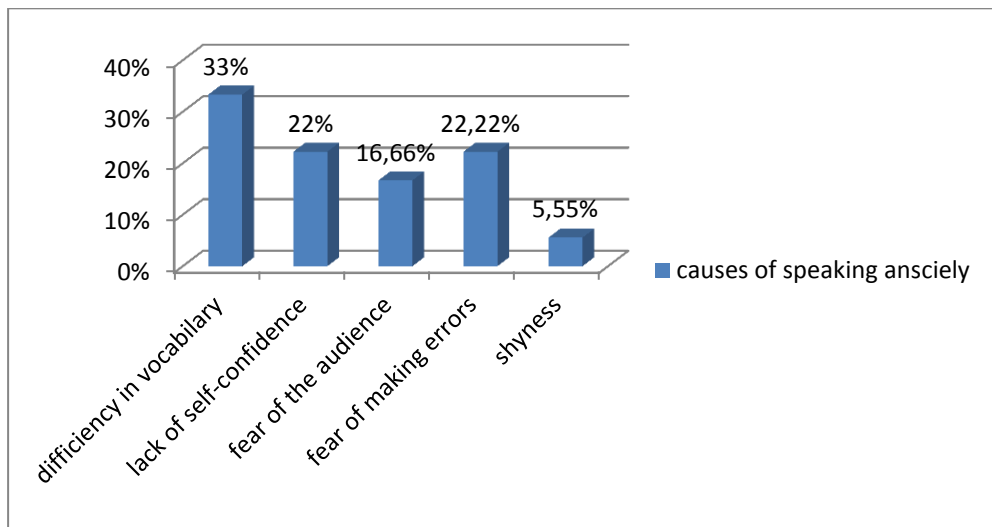
In this item students were asked to express how quiet sure they feel when speaking in class;31, 25% (25 students) of students said that they feel confident during oral performance, and 45% (36 students) said that they never feel confident speaking in class . While 23, 75% (19 students) said that they are somehow confident during the oral sessions.



Graph 5:Students'attitude Towards Oral Performance

When students feel anxious for sure it's due to many reasons, we asked them to tick the appropriate one for them.

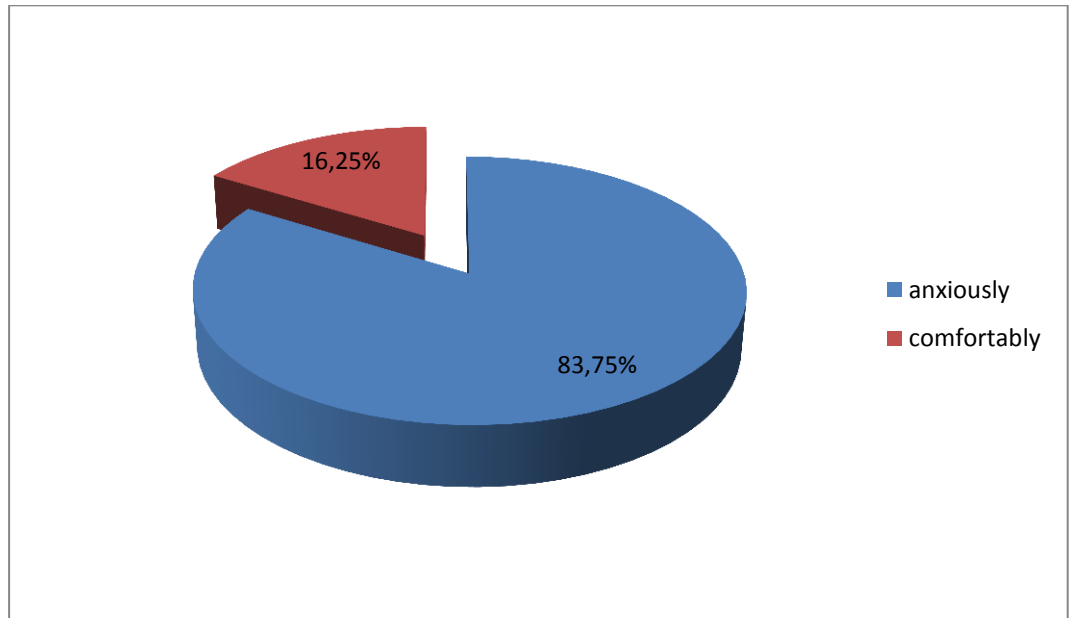
For that 22. 22% (08 students) who are anxious during oral sessions, said that their anxiety is due to lack of self-confidence, 16, 66% (06 students) said it is due to the fear of the audience, 22. 22% (08 students) said it is due to fear of making errors, 5. 55% (02 students) said it is due to shyness, while 33. 33% (12 students) of them their anxiety is because of deficiency in vocabulary.



Graph 6:Causes Of Speaking Anxiety

Q 02:How do you respond if you are suddenly asked by the teacher?

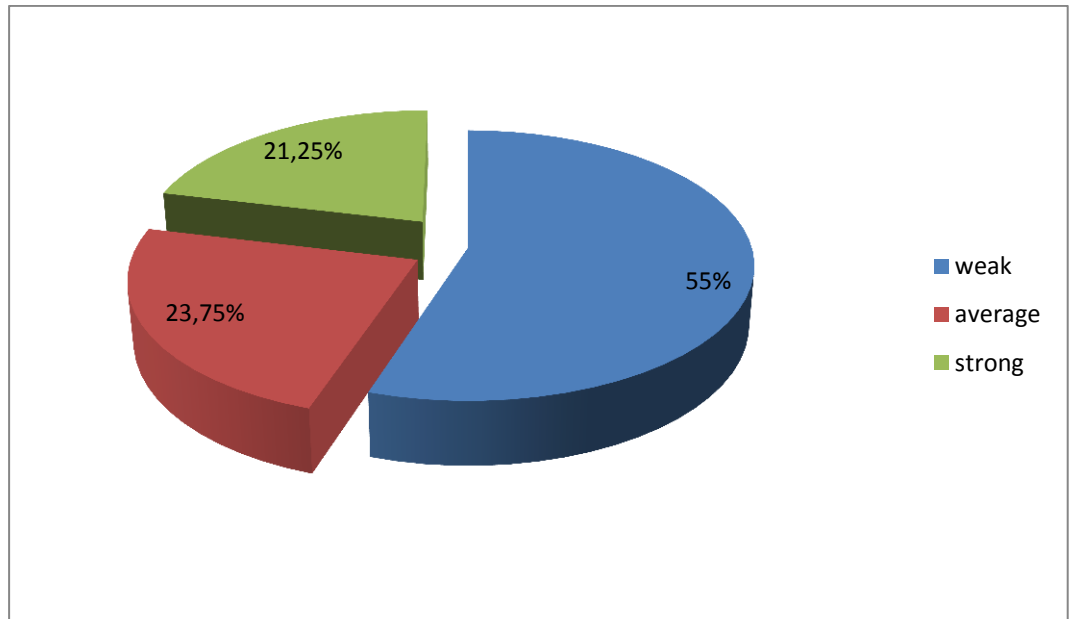
We asked the participants how they answer if they are suddenly asked by the teacher. 83, 75% (67 students) which means the majority of them chose “anxiously” while 16, 25% (13 students) answered by comfortably .



Graph 7 :Students' Reaction Towards Sudden Questions

Q03:How do you evaluate your participation in English oral classes?

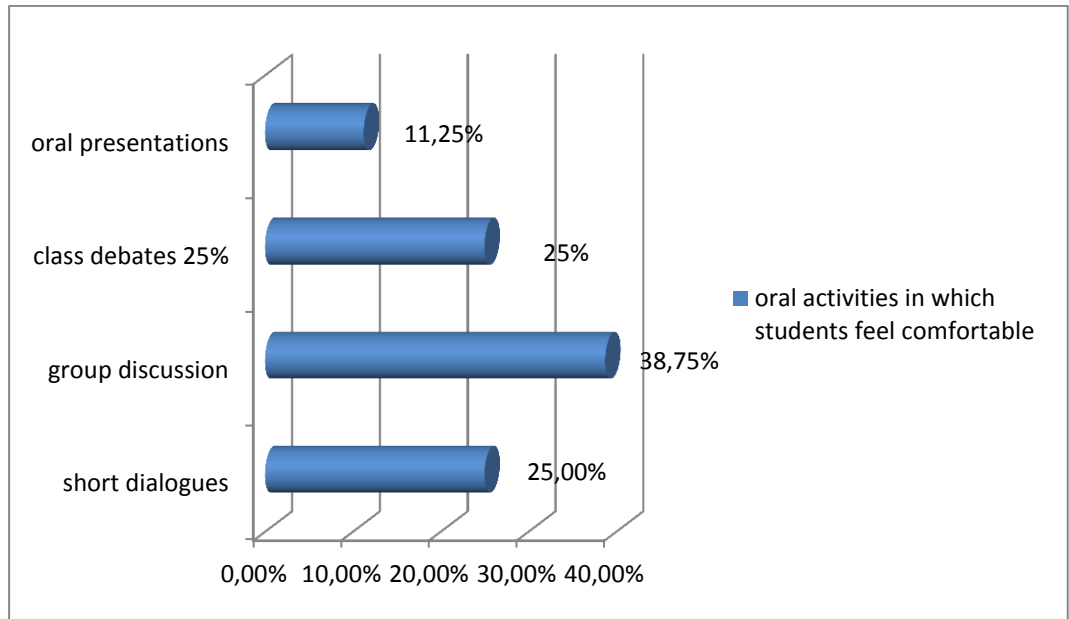
Here 21. 25% (17 students) said that they strongly interact in the classroom, other 23. 75% (19students) evaluated their participation by average, while 55% (44 students) said that their participation is so weak.



Graph 8 :Students' Participation In Oral Classes

Q04:What types of oral activities make you feel more comfortable?

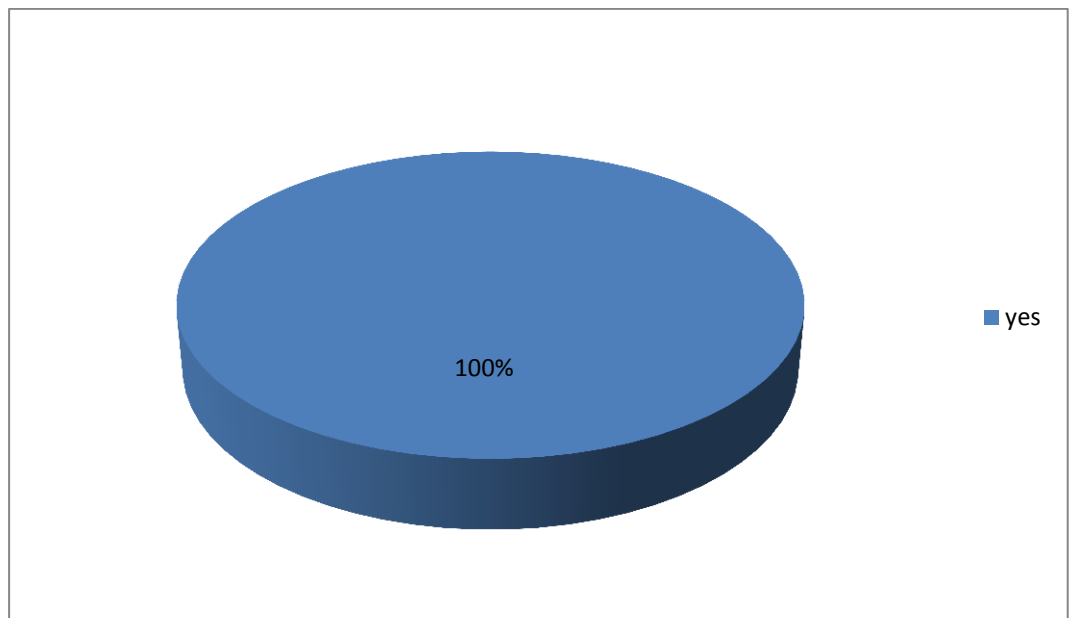
When asking students what are the activities that make them more comfortable, we gave them 4 answers to tick the appropriate one for them . (31 students) 38. 75 % chose group discussions, other (20 students)25% short dialogues is the appropriate one for them . And (20 students) 25% from the participants prefer class debates, while (9 students) 11. 25% said oral presentations.



Graph 9: Oral Activities In Which Students Feel Comfortable

Q05: Have you experienced a situation where you made mistakes during an oral presentation?

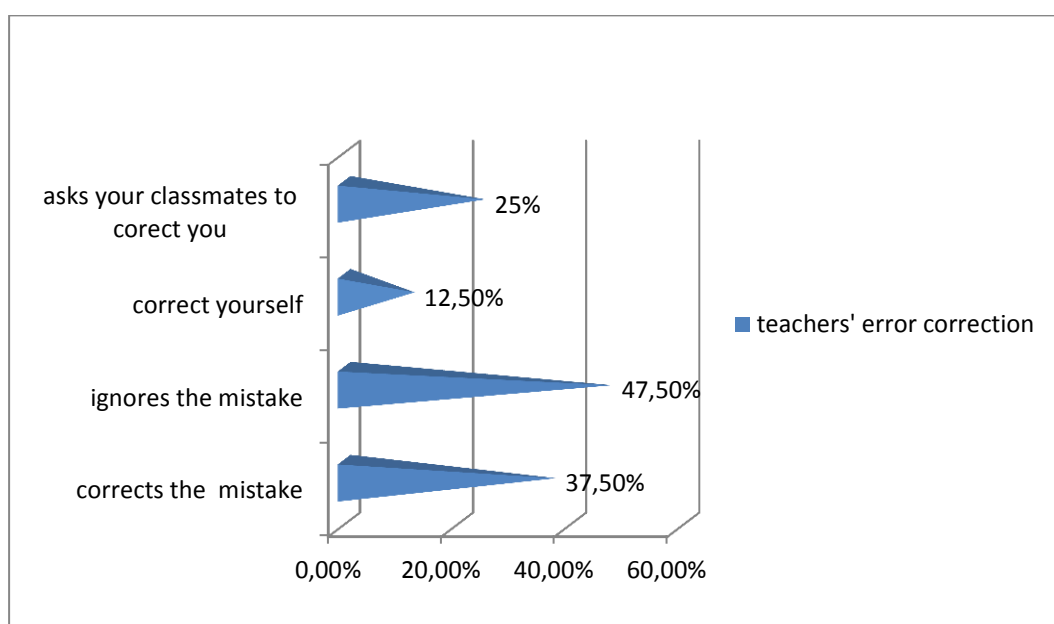
When asking this question, all of the participants said “yes”, none answered by “No”.



Graph 10: Making Mistakes During Oral Presentations

Q06: When committing an error in speaking. What do you prefer the teacher do?

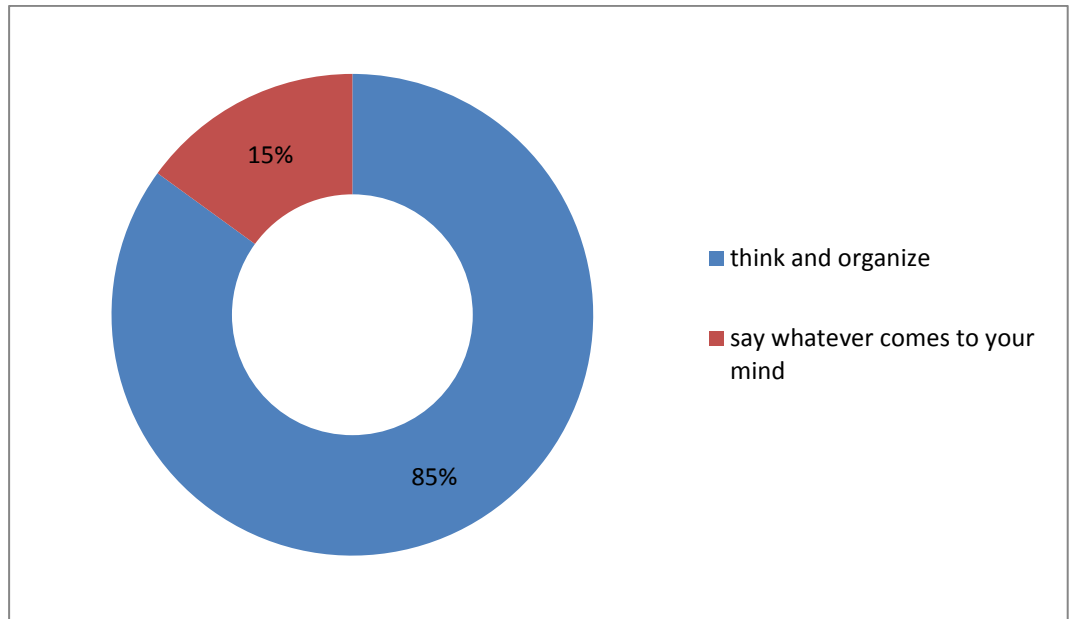
We deduced from this distribution that (30 students) 37.5% prefer that the teacher correct the mistake, other (10 students) 12.5% prefer to give them time to correct themselves, and (20 students) 25% prefer that the teacher ask their classmates to correct them, while (38 students) 47.5% prefer that the teacher ignores the mistake and lets them continue with no interruption .



Graph 11:Teachers' Error Correction

Q 07: What do you prefer when speaking?

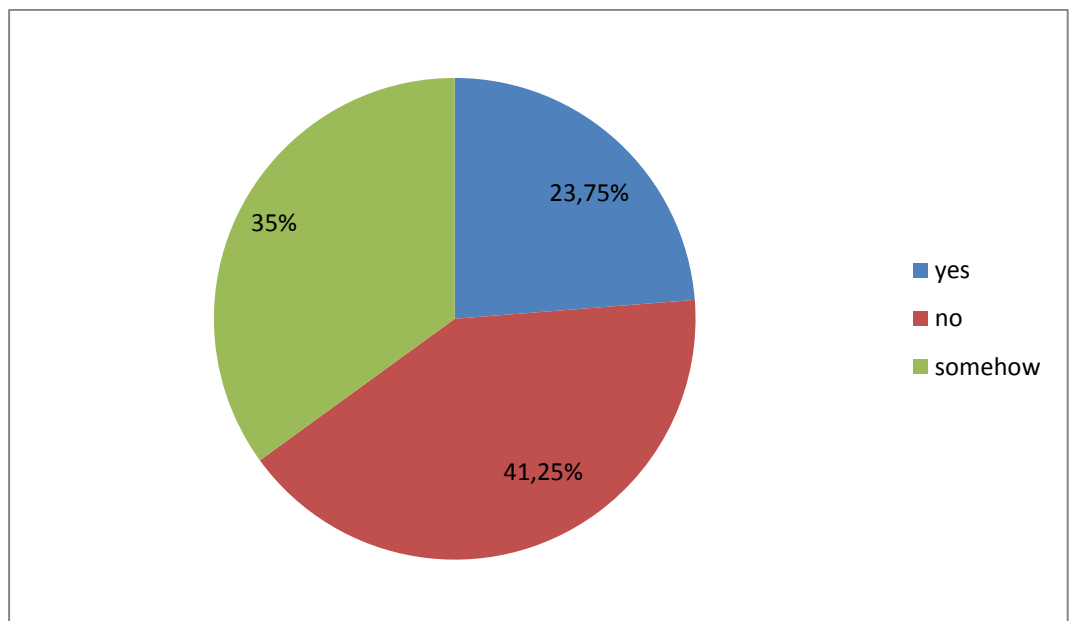
We delivered this question to students, by giving them two answers to tick, either by thinking and organizing the ideas in their minds first, or by saying whatever comes to their minds freely . In this sense (68 students) 85% prefer to think and organize, while (12 of them) 15% chose to say whatever comes to their minds freely.



Graph 12:Time Devoted Before Speaking

Q08: Does the oral expression subject help you to improve your way of speaking?

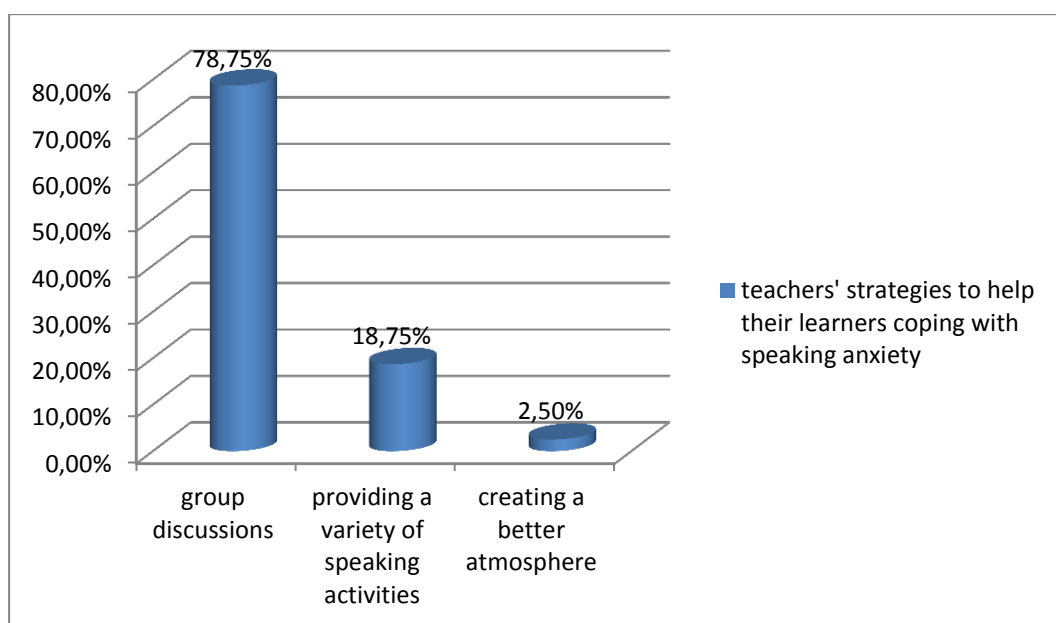
When asking this question (19 students) 23.75% answered by “Yes”, (33 students) 41.25%, answered by “No”, while the rest(28students) 35% answered by somehow.



Graph 13:Oral Experssion's Role In Improving The Way Of Speaking

Q09: what are the strategies used by your teachers to help you overcome your fear?

This question had the aim of finding out what strategies used by the teachers to help their students to cope with anxiety in class by giving them 3 choices to tick and they can also another one if it exists, In this sense (63 students)78. 75% said that they include them in group discussions, other (15 students) 18. 75% answered by providing a variety of speaking activities, while just (2 students) 2. 5% ticked the first choice which is creating a better atmosphere. And no one add another extra strategy.



Graph 14: Teachers' Strategies To Help Their Learners Coping With Speaking Anxiety

Q10: What are the strategies that you use to improve your speaking skill?

This question targeted to see how students try to improve their speaking skill. Since it is an open ended question, not all of the participants answered it, however we got an idea from the participants who answered, they reported that they improve it by practicing English inside and outside the classroom, others via

enriching their vocabulary through reading a lot and listening to English songs and watching movies.

2-3-Data discussion and interpretation:

This study highlights the first year LMD students speaking anxiety, and its impact on their speaking skill. This section aims at discussing the results in the previous figures. The interpretation of the findings will enable the researchers to answer the research questions as well as to confirm or disconfirm the hypotheses.

The results of the given questionnaire indicates that the majority of the learners have the problem of speaking anxiety in classroom, but with different levels and different causes because we have noticed that they don't participate and prefer to keep silent during the oral classes.

From observing the participants' responses, it was shown that the learners prefer to get much time to prepare and organize their ideas before speaking, they claimed that if they are suddenly asked by the teacher they will respond anxiously. The majority of the learners prefer to work in groups; they don't like to be the center of attention. They said even if they were presenting in front of their classmates, they preferred that the teacher ignores their mistakes and let them continue without any interruption.

When we have worked on this psychological phenomenon, we wanted to know what are the causes of it, so we gave the participants possible causes to choose the appropriate one. The majority agreed that it was due to the lack of the linguistic competence which explained their silence in the oral classes, and their fear from the oral presentations is a psychological problem.

the main conclusion to be established is the teachers role to help their learners. When asking this question, we found that the main solution used by the teachers is including them in group discussions which serve the learners' desires.

Thorough out this section, the findings of this investigation are notified, then they are discussed, and deciphered accordingly with previous results. Since our concern from the beginning was to know what are the causes of this problem

and how can teachers reduce their students' oral expression anxiety, we found that it is due to linguistic and psychological problems, and the most important strategy that can be used by the teacher is including them in group discussions, and this will not just help them to reduce anxiety, but to develop their speaking skill as well. Therefore the hypotheses are confirmed.

The qualitative research tool:

3- The teachers' interview:

3-1-Description of the teachers' interview:

In our attempt to collect the needed qualitative data that serve the theme of our investigation, we opted to conduct an interview with the teachers at the English section at the University of Ibn Khaldoun. The interview was carried out with five teachers with the purpose to get new insights into the teachers' thoughts, opinions, perspectives and descriptions of specific situations where students feel more anxious than others. In addition to other parameters that were taken into consideration such as; the causes and symptoms of FLA among their learners and most importantly the strategies used by the teachers in class to help the students overcome their speech anxiety. The interview consisted of 7 open-ended questions that helped us to get more clarifications and explanations from the respondents (see appendix B).

3-2-Analysis of the results:

Question1: how do you define the phenomenon of speech anxiety within EFL learners?

The aim behind this question was to draw some clear views concerning the teachers' awareness of the existence of such a phenomenon among their learners. All teachers insisted on the importance of speaking and how crucial it is to develop such a skill for EFL learners, yet it might be some learners' worst nightmares due to what is known as speech anxiety as added one of the teachers. Another teacher stated that speech anxiety is a very common issue and students who suffer from this type of phobia (Glossophobia) often show reluctance to

participate in any sort of activity that involved oral expression. One of the teachers added that this phenomenon is the result of different psychological problems such as shyness or absence of self-confidence within the student which hinders any attempt for speaking publically.

Question2: do you involve all your students in speaking in class? If yes, how?

The reason behind asking this question was to find out whether teachers take into consideration the importance of developing their students' speaking skill. The findings of this question show that all teachers do their best to use a variety of speaking activities so as to engage all students in speaking. Some of the teachers claimed that they used different ways to get their students to speak such as asking questions and choosing different students to answer randomly. One of the teachers declared that when asking questions, she focuses on the less participative or the shy students who usually tend to avoid taking part in class debates and discussion, she also added that it gradually helped them get rid of their shyness or fear of speaking in front of their classmates. All teachers' responses indicate that they take speaking as a very crucial part of second language learning and that they motivate their learners to speak as a way to practice the language and develop their communication skills as well.

Question3:do you notice any sort of fear in your students while they speak in class?If yes, How?

The reason from asking this question was to find out whether EFL learners get tensed and anxious while speaking English publically, what symptoms they show when being in such situations and most importantly to examine teachers' consciousness of this. All of the five teachers declared that they noticed different degrees of tension or fear in their students when they speak English. Two teachers added that they found that completely normal since English was not their mother tongue. One of the teachers stated that almost all learners experience anxiety when speaking but degrees and situations differ from one learner to another. As regards the symptoms, teachers provided plenty of examples most of

which were physiological since they could be observable such as shaking, sweating, blushing and stumbling over words. One teacher added that even symptoms differ in degree of severity, some students might be anxious without showing any sign of fear while others reveal severe symptoms such as passing out while delivering an oral presentations.

Question4: in which situations do students feel anxious?

This question is targeted to reveal the most anxiety provoking situations for EFL learners. Almost all teachers agreed that speaking in front of classmates and the teacher is the most anxiety provoking situation. Three out of five teachers asserted that students mostly feel anxious when having an oral exam or when delivering an oral presentation, a situation where the students find themselves the center of attention.

Question5: what are the main reasons that generate students' speech anxiety?

As for this question, it was intended to uncover some of the causes of speech anxiety from the teachers' perspective. According to the respondents, there are several reasons that cause speech anxiety. Most teachers emphasized that anxious learners are generally those who have low self-esteem; they either don't feel confident about what they say or the way they look, they are shy and tend to sit at the back of the classroom. Another reason, according to the teachers, is the students' fear of committing errors while speaking; most anxious learners avoid speaking in class because they think that their classmates might judge them or laugh at their mistakes. One of the teachers said that he noticed that learners who suffer from speech anxiety are those with poor vocabulary or erroneous pronunciation. They tend to avoid speaking as a means to cover up for their insufficient competence. Teachers also mentioned different causes including: lack of preparation, speaking in front of large groups and shyness.

Question6:to what extent does speech anxiety affect students' oral performance?

As regards the effect of anxiety on students' oral performance, all teachers agreed on the fact that it has, undoubtedly, a negative effect on the speaking skill. They argued that due to anxiety, students have difficulties communicating their ideas; hence they keep away from taking part in class discussions and oral presentations. They also added that anxiety is what makes learners commit mistakes and mispronounce words while speaking that's why they refuse to speak because they fear being negatively judged either by the teacher or their classmates. One of the teachers explained that as anxiety increases, the quality of oral performance decreases i. e. Students, who have a high level of SA, are the ones who produce less. Another teacher added that learners' fear of speaking has a major negative impact on their oral tests and exams' scores because they keep losing train of thoughts and vocabulary while speaking, therefore, they end up producing an inconsistent speech or presentation.

Question7:what solutions would you suggest to help students overcome their anxiety?

In the last question of the interview, the interviewees were asked to suggest some strategies to help reduce SA. The interviewees generously provided a variety of techniques. They proposed that teachers must create a warm atmosphere where learners feel free, confident and can work at ease. In fact, promoting and appreciating the feelings of the students enhance and strengthen their willingness to participate in the speaking tasks. One of the teachers emphasized on the way teachers correct their students' errors, she said that choosing a friendly and a less embarrassing way can really motivate them to speak freely and most importantly decrease the apprehensive atmosphere inside the classroom. One of the interviewees suggested integrating anxious in groups where they can feel at ease and work with their classmates. Teachers also suggested using diverse speaking tasks with rich and interesting topics that attract the learners' attention and interest in order to motivate them to speak more and take part in classroom debates. They also added that learners must work more on

building their self-confidence, find their weaknesses and work on improving them. They all agreed on the fact that the more students practice speaking, the more they feel confident and get rid of anxiety. They argued that students enrich their vocabulary, improve their pronunciation and develop their grammar through the use of language.

3-3- Data discussion and interpretation:

The analysis of the data gathered from the teachers' interview has provided a great help for the investigation. The respondents' answers have granted relevant information as regards the chief concern of the present research for it has permitted us to draw clear conclusions concerning the research questions.

The findings of the interview show that teachers are aware of the phenomenon of SA and its existence among their students. Many facts have been revealed concerning the teachers' attitudes towards the mentioned phenomenon and its enormous effect on the speaking skill, they all insisted on the importance of developing speaking within EFL learners. However, they declared that anxiety has always been a hindrance due to different factors. From the respondents' answers we could say that teachers have the ability to detect anxiety and spot anxious learners from the signs and symptoms they show unintentionally, which permits them to devote more importance and apply more effort and motivation with such learners by integrating them in classroom speaking tasks and oral presentations. Moreover, the data gathered from the interview disclosed that teachers recognized the most anxiety provoking situations.

As regards the reasons to speech anxiety, the respondents' answers unveiled some of the major psychological and linguistic causes that generate EFL learners' communication apprehension. The teachers proclaimed that anxiety is born owing to the learners' psychological issues as well their linguistic competence. Learners' negative beliefs in one's own worth and abilities often hold back their progress in learning speaking as a skill. In addition to shyness and constant fear of standing in front of people or making errors. Poor linguistic competence and unsuitable pronunciation also impact the learners' speaking performance. As a

matter of fact, students experience different levels of anxiety whenever they have to perform a speaking task in front of their classmates because of their strong conviction of making errors and being laughed on or judged accordingly.

The interview's results uncovered that SA has a negative impact on the learners' oral performance. The respondents agreed on the fact that whenever SA increases, the quality of speaking performance and production decreases. Anxious learners generally get lower scores in tests and exams comparing to their classmates for the reason that they keep losing the flow of thoughts and end up having a hard time communicating their ideas.

The teachers' knowledge of anxiety's major factors and their awareness of its enormous effect on the learners' speech performance helped them build a set of strategies and tactics to alleviate communication apprehension and improve oral performance. These strategies include: creating a relaxed and friendly atmosphere, integrating anxious learners in groups and class discussions as well as creating a diversity of speaking tasks.

At the end, the data mentioned earlier paved the way to draw relevant conclusions concerning the research questions of the present investigation and the hypotheses built around these questions have been significantly confirmed.

Conclusion:

The present chapter was devoted to the quantitative and qualitative analysis of data which were collected through two instruments from different sources . In fact, the analysis of students questionnaire and the teachers interview revealed the results we were looking for . As any other research, the limitations are mentioned below as well as some suggestions for future studies concerning this research issue.

Limitations of the study:

The current research was an attempt to investigate the issue of anxiety and its effect on EFL speaking skill by highlighting its main causes and situations. It helped to spot some of the best strategies and techniques to cope with such a psychological phenomenon. Yet, we came across several obstacles and limitations, which is the case in any research; these obstacles might have affected both the quality and quantity of the findings.

The first obstacle was the students' unwillingness to take part in our research; some of the students who answered the questionnaire focused only on the close-ended question and skipped the open-ended ones although there was only two. Besides, students' responses might not reflect the actual psychological status. Moreover, we planned for a classroom observation since it can be more suitable for a behavioral study; however, it was impossible to do it due to the lockdown which is attributed to the world pandemic (COVID19). As regards the teachers' interview it was planned to be done with the teachers after spring break, but due to time constraints and quarantine we had to send it via e-mail. The interview was administered to 12 teachers, yet only 5 had the time to answer back.

Owing to the above mentioned reasons, a holistic overview of the problem couldn't be taken in order to generalize the results. Hence, the study and findings are limited to students at Ibn Khaldoun University.

General conclusion

General conclusion

The teaching of the speaking skill in EFL classrooms in Algeria continues to be a challenging Endeavor. Indeed, learning a new language is to be able to speak the target language fluently. The speaking skill is a crucial part of the language learning process, and it is also the skill which has often been neglected in EFL classrooms. In addition, oral performance appears to be one of the most difficult skills to be dealt with since there are many constraints to overcome by the teachers and the learners.

One of the common difficulties that learners come across when learning English is anxiety which stands out as one of the most influential factors that have a debilitating effect on their language learning and achievements. Anxiety is psychological factor that has an impact on students on their way to express and communicate their thoughts and views.

In this vein, this study was conducted to investigate the issue of communication apprehension taking into consideration its different parameters. The extent into which students feel anxious to speak, the symptoms, the situations and the causes were aspects which the researchers targeted to unveil.

Through this study the researchers shed light on the phenomenon of anxiety by taking a valuable insight from both statistical and descriptive aspects. In this respect, the researchers asked two research questions:

3. What makes foreign language students anxious while speaking English?
4. How can teachers reduce their students' speech anxiety?

The above questions led the researcher to formulate the following hypotheses:

1. Foreign language students feel anxious while speaking as result of psychological and linguistic problems
2. If teachers follow certain strategies, they will decrease their students' foreign language anxiety.

Accordingly, the present research was divided into three chapters; the first two were devoted for the literature review while the third chapter consisted of the analysis of the gathered data.

General conclusion

The study aims to find out whether first year LMD students at the University of Ibn Khaldoun experience anxiety while speaking as well as to spot some strategies to help learners cope with their communication apprehension.

To answer the research questions, a hybrid methodology of both quantitative and qualitative methods of data collection was chosen. These data indeed were drawn from two distinct data collection instruments which are: a questionnaire addressed to the first year LMD students who were selected randomly. Likewise, an interview with the teachers at the English section of the department of letters and languages was conducted.

After the analysis and data triangulation, the researchers formulated a set of interesting conclusions. From the analysis and interpretation of the questionnaire, the researchers noticed that students' feeling of anxiety is due to many factors such as: lack of self-confidence, lack of motivation and competence, shyness and the way teachers correct their errors besides other interpersonal, causes including: the classroom atmosphere and classmates' attitude. Students' oral performance is affected negatively by anxiety. These effects are: students make mistakes when speaking; they have difficulties to express their ideas, use body language wrongly, do not participate in class, avoid answering questions, prefer to sit at the back of the classroom to avoid interaction with others. Thus, anxiety impedes students' abilities to speak in English.

As concerning the findings of the teachers' interview it was confirmed that teachers were aware of existence of anxiety among EFL learners and had a valuable insight about the situations in which it engenders, the main causes and effects on the learners' oral performance.

To sum up, minimizing the factors that increase FL anxiety by following the suitable and effective strategies (by both learners and teachers) can help in enhancing and promoting the oral performance in Algerian EFL classrooms. Therefore, the current study's results answer the research questions and confirm the research hypotheses. To develop this study further, other studies can be conducted by suggesting other solutions to the phenomenon of anxiety and its effect on EFL speaking skill.

Suggestions and recommendations:

For this research we propose the following recommendations in order to help both teachers and learners to cope with speech anxiety.

- Students should know that speaking is an important task in learning a foreign language.
- Students should focus on improving their speaking skills through practice, good preparation and the use of the speaking activities.
- Students should know that they may make mistakes, errors, but they should not be shy about it.
- Students should know that feeling anxious is a normal aspect while performing in front of the others and anyone can experience it.
- Students should know how to control anxiety in order to ameliorate their oral performance and speaking skills.
- Teachers should be aware about the problems that students face in oral courses and try to reduce them.
- Teachers should encourage and give the opportunity for their students to speak more in the class in order to enhance their speaking skills.
- Teachers should prepare the appropriate atmosphere in the class for the students' to feel comfortable.
- Teachers should use some new techniques that help students to reduce and overcome anxiety.

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Appendices

Appendices

Appendix A :

Student's questionnaire

Dear students,

We would like to ask you to help us by answering the following questions concerning a subject in foreign language learning. This questionnaire is designed for a study about Anxiety in EFL Speaking Skill. Your responses will be kept anonymous. We are interested in your personal opinion. Your answers will guarantee the success of the investigation. Thank you very much in advance for your help.

Section one: (please put a tick)

1-Gender: a- Male b-female

2-Age:

3-Your choice of studying English at university was :

a-Personal b-Parental c-Administrative

4-How do you evaluate your English speaking skills :

a-Excellent b-Good c-Average d-
Weak

Section two :

1-Do you feel confident during oral performance :

a-Yes b- c-somehow

If no, is it because of :

a-Lack of self-confidence c-Fear of
making errors

b-Fear of the audience d-Shyness

e-Deficiency in vocabulary

2-If you are suddenly asked by the teacher, will you respond :

a-Anxiously b-Comfortably

Appendices

3-How do you evaluate your participation in English oralclasses ?

a-Strong b-average c-weak

4-What type of oral activities make you feel more comfortable ?

a-Short dialogues b-Group discussions
c-Class debates d-Individual oral
presentations

5-Have you experienced a situation where you made mistakes during an oral presentation ?

a-Yes b-No

6-When committing an error in speaking ,whatdo you prefer the teacher to do ?

a-To correct your mistake
b-To give you time to correct yourself
c-To ask your classmates to correct you
d- To ignore the mistake

7-When speaking,you prefer to:

a-Think and organize the ideas in your mind first
b-Say whatever comes to your mind freely

8-Does the oral expression subject help you to improve your way of speaking?

a-YES b-No c-Somehow

9- What are the strategies used by your teachers to help you overcome your fear ?

a-Creating a better atmosphere
b-Including you in group discussions
c-Provide a variety of speaking activities

If there is another one,please mention
it.....

10-What are the strategies that you use to improve your speaking skill ?

Appendices

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Appendix B:

This interview is devoted to collect information about anxiety in EFL classrooms. We would be grateful if you could answer these questions to help us in our research for the master's degree.

1-How do you define the phenomenon of speech anxiety within EFL learners?

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2- Do you involve all your students in speaking in class? If yes, how?

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3- Do you notice any sort of fear in your students while they speak in class? If yes, How?

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4- In which situations do students feel anxious?

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Appendices

5- : What are the main reasons that generate students' speech anxiety?

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6-To what extent does speech anxiety affect students' oral performance?

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7- What solutions would you suggest to help students overcome their anxiety?

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Résumé

L'angoisse de parler est un phénomène psychologique qui se produit dans tous les milieux éducatifs. Dans les cours d'anglais comme langue étrangère en Algérie, le fait de parler anglais est affecté par l'anxiété. Ainsi, le but de ce travail de recherche est d'étudier la question de l'appréhension de la communication sous différents angles en tenant compte de ses principales variables. En effet, ce processus a permis de suggérer des stratégies qui aident les étudiants à faire face à l'anxiété de la parole ou qui leur permettront d'améliorer leur capacité à parler. Pour atteindre cet objectif, une étude de cas a été menée à l'IBN KHALDOUN UNIVERSITY of TIARET en s'appuyant sur un certain nombre de sources et d'instruments de recherche pour la collecte de données. Un questionnaire pour les étudiants de première année de LMD EFL et un entretien avec les enseignants. Les données recueillies au moyen de ces instruments de recherche ont été analysées quantitativement et qualitativement. Les résultats ont révélé que tous les étudiants de première année d'EFL ont éprouvé un certain niveau d'anxiété de la parole. À cet égard, les étudiants ont éprouvé une anxiété de la parole due au fait d'être dans certaines situations et en raison de nombreuses causes personnelles et interpersonnelles. En conséquence, ce travail de recherche a souligné que la compréhension des différentes variables qui contribuent à l'anxiété de la parole est important pour les étudiants et les enseignants afin d'améliorer la capacité d'expression orale dans la classe d'EFL algérienne.

المخلص :

القلق أثناء الكلام، ظاهرة نفسية حيث أنها موجودة في كل مجال تعليمي. في الجزائر تدرس اللغة الإنجليزية كلغة أجنبية فهي متأثرة بهذه الظاهرة. ومنه فإن الهدف من هذا البحث هو التحقيق في مسألة التخوف من الكلام، من وجهات نظر مختلفة مع الأخذ بعين الاعتبار المتغيرات الرئيسية. في الواقع، كان إجراء هذه العملية مفيدا لاقتراح بعض الحلول التي بإمكانها أن تساعد الطالب في التعامل مع التوتر في الكلام أو تقيده لتحسين مهاراته فيه. للوصول لهذه الغاية تم إجراء دراسة مفصلة للسنة الأولى في جامعة ابن خلدون بالإعتماد على مجموعة من المصادر وأدوات البحث : إستبيان لطلاب السنة الأولى وإجراء مقابلة مع الأساتذة. فالمعلومات المتحصل عليها عن طريق هذه الأدوات حلت كميا وكيفيا ومنه استنتجنا بأن كل الطلاب يعانون من القلق في الكلام ولكن بمستويات متفاوتة ولأسباب شخصية وغيرها. وفقا لذلك فإن معرفة أسباب ومتغيرات هاته الظاهرة مفيد لكل من الطالب و الأستاذ للتحسين من مهاراته الكلامية في اللغة الإنجليزية.