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Department of Letters & Foreign Languages
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**Discerning the Effective Teaching Strategies to Mitigate English
Language Anxiety among EFL Learners in Oral Performance.
A case study of First year BMD Students at Ibn-Khaldoun
University**

**This Dissertation is submitted in Partial Fulfilment of the Requirement for the
Degree of M.A in Didactics**

Submitted by:

Supervised by:

Miss. Feriel Meriem DJEBANE

Dr. Ammar BENABED

Miss. Maroua BENKAMEL

BOARD OF EXAMINERS

Members	Name & Surname	Rank	Institution
Chairwoman	Amina ABDELHADI	MCB	IbnKhaldounTiaret
Supervisor	Ammar BENABED	MCA	IbnKhaldounTiaret
Examiner	Khaled BELARBI	MCB	IbnKhaldounTiaret

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Dedication

All praise is for ALLAHthe Almighty Who has given meguidance, strength, and patience to complete my studies along with this work and to whom I'mgrateful for the infinite blessings.

To my beloved parents Mohamed and Fatima Zahra, Thank you for believing in me and offering me unconditional love and support. I hope I can always make you proud,

To my beloved siblings: Tarek, Ilyes, Ayoub, and Douaa for their encouragement,

To the most precious soul who left this world, Ma fadhila , mercy on your pure soul,

Last but not least, to every student who isstruggling with anxiety, you are not alone!

Feriel

Dedication

In the Name of Allah, Most Gracious, Most Merciful

I dedicate this work

*To my parents Mohammed and Fatima who are the light of my life, Allah blesses them now
and forever.*

*To my lovely sisters Djamila, Naouel, Nourelhouda, Siham and Habiba who
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ABSTRACT

Language anxiety has been proven to be one of the most important examined variables in both psychology and education. During the oral expression sessions, language anxiety is recognized as a major challenge for EFL students. Thus, the study is undertaken to learn more about anxiety and how it affects student Oral performance. It also seeks to identify probable causes behind students' speaking anxiety in order to choose the appropriate strategies, decreasing this psychological phenomenon and enhancing students' foreign language speaking abilities in EFL courses. To conduct this investigation, a sample of first-year BMD students in the English language department at Ibn-Khaldun University of Tiaret is Non-randomly selected. For the sake of validity and scientificity, a mixed method is used to collect data from samples of students and instructors, utilizing two instruments, viz., a questionnaire directed to 50 freshmen students, and a structured interview conducted with seven teachers for the academic year 2020/2021. The gleaned findings reveal that English students endure anxious moments during oral speaking sessions due to multifarious reasons, viz., fearing judgemental opinions, shyness and mistakes making, owing to the lack of self-confidence, self-esteem and thorough preparation and rehearsal. Among the strategies that may cause ELA mitigation, both students and teachers are in favour of the friendly and comfortable classroom environment

Keywords: Language anxiety, psychological phenomenon, judgmental opinion, negative evaluation, physiological changes

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List of Abbreviations and Acronyms

CA: Communication Apprehension

EFL: English as a Foreign Language

ELA: English Language Anxiety

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLLA: Foreign Language Learning Anxiety

FNI: Fear of Negative Evaluation

SA: State Anxiety

SSA: Situation Specific Anxiety

TA: Trait Anxiety

TS: Teaching Strategy

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General Introduction

English language has proven itself to be the most prominent and widely spoken language in the world as a medium of communication and as one of the foreign languages that must be learned as an obligatory requirement to reach specific purposes namely in marketing, science, education and more. Endeavours to subsequent with the worldwide trend imposed by globalization are attempted by several countries to teach and learn English .Therefore , students from non-English speaking countries including Algeria, are usually required to attain a certain level of English language proficiency before engaging in further studies in universities and master the four macro skills namely listening; speaking, reading and writing. Speaking appears to be the most challenging skill to many learners who are escorted with several barriers while learning the foreign language.

There are many factors that affect learners' receptivity to all subjects in general and to a second language in particular, namely, self-confidence, classroom procedures, self-esteem and anxiety which are the most common and prevailing phenomena. The latter represents a genuine fear of performing in the FL and accounts for various positive and negative impacts particularly, like students' unwillingness to participate in the speaking classrooms, and sadly even for their low performance and achievement. Accordingly, learners undergo different physical, psychological, and behavioural symptoms related to many sources stemming from classroom atmosphere and situations. Recognizing the extent, symptoms and causes of FL anxiety will effectively help to find strategies to cope with it and assist in enhancing students' speaking performance. The correlation between these variables makes this phenomenon worthy of deep investigation.

Aims of the Study

Although a growing body of research on primary motives of anxiety in class has been undertaken from the mid-1970s, a potential issue of lack of investigation into cultural backgrounds is raised and can contribute to anxiety when speaking in class. Teachers' perspectives of students' anxiety is also another factor that few investigations have been conducted. The current study is undertaken to review the phenomenon of English Language anxiety in the field of foreign language learning in the Algerian setting. It also aims to investigate its possible sources, symptoms that EFL learners may witness especially in oral classes. Additionally, it unravels the effects of anxiety on the speaking skill and suggests ways on how to deal with it in EFL classrooms from both students' and teachers' perspectives. This study finally ends with some suggestions and implications for teachers

in order to help their learners who suffer from speaking anxiety to overcome feelings that hinder their speaking proficiency and academic achievement.

Research Questions

As a result, this study is set out to answer the following research questions. The first main descriptive question (umbrella question), aiming at probing the expanse of the anxiety variable with FL learners, is worded as follows:

- Q1: To what extent does FL Anxiety affect students' oral performance and achievement?

For the sake of narrowing and providing the scheme around which the researcher should glean accurate data to answer the main research question, the two following sub-questions are written out:

- Q2: What factors make EFL students anxious while speaking English inclass?
- Q3: What strategies can the teacher use to reduce the learner's anxiety?

The above sub-questions have been submitted to improvement and refinement after referring to some details provided by secondary and primary sources.

Research Hypotheses

Being testable propositions and predictive statements about the possible outcomes of the current study, the following hypotheses have been put forward.

1. We hypothesize that anxiety affects EFL student's performance negatively. It causes obstacle for learners to present or express their thoughts publicly.
2. We assume that EFL learners can overcome their anxiety by following some strategies and instructions to avoid the feelings of anxious and nervousness in classrooms
3. We hypothesize that if teachers, who are the fulcrum agent in the teaching/learning process, adopt particular strategies, learners will be motivated to overcome their English Language anxiety.

Significance of the Study

This study is significant for both EFL teachers and students, because it intends to help students overcome their anxieties and build up their self-esteem and confidence and make them believe in their capacities to communicate although they make mistakes. It also serves as a guide for

instructors to comprehend anxiety from the learners' perspective and establish a concordant and motivating classroom atmosphere to help alleviate this issue and foster students' likelihood to enhance their oral performance and build their confidence.

Research Design and Methodology

The ambition to accomplish the aforementioned objectives pushes us to design a descriptive interpretive case study research targeting first-year BMD EFL students and teachers at Ibn-Khaldun University of Tiaret. The undertaking of such a subject requires profound and diversified insights, quantitative and qualitative data are collected from different sources relying on a pair of research instruments, viz., a questionnaire and an interview. The former is meant to collect statistical data from a wide range of students, whereas the latter fits for describing and eliciting teachers' perspectives as regards the topic. The results will be analysed, interpreted and triangulated for stronger evidence to successfully respond to the research inquiries.

Research Tools

In order to efficiently carry out the present study, it is necessary to provide balanced instrumentation to EFL students and teachers. The first instrument adopted is a questionnaire which is directed to BMD freshmen students from Ibn-Khaldun University with a total number of 50 participants who are asked to answer different questions concerning the subject under investigation. Besides, a structured interview is implemented to find out whether instructors are familiarized with this phenomenon or not, and the possible strategies they may adopt to diminish FLA in EFL classrooms.

The Structure of the Research

The present work consists of three distinct yet interrelated chapters to determine the aims of this examined case study. The first chapter entitled: "Distinctive Features of Foreign Language Anxiety: Terminology, Definitions, Causes, and Effects", is devoted to the literature on the theory of Foreign Language Anxiety. It seeks to draw a clear understanding of the phenomenon and its related concepts, causes, and effects as well as its symptoms and relationship with motivation in the Algerian setting. The second chapter within the literature review discusses the effective teaching strategies to mitigate Foreign Language Anxiety adopted by both teachers and learners to prevent this phenomenon from further affecting learners' oral proficiency such as motivation, preparation, and clear organization of ideas. As an empirical part, the third chapter is purely concerned with the

primary data. It deals with the research design and methodology including the sampling and the research informants as well as the research instruments. It comprises the data collection instruments with the procedure of collection followed by their analysis, interpretation, and triangulation of the findings that seeks to answer the research questions by confirming or disconfirming the research hypotheses. Then, it concludes with the research main results. Some suggestions and omnibus recommendations are provided for the sake of further research avenues.

Delimitation of the Study

The current study is primarily about discerning the effective teaching strategies to mitigate English language anxiety among EFL learners: First BMD students at Ibn-Khaldun University as a Sample. Therefore, it develops exclusively along the aforementioned lines. We mindfully purport to study a sample of English freshmen students at the department of English and more precisely in the Wilaya of Tiaret. It is worth of note to mention that the surveyed students are from the provinces of Tiaret and Tissemsilt. Hence, Investigating a small sample from first year English students may be a genuine representation of all enrolled freshmen students and not other levels of the BMD department . Besides, the two areas have specific characteristics as regards weather, landscape, socio-economic status, linguistic properties, school organization, and students' behaviour, etc. All these aforementioned factors undoubtedly affect one way or another both the teachers' and students' perceptions, self-awareness, beliefs and attitudes vis-à-vis the whole teaching-learning process of the academic year 2020\2021.

Chapter One: Distinctive Features of Foreign Language Anxiety

Terminology, Definitions, Causes and Effects

“Minds without emotions are not really minds at all.” (LeDoux, 1996)

Introduction

Amongst the several affective factors that influence FL learning, anxiety appears as a crucial factor that often affects students’ oral performance and academic achievement in the foreign language they are required to use. FL anxiety experienced in EFL classrooms has often an infiltrating impact on students’ adaptation to their learning environment and ultimately the achievement of their educative goals. Researchers have conducted studies to investigate this matter in depth .The anxiety experienced by second or foreign language learners is considered as one of the major problems most L2/FL learners encounter in acquiring the target language. Language learning anxiety can affect learners’ ability to achieve their goals and performance in the foreign language classroom. Therefore, the upcoming chapter is mainly devoted to review the phenomenon of FL anxiety, its definition and various types in the field of foreign language learning, establishing a paradigm for language anxiety. It also discusses the sources that may cause it and the possible effects that hinder EFL learners’ performance.

I.1. Term Conceptualization and Definition

We viewed it necessary to define right from the outset the following terms for the sake of dispelling any ambiguity. Over the past few decades, an increase in research on emotional variants in second language acquisition (henceforth SLA) has been noticed (Gardner & MacIntyre, 1993). Recently, the concept of linguistic anxiety has become increasingly intelligible. The concept of anxiety in a familiar language has acquired a status of a subtle technical concept, as opposed to the general concept of anxiety prevailing in the research. As regards language anxiety (Henceforth LA), new insights provided by the recent researches have undoubtedly forwarded our understanding of language anxiety there from supplying the groundings for better informed curricula and instructional decisions.

I.1.1. Anxiety Definitions

In most of the early studies concerned with learners' anxiety, scholars have revealed the presence of anxiety in the foreign/second language courses, and studied its effects on performance in English. One problem with much of this research was that many studies had different goals, objectives, definitions, and conceptual designs, which made comparisons difficult. In fact, some of these researches propose that there is a tight relationship between anxiety and FL performance, whereas others see no connection between them. Differently couched, in essence, most of these previous researches have not adequately or consistently defined 'anxiety' nor accurately explained how it relates to language learning. It was later on that a wide range of definitions of the concept of 'anxiety', and their corresponding mensuration have been illustrated by MacIntyre & Gardner (1988). (cf. Table 2 and Appendix). Referring to these aforementioned types of anxiety, viz., facilitative, debilitating, state, worry emotionality....etc. field experts viewed that these do not utterly cover the type of anxiety endured by language learners. Accordingly, other accurate definitions and instruments were needed to fix and measure anxiety correlated to foreign language learning or some of their specific features. In fact, insightful investigations were conducted so as to discern the exact meaning of the phenomenon of what is today referred to as language anxiety (LA).

As regards language learning, anxiety is defined by Gardner & MacIntyre (1993) "*As a fear or apprehension that arises when a learner is expected to perform in SL/FL.*" In fact, anxiety is one of the main factors influencing language learning. The term specific anxiety response is often used to distinguish between anxiety in multifarious ordinary life situations and anxiety in clearly defined contexts. A distinct reaction to anxiety when learning is taking place more precisely to allude to the EFL classroom.

Gardner & MacIntyre (1994) identified dual types of anxiety, viz.,

- A) Trait anxiety that is defined as the learners' predisposition for tension and uneasiness feelings.
- B) Situational anxiety refers to the one occurring under particular circumstances that Hadfield (1992) coined as classroom dynamics to refer to everything taking place in and between classroom members.

Researchers addressed a particular anxiety in connection with the classroom activities such as test-taking, interactive tasks, and some other academic subjects such as hard sciences (physics, maths ...etc.). To cite some examples; "overcoming math anxiety" (Tobias, 1978), and "Science Anxiety" (Mallow, 1981) which preclude learners from performing efficaciously, for ELL

classroom contexts are particularly stressful and anxiotic for quite a good number of learners. Besides, it is described as a feeling of tension as existential anxiety related to class dynamics (Heron, 1989).

In the same vein, Horwitz & al. (1986: 128) define the LA as *“a definite complex of self-perceptions, beliefs, feelings, and behaviours associated with classroom acquisition arising with classroom acquisition arising from the individuality of the acquisition process.”* Foreign language (FL): language learned while living in a very community where the target isn't spoken as a primary language. Second language (SL): language learned while living during a community where the target is spoken as a primary language.

For Zhanibek (2001) “Anxiety is such a posh issue that researchers are unable to agree on a concise definition.” It is one among the foremost well-documented psychological phenomena. Generally speaking, it is defined as “the subjective feeling of tension, apprehension, nervousness, and worry related to an arousal of the autonomic nervous system.” (Spielberger, 1983: 106). Scovel (1991: 18) further states that “anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly related to an object.”

The definitions of anxiety that are proposed by several scholars have some common characteristics: the state of apprehension, fear, tension, and feelings of uneasiness (Brown, 1994; Horwitz & al. 1991; Scovel, 1991). Ehrman (1996) states that “these characteristics are related to individuals’ negative evaluations of their actions for a few reasons, they become failure-oriented, feel inhibited and avoid performing tasks like doing homework, taking an exam, and even speaking in school. In some cases, people may feel anxious in specific situations or they will experience anxiety in every stage of the learning process

I.1.2. Anxiety Types

Browsing through the literature in connection with anxiety, it can be noted that researchers and academics in the field suggest two different classifications regarding types of anxiety. For the first category, they depict three types of anxiety, viz., trait, state and situation specific. The second category comprises two types, namely debilitating and facilitating anxiety.

I.1.2.1. Trait Anxiety (TA)

Trait anxiety is relatively stable personality characteristic. Spielberger (1983) states: *“trait anxiety is also defined as an individual’s likelihood of becoming anxious in any situation.”* In another word, trait anxiety is a component of a person’s character and it's permanent, so an individ

ual who has trait anxiety is probably going to become anxious in numerous situations or events. Learners who have this kind of tension tend to be highly apprehensive in several objectively non-threatening situations. It is provoked by the confrontation with a threat (MacIntyre and Gardner, 1991: 87).

As indicated in the abovementioned definitions, trait anxiety, a relatively stable tendency, is identified as a trait of mental personality that negatively affects the individual. In the same context, MacIntyre and Gardner (1991) state that “*trait anxiety negatively affects people's memory and cognitive characteristics.*”. Besides, according to Spielberger (1983; quoted in Bekleyen, 2004), “*a person with a high level of trait anxiety exhibits a tendency to become apprehensive in a number of different situations because these situations are generally presented as more threatening than they actually are.*”

I.1.2.2. State Anxiety (SA)

State or situational anxiety as the name implies, is an individual's anxiety proneness that arises as a reaction to almost every situation (Philips, 1992). This anxiety is permanent and stable; in other words, it is a personality trait (Brown, 1994). Spielberger (1983) defines it as “*a state or condition of the organism that varies in density and fluctuates over time.*” It occurs because the learners are exposed to a specific situation that is stressful for them, for instance, some learners feel anxious if they are called by the teacher to talk in the classroom. Spielberger (1983) gives us an example of state anxiety, the apprehension experienced before taking the examination, and he claims that state anxiety “*apprehension experienced at a specific moment in time*”.

This type of anxiety, namely SA, is recognized as being a temporary reaction that fluctuates according to individuals' personality features. Additionally, Young emphasizes (1990) that “*it is not a permanent feature and it is a reaction that is triggered by the conditions of a particular situation.*” Bekleyen (2004) puts forward that state anxiety is experienced by an individual at a particular moment as a reaction to a definite situation.

I.1.2.3. Situation Specific Anxiety (SSA)

It is a trait anxiety that's limited to a particular context, MacIntyre and Gardner (1991: 90) agree that: “*situation-specific constructs is seen as trait anxiety measures limited to a given context*”. This angle examines anxiety reactions in an exceedingly “*well-defined situation*” like speechmaking, writing examinations, performing math, or participating in a second or foreign language class (Ibid). In this vein, anxiety can be facilitative or debilitating. The former anxiety is a kind of anxiety that helps learners to enhance learning and performance. Indeed, it

occurs when the difficulty level of the task triggers the proper amount of tension. In this regard, Scovel (1991) maintains: “facilitative anxiety motivates the learner to “fight” the new learning task; it gears the learner emotionally for approach behaviour.”(qtd in Tanveer, 2007: 10). In contrast, “debilitative anxiety doesn't encourage the learner to be engaged within the learning task instead it motivates the learner to escape the new learning task; it stimulates the individual to adopt avoidance behaviour.”(Ibid, 11). So, “anxiety in its facilitating and debilitating forms serves simultaneously to motivate and to warn.”(Ibid, 10). Besides, going deeper into the concept of speaking anxiety with its relating variables is required.

I.2. Foreign Language Learning Anxiety (FLLA)

In the case of language learning, it has been observed that many people fail to learn the language, even though they are successful in other learning experiences. It is known that some people have a generalized anxiety disorder against learning the language (Horwitz& al.,1991). It may be assumed that this Anxiety reaction is developed gradually as learners try hard to make progress. Once they see that they cannot make progress, they may exert an apprehensive emotion against learning the language. In the past few decades, researchers have attempted to elucidate the link between anxiety and second or foreign language acquisition others suggested that there is no relationship between them, (Horwitz, Horwitz&Cope, 1986; Scovel, 1978; Young, 1990; Young, 1991). In 1978, Scovel noted the contradictory results researchers reported to find relationships between anxiety and second/foreign language acquisition. He attributed this inconsistency in previous findings to the lack of adequate definitions and appropriate instruments used to measure anxiety.(Scovel, 1978, cited in Occhipinti, 2009).However, Horwitz, Horwitz and Cope (1986) proposed their situation-specific anxiety construct which they called ‘Foreign Language Anxiety to them, students' negative reaction towards language learning was a result of foreign language learning anxiety. Furthermore, they presented an instrument to measure this anxiety, called the Foreign Language Classroom Anxiety Scale (FLCAS). This scale has been employed by a large number of studies on foreign language learning anxiety and has also been the start line for several other anxiety measurements like Young’s(1990)ForeignLanguageSpeaking Anxiety Scale (Gregersen, 2003; Burden, 2004 &Occhipinti, 2009).

Besides, two different definitions have been introduced by researchers: "facilitating anxiety" and "debilitating anxiety".Facilitating anxiety is defined as“the positive forces that lead students to become more motivated toward language learning.”(Occhipinti,

2009: 12). This suggests that ESL/EFL learners cope with language tasks in a more rational way step by step, facing no problem interpreting any messages.

On the other hand, debilitating anxiety involves the opposite. It makes L2/FL learners pull out themselves from any language task, and adopt avoidance behaviours to language learning. According to Horwitz, Horwitz, & Cope (1986), anxiety can prevent language learners from communicating in acquisition classrooms. Thus, high anxious students usually avoid communicating difficult personal messages in foreign language. Moreover, Motoda (2005) classifies the debilitating effects of foreign language learning anxiety into two categories: 1) failure or confusion such as forgetting what L2/FL learners have learned which make them feel tense, and 2) avoidance of excessive efforts like skipping classes or studying an excessive amount of (Motoda, 2005). While some scholars claim that having poor language skills is a cause of anxiety, some claim that anxiety is the reason behind poor language learning. For instance, Horwitz (2001) concluded that anxiety is the result of poor language learning. She claims that the nature of second or foreign acquisition involves several instances of risk-taking, which can negatively affect individuals' social image. That is, once they make a mistake, they may worry about making an improper social image. Therefore, learners having poor language skills may tend to indicate apprehensive behaviours. Foreign language anxiety was identified by Horwitz & al., (1986) as a particular syndrome, which stems from three other anxieties: communication apprehension, fear of negative evaluation, and test anxiety which will be demonstrated within the upcoming title.

I.2.1. Sources of Foreign Language Learning Anxiety

In 1986, Horwitz & al. presented a clear description of the components of foreign-language anxiety (Occhipinti, 2009). They considered language learning anxiety to be in connection to performance evaluation within the academic and social context. They drew parallels between language learning anxiety and three varieties of performance anxiety: (a) communication apprehension; (b) test anxiety; (c) fear of negative evaluation (Horwitz & al., 1986). The explanation of these components will lay the foundations for the concept of second/foreign language learning anxiety by providing an insight to comprehend the source of where anxiety originates from.

I.2.1.1. Communication Apprehension (CA)

Interestingly, most speech communication studies investigated the reasons behind L2 learners' avoidance or fear of oral communication (Tanveer, 2007). Moreover, research on speech communication has discerned the effect of anxiety on the learner's willingness to speak and

produce "communication apprehension" also known as : CA .(McCroskey,1978, cited in young, 1991). Therefore, CA was defined as "a sort of shyness characterized by fear or anxiety about communicating with people" (Horwitz & al., 1986.P.127). Daly & al. (1997) described CA as "people's willingness to approach or avoid social interaction."(Daly & al., 1997: 21; cited in Occhipinti, 2009). The main focus of this thesis is on L2 speaking anxiety which will be described in more detail than the other two components: test anxiety and fear of negative evaluation.

Horwitz& al. (1986) asserted that ordinarily shy learners with high self-consciousness might find communicating in the foreign language less anxiety-provoking activity. They could feel "as if somebody else is speaking."(Horwitz& al.1986; Occhipinti,2009). However, the opposite can be true. A talkative relaxed learner using his mother tongue may become shy and fewer comfortable when using the target language. In addition, many researchers (Daly & al., 1997; Caccioppo, Glass &Merluzzi, 1979)have revealed a negative relationship between CA and self-esteem. In other words, anxious learners have an inclination to underestimate their ability to talk in the target language and concentrate on their failure rather than their success(Gregersen. 2003).

Furthermore, CA can prevent L2/FL learners from asking questions within the classroom. Daly&tal. (1997)stated that "learners with communication apprehension may not talk in front of the class, nor participate in classroom activities which they may even wait until the end of the lecture to ask questions."(Daly& al.,1997; cited in Occhipinti, 2009). This might ensue to the learner's limited knowledge of the foreign language (Tsiplakides&Keramida, 2009).

I.2.1.2. Test Anxiety (TA):

Test anxiety is the second sort of performance anxiety. Horwitz& al., (1986:127)defined "test anxiety as a kind of performance anxiety stemming from fear of failure." L2/FL learners consider foreign language classrooms as the most provoking anxiety environment due to the continuous evaluative nature of foreign language learning. Unfortunately, for high anxiety learners, foreign language learning anxiety involves being frequently evaluated by the instructor who is meant to be the sole fluent speaker in the class(Horwitz et al., 1986).

I.2.1.3. Fear of Negative Evaluation

Fear of negative evaluation is the third sort of performance anxiety. it is "an apprehension of others' evaluations, distress over negative evaluation, avoidance of evaluative situations, and therefore the expectations that others would evaluate oneself negatively ." (Occhipinti, 2009).There

is a difference between fear of negative evaluation and test anxiety. Although fear of negative evaluation is not limited to the testing situation, it can happen in any social evaluative situation, like speaking in front of people in a foreign language classroom (Horwitz & al. 1986; Tanveer, 2007; Occhipinti, 2009). Moreover, it is much broader than test anxiety. This suggests that L2/FL learners might receive evaluation not from the teacher only, but also from the other learners likewise (Shams, 2006; Tanveer, 2007).

In this FLA, Horwitz & al. (1986) believed that other components can describe foreign-language learning anxiety. They stated that "we conceive foreign language anxiety as a definite complex of self-perceptions, beliefs, feelings, and behaviors associated with classroom language learning arising from the distinctiveness of the language learning process." (Horwitz & al. 1986: 128). In addition to the models suggested by Horwitz et al. (1986), another model was suggested by Tobias (1986), who analyzed the consequences of anxiety in the three stages of learning: input, processing, and output. The input stage is the first stage, during which learners are presented with new information (external stimuli), and that they encode this new information, assigning meaning to what they see or hear. Since learners must process numerous things initially, learners' anxiety within the input stage interferes with the other stages (processing and output). They may miss one of the information, and that they try hard to create up for the missing input (MacIntyre & Gardner, 1994). The latter also points out that rapid speech or written texts which include difficult structures are some typical cases during which learners may have difficulty in encoding information. When learners have difficulty encoding the new information, they feel anxious. This is often related to input anxiety, which refers to the fear that a receiver has when perceiving information from auditory or visual sources (Tanveer, 2007).

The processing stage is the second stage, in which learners process input or the knowledge they received within the first stage. Processing involves grouping and storing input. Since anxiety interferes with the cognitive process, the time that learners spend on processing information increases. In the case of language learning, higher anxiety during this stage prevents learners from learning (Onwuegbuzie, Bailey, & Daley, 2000). The output stage is the last stage, during which learners try to use the knowledge that they have taught (Onwuegbuzie et al., 2000). The success of this stage depends heavily on the input and processing stages (Aydın, 2001). In this stage, anxiety causes learners to retrieve information slowly, through the material. The interference of high anxiety at this level ends up in unlimited output in learners' spoken and written products. These three stages are interdependent because learning occurs when each step is successfully accomplished (MacIntyre & Gardner, 1994). For instance, if learners

have some difficulty in encoding new information in the input stage, they're going to not be ready to process it within the second stage, and this may lead to poor performance in the output stage. That the language learning process depends heavily on the successful completion of every stage was further supported by MacIntyre and Gardner, who defined the language learning process as follows: language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of those by creating a divided attention scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it. (MacIntyre&Gardner, 1995, p. 96)

I.3. Foreign Language Learning Anxiety and the Affective Filter

Krashen (1985:81) proposes the existence of "a mental block" which prevents L2 learners from fully acquiring the target language. This is known as the "Affective Filter." L2/FL learners may understand what they hear but the input might not reach what is called the 'Language Acquisition Device' (LAD). Researchers such as Horwitz et al. (1986) and Krashen (1985) asserted that this might happen when the learner is demotivated, anxious, or lacks self-confidence.

As confirmed by various studies (Horwitz et al., 1986; Krashen, 1985; Kleinmann, 1977; MacIntyre&Gardner, 1991; Aida, 1994) anxiety can be described as an effective factor that has a negative influence on second/foreign language learning and production. This might be attributed to the distinctive features of the second/foreign language. Thus, L2/FL learners need to acquire new linguistic rules and use these rules in their performance of the target language. Frequent mistakes in performance may put L2/FL learners in a vulnerable situation in which they may be criticized or negatively evaluated (Tsui, 1996, cited in Occhipinti, 2009). Furthermore, Aida (1994) stated that FL teachers are concerned with the impact of anxiety on the affective filters and how it can prevent L2/FL learners from achieving a high level of language proficiency. Thus, it is important for the teacher to create a non-threatening environment in the language classroom to reduce the chance of having a mental block.

I.4. Speaking Anxiety

Speaking anxiety is defined as an intense concern and fear for an individual when he or she delivers a speech to an audience. Public speaking anxiety is regularly alluded as stage fright or communication apprehension. Such anxiety is widely spread. (Verderber et al, 2012) report on the Challenge for the Effective Speaking: "76% of senior public speakers feel afraid prior to speaking" Generally speaking, the amount of one fear for the majority of students is taken into account. In a 1986 study of around a thousand people, researchers found that individuals identified public speech

as their number one fear," said Metcalfe (2009), author of "Building a Speech. Oral presentation anxiety even overruled fears such as dentists, mouths, heights and flying." Interestingly, some people are more concerned about oral presentation than fear of height, snakes or death. The speaking skill, as mentioned before, is the most affected skill by FLA. Therefore, there are some factors that oftendetermine the level of anxiety and the way it shapes learners' behaviours.

I.5. Factors Shaping Speaking Anxiety

The speaking skill, as mentioned before is the most affected skill by FLA. Therefore, there are some factors that oftendetermine the level of anxiety and the way it shapes learners' behaviours:

I.5.1. Gender

Gender is usually a natural factor to be investigated in L2 development. It is particularly considered in anxiety. Campbell (1999) found that there was a distinct difference in the anxiety between male and female students in the initial stage of the course .However, the speech anxiety of women students increased by 1% in the end of the course, compared to an increase of 13% in male students of 39%. (13.39 percent).

I.5.2. Low Self- Esteem

According to (Adler & Stewart, 2004) ,Self-esteem refers to a person's overall sense of his or her value or worth. Therefore self esteem and anxiety are a closely related concepts in EFL Learning .Daly (1997: 31) notes that it is completely normal for students who have a low self esteem and do not believe in their own skills and potentials to exert more stress, which eventually leads to poor performance. The author gives an overview of 39 second-language students who are adults. They were asked to state how adept they were in all four language skills .The study results showed that speaking was regarded as the most anxiety generating skill by 87 percent of the subjects. Moreover, the subjects who considered themselves good at in a given skill also showed a far lower level of anxiety when facing the task based on this particular skill.

I.5.3 Competitiveness

Competitiveness is the possession of a strong desire to be more successful than others . It therefore generates an anxiety that is usually linked to a dichotomy of personality that takes risks and avoids risks. As Arnold (1999: 63) notes, learners who take the risk are probably braver and willing to risk making a mistake, while they are unsure that they are fully able to do a given task and showing a poorer performance than their peers. Risk-avoiding learners, in turn, reframe from

interacting in the classroom even though they are knowledgeable enough and able to do so. Such learners compare themselves with others within the group, seeing their performance as exceptionally good, which makes their own skills lower in their personal view. In this way, they prefer avoiding interaction instead of making a mistake in order not to lose the inner group competition.

I.5.4. Negative Experience

It goes without saying that the experience of students in the FL course directly influences their attitude to long-term situations, activities or concepts. That is often directly recognized by the motivation that indicates that a learner may be more ready to handle a similar task next time when success is achieved within a given task. This results in a chain reaction to increase confidence and motivation, while a greater level of motivation in turn creates greater chances for a learner to succeed in performing a specific task.

I.5.5 Learners Beliefs

Some important fields and elements are linked to beliefs. Thus, Richards and Lockhart (2001: 53-6) focus on the English language, in particular, provides a number of vital beliefs including:

I.5.5.1 Beliefs about the Nature of English

Each student may require his or her own view on the importance of the language generally in a particular group. In addition, students' views of the problem of specific language components such as grammar, pronunciation or vocabulary can be divergent. In accordance with their views, students are determined to give the elements they consider tougher more and a longer focus. If learners regard language as irrelevant (depending on the learning context), they could not be willing to be instructed at all.

I.5.5.2 Beliefs about the Speakers of English

In a manner similar to the overall approach towards language, the approach of the target language's native speakers can also shape the motivation and engagement shown by adult students in the learning process. Both contribute directly to the overall view of the L2 students' native speakers.

I.5.5.3. Beliefs about the Four Language Skills

As the whole language can be considered easy or difficult for learners, it may concern the separate pieces of it. They may therefore feel a need to read or write by listening or speaking. This depends on what students need and what they reckon is essential.

I.5.5.4. Beliefs about Teaching

In the context of the teaching of adults, this kind of belief seems especially important, as these students often have their opinion on how teaching should be carried out. The view of adult students, however, must not necessarily be reliable. This indicates that the teacher might use an entirely different set of instruments and techniques expected by the students. This may not allow students to process the linguistic inputs or to do the work and exercises if the beliefs are contrary to what take place in the classroom.

I.5.5.5. Beliefs about Appropriate Classroom Behavior

This element typically takes its shape from the students' cultural background, therefore particularly concerns groups consisting of learners who have not a homogenous cultural background. This element does not play any important role, focusing on adult students and students with the same cultural background.

I.5.5.6. Beliefs about self

This type of belief seems to be highly redounded since it affects all students in a given group that shapes their attitude towards specific language parts. So if students are good in some specific element of language, they are willing to deal with these aspects more frequently in the classroom.

I.5.5.7 Beliefs about Goals

Due to their variety of purposes (typically adult education), students also have different beliefs regarding their objectives. They have different viewpoints about language. Some students may want only to be willing to understand the language in this way while others may be determined to develop their speaking abilities. Therefore, these goals determine the level of emphasis that students focus on certain language components (Richards and Lockhart 2001: 53-6). 40

I.6. Levels of Anxiety

There are three levels of anxiety, according to Stuart & Laraia (2005), which an individual can experience:

1.6.1 Mild Anxiety

This level of anxiety is normal in life because it can increase the motivation to make the individual ready to act. As it is related to daily life tensions and causing someone to be wary. Thus, this Anxiety can motivate and foster creativity.

1.6.2. Moderate Anxiety

It allows someone to concentrate on important matters and exclude others. The individual can indeed learn directives from others in this condition. The stimulus, however, is not properly internalized. But people really pay attention to the things that become a focus.

1.6.3. Severe Anxiety

Severe anxiety can be intensely debilitating, as it greatly reduces the area of people's perception that has tended to focus on something that is detailed and specific and cannot think about anything else. The whole behaviors displayed are intended to reduce anxiety and require a lot of directions to focus on specific details and not to think about anything else

1.6.4 Panic

This intense type of anxiety is always related to fear because the individual experiences loss of control and cannot do anything even with directions. This condition of panic if it continues for a long time, it will cause a heart attack.

1.7. Indication of Anxiety

Concerning the presentation of human feelings is a negative way. We feel nervous, distressed, and frightened once we're anxious, and we fight, tremble, shine, and our hearts beats fast. There are two kinds of anxiety responses that someone experiences when they experience anxiety in line with Stuart & Laraia (2005).

1.7.1. Physiological Symptoms

They are observed on individuals 'bodies. Wrench et al. (2012) acknowledge that there are many physical symptoms associated with speaking anxiety at the cardiovascular level. We might observe heart pounding, heart palpitation, and sweating. Anxious students might experience an intense rush of adrenaline or other stress hormones as well as nausea, diarrhea, and vomiting. Besides, they might experience fatigue, short breaths, and body and muscle tension in addition to a headache and a dry mouth and throat.

I.7.2. Psychological Symptoms

There are some behavioral, cognitive and affective mental signs of foreign language anxiety. They will be defined succinctly hereafter.

I.7.2.1. Behavioral

Several behavioral signs are observed when the person experiences foreign language anxiety. The first behavior which is common with people who have speaking anxiety is the avoidance of oral expression courses, confrontation, and social situations. They prefer to keep silent in any direct interaction with others and they are intimidated by learners who speak the second language fluently. These students often refuse to go to school and try to make pretenses. They also experience the inability to sleep due to overthinking about confronting their teacher and classmates and the bad reactions they might receive from them. They also tend to apologize when their views are challenged and often interpret others' questions as criticism.

1.7.2.2. Mental

Kanar (2011) asserts that learners who experience anxiety in speaking are characterized by these mental symptoms: nervousness and the inability to concentrate. Feeling of fear, panic, and uneasiness. Feeling angry and shameful as well as feeling overwhelmed and out of control. The same author states that some learners, who experience psychological symptoms before speaking, become "tongue-tied". However, other learners who experience them when starting to speak may be fine once they get going (qtd in Achbi and Sebaa, 2011, p.36).

1.7.2.3. Affective

Many affective symptoms may be displayed by foreign language anxious learners as they can be impatient, tense, and extremely nervous.

I.8 Causes of Speaking Anxiety

EFL learners struggle with FLA while acquiring the target language that can be related to personal and interpersonal causes.

I.8.1. Personal Causes

Individuals who usually lack some personal variables are likely to feel anxious to engage in oral tasks. Thus, personal factors can be seen in the following:

I.8.1.1. Weak Personality

Students with low self-esteem are unconfident because of their high level of anxiety. McCroskey et al. (1977, p. 274) argues in this regard that "low self-esteem is associated with high oral apprehension of communication, and it should also be taken into account when defining the communication apprehension construct

1.8.1.2 Lack of Motivation

Lack of motivation hampers EFL students from freely expressing in the classroom as it leads them to be silent and anxious to speak regardless of the audience, the situation, or context. This indicates, "They are more willing to communicate apprehension than others' ' (Wrench et al, 2012, p. 59).

1.8.1.3 Lack of Vocabulary:

Out of the limited amount of vocabulary, students feel particularly worried and hesitant to speak and express their thoughts and ideas. Students usually feel that since they do not have a rich vocabulary, they cannot express their ideas in their target language properly.

I.8.1.4 Lack of Practice

It is necessary to participate in the interaction of the classroom in order to master the speaking skill. The more passive students are, the more they will want to speak and participate in oral tasks in the classroom.

1.8.1.5 Fear of being the center of attention

Students have been shown to be more concerned with speaking in English as they are the focus of attention and are therefore anxious to communicate although they have begun learning English at an early stage because of the strong teaching nature of education and examinations.

1.8.2 Interpersonal Causes

Other classmates' and teachers' behavior there are other factors that cause students to be apprehensive while speaking

1.8.2.1 Laughing at Students' Utterance

Laughing at ideas, utterances, mistakes or pronunciations in particular make it less easy for students to carry on speaking or to respond voluntarily as Liu says (2007). Laughing about the mistakes of the students made them very afraid when talking English to some other in-class people; one of his students declared: "I like to speak in English, but I'll be nervous and can say nothing when I have some mistakes because I'm afraid others are going to laugh at me."

1.8.2.2 Competition

Some students may experience a negative result. This is because they are compared with their peers thinking they don't have a similar level. It is therefore an additional factor, which can contribute to language anxiety of students. Wrench et al. (2012, p.61) have supported this idea: "the degree of perceived similarity between you and your audience can influence your level of speech anxiety" Thus it leads students to have an idealized self-image that lessens their willingness to Communicate in the target language.

1.8.2.3 Teacher's Behavior

Learners can be anxious to speak because they make many mistakes and errors when they make sentences as they are constantly corrected by their teacher. Young (1991) asserts: learners consistently report anxiety over responding incorrectly, being incorrect in front of their peers, and looking or sounding dumb." (p.429)

Some teachers act like controllers in the classroom, harshly order and correct students on a regular basis. Moreover, other teachers believe that they should be doing most of the talk in class and that students should not work together in pairs or groups in fear of losing control. Consequently, the

classroom has an unfriendly atmosphere that creates anxiety among the learners who are often apprehensive and intimidated while talking to their teacher.

1.8.2.4 The Classroom

There are many factors that can contribute to the boost of speaking anxiety among EFL learners such as; limited speaking activities, lack of technology, and large classes. Indeed, because of their inappropriate classroom environment, students will feel less comfortable in their classes, as Hannah (2013, p.20) insists: "the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom".

1.9. Effects of Anxiety on the Speaking Skill

The study indicates that the speaking skill generally creates more anxiety than the other skills and it is frightening to most EFL learners. In fact, Daly (1991) claims : " in some individuals, fear of giving a speech publicly exceeded such phobias as fear of snakes, elevators, and heights" (cited in Von Worde, 2003, p3). Young (1991) quotes from the student's perception of his performance in the classroom in the foreign language: "I fear going to the Spanish class. My teacher is kind, but when the teacher calls me to speak, I hate it. I freeze and I can't think what I should like to say, or how to say it, and my speech is awful. I don't even understand what I say sometimes, I think people" (p. 430). Horwitz et al (1986) says that anxious students' most frequent concern in foreign languages is being incapable of speaking while facing difficulties in listening. And speaking sessions Thus, students stated that when they have time to plan their speeches, the amount of apprehension is likely to be reduced comparing to when they are obliged to speak spontaneously, they would freeze

Classroom and learning/teaching activities impact the learners ' anxiety and performance in their oral sessions. Almost all of the Spanish students reported that they felt less anxious in speaking activities when they are well prepared before coming to their class. Most students stated that they would favor responding orally by themselves over being asked to answer (1991). Furthermore, anxiety has been observed not only to manipulate grammatical accuracy but also interpretive ability. In the 1986 investigation of Steinberg and Horwitz, students were asked to describe photos reported in MacIntire and Gardner (1991). Half the participants were warmly received by the interviewer in a pleasant environment in order to make them feel comfortable and the remaining half were received with a video camera filming them in an uncomfortable environment to stir up nervousness and fear.

The investigators measured the amounts of 'denotative and interpretive data and discovered that participants who were in an anxiety-provoking environment were much less interpretive than participants in a relaxed atmosphere. "These results suggest reluctance by anxious students to express relevant information in a conversation in a foreign language" declare MacIntyre and Gardner (p.107). Horwitz et al. (1986) mention: "students who are apprehensive about making mistakes in front of others seem to feel constantly tested and they perceive every correction as a failure."(p.130).

The same investigators discussed how anxious language students often forget about what they know during a speaking test or task. In fact, speaking tests appear to be anxiety inflicting in particular. They most likely trigger all three aspects of language anxiety simultaneously: communication apprehension, fear of negative evaluation, and test anxiety. "Foreign language tests, given orally, likely evoke test anxiety likewise as communication apprehension." argued MacIntyre and Gardner. (1991) (p.105)

I.10. Anxiety and Motivation

Dörnyei, 2001; Dörnyei & Skehan, 2003) looked into the relationship between anxiety and motivation, as well as the impact it has on efficiently learning the target language. One of the affective elements affecting foreign language learning is motivation (Wong, 2012). Although some studies have identified a negative link between motivation and foreign language acquisition (Gardner, Day, and MacIntyre, 1992), others have found that students who are highly motivated to learn a foreign language are less apprehensive, and vice versa (Tsiplakides & Keramida, 2009).

Schmidt Et Al (1996) concentrated on foreign language learning because most studies looked into the effect of motivation on second language learning. They conducted research to see how motivation affects foreign language learning. Their findings revealed that there are three essential components of motivation for learning a foreign language: an effect, goal-oriented motivation, and expectation motivation. Motivation is linked to learning techniques and preferences for various sorts of classes with specific learning skills, according to Schmidt et al. (1996) Students with strong affect motivation welcomed communicative classes, whereas those with low affect motivation tended to reject communicative classes (Wong, 2012). As a result, motivation might inspire learners to communicate and be less concerned about their language learning.

I.11 Foreign Language Anxiety in the Algerian Setting

Learning English as a foreign language has been more prevalent in the last few years. It is due to the interrelation between communities and individuals. In accordance with its growth as an international language of communication, teaching it as a foreign language has received considerable attention since it is regarded as the leading language of world publication, technology and computing. Therefore, Cook (2003: 25) stated:

In recent years the growth of English has been further accelerated by a startling expansion in the quantity and speed of international communication, the rise of international operations, linked to expanding U S power and influence, ensures an ever increasing use of English in business, films, songs, television programmes and advertisements in English are heard and seen in many countries where it is not the first nor even a second language.

Teaching and learning English in Algeria; however, is of a very private scope, because language continues to be regarded as a foreign language despite the latest reforms undertaken by the Algerian Government and its pedagogical committees to teach and instruct English as a foreign language. A key reason for Algerian EFL students' poor competence could be the anxiety feelings that frequently occur in English classes. Therefore, feelings of foreign language anxiety are commonly expressed by Algerian learners exerting several effects on their academic achievements and mainly speaking performance. This research presents the findings of a research in which the levels, sources and possible solutions for mitigating foreign language anxiety (FLA) are investigated using two data collection iterations from the perspective of both Algerian EFL students and teachers at IbnKhalidounUniversity, Tiaret. The students are asked to report the extent to which foreign language anxiety affect their academic attainments and speaking skill mainly in English oral classes and the potential causes that aroused their feelings of language anxiety The Anxiety Scale (FLCAS) in the Foreign Language Classroom is used to assess the anxiety of learners.

Conclusion

Throughout this chapter, we examined a range of FLA-related themes among EFL learners First, we gave a thorough understanding of anxiety, clarified in this area by a large number of researchers who targeted the same issue. Secondly, we presented a brief insight into its various sorts including Speaking Anxiety. Since anxiety and speaking skills are strongly correlated, speaking is regarded as the most afflicted skill by Fla. In furthermore, we reviewed its symptoms, sources, and impacts on learners' oral performance. Teachers and learners must be acquainted with linguistic anxiety as a notion and should be aware of its negative effects which eventually hinder the EFL learning

process, notably on the speaking skills. Moreover, the relationship between anxiety and motivation had also taken a part in this research. We have therefore addressed this issue in Algeria's foreign language academic field. Last but not least, measures to mitigate this psychological condition are highly needed to help students cope with their communication apprehension. Accordingly, the upcoming chapter is devoted to the effective teaching strategies to mitigate the issue of FLA in EFL classrooms.

CHAPTER TWO:

The Effective Teaching Strategies to Mitigate Foreign Language Anxiety

Chapter Two

The Effective Teaching Strategies to Mitigate Anxiety among EFL Learners

Introduction

For the sake of mitigating anxiety in FL classes, most of the survey findings offered identical suggestions, namely that teachers play a crucial role to lessen their students' anxiety. The main role in reducing anxiety is certainly related to the teacher's organization and implementation of the selected tasks/activities and students' performance evaluation. However, it has also been reported that their manners are the main cause of oral anxiety along with those of their peers (Riasiti, 2011; Subaşı, 2010). Price (1991) also suggested that the teacher plays an important role in increasing or decreasing students' anxiety in the FL classrooms. Studying second or foreign language anxiety is a necessity and a significant factor because of the detrimental impact it can have on language learning, success, achievement, and perceptions of the educational process as a whole. English students are undoubtedly required to interact efficiently. As a result, some students are uncertain about their credentials. Many experiments have shown the adverse impact of anxiety on language achievement of students and on social interactions (MacIntyre, 1995). The importance of creating strategies and low stress learning situation in improving learner's language competence is demonstrated how low-anxious students start dealing with difficult prompts and view a good performance show that using some tactics such as willing to participate, prompt division, guessing the meaning when taking focus group which is a practical coping strategy. Importantly, realizing that fluency is more important than accuracy also helps students get rid of the fears resulting from the spelling mistakes.

II.1. Appropriate Atmosphere to Reduce FLA

For learning to be effective and prior to any teaching, teachers are supposed to create a positive and peaceful atmosphere that helps reducing anxiety among EFL learners. In this vein, Dorneiy (2001) stated that *“teachers need to create a pleasant and supportive classroom Atmosphere.”* In fact, setting up a constructive environment in EFL classrooms is considered as a motivational tool that learners need to feel less anxious when communicating with the foreign language. The teacher's essential role is not only to settle but maintain a positive, relaxing, tolerant and supportive environment ensuring anxiety mitigation and attaining the intended academic objectives. By the same token, Dorneiy states that *“teachers should apply the standard of tolerance, especially with students' mistakes.”* (2001). He added that mistakes should be regarded as an

integral part of the learning process. In so doing, he thinks that *“students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake.”*(Ibid. 41)

II.2. Strategy Definition

According to schnaars, strategy has historically been related to anticipating various situations and action plans that would be activated when they occur. However, there has never been a clear, precise description of strategy. *Strategy is the formulation of missions, purposes and basic organizational goals, policies and programs to meet them, and the methods needed to ensure that strategies are implemented to achieve organizational objectives.*Steiner & Miner (1977). Moreover, Fahey states that few terms are exposed to as many abuses in their usage in business, as poorly defined in management literature, and as exposed to as multicultural awareness as strategy, and as a result, it is a term that creates considerable debate, particularly among theorists.

Mintzberg & al. believe that the technique is an adversary of deterministic and mechanistic approaches, as freedom and choice are minimized. As most of the literature and common usage of the term suggests, strategy is more than just one way of dealing with an opponent in a competitive environment or market. It may also be used to describe ideas, recommendations, guides, and indicators of paths and remedies. To put it another way, strategy is not a finished product, which makes the concept complicated and difficult to understand.

II.2.1. Definition of Teaching Strategies

A teaching strategy, according to Stone and Morris (1972, quoted in Isaac 2010), is a generalized design for a lesson that includes structure, instructional goals, and an overview of intended techniques that are used to execute the strategies. Teaching tactics, as stated by Isaac (2010), are the teacher's behavior in the classroom, specifically as the progression of the teaching. For Reiser and Dempsey, TS is widely recognized as a central method in instructional design. TS's identify the various possible learning tools in order to develop the best approach for dealing with the defined subject audience (studylectures.com). Successful teaching necessitates not just the use of tools, procedures, and tactics to maximize student learning, but also an appreciation of meaning, namely how students absorb and process knowledge.

II.2.1.1. Different Types of Teaching Strategies to Reduce FLA

There are many instructional methods that can be used in the course of teaching a language. The following are Wehrli's (2003) explanations of teaching methods.

II.2.1.1.1. Brainstorming as a Strategy to Lessen Anxiety

Brainstorming is an idea-generating approach used to produce several ideas/options for suspending judgments until a maximum number of ideas is generated. Al-Maghrawy describes brainstorming as a community platform of inspiration for general concepts in Al-Khatib (2012: 31). Differently couched, brainstorming is a group creativity technique via which endeavours are made to find a solution to a particular problem by collecting a list of viewpoints unconstrainedly contributed by the group members.

II.2.1.1.2. Brainstorming Advantages

Brainstorming offers numerous benefits for students, including problem solving, encouraging peer learning and building synergy, boosting strategic thinking, and so on. Assisting communities in achieving consensus, and purposefully engaging learners in higher stages of thought. Helping students' cooperation and creating partnerships provide autonomous learners as well as assessing others' perspectives with enabling them in developing and drawing on the concept of others.

II.2.1.1.3. Brainstorming Drawbacks

The implementation of brainstorming approach can also entail in some drawbacks. It is noted that ideas overlapping may occur while exchanging and suggesting ideas. Besides, some emotional and environmental blocks are quite possible such as, feeling unease with chaos, fearing criticism, making perpetual incorrect assumptions, etc. to mention only few.

II.2.1.2. Small-group Case-based Debate

This teaching strategy is meant to stimulate learners' critical thinking, and can be an extremely successful way to actively engage learners in the classroom. In fact, debates are commonly used in academic fields as a way for learners to discuss different viewpoints on a topic. In this teaching approach, small groups of 5-10 people collaborate on case-based projects, sharing ideas and collaborating in a problem-solving mechanism. Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) clarified that in this teaching technique phase, the community focuses on innovative problem solving with some advance planning. Discovery is facilitated in a format in which both students and facilitators share responsibility for bringing key learning points to a close.

There are some advantages to case-based small-group discussions. They can be either aggressively engaging participants or passively engaging participants, besides stimulating peer group learning.

Small group debate activities represent an effective teaching pedagogy, entailing in many planned outcomes. Classroom debates help students develop both discursive and listening skills, promote active learning and improve critical thinking skills. Besides, these small group discussions are easy to implement and widely accepted and decidedly appreciated by students.

II.2.1.3. Presentation as a Strategy to Mitigate Anxiety

Presentation is an exercise in which students can monitor how it is performed and train students for the transition of teaching philosophy/theoretical aspects into practical/empirical one. In addition, the teacher's presentation technique shows students how to do things. (Adekoya&Olatoye, 2011). Demonstration often occurs when students have difficulty relating theories to actual practice or when students are unable to understand the applications of theories. For this demonstration method to be successful, three things are necessary:

- The object being displayed during presentation should not be so small.
- During the presentation, the clear language should be used so that pupils may understand concept easily.
- The pupils should be able to question teachers in order to remove their difficulties.

Presenters should develop some strategies to overcome presentation anxiety. Thorough preparation makes anxious presenters feel more self-confident. They should also develop a relaxation strategy to implement when they feel anxious. Performance enables them master their presentation and become confident. While presenting, they should devote much concentration to the content instead of themselves.

II.2.1.3.1. Benefits of Presentations

Students learn how to speak in front of a group by practicing presentations; this is a skill that may be applied in a variety of professional settings. In addition to practicing all language system areas (vocabulary, grammar, discourse, and phonology) and skills (speaking, reading, writing, and listening), speakers learn how to prepare content for public presentation and enhance their speaking abilities. They also boost self-esteem and confidence. As a result, many instructors praise in-class presentations for building students' confidence and comprehension of the subject while also fostering essential leadership skills.

II.2.1.3.2. Drawbacks of Presentations

Classroom presentation is not appreciated by all students. Some of them have started calling out in-class presentations as discriminatory to those with anxiety, demanding that teachers offer alternative options. Students in favor of cancelling classroom presentations argue that forcing anxious students to present in front of their peers is not only unfair because they are inherently underachieving and get a lower grade, but it can cause long-term stress and trauma. It is acknowledged that some students with social anxiety claimed they experienced symptoms of panic attacks, insomnia and feeling shaky due to the stress of the in-class presentations, followed by embarrassment and extreme despair.

As a matter of choice, if the student desires to enter a career field that requires oral mass communication, you would believe that the student would undertake the training. Otherwise, forcing students to present publicly when strong presentation skills are not required for the desired position appears insignificant and detrimental to their learning experience.

II.2.1.4. Games

As a motivator and opportunity for theory practice, games are used to incorporate competitiveness, engagement, exercises, and input into the learning process. Carefully organized uses of games in the classroom (for example, for learning specific verbs, tenses, questions, locatives, and so on) bring some interest to a classroom. (Brown, 2000: 146).

II.2.1.4.1. Games Advantages

Via games, learners may get rid of stress and anxiety and deliberately engage in classroom activities. The latter can revive their motivation and encourage them to work collaboratively, developing their social and teamwork skills. In fact, games allow co-workers to get to know about one another, generating effective ways to improve enactment, break down barriers, and tap into hidden potential. It is acknowledged that combining fun with learning is one of the most effective ways to foster learners' involvement and performance.

II.2.1.4.2. Games Disadvantages

Though being acknowledged to act as a device to reduce the level of depression as it offers a sense of control, power, goals, and rewards that the individual might achieve immediately in the game world, games may cause social avoidance and introversion among students. In fact, they can create feelings for the community and out of groups, demean students who do not compete in nature and create feelings of inadequacy for those who are not qualified or powerful.

II.2.1.5. Independent Study

Independent study is a teaching approach aimed at improving and supporting other educational programs. The teaching activity is usually done totally with resource materials by the individual learners. Alberta Learning (2002: 73) also describes independent learning as an autonomous learning experience, enabling students to pick a subject, formulate issues or questions, collect and evaluating material, apply skills and develop a product that shows what they have learned.

II.2.2. Characteristics of Teaching Strategies

As previously stated, TS's suggest a method for approaching a teaching situation. It is critical to emphasize their key characteristics:

- They have a normative character without the rigidity of a rule.
- They are the teaching aspect of complex conditions, distinguished by stability and intrinsic flexibility

Educational plans outline a general instruction method that can be "modified" and tailored to training activities and circumstances. The techniques largely reflect the trainer's teaching style, 1) ingenuity, and personality; 2) they have a structuring and modeling role to relate the learning contexts in which learners are positioned and to activate their psychological learning mechanisms; 3) the components of the approach (methods, means, and organizational modes of work) shape a structure, forming connections, even interrelationships and interdependencies. TS may be decomposed into a set of operations, steps, and codes of behaviour unique to various teaching sequences, with each decision signalling the transition to the next sequence by using the knowledge gathered in the previous step; 4) they have no affiliation with either the chosen methodological system or the basic TS since the teaching plan focuses on the whole training phase rather than a particular training sequence; 5) They have a probabilistic sense, which means that a certain teaching method, even though objectively founded and suitable for the psychological resources of learners,

cannot guarantee the effectiveness of the training process due to the vast number of variables that can participate in the process, 6) They engage students in complex learning environments, rationalize and adapt teaching materials to their personalities, and construct an ideal environment for experience with other elements of the training process. (Ionescu&Radu, 2001:184-185).

II.2.2.1. Designing Teaching Strategies

Conducting a teaching exercise is simply a network or series of decisions made by the teacher to correlate the priority elements of his work and to create the right approach with respect to the instructional problem once more. The one who instructs must come up with a logical and effective formula for combining processes, protocols, strategies, means and ways of organisation that contribute to the best use of the educated subjects' potential (Neacșu, 1990:219-220). The teaching strategy is the selection of training procedures in relation to the qualified subject. *“The teaching technique is well-known to be the central method in teaching;”* (Stefan 2003; Reiser& Dempsey 2011; &Regeluth 2013). The education method brings together the teaching and learning approach. *“The teaching strategy leads to a teaching and learning approach incorporating and optimizing the organization of participants' processes, ways and types of grouping.”*(Cerghit, 2006).

Integrated into the operating systems, these components are built on a holistic vision, structured for an active and innovative skills acquisition and for a more efficient method of preparation. The "strategy" definition works at macro level, mid-level and micro level. The second level is closely related to the pedagogy, philosophy and experience of learning.

Policy involves following a plan for behaviour and combining this with the use of certain strategies and resources in a certain global way of corporate education and learning.

It should be noted, of course, that in practice, we use a variety of tactics, depending on the goals, the level of the organization with which we are employed, the topics discussed, and so on. It is acknowledged that each educator has tremendous flexibility to plan their practice, drawing diagrams, maps, value tables, or clear mental schemes that can help increase their ability to determine and use efficiently combined collections of strategies, techniques, and other teaching materials (Iurea, Neacsu, Safta, &Suditu, 2011; Keegan, 2013).

Furthermore, experience has demonstrated that each teaching operation is special due to the configuration of conditions and experiences that comprise it, so the continuous correction of any previously thought-out techniques will provide more rigor or rather constructive feedback.

II.2.2.2. Teachers' Interventions to Reduce FLA

The following classroom strategies have been applied to help address the causes of their English-speaking anxiety:

II.2.2.2.1. Project-work & Short-term Projects

Due to the following benefits of project work in foreign-language settings cited in the literature: a) students are most personal, so there's usually more motivation (Lee, 2002), b) they feel they're not constantly examined; c) communication is easier than accuracy and language errors and the result less important (MacIntyre, Noels, and Clement, 1997: 269). An additional advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language. Another benefit of project work is that students have an active part and commitments in project work, which will increase their interest in the target language and reduce the impact of expectations of poor skill.

II.2.2.2.2. Establishing a Learning Community and a Supportive Classroom Atmosphere

Creating a learning community that provides the environment for "*optimal motivation*" (Alderman, 2004), and a "*collaborative atmosphere*" (Gregersen, 2003:30) can help reduce fear of errors. The following classroom interventions were made, drawing principally on suggestions for creating a supportive learning classroom community (Brophy, 2004; Dornyei, 2001).

II.2.2.2.3. Creating Teacher-students Relationship

There have been negotiations with the students over a package of school rules and standards. Making fun of an incorrect answer was not tolerated, and the standard of "mistake tolerance" was established. Errors were considered a natural part of learning a foreign language, and students were encouraged to ask for help without running the risk of embarrassment. (Dornyei, 2001). Furthermore, instructional activities communicated success goals with all pupils. For example, as

regards classification activities, the classes were comprised of mixed pupils, students had assignments that were similarly demanding on the academic level, and the same interviewing methods were used for each student (Alderman 2004), to show that their vocabulary and out-of-school support were not treated differently.

II.2.2.2.4. Providing Indirect rather than Direct Correction

Direct on the spot correction in speaking activities should be eschewed, since it can undermine students' confidence and discourage learners who are anxious about "sounding silly" to experiment with new language (Lightbown&Spada, 1999). Encouraging anxious students to continue communicating after making mistakes, for example, offering scaffolding so that students could continue speaking even though they made a mistake. Cognitive modelling, in which it is explained the steps required for mission fulfilment, was part of the scaffolding. Alternatively, prompts and questions were given to encourage the implementation of repair techniques in the event of a communication failure.

II.2.2.2.5. Accepting the Need for Self-worth Protection

Behaviour that could be construed as a challenge to these students' social appearance and a cause of distress was prevented. For example, information on the assessments of the students was kept confidential and was not revealed to the entire classrooms. These interventions are designed to reduce concern about the FNE that can lead to a retraction from activities that "*could increase their language skills.*" (Gregersen and Horwitz, 2002: 563).

II.2.2.2.6. Implementing Teacher Immediacy

Being conceptualised as those nonverbal behaviours that lessen physical and/or psychological distance between students and the teacher, teacher immediacy represents the teacher's ability to create affective, behavioural and cognitive student's learning, i.e., a predictor of teaching effectiveness. In fact, two forms of immediate actions have been employed-verbal (use of humour, use of first name of students) and nonverbal (eye contact, positive gestures) – as they may have a positive influence on the motivation to understand. (Christophel, 1990; Frymier, 1993). The teacher's combined types of intimacy appear to increase student liking for instructors, decrease student apprehension, and increase overall student liking for the subject matter. (Butland&Beebe, 1992; Rodriguez, Plax, & Kearney, 1996; Plax& al.).

As regards teaching, verbal immediacy is most often conveyed through the use of compliment for student efforts, humour, self-disclosure, readiness to engage students in conversation, and overall openness and willingness to meet and interact with students (Edwards & Edwards, 2001; Gorham, 1988). In addition, verbal and nonverbal immediacy is based on approach avoidance conflict and has been shown to increase student motivation. The effect of such motivational conflict is often displayed in skipped classes and high dropout rates. (Brophy, 2004)

II.2.2.2.7. Providing Praisals

Recognizing that praising these students in front of their peers for a small achievement had a negative impact on them, and they saw it as an indicator that the teacher lacked trust in their skills (Thompson, 1997). As a consequence, non-verbal praise was most often used (e.g. a supportive movement of the head).

Finally, language teachers need specialized in-service preparation courses in general psychology, including language anxiety, in order to cope with stress and anxiety in their classrooms.

II.2.3. Learners' Strategies to Overcome their Anxiety

There are numerous interventions that can help distressed learners deal with their anxiety to boost their confidence. These strategies are split into two types, viz., psychological and pedagogical.

II.2.3.1. Psychological Strategies

A variety of methods can be used to assist comprehensive pupils. It can only be used by the student to encourage him or her to talk confidently. Wrench et al. (2012) provide several personal techniques that should be used while speaking in public as well as in the classroom, since students may be facing their teachers and peers.

II.2.3.1.1. Positive Thinking

Since the psychological reaction of the speech anxiety starts in the head, it underlines the significance of the speech psychological. Cognitive restructuring is a mind-set that contributes to a good speech, that is to say to the change in how you mark your psychological responses. A

deliberate choice must be made by treating communicating rather than a feared responsibility as an enticing chance. The first member of the crowd to persuade the speaker is himself. In order to achieve the point of belief, the learner actively replaces negative thoughts with constructive ones. Instead of pessimistic self-talk, you should practice constructive speech (Metcalf, 1994). For example, turning 'I'm going to miss everything before I reach the front of the stage' to 'I have notes to warn me about what is coming next, and the audience won't know if I do not cover everything as I expected' (Beebe & al.). It is important to dispute the negative self-talks and substitute them with constructive ones, even though one thinks he or she is involved.

II.2.3.1.2. Beforehand Preparation

Preparation is one of the best practices for improving speech. In this respect, confusion is considered to cause greater anxiety. Nothing is actually scarier than to face the unknown. Nobody can guess anything that will happen in the future during a speech, but every speaker can and must brace himself to minimize the unforeseen parts of his speech.

Speakers may also assist and aid in their planning by acquiring as much awareness as possible about the recipient, the subject and the environment.

II.2.3.1.3. Audience Analyzing

Since speech anxiety is likely to be high at the outset of the speech, it is beneficial to begin with a tactic to elicit an audience reaction. Learners can ask their audience a question, ask for a show of hands, or tell a story that they feel is important to their audience's experience. As a result, the audience will nod in agreement. Smiling or giving answers to questions will turn their focus away from themselves and toward the audience.

II.2.3.1.4. Clear Idea Organizing

Memorizing a speech outline is the only way for nervous students to recall their ideas. The order of the points is more important than the specifics of each sentence. However, visual aids can help to strengthen the organization of thoughts since they are able to draw the student's attention to control the fear. It is needed to switch from one idea to another without stumbling or being confused. The burden of trying to recall all of those specific thoughts would be enormous.

II.2.3.1.5. Language Adapting

To communicate efficiently, the learner must shift his language into an oral mode because it is more practical and vivid than literary. Unlike writings in which novelists like William Faulkner or James Joyce use long words where the reader always needs to repeat the texts. Good expression does not rely on substances but on spoken words. The student only uses brief sentences as he listens and listeners can not recapture their thoughts. Speakers should not be afraid to use personal pronouns such as "I," "me," "us," and "we" because they are much more successful in voicing than vocabulary constructions. The cognitive strategies of the group should be asked as another oral technique. This form of question does not have verbal answers, but encourages the listener to discuss the content of the question by looking at the implications and how it could be answered.

II.2.3.1.5. Real-life Scenarios Simulating

Many students silently practice their speech to ensure that they are able to express themselves, but it is not sufficient. In a condition similar to one that the learner experiences during his/her speech, he will need to practice loudly. It helps to relieve fear and improve the probability of success. If students make mistakes in this respect, they shouldn't avoid correcting them but should go on speaking. It is preferable to prepare in the real environment where they would be delivering their speech because it gives them a clearer understanding of how it would sound to talk and helps them to practice with presenting aids, hopefully avoiding disruptions and glitches such as broken computers, burst projection lights, or Two effective tools for alleviating anxiety are a clock and a mirror. The first is that most anxious speakers move too fast and not too slowly. Students should ensure that they are on time, that they will eliminate the embarrassment of breaking their remarks. This is to evaluate how much the public is in touch with their eyes. You can sound stupid in front of the mirror while you speak. So this early rehearsal makes them less anxious when the time comes to face the audience.

Eventually, Hauck and Hurd (2005) provided a list of ten coping mechanisms for language anxiety. The methods are as follows:

- Use constructive self-talk (for example, "I can do it; it doesn't matter if I make mistakes; others make mistakes").

- Allow myself to take chances in language learning, such as guessing meanings or attempting to communicate, even though I make mistakes. *International Research Journal of Applied Basic Sciences*, Vol. 4, No. 3, pp. 640-646, 2013. (3), 640-646, 2013.
- Assume that when I talk in front of someone, it is just a fun casual conversation.
- Tell myself that it won't take long to talk.
- Give myself a gift or treat when I do well.
- Recognize physical symptoms of tension that can impair my language learning.
- Record my emotions in a diary or journal.
- Discuss my concerns with other students.
- Inform my mentor that I am nervous.
- Use calming exercises such as deep breathing, speaking more softly, and so on.

II.2.4. Pedagogical Strategies

In the classroom, educators play a major role in inspiring students to talk with less anxiety. That is, helping students face their current anxieties and reducing their stresses in the learning process that will contribute to efficient learner contact. (Horwitz & al., 1986).

II.2.4.1. Educators as Assistants to Students

Before teachers may help their students learn confidently, they must first acknowledge the truth of foreign language fear. A number of simple resources are available for learners to address their fear. Foss and Reitzel (1988) propose alternatives to language anxieties which can resolve individual and interpersonal anxieties. The instructor should ask students to verbalize and write to them in a report to help students achieve their purpose. Anxiety graph seeks to identify the relationship with the greatest level of anxiety. Students can therefore chart their anxiety thresholds to show that not every stage of an oral experience causes anxiety. journal writing can help to relieve frustration so learners can understand feelings of inadequacy and adjust their goals accordingly. (Young, 1991, p. 431)

II.2.4.2. Cognitive Restoration

It's a behavioural change strategy. The fact that most fears stem from the way people construct their environment is taken into account. It seeks to encourage nervous students to become conscious and restructure their irrational anticipation in terms of verbal and nonverbal behaviour. Cognitive restructuring may take the form of engaging students in conversations or

discussions about the thoughts they have about language learning in classrooms. In this way, fair exchange and the establishment of confidence between students and their teachers are beneficial.

II.2.4.3. Modelling and Directed Involvement

It is based on the concept of modelling and leading students to high achievement while also encouraging them to reach their own goals. The emphasis here is on organising the environment and assisting students in reducing anxiety. Students may carry out their tasks and behaviours over time. As a result, a sense of competence and sovereignty develops. These methods are beneficial for those who are especially hesitant to talk. However, they need time and expertise. As Horwitz et al. say, for teachers *“to handle extreme fear reactions, teachers need time and proper know-how.”* (1986, p. 131)

II.2.4.4. Setting up Appropriate Classroom Atmosphere

The focus on establishing and developing a low-angle teacher environment is a common denominator among today's foreign language methods and approaches (Young, 1991). The instructors use earlier methods, which retain regular eye contact with classroom teachers, as Rocca maintains: *“While the teacher has high eye contact availability, the students in those areas were more likely to be involved than students in areas with poor eye contact availability.”* (2010, p.197). This can be done by teachers. Community work allows students to contribute more often. *ibid* states in this respect: *“to contribute to personal reduction”* *ibid* notes: *“Through some form of additional guidance or support group students may have to take part in further reducing personal and interpersonal fears.”* (431). Teachers can be innovative, including by having students work together, playing games and participating in events as Young notes: *“teachers can do more work with one another, play more games and adapt their activities to the learner's efficient needs.”* (p.433). A positive environment between teachers and students can help to improve engagement, that is, the dialogue between the two sections can do it. In this respect, Young (1990) states that: *“The teachers who had good humour and were polite, calm and patient were cited as helpful in reducing the discomfort of the language schools of foreign languages,”* (qtd in Young, 1991, p. 432) and who made students happy and allowed them to speak. In fact, Price (1991) confirms that view: *“If a teacher is more like a mentor who helps them learn and less like an official who performs, they would be more relaxed.”* (quoted in Young, 1991, p.432). Horwitz (1988) further suggested that *“teachers should address, if less fluent, the rational contributions of their students to succeeding in language learning, and the importance of certain language skills.”* (cited in Young, 1991,

p.431). The instructor also wants to support the language learning process in order to provide the learners with more opportunities for speaking in the classroom, as Young confirms: “*A facilitator whose task is to provide students with insight and communication in the language.*” Instructors should also call their students for a relaxed environment in which the debate is shared, as Fritschner (2000) says: “*The development of welcoming climates by learning the names of the students.*” (qtd in Rocca, 2010, p.195). The application of technologies involves the use of various materials, to ensure that the meaning is clearly conveyed as Young (1991) confirms: “*reciprocal school visits will help to identify and debate teacher expectations regarding language learning.*” (431). Errors and/or mistakes must be seen as an important aspect of the learning experience, so that students can feel relaxed talking. Young (1991) said, “*The teachers will alleviate language anxiety by taking the view that errors are part of language learning and errors are created by everyone.*” (432). In this work, students compile a list of errors over a period of time and assess errors according to certain characteristics, such as humor, reasoning, communication, and understanding. The best mistakes are praised in this context, but the main goal is to motivate students to look at mistakes and to know that they do not believe they are taboo. Thus, students will think that mistakes will lead to the process of learning (cited in Young & *ibid*).

II.2.4.5. Activating EFL Teachers’ Vital Role

Students’ embarrassment may be aggravated by the role played by language instructors in the class (Horwitz & al., 1986; Price, 1991; Young, 1991; Brandl, 1987; Young, 1990: cited in Onwuegbuzie & al., 1999). The teachers’ attitude towards and beliefs about language learning and teaching, their reaction to the learners’ errors, and the way they create stressful environment in the class have been reported to be significantly related to second/foreign language anxiety (Tanveer, 2007). Many language learners think that the teachers’ authoritative, embarrassing and humiliating attitude towards students, particularly when they make mistakes, can have severe consequences on learners’ cognition and their willingness to communicate in the class. A learner’s mistake, as Jones (2004) views, “*may bring about humiliating punishment from the teacher under the concentrated gaze of one’s peers.*” Jones criticizes those instructors he kills the classroom time for performance rather than learning.

II.2.5. Suggesting Tricks to EFL Teachers

Language anxiety can affect the language learning and learning process significantly. Therefore, language teachers must not only understand that anguish is an important

cause of lack of achievement in the new language for pupils, but also help them to address sensations of pain and distress. In order for language teachers to meet the success objectives in the target language, the consideration of a language teacher's anxiety reactions is considered extremely significant. (Tanveer, 2007)

The following useful recommendations can be made on the basis of the results of related studies in this respect.

- The presence of a sensation should be recognized by language teachers.
- In language teaching, a properly communicative approach should be followed to provide more chances for language learners whose exposure to English is minimal.
- Develop fun, informally friendly, and language-building environments through the friendly, helpful and cooperative conduct of teachers that enable students to feel relaxed talking during class. This may also significantly reduce the impact of social and status differences between students and teachers. (Tanveer, 2007)
- Teachers should encourage students who are afraid to make mistakes to learn how to efficiently communicate. Teachers' selection of error correcting methods, as Horwitz & al. (1986) recommended, should be focused on educational theory and on mitigating protective reactions in learners, in order to respond positively to students' concerns about the harsh manner in which teachers correct errors.
- To reduce the students' fear that their mistakes in front of the teachers will influence their end of course grades, more emphasis should be given to formative assessment (assessment for learning) and feedback rather than summative assessment (assessment of learning) and feedback.
- Language teachers in classes should also address distress feeling and take action to minimize their sense of competition. (Tanveer, 2007)
- Language teachers must resist practices that improve early frustration in order to make language students feel successful and satisfied with their use of English. They will begin with easy step-by-step training, so that when they engage in language classes, they can feel satisfied and relaxed.
- It is also recommended that teachers should confront students' erroneous and irrational beliefs by cultivating in them "reasonable commitments for successful language learning" (Horwitz, 1988: cited in Onwuegbuzie et al. 1999). More importantly, students should be

guided as to how to direct their attention away from self-centred worries when they are speaking a second/foreign language (1999).

- Understanding and decoding anxiety-related behaviours of certain learners may be aided by language teachers' familiarity with the history and ethnic heritage of the language learners, as well as their prior language learning experiences. Teachers should make a concerted attempt to instill in their students a sense of fellowship and collaboration. This would allow them to talk in class more openly and with less fear (Tanveer, 2007).

II.2.5.1. Developing Effective Student-Teacher Relationships

By establishing a close relationship with students, an instructor may develop a comfortable environment in which they can learn. Teachers should understand their students' emotions, passions, and curiosities in order to help them improve their self-esteem. According to (Leon & Ahmadi, 2017), *“they should establish a friendly relationship with their students.”*

II.2.5.2. Efficient Teaching Strategy Principles

Devlin and Samarawickrema suggested ten effective teaching strategies (2010:113-114) that are listed below:

- Teaching and curriculum design must be geared towards addressing future requirements of students, which include developing generically-oriented capabilities such as critical thinking, teamwork and communication skills, among other things;
- A variety of learning tasks, including student discussions, must arise to ensure meaningful learning;
- An empathetic and genuine relationship and the relevance of what is taught must be determined by using real, contemporary and/or local examples and connecting theory to practice;
- A student faith must be challenged when dealing with erroneous conceptions;
- The curriculum design must ensure that objectives, concepts, learning activities and assessments are consistent with learning achievements related to future student needs;
- Each course should be fully planned but flexible to ensure that it is necessarily encouraging and motivating learners through the provision of interesting, fun and active classes.

Conclusion

The foregoing chapter is an overall review of certain approaches elaborated by some experts. Teachers can help students to minimize their anxiety. EFL teachers concentrate on providing the opportunities to recognise affective variables at work and consider the distress of FLA among English language learners. It offers chances to allow EFL teachers to help students reduce FLA. It also indicates how a teaching approach to communicative languages will help ELL enable friendly and welcoming learning environments to develop their communication skills. EFL students can achieve those levels by reducing anxiety strategies illustrated in research. The above research and hypotheses demonstrate that the use of successful teaching methods is beneficial to address concerns among students. Via the suggestions made by the teacher, it can therefore be assumed to overcome the students' fear especially in the speaking skills.

CHAPTER THREE

RESEARCH METHODOLOGY AND

DESIGN

Section One: Research Design and Methodology

Introduction

The ongoing chapter bridge the gap between the theoretical framework and the empirical side of our research work. It provides an outline of research methods followed to explore effective teaching strategies that help EFL students by reducing their anxiety and examines the perspective of students and instructors on the significance and adequate usage of strategies in order to promote autonomous English language learning.

This study will deal with the methodology pursued to obtain reliable, useful, and usable data to confirm or refute our hypotheses. To attain this, both our participants' personal and professional information along with describing the data collected from the distributed questionnaires to students and the interview conducted with teachers. In sum, this chapter seeks to describe the study technique, processes, population and data collecting tools to obtain the appropriate findings and results with considerable reliability and validity.

III.1. Research Design

The purpose of this study is to assess the effectiveness of teaching strategies in reducing English language anxiety among EFL students enrolled in the first year of a BMD program at Ibn Khaldhon University. The current study research methods are mixed, necessitating a deliberate mixing of data collection, data analysis, and evidence interpretation methods. *"Mixed methods have great flexibility and are adaptable to many study designs, such as observational studies and randomized trials, to elucidate more information than can be obtained in only quantitative research."* Creswell JW, Plano Clark VL. 2011. Therefore, the use of such a research technique is designed to achieve the desired validity and reliability by providing a better overview of their study environment.

III.2. Case Study Approach

The study has been adopted to evaluate the potential difference between participants' anxiety levels and the actual use of teaching and learning strategies in English classes by utilizing a case study with a descriptive -interpretive design. *"It often focuses on teachers and /or students, or a small number of individuals in a group, such as a class."* (Creswell, 2007; Yin, 2014). To get accurate and valid data, this scientific research follows a set of protocols. Thus, it is not adequate to rely on only one single approach to validate the data's accuracy and to better perceive the topic of study. As a

result, the technique utilized in conducting such an investigation is based on a combination of methodologies to determine the suitability of the evaluation criteria.

III.3. Quantitative-Qualitative Method

“In mixed-methods research designs, researchers use both quantitative and qualitative methods and data in the same study or series of studies.”(Creswell & Piano-Clark, 2007). The goal of mixed-methods research is to capitalize on the strengths of both types of research while minimizing their flaws. *This design is based on the pragmatic concept of using a method and a mixture of ways that are most suited to solving the research issue* (Johnson & Onwueghuzie, 2004). According to Creswell and Clark’s (2011: p.12) definition, the mixed method is

As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.

Burns and Grove define the quantitative approach as *"a formal, objective, systematic process which uses numerical data to obtain information about the world."* (cited in Cormack, 1991, p. 140). It is centred on a survey questionnaire approach, whereas the qualitative method emphasizes exploration and comprehension. It provides the researcher with a good view of the topic under inquiry in its natural environment. It is founded on the paradox of the observer. Denzin and Lincoln (1994, p.2) validated this by reporting:

Qualitative research is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring them.

In comparison to the quantitative approach, the data collected from this method takes the shape of explanations, tales, events, and the analysis of their findings is regarded as being difficult to manage and arrange. As a result, in order to obtain an accurate review at the end, the researchers should offer a clear and inclusive description of the phenomena under inquiry, setting aside any subjective opinions.

III.4.Sampling and Participants

This study's sample was taken from first-year English students at Ibn Khaldoun Tiaret University. According to these facts, *the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling* (Cohen et al., 2000; Dörnyei, 2007). The rationale for this selection is premised on the fact that being “*captive audiences*” (Cohen & al., 2007:114). There are several reasons why this case study has to be carried out. First-year students are more likely to be acquainted to the English language for the first time, and recently begun to improve their speaking skills, so their reactions will be real. From a population of 349 students, fifty (50) individuals were chosen at random to represent the study sample. The interviews have been conducted with seven (07) teachers of English at who taught First year classes chosen from English department of Ibn-Khaldun in Tiaret. Furthermore, the aforementioned measurement tools, namely the interview and questionnaire, are built as structured instruments for the former, and a self-completion system for the latter.

III.5.Research Tools

For the sake of scientific validity, the combination of two research methodologies, namely a questionnaire and an unstructured interview, is considered to be the most appropriate for the acquisition of data sources, providing for the extension and development of the research results. In other words, the results of these research instruments give better proof of corroborating evidence via triangulation. As a result, a survey was circulated to 50 first-year BMD students at Ibn-Khaldoun University Tiaret. It should be underlined that the question-items primarily focus on the effectiveness of teaching strategies in reducing anxiety in EFL students in addition, an unstructured interview, which includes nine questions, has been conducted with seven instructors. The fundamental purpose of this option is to guarantee scientific validity and reliability.

III.5.1. Students' Questionnaire Description

This section highlights the rationale for the use of a questionnaire as a tool to collect data illustrating the procedure and course of its development as well as its structure. We have opted for this instrument since it is the most expedient method to glean data from a large number of respondents in record time, especially in the current situation, plus, it is useful in describing and interpreting the characteristics, facts, attitudes, and opinions of a large population through reports and visualizations.

Fifty (50) students were administered a questionnaire (cf. appendix 1) that emphasized the examination of the phenomenon of Anxiety in Foreign Language Learning. Brown (2001:06) therefore, states: "*Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*"

III.5.2. Students' Questionnaire Objectives

Predominantly, questions were directed to students online in a way that enables us to gather a greater array of data in relation to our research purpose and generate a considerable proportion of quantitative results. The number of questionnaires filled equals 50 representing (14.32%) of the students' population. Besides, the analysis of the answers produced a variety of statistical results, concerning the various points described in the questionnaire description (cf. Appendix 1).

III.5.3. Students' Questionnaire Structure

The questionnaire comprises twenty-two (22) question items. The latter are arranged into four distinctive, yet complementary sections; a four-part introductory segment focuses on the background information of students of the first year including gender, age, and choice of studying the foreign language. The second segment is meant to disclose respondents' reflections and attitudes towards the main variable of our inquiry that is speaking skills. The third segment covers the causes and effects of Language speaking Anxiety on the oral performance of students mainly in oral presentations. Section four, consisting of four questions were meant to detect students' possible suggestions to mitigate this psycho-physiological impairment and distress phenomenon.

III.5.4. Questionnaire Piloting Procedure

Any research instrument shall endure a long process of construction, piloting, reconstruction, and ultimately administration. We spent around two months constructing the questionnaire content and eventually determine its design, structure, terms of phrasing, and relevancy. The questionnaire was reconstructed multiple times before it was submitted to the sample for the sake of relevance and accuracy. Within the piloting phase, we have pre-tested it to check if the questions are understood by students. Our piloting study was made with three students and four classmates whom we consulted. Accordingly, few changes were made, some items were altered and others were dropped or converted into open-ended questions to be fully legible and clear for students to respond to.

III.5.5. Students' Questionnaire Administration

Owing to the endured sanitary circumstances which were imposed by the CoViD19 pandemic, we were unable to meet participants in person and were obliged to e-mail the questionnaire to the students' population online via social media applications, namely; Facebook and messenger common groups. However, only fifty (50) students responded. The participants were from the same level of the first year at the department of foreign languages in the University of Tiaret and taught by the same teachers with a slight divergence in ages and personalities. This allows for different perspectives to be collected, and this gives, credibility to the study results.

III.6.1. Teachers' Interview Description

Questions were mostly posted directly to teachers. It is justified that this is chosen to allow us to obtain a larger array of data relating to the purpose of our research. The interview, addressed to English language instructors, is structured around an inquiry that mainly focuses on the effective teaching strategies for reducing English language anxiety in EFL learners. The total numbers of interviewees that collaborate are seven (07) out of 10.

III.6.2. Teachers' Interview Objectives

The purpose behind adopting an interview as a data collecting instrument is that the interview gives immediate and direct answers about the subject; therefore, it is the most efficient tool to exchange data, beliefs, and opinions and provides necessary facts about the subject matter. As a result of this preliminary study, it was able to deviate from general tendencies, representing the perceptions of teachers themselves on the topic. The analysis of the impact of English language anxiety on EFL learners' performance replies offered a certain amount of data on the different topics mentioned in the description of the questionnaire, the latter is basically aimed at the detection of instructors' views and perceptions of the outcomes of teaching interventions and their influence on the performance of students.

III.6.3. Teachers' Interview Structure

The Interview consist of nine question items. The latter is divided into three sections, each with its own set of questions; the familiarity and reaction to the FLA section, which consists of six questions, is directed at English language instructors, including their awareness, difficulties, and relevant experience. The other section is intended to identify reasons and strategies for EFL teaching

strategies and their impact on the learning of students. Section three, which consists of only one question, enables educators to recommend an appropriate technique to eliminate anxiety.

III.6.4. Teachers’ Interview Piloting Procedure

The study was conducted as a pilot survey to detect any flaws or weaknesses in the research technique and procedure. A pre-test was conducted after two teachers from the target group were requested to identify faults and deficiencies before its final implementation. The collected feedback has revealed that the piloting procedure has highlighted some defects that have been corrected before conducting the investigation.

Section II: Analysis and Interpretation of the Findings

The analysis of the gathered data will be done on the basis of the graphs obtained through the most useful statistics software packages through frequency tables, cross tabulation, bar graphs, etc. Significantly, the interpretation of the findings will be discussed in the light of the research questions and hypotheses.

III.7.1. Analysis of the Students’ Questionnaire

Section 1: Background information

Question Item one: Gender

Gender	Males	Females
Average (%)	32	68
Number	16	34
Total	50	100%

Table 1: Respondents’ Distribution as regards Gender

Table 2 shows that the number of females is 34 (68%) and the number of males is 16 (32%). This reflects that our study consists of both genders; however, the number of female learners outnumbers the males’ one.

The gleaned data as regards gender of the targeted sample reveal that two thirds of the respondents are feminized. These data can help us in discovering whether anxiety exists among one

gender or both of them, and to what extent the two genders are affected by this phenomenon. It also genuinely reflects the nature of students' gender at the University of Tiaret which puts forward the very strong feminization of the population.

Question Item Two: Age

Age	17-19	20-22	+23
Number	27	18	5

Table 2: Respondents' Distribution as regards Age

The statistical data in table 2 reveal that the respondents' age distribution. These age ranges are of course arbitrary. It shows that the number of most respondents whose age is between 17 and 19 is 27%, representing 54%. The number of those whose age is between 20 and 22 is 18, representing 36%, and only 5 students are 23 and above, representing 10% of the total number of respondents.

Referring to the data in connection with age bands, it is worthy to note that the majority of participants are young teenagers and are likely to experience foreign language anxiety due to their lack of experience in foreign language learning.

Item 3: Was studying English as a specialty your _____ choice?

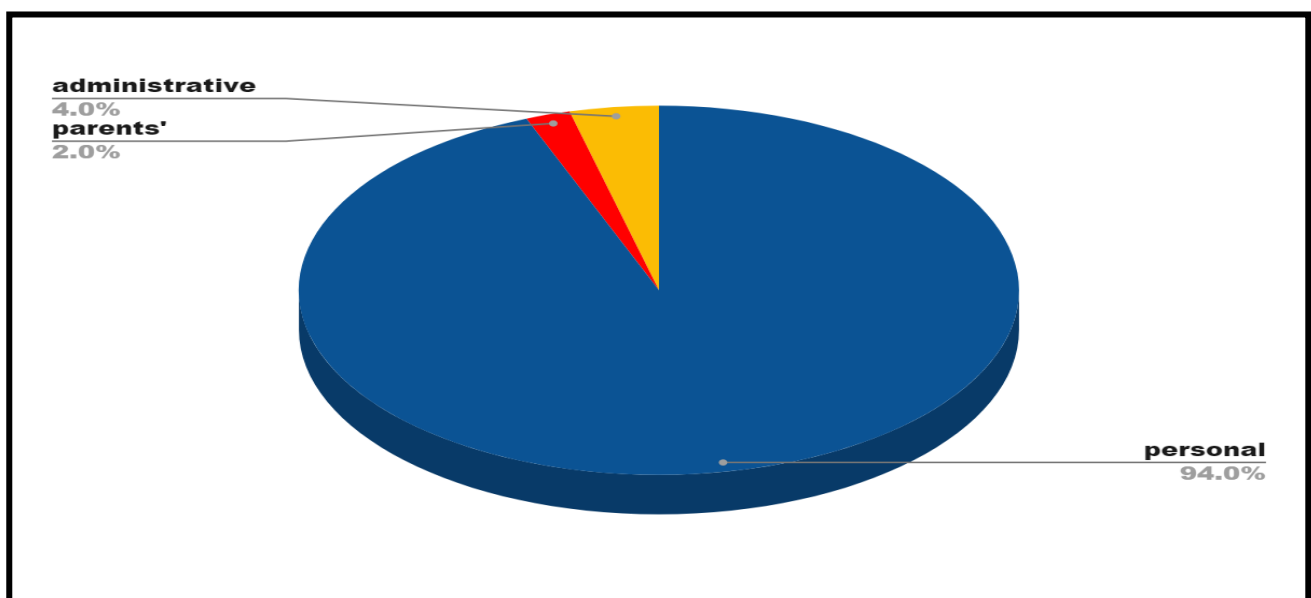


Figure1. Respondents' choice of Studying English at the University

Figure 1 displays the respondents' choice of studying English in tertiary education. The numerical data demonstrate that the choice of studying English as a foreign language was personal for 47 (94%) of the respondents, while 2 (4%) of them were allowed to study English due to administrative reasons. Yet, only one (2%) of them was obliged by his parents.

Therefore, the heavy majority of respondents hold a positive perspective towards studying English as a foreign language, and their personal choice is a kind of intrinsic motivation. Thus, such a type of motivation is considered as a crucial factor for students' successful achievements than those are extrinsically motivated. To give credit to choice and its importance, we refer to Lewin (1952) who stated that choice has a powerful motivating effect, demonstrating that people would be more likely to engage in an activity if they believed they had chosen it.

Question Item 4: How do you assess your level of English?

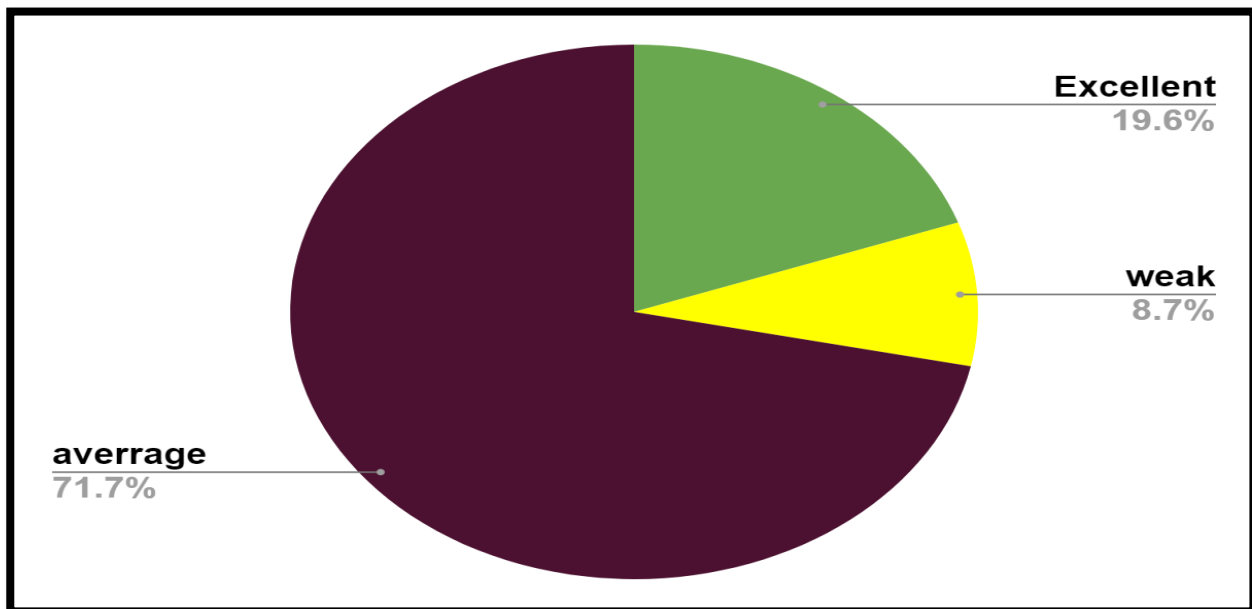


Figure 2: Respondents' assessment of their Level of English

Figure 2 displays respondents' self-assessment regarding their level at English. The numerical data above demonstrate that the heavy majority 71.7% (n=37) of the students believe their level is average, only 19.6% (n= 9) think that their level is excellent. For the rest, i.e., 8.7% (n=4) think that their level is weak.

The aforementioned statistics show that respondents differ from each other in terms of the level of English, and that the majority is confident in their potentials enough to learn English and adapt to their learning environment.

Section 2: Foreign Language Anxiety and Oral Performance

Question Item 5: How often do you participate in the oral expression sessions?

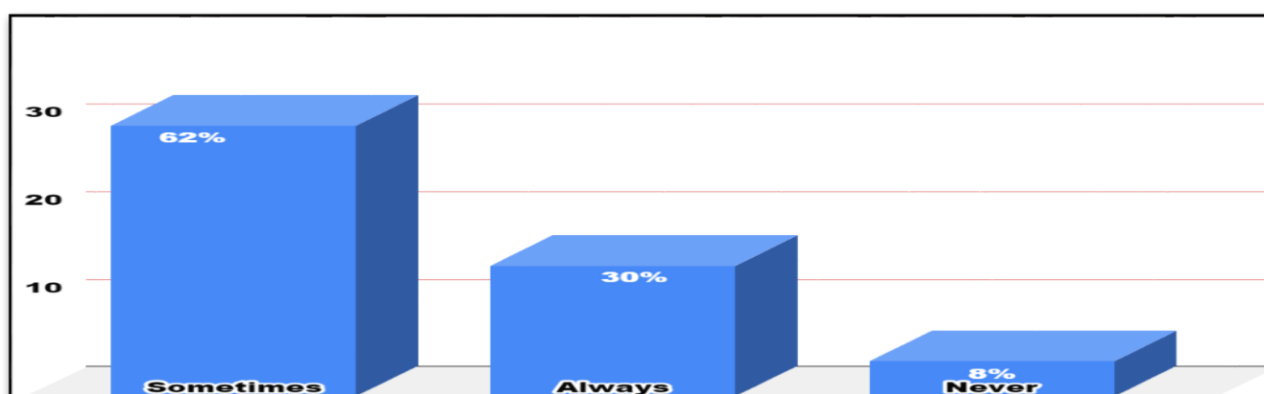


Figure 3: Respondents' frequency of participation in Oral sessions

Figure 3 demonstrates the respondents' answers according to the frequency of participation in oral expression sessions. The gleaned data of the column chart reveal dissimilar proportions of adverbs of frequency. In fact, 62% (n=31) of them assert that they sometimes do take part in those sessions, while 30% (n= 15)confirm that they always do so. Among the remaining respondents 8% (n=4)confirm that they never do. Therefore, a decent proportion of students have a constant participation frequency and the majority are hesitant whereas few choose to abstain from participating in oral sessions.

For 70% of the targeted population such hesitation (62%) and avoidance (8%) are probably due to a set of factors such as shyness, fear of others' evaluation on the part of both the teacher and classmates. In fact, such factors may impact negatively on students' academic achievements. For avoidance entailing from social anxiety components, Watson and Friend (1969) define it as "an apprehension about others' evaluation, avoidance of others' evaluative situations and the expectation that others would evaluate oneself negatively." It also might be due to the fear of facing the audience. Unlike the remaining 15 respondents who exhibited a great deal of confidence and willingness to participate with no fear.

Question-Item 6: How do you perceive yourself in class?

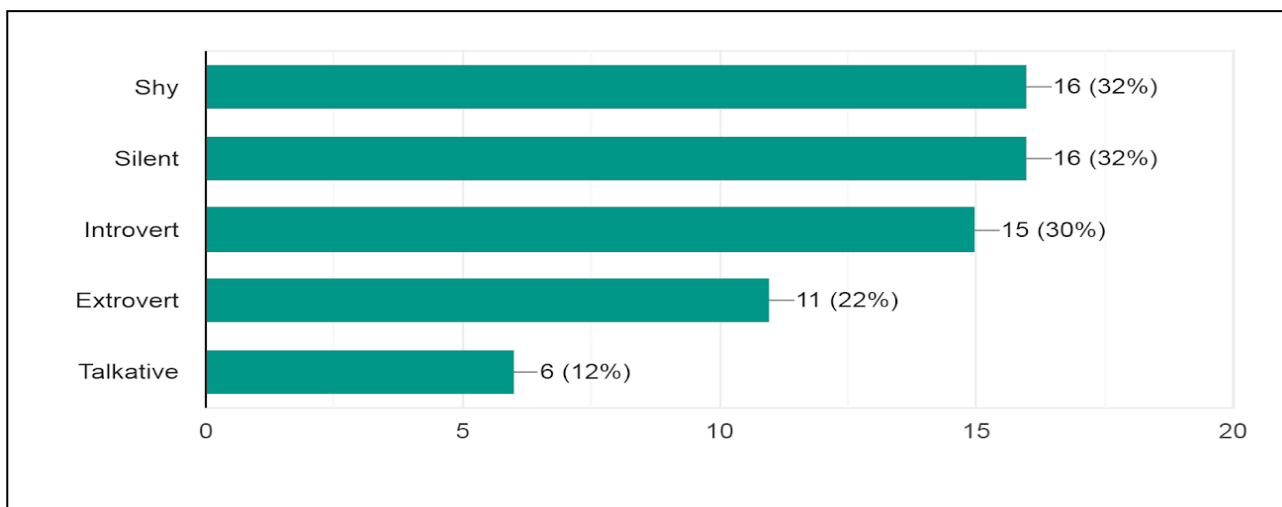


Figure 4: Respondents' distribution according their self-perception in class

Figure 4 displays the statistical data in relation with the informants' self-perception in the EFL classroom. It shows that 32% (n=16) perceive themselves to be shy. The same proportion 32% (n=16) applies for students who see themselves silent. Besides, thirty per cent 30% (n=15) of the respondents are introverts, and 22% (n=11) and 12% (n=6), of them are either extroverts or talkative respectively.

The perusal of the above numerical statics reveals that most of the targeted population is both shy and silent in foreign language classes and this is probably due to the aforementioned factors, viz., fear of external judgmental opinions, negative reaction of other students, etc.

Question-item 7: How do you find your Oral Expression Class?

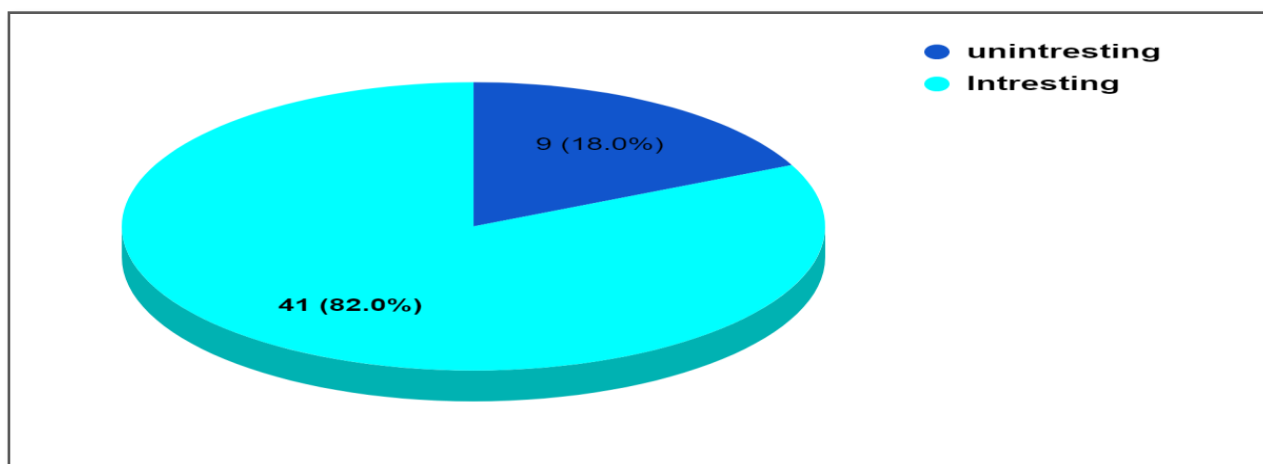


Figure 5: Respondents' opinion about Oral Expression Sessions

This question-item seeks to enquire about respondents' opinion about Oral Expression Class. Figure 5 shows that vast majority of students, viz., 81.6% (n=41) holds a positive attitude towards Oral Expression classes and think it is interesting whereas only 18.4% (n=9) find it uninteresting.

The majority of students find their oral expression class interesting, and that evidently will help them to know themselves, their strengths and weaknesses in speaking, and help them to develop their communicative skills and overcome anxiety if it exists.

Item 8: Evaluate your English language skills based on the current following options:

- a) I speak English. b) I write English. c) I read English.
d) I understand spoken English.

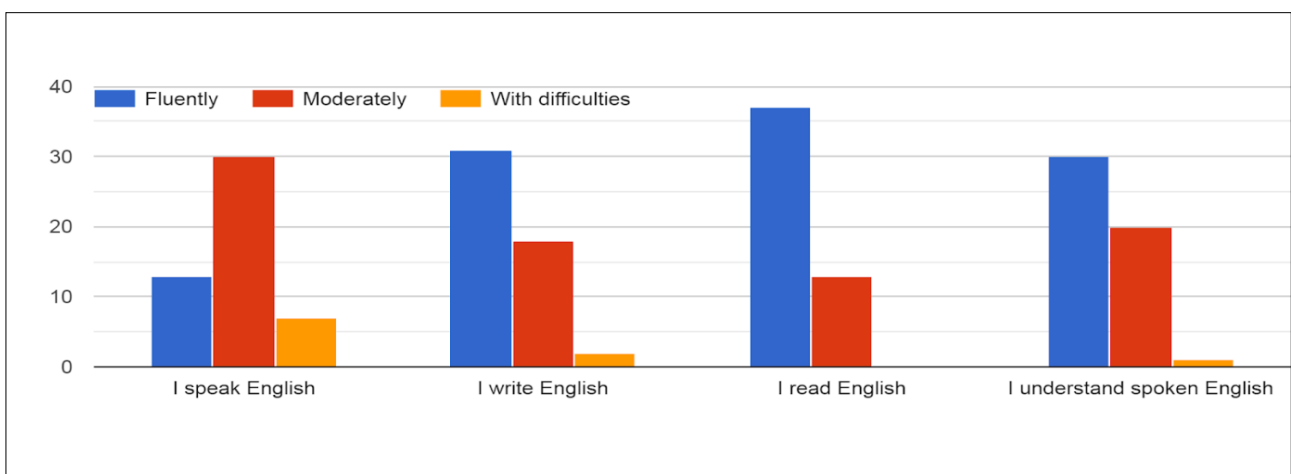


Figure 6: Respondents' evaluation of the four language skills level

The above figures, relating to respondents' self-assessment of their own abilities in four the language skills, viz., listening, speaking, reading and writing, reveal disproportionate levels. It is worth noting that 60% (n=30) speak English moderately, 26% (n=13) speak fluently and a few of them 14% (n=7) face difficulties. With regard to written English, 62% (n=31) students have reported that they are fluent in writing, 34% (n=17) write it moderately, while only (n=2) encounter difficulties. Respondents (n=37) believed that they were fluent in reading English, and (n=13) read it moderately and surprisingly, no student faces difficulties in reading (n=0). Concerning the comprehension of English, (n=30) students claimed that they understand English fluently and n=20 understand spoken English moderately and only (n=1) student faces difficulties.

It is worthy to note that the speaking skill remains the most difficult for fourteen per cent (14%) of the targeted sample. It is acknowledged that English language learners have stronger receptivity than productivity, i.e., they can understand more than they can produce.

Section 2: The Effects of Foreign Language Anxiety

Question-item 9: A) what would you select if you had the option of presenting orally or taking a written test?

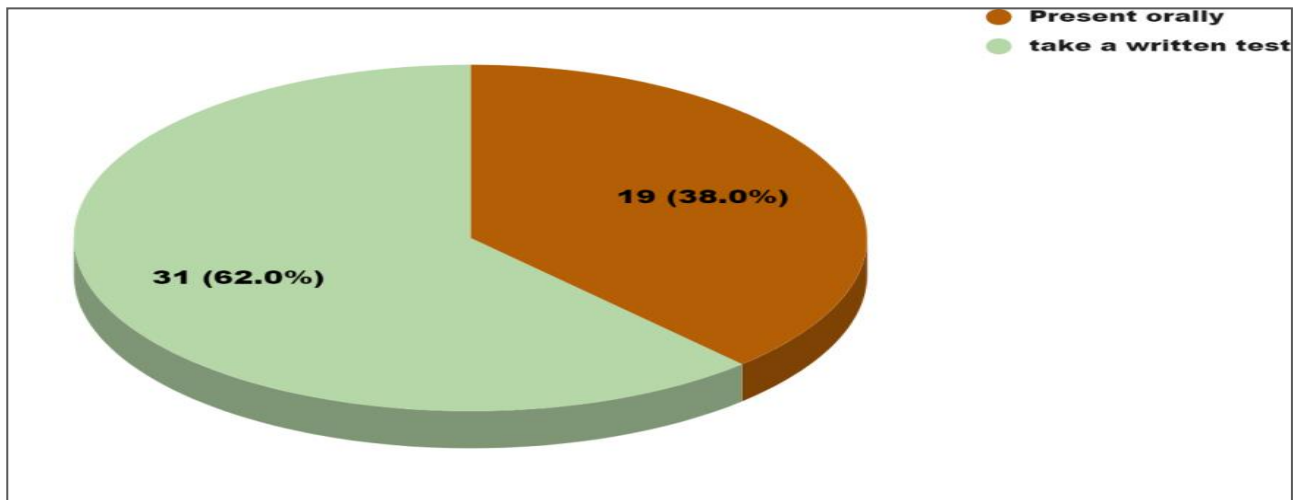


Figure 7: Respondents' Choice between Oral Presentation or Written test

As far as question-item 9 is concerned, 62% (n=31) are in favour of written production. Only 32% (n= 19) of them have a biased attitude favouring the oral production.

The above data show that the two thirds of the respondents feel more anxious when they are orally tested and this is why they avoid oral presentations and would rather take written test instead.

B) Justify your answer

As a follow-up question-item, the informants were asked to justify their answers. Those who refuted oral presentation have reported the following arguments:

“I can write better than I can speak.”, “I have difficulties in oral presentations.”, “an oral test is easier and I have a lot of time for answering.” “I have more time to organize my ideas». «I fell anxious when I present unlike when I have a written test». «I often lose words because of my anxiety». «I have a fear of public speaking.” “I can't deal with my teacher, he is very severe.” “Oral tests cause me more stress». «When I start speaking I panic and forget all that I have learned.”, “I am freezing.”, “I panic». «I do better when I am writing. I feel more relaxed, thus I can unleash my potentials unlike when I am presenting.” “I feel anxious and lose control and cannot express myself

as it should be.” *“I can concentrate more in written tests.”* *“I am very shy.”* *“My pronunciation is bad.”*

The analysis of the panoply of the arguments put forward by those who are in favour of the writing skill insinuates that they fear negative reactions that may be summed up as physical (tensions), psychological (feeling helpless, poor memory, embarrassment...), verbal symptoms (speech disturbance- hesitation, mispronunciation...). In this regard, Horwitz & al. (1986, p. 126) state: *“Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students.”* Thus, it can be deduced that anxiety affects the speaking skill more than the other skills. Therefore, learners avert oral presentations.

However, those who are in favour of the oral presentation put forward the following arguments.

“I like to talk and express my thoughts.”, *“presenting orally allow me to do more and show what I truly can do.”*, *“Body language will help the audience to understand more.”*, *“I feel more convincing and expressive when I present».* *“I like presenting because it improves my speaking skills and helps me to get rid of public speaking phobia.”*, *“I think presenting orally is more inclusive and better than written tests because it allows us to communicate effectively and express our opinions and ideas easily. In addition, oral presentations help students establishing a professional identity.”* *“When I present I gain more time and energy and it is more interesting to me.”*

Those in favour of oral presentation might have experienced more public speeches. In fact, they believe they can voice out their ideas and try to be convincing. Students’ self-confidence can be gained via practice, thorough preparation...etc.

Question-item 10: Do you get anxious when your teacher assigns you an oral presentation?

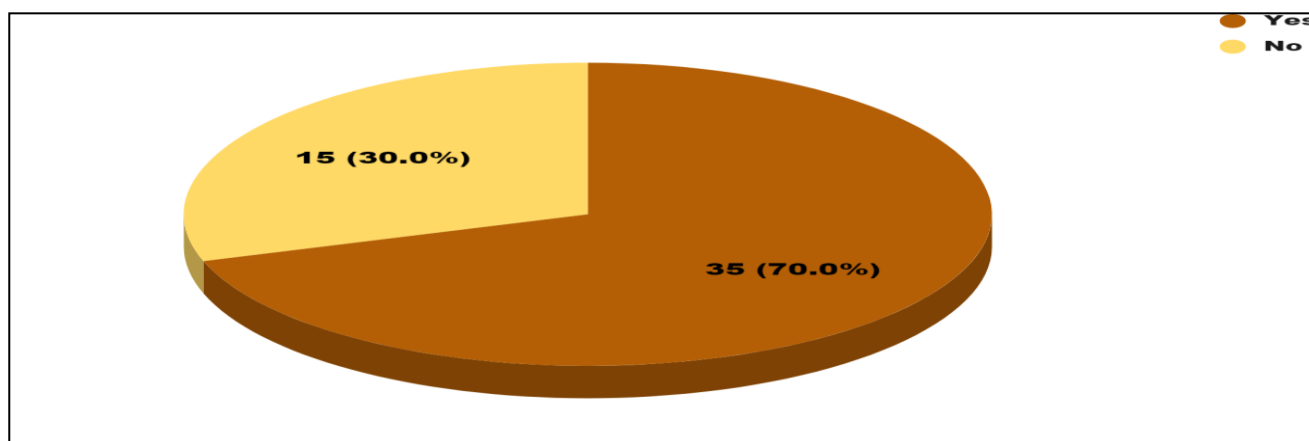


Figure 8: Respondents’ Attitudes towards Oral Presentations Assignment

Figure 8 demonstrates respondents' responses as regards oral presentation assignment. We can observe that 70% (n=35) of respondents affirmed that they fell anxious, while 30% (n=15) of them do not feel anxious and welcome being assigned an oral presentation.

This indicates that oral presentations are frightening for EFL learners where they are supposed to show their speaking skills. This supports the study of Gregersen (2003, p. 25) and Horwitz & al. (1986, p. 126) *"it is very common that students find foreign language learning, mainly in classroom situations, particularly anxiety-provoking, especially as regards speaking."*

Question-item 11: Do you agree to present orally without checking the paper from time to time?

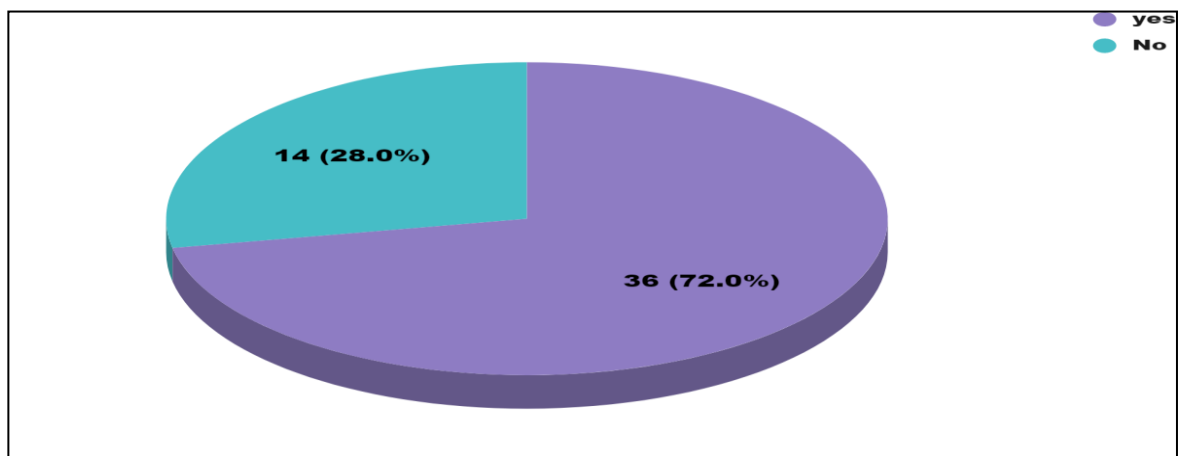


Figure 9: Respondents' ability/disability to present orally without checking their papers

As far as this question is concerned, first year students were asked whether they agree on presenting orally without checking their papers from time to time. The results show that 36 of respondents (72%) expressed agreements and show readiness. Whereas, 14 (28%) of them expressed disagreements and reluctance towards the idea.

What matters in oral public speech is thorough preparation and organization of the presentation. It should be noted that rehearsal helps students improve their speed, increase confidence and strengthen the connection in the brain that help learners learn. Teachers should instill in their students the love of challenges, to be fascinated by errors, enjoy effort and keep on learning. By doing so, they will embrace lifelong learning-allowing them build-up and repair their own confidence.

Section three: Foreign Language Anxiety and Oral Performance

Question-item 12: To what extent do you believe that Foreign Language speaking anxiety truly impacts BMD students' oral performance

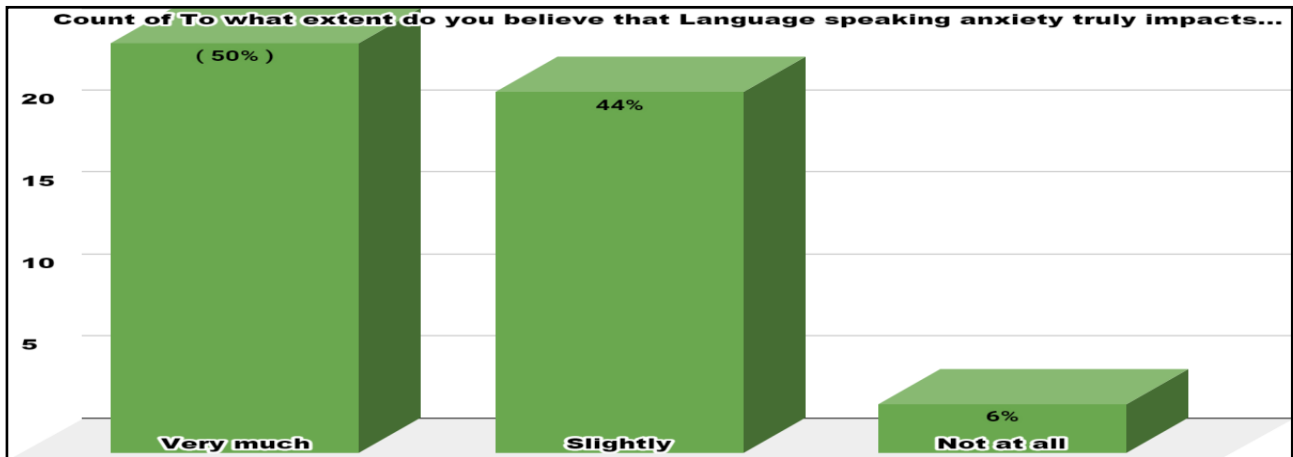


Figure 10: Respondents' attitudes towards LSA impact on Oral performance

This question was asked with the intent to identify the respondents' attitudes towards Language Speaking Anxiety impact on Oral performance. The graph above indicates that half of respondents (n= 25) believe that FLA affects their oral performance with very much. Moreover, 44% (n= 22) of respondents claimed that it has a slight effect on their oral performance. Finally, a rate of 6% (n=3) affirmed that it has no effect on the oral performance.

These findings indicate that the majority of first year students believe that Language Speaking Anxiety has variable effects on their Performance.

Question-item 13: to what extent do you feel stressed when attending an oral conference?

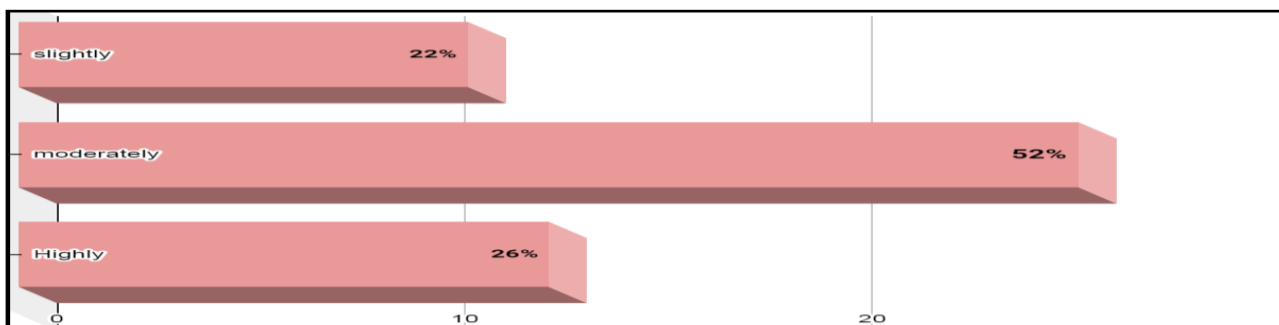


Figure 11: Respondents' extent of Stress Feeling

Figure 11 reflects the respondents' extent/levels of stress while attending an oral lecture. The data show that more than half of the respondents (n=26) 52% have a moderate level of stress, (n=13) 26 % have high extent and (n=11) 22% have a slight extent of stress.

It is scientifically proven that people are not stressed in the same way for this depends on some personality traits that ease anxiety occurrence. For instance, those people who are perfectionists, easily frustrated, timid, inhibited and lacking self-esteem are generally easily affected and anxious. Those who are moderately anxious still can process information, solve problems, learn new things but with the assistance of others. Yet, highly anxious persons panic easily and live unexpected and repeated episodes of intense fear accompanied by physical symptoms.

Question-item 14: A) How do you feel or react whenever the teacher calls your name to answer a question?

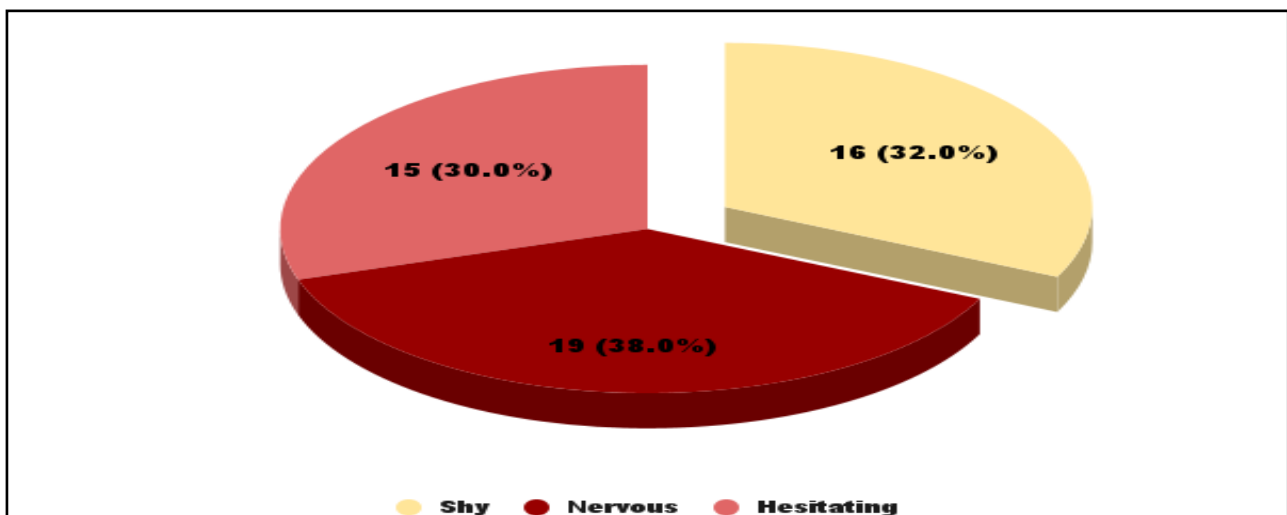


Figure 12: Respondents' attitudes toward being Designated to respond to a question

The data in figure 12 elucidate the respondents' different reactions when they are called by their teacher to answer a question. The results reveal that 38% (n=19) of the informants feel nervous, while 32% (n=16) informants feel shy. For the rest, viz., 30% (n=15) of the respondents being asked to answer a question drives them to the hesitant state.

EFL classroom participation may cause trouble for some students, especially those students who struggle against shyness, nervousness and hesitation. They all suffer from defects at the level of self-confidence and esteem. Thus, they need to be accompanied by their teachers to enable them gain much confidence.

B) Others, please specify

This open-ended question aims to investigate further reactions expressed by respondents except for the previously mentioned ones. They expressed various emotional reactions listed in the following table:

<i>I feel anxious and speechless.</i>
<i>Afraid that my voice would crack and get nervous. It basically feels like I'm having an anxiety attack</i>
<i>I feel uncomfortable when my classmates look at me.</i>
<i>my body starts to tremble , and my heart beats fast.</i>
<i>I feel terrified.</i>
<i>I feel afraid of making mistakes.</i>
<i>I feel Ashamed</i>
<i>Most of my English classes are boring because of their traditional way of teaching, they don't even smile at us or try to make new things that attract our attention so I always feel unmotivated to listen to them.</i>

Table 3: Respondents additional reactions after being called to answer a question

Question-item 15: Do you think your feeling of anxiety is due to _____?

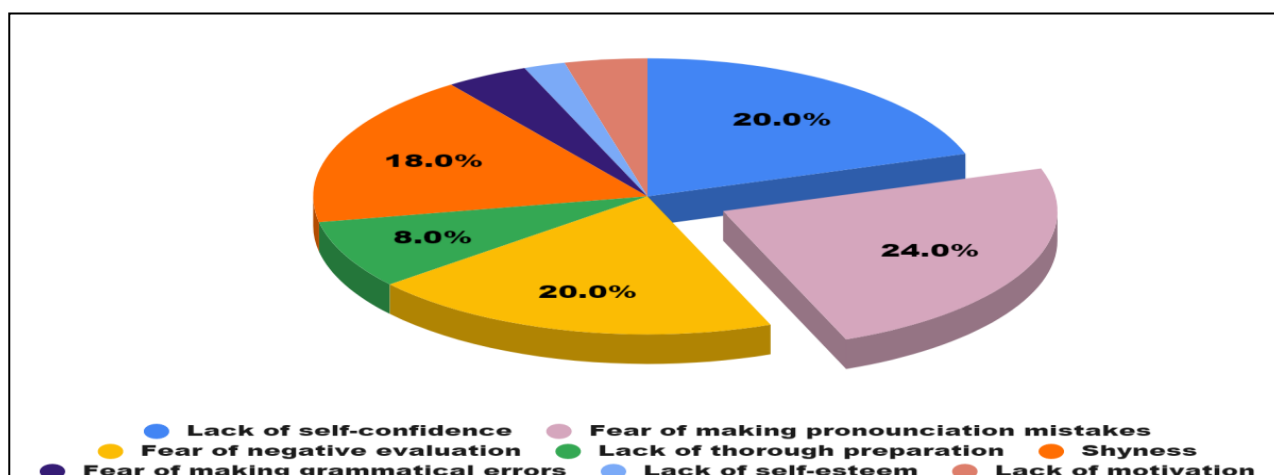


Figure 13: Respondents' Appreciations of the Causes behind their FLA

Figure 13 represents Students' distribution according to the causes behind their FLA. It demonstrates that is the main reason behind students' anxiety is fear of making pronunciation mistakes with the percentages of 24% (n=12). Fear of negative evaluation and lack of self-confidence share the same rate estimated by 20% (n=10) for each. Among other reasons, shyness is has been

pointed out by 18% (n=9) of the participants. Other respondents around 8% (n=4) consider that the lack of thorough preparation is a source of their anxiety while an equal proportion of 4% (n=2) relate it to the lack of motivation and fear of making grammatical mistakes. Finally, only one student n=1 (2%) thinks that lack of self-esteem is the reason behind his FLA.

From the students' answers, we can deduce that FLA has detrimental effects on students' personalities. It arouses several negative reactions and feelings such as ; heart beats , block , fear and various feelings of shyness , shame , uneasiness , discomfort which ultimately harm their academic achievement .Therefore , teachers should be aware of the symptoms of this psychological condition to diagnose and alleviate it .

Remarkably, most of the respondents appear to be conscious of the causes of their anxiety, notably, fear of pronunciation mistakes, lack of self-confidence, fear of negative evaluation and shyness. All these factors may be related to respondents' psychology and teachers' ineffective role as regards anxious students' motivation so as to help them overcome these serious hurdles.

Question item 16: What kind of activities make you feel more anxious?

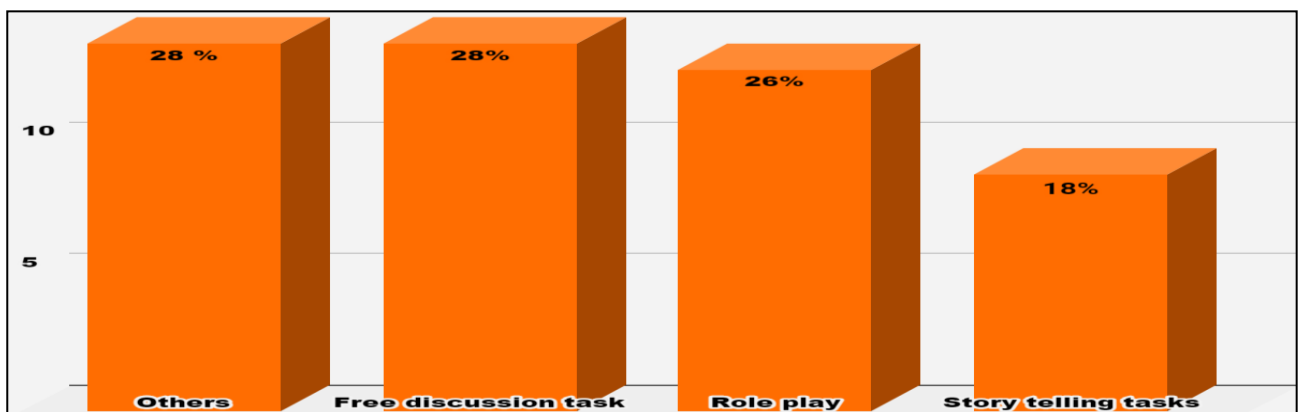


Figure 14: Respondent’s Attitudes toward FLA causing Activities

Question-item 16 seeks to identify the type of activities that increase first-year students' language anxiety and stress. The gleaned numerical data in figure 14 reveal that a substantial proportion of participants, i.e., 28% (n=14) have reported that free discussion tasks are the most aggravating activities. Role-play activities come in second position with a proportion of 26% (n= 13). The third frightening activity is story-telling task with a percentage of 18% (n=9). However, the remaining, viz., 28% (n=14) of the respondents claim that none of the above activities stresses them out but other ones do.

Consequently, free discussion tasks and role plays are the most dreadful activities for most students since they require ‘good’ speaking and performing skills that students lack or try to improve due to the feeling of fear, nervousness, and shyness that escort them while performing those activities.

Section Four: Respondents’ Dealing with ELA Mitigation

Question Item 17: How do you cope with your speaking anxiety?

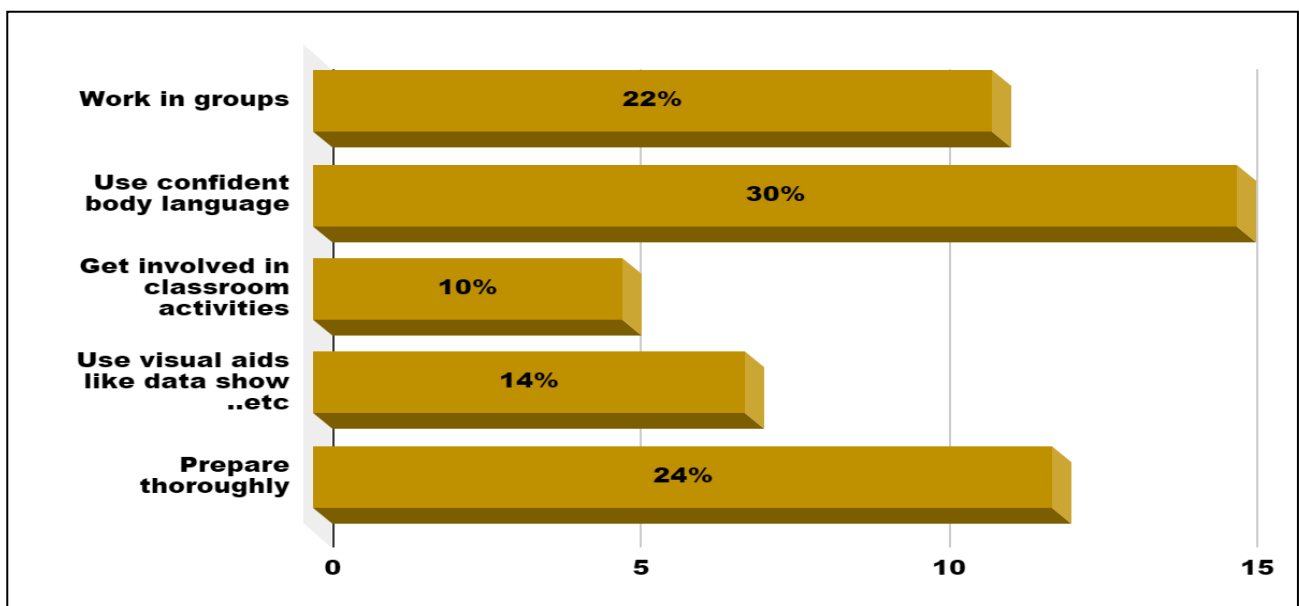


Figure 15: Respondents’ Strategies to cope with their Speaking Anxiety

The data collected from question-item 19 disclose that the great majority of the surveyed sample 30% (n=) stipulate that confident body language is of a useful importance to reduce ELA. For 24% (n=17) of them, thorough preparation is the key solution to lower ELA tension. Besides, 22% (n=15) of the targeted population affirm that Group Work is helpful strategy. However, 14% (n=2) assert that the use of visual aids makes them more relaxed. Finally, there are students (10%) who believed that getting involved in classroom activities is their preferred strategy to cope with FLA.

From the results of this question item, we deduce that the majority of participants suffer from ELA and are aware of its adverse outcomes on their learning process. Therefore, they tend to use different strategies to help them feel more confident and less anxious, using confident body language, preparing thoroughly in advance were the strategies selected by most of them. As stated by Kanar (p. 293) “**preparation and practice are the keys to feeling confident.**” (as cited in Achibi&sebaà, 2012).

Also, they consider cooperative work as a strategy to reduce anxiety. This means that Foreign language Anxiety is likely to affect individual activities more than collective ones .According to Johnson (2005): “Cooperative learning reduces competitiveness and individualism but it offers chances to build knowledge among students.”

Question-item 18: How often does your English speaking anxiety (stress) motivate you to perform better and enhance your speaking ability?

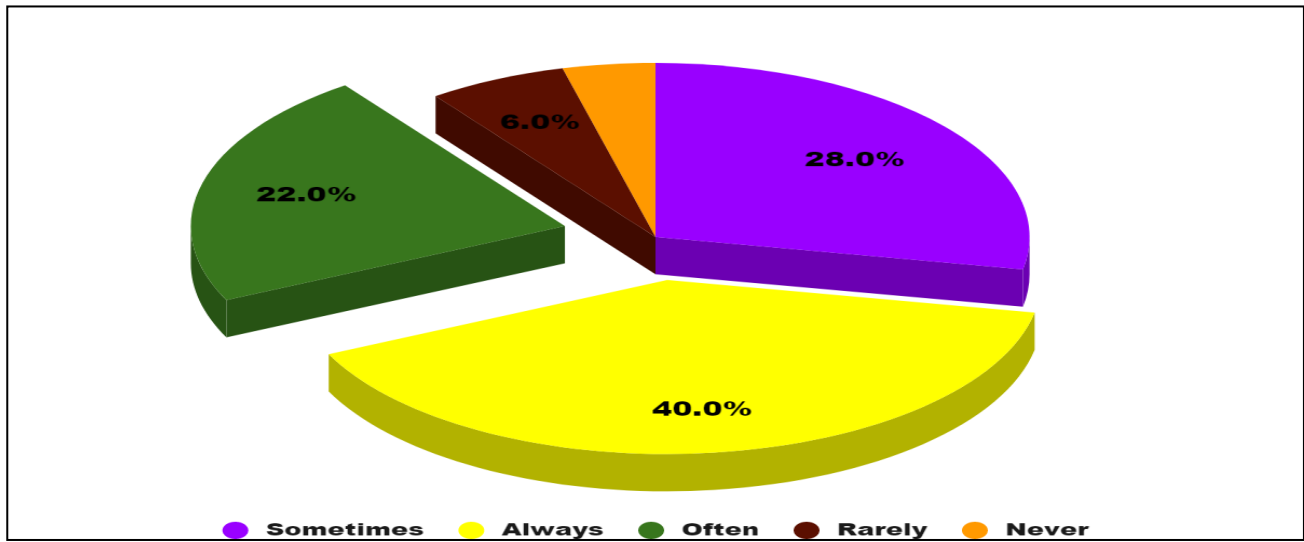


Figure 16: Respondents’ Perspectives towards the Role of ELA in Enhancing their Speaking Ability

The question-item 18 considered the respondents’ perspectives towards the role of ELA in improving their speaking abilities and increasing their motivation. The statistics above show that 20 (40%) of respondents reported that ELA always enhances their speaking ability, while 28% (n=14) claim that ELA sometimes enhances their speaking skills. Besides, 22% (n=11) believe that this often does so. Yet, 6% (n=3) of them assert that this rarely occurs. For the rest of the respondents, i.e., 4% (n=2), attests that this never takes place.

We can reasonably conclude that the vast bulk of learners holds a positive stance toward the role of ELA and have mostly agreed on its pivotal contribution in motivating and refining their speaking performance. Hence, ELA is a motivating feature that fosters learners’ achievement and ultimately redounds to their success.

Question-item 19: What do you want your teacher to do in order to reduce your speaking anxiety?

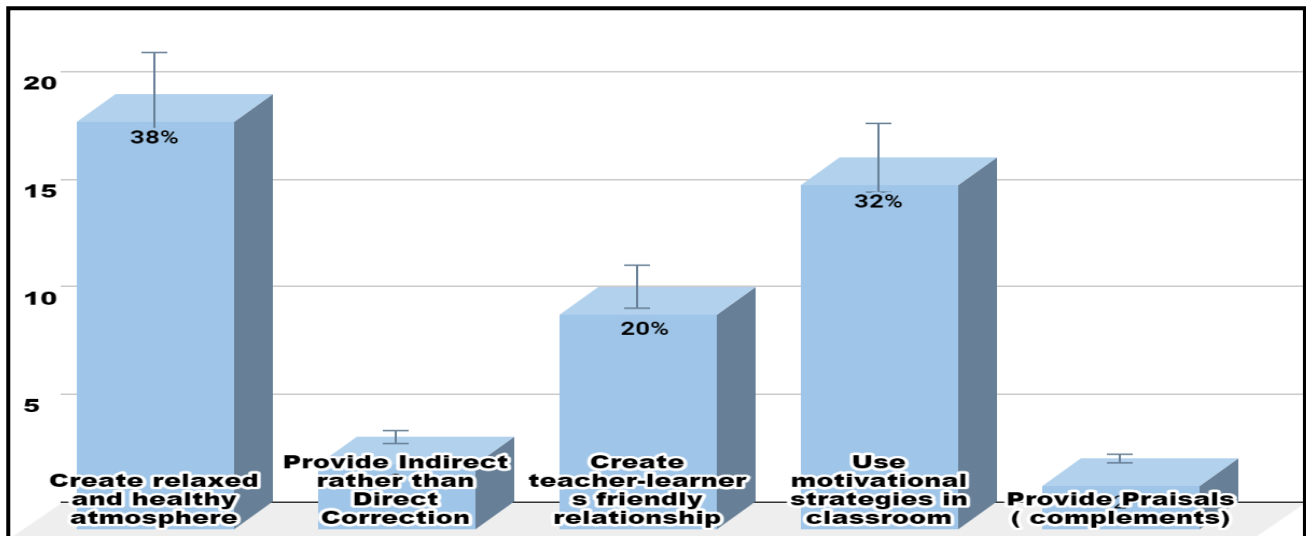


Figure 17: Respondents' Suggestions to Teachers to Reduce ELA

A five-multiple choice question was presented to capture the respondents' possible suggestions for their teachers to reduce their apprehensions to a minimum. As illustrated above, the majority of respondents, i.e., 38% (n=19) suggests providing a healthy and relaxed atmosphere. Using motivational strategies in the classroom was the technique provided by 32% (n=16) of the respondents. For 20% (n=10) suggest the promotion the creation of a cordial relationship between teachers and learners. Six percent 6% (n=3) of the remaining participants wished their teachers provide indirect rather than direct correction and 4% (n=2) of them added that providing praisals would reduce their ELA.

Question-item 20: Are there any pieces of advice or solutions to help those who suffer from Speaking Anxiety to overcome their foreign language anxiety?

This question highlights the respondents' suggestions and comments regarding the alleviation of FLA in EFL classrooms. In light of this, fifty respondents submitted various solutions, the most pertinent responses thusly:

<i>“Be confident and believe in yourself “</i>
<i>“The more you make presentations , the more you reduce your anxiety “</i>
<i>“It is possible to minimize such issue by social engagement in different extracurricularactivities and English practice clubs that promote public speaking and youth empowerment. “</i>
<i>“Teachers should encourage and motivate them more, and always involve them in oral activities in order to get used to it.”</i>
<i>« Teachers should encourage and motivate them more, and always involve them in oral activities in order to get used to it.”</i>
<i>« When the teacher is good and makes you feel better at classroom the student will be able to be a excellent one.”</i>
<i>« Get well Prepared and plan the topic before Talk to yourself in front of a mirror”</i>
<i>« I believe anxiety has to do mostly with low self-esteem, therefore students should build confidence and confidence is something practical the more you take a chance to do what you are afraid of (like oral presentations and so on..) . Being confident will help you express yourself and stand amongst a crowd.”</i>
<i>“I advise to read books loudly in an empty room so that you can catch new vocabulary, correct spelling mistake by checking the phonetic transcription in dictionaries ”</i>

Table 4: Respondents’ further suggestions to mitigate FLA

The learners demonstrated impressive maturity and awareness and provided useful recommendations for their teachers and peers on how to possibly decrease their anxiety in foreign language learning. Participants assert that despite the challenges of learning a foreign language, particularly FLA, believing in self is one of the tips that help in minimizing the amount of FLA. Furthermore, as some students claim, practicing in front of the mirror cannot only aid students’ speaking abilities but also boosts their confidence and reduces tensions. Accordingly, we can conclude that motivation is one of the key determinants in the success of learning a FL. According to (Gardner, 1985, b; Scarcella& Oxford, p99), motivation is a critical factor in the success of learning a second or foreign language. Students underlined the role of intrinsic as well as extrinsic motivation. The former was addressed through self-esteem and confidence recommendations. According to Ryan and Deci (2000), there may have been no single phenomenon like intrinsic motivation that is capable of reflecting the positive potential of man’s nature – his innate or inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn (Csikszentmihalyi& Rathunde, 1993; Vallerand, 1997; Ryan & Deci, 2000). Nonetheless,

the latter was portrayed in what they are expecting from their teachers in order to help them transcend their anxiety. They emphasized the provision of a healthy atmosphere and encouragement. Thus, we conclude that teachers play a vital role in reducing their students' anxiety about speaking since they have the authority to manage the classroom students' learning.

III.7.3. Analysis and Interpretation of the Teachers' Interview

Introduction

The analysis of data collected from the above-mentioned research, instruments will allow researchers to obtain answers to research questions after planning the research study. The analysis included quantitative and qualitative data analysis procedures in addition to constructing information and comments on the teaching effectiveness on EFL students' anxiety. This will contribute to the body study.

The Interview sections are described in the following formats:

The first section focuses on the familiarity of respondents with FLA checking whether they are aware of the difficulties that EFL students are facing/ enduring. This section targeted the teachers' perceptions of the main motives behind students' anxiety.

Section one: Familiarity and Reactions toward FLA

Q1).A) Have you ever noticed that some of your students face difficulties while learning English?

Yes 100%

No 0%

The majority of teachers (100%) are aware of the difficulties that face students while learning English. It seems that teachers' qualification in detecting anxious students is good at the same time it creates many challenges for them to maintain a healthy atmosphere for learners.

“Understanding and decoding anxiety-related behaviours of certain learners may be aided by language teachers' familiarity with the history and ethnic heritage of the language learners.” (Tanveer, 2007).

B) If yes what's your immediate reaction?

The interviewees' answers:

Teacher 1: *“First, giving them enough time to gather their thoughts. Repeat the explanation of they do not understand. Model for them some coping mechanisms”*

Teacher 2: *“To create a relaxing environment and encouraging them gain much self- confidence”*

Teacher 3: *“Give them time to get involved”*

Teacher 4: *“Readiness to provide support”*

Teacher 5: *“I approach them in a friendly way, smiling, making them feel at ease, try to make them engaged, talk to them and try to find the source of their problem”*

Teacher 6: *“Situational integration”*

Teacher 7: *“Immediately, I slow down pace so as to enable them follow easily. I also change teaching strategies to cater for all learners’ styles, preferences...Among the teaching strategies, the differentiated instruction which tailors instructions to students’ different learning styles. To allow students learn according to their own learning pace. Implement response to intervention process addressing learning struggles early so as to eschew that learners fall behind their*

peers.”

The Analysis

All interviewees’ answers can be explained as following:

As it can be noted some of Teachers prefer to apply the strategy of creating a healthy atmosphere to make the students feel relaxed in learning, as Fritschner (2000) said: *“The development of welcoming climates by learning the names of the students.”* (Quoted in Rocca, 2010, p.195).Others said that the appropriate reaction when discovering Anxiety among students is to enhance teacher-student relationship which contributes to the creation of a friendly environment enabling them to participate and gain self-confidence to answer clearly without having any difficulties since the teacher-student relationship are already built. For the rest of teachers said that situational integration and time are their immediate reaction by providing them to cooperate in classroom. Besides, pace slowing down, is one of the teaching strategies that were suggested.

Instructor immediacy, or the psychological closeness between instructors and students, has been shown to have a positive impact on student anxiety (Williams, 2010).It is worth-noting that teachers implement different techniques and strategies while dealing with students’ anxiety. In fact, panoply of reactions has been advanced as urgent solutions and tactics to minimize EFL anxiety for managing an effective learning environment.

Q2).A) Do you think that anxiety is considered as the first obstacle preventing students’ speaking achievement?

Yes: 71.4%

No: 28.6%

Most of the interviewees affirm that anxiety is the first obstacle that precludes students' speaking achievements. In fact, the responses reveal that (71.4%) thinks so, (28.6%) whereas think differently.

Previous research shows that speech anxiety is the biggest impediment to the learning process (Arnold & Brown, 1999) According to the findings, five instructors believe that anxiety is the primary obstacle that prevents students from speaking adequately, while two believes that other factors, not only anxiety, can prevent students from speaking fluently. Based on the research findings, it may be concluded that anxiety is the primary motivator for EFL learners' speaking achievement. Since they have unpleasant impressions of the speaking skills, more anxious students prefer to avoid active participation in various oral tasks.

If yes, in what sense ?

Teacher 1: *"The anxiety of being judged by the peers and of embarrassed in public"*

Teacher 2: *"Anxious students avoid interpersonal communication fearing mistake making."*

Teacher 3: *"If they don't overcome their anxiety they will have communicative deficiency"*

Teacher 4: *"It's debilitating; it prevents the learner from engaging in oral performance in the presence of others for fear of making mistakes and getting teased."*

Teacher 5: *"I don't think so .anxiety has nothing to do with it . It is mainly about incompetence .They are not incompetent enough to use enough vocabulary . They aren't working well on themselves."*

Teacher 6: *Anxiety has nothing to do with students' performance in classroom*

Teacher 7: *"Anxiety is generally tightly associated with low levels of academic achievements. Foreign language learners' anxiety can entail in interpersonal communication avoidance, nervousness, stress and fear leading to physical, psychological and behavioural changes. These together contribute to the hindrance to the development of learners' learning."*

Half of the interviewees said students are afraid of being evaluated by their peers and of being embarrassed in public. According to two professors, anxious learners ignore interpersonal communication in order to prevent mistakes. Although one said that anxiety limits students from participating in oral performances, the other stated that anxiety hinders students from engaging in oral performances. Furthermore, the third instructor indicated that anxiety has no impact on students' speaking performance. It's primarily about incompetence and a lack of vocabulary. One of the interviewees attests that there is a tight link between FLA and low academic performance. Anxious students eschew all collaborative tasks fearing judgemental opinions.

The above answers show that anxiety has a massive impact on improving learners' speaking skills due to the physical, psychological and behavioural changes leading to failure as regards class interaction. Others think that students' incompetence prevents them from participating.

Q3) .What are the challenges that you generally face while dealing with speaking?

Interviewees' Answers

Interviewee 1: *"Students sometimes are not motivated about some tasks. They have to like it to perform well. Also, some are scared of making mistakes or expose their thoughts in public"*

Interviewee 2: *"Students' hesitation, demotivation and disinterest"*

Interviewee 3: *"Lack of participation"*

Interviewee 4: *"learner's abstention from taking part in oral class activities"*

Interviewee 5: *"when speaking about various topics that require a specific knowledge and special vocabulary; for example when speaking about tourism they freeze and i think this is due to sticking to academic settings and also due to lack of practice and vocabulary"*

Interviewee 6: *"Shyness, timidity, hesitation and phobia"*

Interviewee 7: *"It is worth noting that speaking activities are inextricably related to the social norms and practices, which imply the students' ability to match the right language with the right non-verbal cues. Social situations may stress them out, and they worry about what they may or may not say. Speaking, whether it be in native or foreign language, is hugely complex and can be scary. Thus, they fear and withdraw from doing and participating to eschew mistake making, others' evaluative opinions, avoid public speech..."*

These encountered challenges differ from one interviewee to another. Two of them indicate that demotivation has a significant impact on students' speaking ability and performance, whereas the others mention hesitation and timidity as a problem that prevents them from performing their tasks efficiently. However, the other respondents state that the lack of participation, vocabulary, and collaboration in oral classes provide a challenge for teachers when dealing with speaking.

All in all, it can be highlighted that teachers face several challenges during FL classes which affect courses implementation in appropriate way.

Q4). How do you evaluate your students' level of speaking anxiety in classroom?

- a) Mild b) Moderate c) Severe panic

(57.1%) of respondents believe that most of students suffer from moderate Anxiety. In contrast, the remaining teachers (42.9%) evaluate their students' level in mild Anxiety. The students' evaluation gives a clear view for the teacher to recognize the level of anxiety and how to deal with this issue inside the classroom. However, most students are assessed for public speaking anxiety.

The interviewees stipulate that the average level of anxiety is moderate and this is due to the participation rate of the students who are usually confident and control their anxiety, *There is a growing recognition that while moderate levels of anxiety can be motivating to an individual, high levels of anxiety are almost always detrimental* (Deshpande & Kawane, 1982; Jun Zhang, 2001; Sarid, Anson, Yaari, & Margalith, 2004; Seipp, 1991; Teigen, 1994), However, the instructors cannot notice the high level of FLA for anxious student because they abstain from participating and prefer to remain silent.

Q5).What is the activity that anxiety mostly affects?

- a) Presentations b) Free discussions d) tests

According to data, more than half (57.1%) of instructors said that presentations were the most influenced by FLA due to the Fear of negative evaluation and being the center of attention. In addition, nervous learners have a low self-esteem, resulting in significant pressure and apprehension. Two teachers (28.6%) mentioned that the test was influenced by anxiety. On the other hand, one informant (14.3%) explicitly indicates that during free discussion, their students appeared to be anxious.

In Classroom, teachers have many activities to apply for the course efficiency. Otherwise, these activities may negatively impact the students' skills; namely: presentations which play an important role in generating anxiety for students owing to the educational psychological symptoms that often escort students while presenting orally.

According to the gleaned responses, teachers and students have the same point about the activity mostly affected by anxiety which is presenting orally. Teachers notice that students don't like to speak up avoiding the negative evaluation and being judged by from their classmates. *high levels of anxiety appear to negatively affect students. While there are conflicting results surrounding the*

relationship between anxiety and performance (e.g. (Deshpande & Kawane, 1982; Jun Zhang, 2001; Sarid et al., 2004.

Q6).What are the main sources of students’ anxiety during oral presentations?

- | | | | |
|--------------------------------|--------------------------|--|--------------------------|
| a) Weak Personality | <input type="checkbox"/> | b) Fear of being the center of attention | <input type="checkbox"/> |
| c) Lack of Motivation | <input type="checkbox"/> | d) Teachers’ behavior | <input type="checkbox"/> |
| e) fear of negative evaluation | <input type="checkbox"/> | f) Lack of preparation | <input type="checkbox"/> |
| g) Communication apprehension | <input type="checkbox"/> | | |
| i) Fear of negative evaluation | <input type="checkbox"/> | | |

It should be noted that question-item 6 allows many answers. In fact, all alternatives together work in favor of anxiety. This question seeks to identify the primary source of students' anxiety from the teachers’ perspectives. Teachers were given seven options to choose from, according to most of instructors, the major reason for their students' oral presentation anxiety was fear of negative evaluation, while others said that it was fear of being the centre of attention. On the other hand, one of the instructors indicated that lack of vocabulary, lack of beforehand preparation, and teachers’ behaviour cause students to be anxious and stressed during oral presentations. While the rest state that it is by virtue of lack of motivation, weak personalities which are the major sources of speaking anxiety.

Teachers indicate that most of students suffer from FNA which is considered as the main source of anxiety during oral presentation, students refuse to engage in conversation for their fear of being judged and sounding stupid “*These studies have found that FNE can cause undergraduates to have anxiety when they communicate with other students during class* (Aydin, 2008).

Section two: Reducing EFL Students’ Foreign Language Anxiety

Q7).What are the effective strategies you use in order to reduce students’ anxiety in the classroom?

- | | | | |
|---|--------------------------|----------------------------------|--------------------------|
| a) Developing students’ self-confidence | <input type="checkbox"/> | b) Creating a healthy atmosphere | <input type="checkbox"/> |
| c) Creating a teacher-student relationship | <input type="checkbox"/> | d) Project work incorporation | <input type="checkbox"/> |
| d) providing indirect rather than direct correction | <input type="checkbox"/> | | |

This inquiry probes instructors to learn about successful techniques for reducing fear in students' oral presentations. We proposed five (5) major techniques for instructors to choose from.

According to the findings, the majority of teachers stated that creating a healthy environment in the classroom was an effective strategy they used to reduce students' anxiety in oral presentations; while teachers agreed that creating a student-teacher relationship is a beneficial strategy to make learners less anxious. Whereas others said that boosting learners' self-confidence helped them minimize anxiety. Reagan, 1999 stated that *"Since errors are permitted and important in the learning process, learners are stimulated to try new ideas and knowledge"* (cited in Beckett and Miller, 2006). The rest of the respondents claim that project work incorporation is the most relevant strategy in mitigating anxiety *"The teacher has to initiate students to collaboration through pair and group work."* As Bader stated (2007, p. 47).

Q8). A) Do you think that motivation helps to reduce speaking students' anxiety?

Yes: 85.7%

No: 14.3%

C) Please justify:

An interviewee stated *"In fact, motivation cannot prevent anxiety from happening, yet it can monitor foreign language anxiety, and assist anxious students in their resoluteness to learn English. Motivation plays an important role for it is the initial precursor to a successful language process. It is the means for changing students' way of thinking, feeling and behaving."*

The main purpose of this question is to identify the effect of motivation on students' speaking anxiety. The majority of teachers (85.7%) agree that motivation helps to reduce/eliminate students' anxiety in oral presentations. While one teacher (14.3%) argues that motivation is one of the fool-proof ways of obtaining higher achievement.

We can deduce that motivation has a more positive influence on students' speaking anxiety rather than negative. Moreover, using a variety of tasks and methods in classroom would motivate students; build their self-confidence and pushes them to collaborate when the topic is interesting which leads the students to be less anxious. Teigen, 1994 claimed that *"The relationship between anxiety and motivation has been shown to be dependent on the difficulty of the task; if a task is easy or mundane and students are unmotivated to engage, then stress can be a useful motivator for students"*.

Section three: Further Suggestions to Mitigate the FLA impacts

Q9): The majority of the experts stated that creating a healthy atmosphere in classroom helps to eliminate anxiety. So, how do you, as a teacher, manage to create a healthy atmosphere in classroom?

One of the interviewees states: *“Teachers are required to create a healthy atmosphere in their classrooms by setting clear behavior expectations right from the first contact with the learners, viz., the contract of September; have a policy of tolerance without bullying with clear consequences; spend time building the community of the class and discussing how students are more alike than different; inclusive setting where all students feel themselves part of the class group; safety prevalence in the classroom, openly expressive learners and encouraging others...etc. All these measures can converge towards an environment that helps students attain success.”*

The majority of instructors believe that creating a positive EFL learning environment helps to reduce students' anxiety during oral presentations. All instructors acknowledge that it is critical for them to be aware of the significance of creating and maintaining a good, tolerant, and friendly environment. This upbeat and pleasant environment encourages students to accomplish and improve their speaking skills and competencies. All instructors agreed that it is important to employ a variety of teaching techniques in the classroom in order to foster a positive learning environment. In the beginning, teachers should be approachable to all students and demonstrate positive characteristics like compassion, patience, understanding, problem solving, and effective communication. Moreover, while dealing with individual misbehaviours, teachers should speak to students personally. They must employ relaxing strategies for the whole class. Furthermore, teachers should treat all students impartially in order to provide more opportunities for them to participate and express their ideas properly.

Section four: Discussion of the findings

III.7.3. Discussion of the findings of the Students' Questionnaire

After examining the students' questionnaire, we have retrieved valuable amounts of data that allow us to draw conclusions and respond to the inquiries of our study also to establish if FL anxiety truly inhibits students' focus on learning English as a foreign language or not. This section aims to shed light on the most important components of the questionnaire.

The results of the first section of the questionnaire reveal important information about the targeted sample. In terms of gender distribution, we realized that FLA is likely to affect females more than males; therefore, most students are of young age bands from 17 to 19 years old which makes them

more susceptible to FLA. Also, respondents (94%) report that studying English is their first choice; this indicates that they are driven to learn this language and this encourages them to do their best in order to succeed. However, the English level of most participants ranges from average to excellent levels which is a positive indicator of confidence. However, we've synthesized that anxiety can be a motivator for learners because in some cases it leads them to foster their willingness to improve results despite the deleterious effects of FLA, the informants exhibited a positive attitude towards oral sessions that would aid them to confront their anxiety and to improve their speaking performance.

Although they find oral expression class interesting, they struggle with anxiety and try to better perform orally. Polls have shown that the most prominent impediments behind students' lack of participation are fear of negative evaluation, lack of self-confidence, and shyness. Students express several physical symptoms and various extents of stress estimated between moderate and high which lead them to abstain from participating and would rather sit in the back and remain silent. Moreover, of all four FL skills, speaking appears to be the most fearsome ability of freshmen students. It should be noted that two-thirds of the latter exert extra stress when being orally tested and instead, take a written test to avoid the excess of apprehensions. Thus, it can be deduced that anxiety affects the speaking skill more than the other skills. Therefore, learners avert oral presentations. Regarding the attitudes toward being designated to respond to a question, students revealed that they mostly feel anxious and shy. Not to mention, the most dreadful activities were individual tasks like role-plays, free discussion, and storytelling tasks which explain their uneasiness whenever they're asked to do tasks individually especially when they're obliged to talk and have to perform well. Accordingly, they tend to react in different ways and express different aspects of nervousness, hesitation, and shyness. Notably, all of them were aware of the reasons that trigger their feeling of anxiety such as, lack of self-confidence lack of motivation, and fear of making mistakes and they asserted the role of oral expression lecture in helping them to overcome their anxiety. In order to offset this unsettling psychological state, they use different strategies to cope with it; such as preparing in advance, using confident body language, beforehand preparation, and collaborative work with their peers. It has been shown that language-speaking Anxiety is a significant concern for students in the English department, particularly, freshmen's students, having a negative impact on their oral performance and achievement. We also believe that the teaching environment affects the students' comfort in the learning process. They must therefore be accompanied by their teachers to help them gain much confidence and express themselves freely.

III.7.4. Discussion of Teachers' Interview Results

The data derived from the aforementioned analysis will be discussed in the next section in order to evaluate the study hypothesis. The findings will be analysed in such a way that facts about the inquiry will be revealed. According to data gleaned in Section One , the majority of the tutors are qualified to recognize anxieties and difficulties encountered by FL students .In addition, teachers differ in their immediate reactions when they are alerted to the anxiety of the students.They acknowledged that they faced various difficulties when trying to apply curriculum in the classroom effectively. Educators should evaluate their students' capacity to cope with anxiety in the classroom in order to have a clear measurement of their anxiety level. Although teachers cannot identify all students who are anxious, some students prefer to remain silent rather than engaging in conversation. Teachers have a variety of activities to use in order to improve the course efficiency. Nevertheless, some of these activities may have a detrimental influence on students' competencies, such as presenting orally, it may create anxiety for students and generate stressful psychological symptoms. In oral presentations, the majority of instructors said that fear of negative evaluation was the biggest source of learners' FLA in oral presentations. In section two, we attempted to identify the most effective strategies that EFL teachers may employ to reduce students' anxiety during FL courses. EFL teachers are conscious of their anxious students' situations, and they do everything they can to make learning process easier and more comfortable for them, free of stress and apprehension. Furthermore, they affirmed that establishing a positive classroom environment and creating student-teacher relationships are the most essential strategies that teachers employ in order to refine their students' speaking abilities without worry or apprehension. The majority of instructors identify motivation as a significant factor that influences students' speaking anxiety positively rather than negatively, which results in building their self-confidence. Section three reveals some recommendations for mitigating the FLA's effects. The majority of instructors feel that fostering a good EFL learning environment assists in reducing students' anxiety during presentations. This friendly and supportive atmosphere helps students to achieve and enhance their speaking abilities and competence. All the teachers agreed that a range of teaching approaches should be employed in the classroom.

III.7.5. Triangulation of the findings

As the results are analyzed with regards to both students and teachers feedback using dual instrumentation, i.e, the students' questionnaire and the teachers' interview, we have come to draw

some conclusions. Both learners and teachers are familiar with the challenges faced in the learning process including FLA. They are aware of the existence of Foreign Language Anxiety in EFL classrooms and have agreed on its bad effect on the learning process. Therefore, teachers possess a negative attitude towards this psychological state on students' participation and oral performance contrary to students, who acknowledge both negative and positive effects FLA has on their achievement mainly in building their confidence and encouraging them to do better. The former who are in the spotlight believe that the most dreadful activities are individual tasks like role-plays, free discussion, and storytelling tasks which trigger discomfort contrary to instructors who claimed that oral presentations and tests would most likely induce FLA apart from the remaining activities. Students experience many physical symptoms and various anxiety levels ranging between moderate and high, leading them to refrain from acting in the classroom. Teachers might not, on the other hand, observe the high level of anxiety as highly apprehensive students prefer to remain silent since they stated that the average extent of FLA is average. Thereby, reticent and shy learners should be given more attention by engaging and encouraging them in the learning process. Not to mention, the sources of FL anxiety are numerous and they are correlated to classroom atmosphere, learning situations, and crucially to students' personalities. Thus, students indicated that the main reasons that stand behind their apprehensions are lack of self-confidence, lack of motivation, and fear of making mistakes, and mostly fear of negative evaluation. However, teachers were aware of the latter and stated that it is most likely to affect students' performance and participation in oral classes. Therefore instructors ought to be gentle while providing feedback and evaluation. Young (1991:432) provides that "in a modelling approach to error correction, students are not spotlighted in front of their peers and corrected, but correct feedback is provided for those language learners who feel they need it". Furthermore, instructors should give more emphasis on the communication process and reward students for it (Young, *ibid*). EFL learners make efforts to get rid of their anxiety and their teachers also stated that they always do their best to reduce it. Students use different strategies to cope with it; such as preparing in advance, using confident body language, beforehand preparation, and working in collaboration with their peers. Meanwhile, teachers share the same stance on creating a positive learning climate in the classroom and spreading motivational vibes to promote a relaxing setting for students to freely express themselves and eventually eliminate their feelings of tension. Nonetheless, motivation is crucial for limiting the adverse impacts that can be associated with the oral performance and achievement of EFL students. Therefore, it is a powerful tool to build self-confidence to help build more EFL classrooms – not only for participation but also for generating effective students. One thing that has remained constant through motivation research is the significant role that plays in language learning willingness to persist in language learning and the degree and extent of language

acquisition as stated by (Dörnyei, 2009; Gardner, 1985; Gardner & Lambert, 1972; Gass & Selinker, 2008; Ortega, 2009)

Conclusion

Basically, the current chapter is an attempt to describe the research design, approaches, tools and interpret data gathered during the ongoing research study's investigation. For the sake of data validity, two instruments were used: the learner's questionnaire and the teachers' interview. The questionnaire was administered to first year BMD English students, while the interview was directed to seven instructors from the English department at Ibn Khaldoun University. The purpose of this study was to examine the phenomenon of English Language Anxiety and its impact on students' performance. It also sought to look into various causes and symptoms that EFL students may encounter, particularly in oral sessions and how to appropriately prevent them. Furthermore, it recommends strategies for instructors in order to assist their anxious students in overcoming anxiety that hinders their speaking ability and academic performance in EFL classrooms.

Limitations of the Present Study

The CoViD-19 pandemic was confirmed to have spread to Algeria in February 2020. Algeria has banned all types of gatherings of more than two people, including all cultural, sporting and commercial events were postponed. All Algerian schools and universities were functioning in groups of cohorts. Public transportation, restaurants and cafés were half immobilized. Due to all sanitary restrictions, the latter have hardened the matter for us as regards data collection; questionnaires distribution and interview conduction. In fact, it was really difficult to conduct such an empirical study. The data collected represent a real challenge.

Academic Implications and Recommendations

Anxiety over learning a foreign language is a major issue in our field, especially when it comes to speaking. It is emphasized that it is essential to be aware of the drawbacks of this unsettling psychological condition and overcome their anxiety about learning English. As a consequence, we provide the following ideas for teachers, students, and administrators to help in minimizing FLA.

A) Recommendations for Students

It is beneficial for EFL students at Ibn-Khaldun University to develop their own anxiety-reduction methods. Many students enjoy performing rituals before speaking in front of their classmates. The following suggestions may assist students to increase their performance.

1. Use a positive self-talk
2. In language acquisition, Students should stimulate themselves to collaborate in oral sessions despite falling in blunders
3. Assume that speaking in front of others is just a friendly, casual conversation.
4. Learners need to realize the value of participation as well as its advantages in the development of their learning and language skills.
5. Praise the effort you make and give yourself a treat whenever you get progressed
6. Pay attention to your physical symptoms in case you get anxious , it might impact your Learning achievement
7. Use Meditation and relaxation techniques, e.g. deep breathing, talking intentionally slower, etc.
8. Sharing concerns with other students who have faced similar difficulties, and practice together

B) Recommendationsfor Teachers

1. Teachers should be conscious of the variables that might impact the achievement of their Students inside the classroom
2. Teachers should be satisfied that their educational strategies are being applied effectivelybefore attempting to alleviate learners' anxiety.
3. Teachers should encourage students to collaborate in pairs and groups to share ideas andthoughts by using games. Combining fun with learning is widely regarded as one of the most effective methods to enhance the teacher-student relationship.
4. Teachers should create a friendly, stimulating learning atmosphere in order to help students settle at ease

5. Teachers should apply a variety of materials and extrinsic activities to improve the students' speaking, however, abandoning traditional and classical pedagogies in favour of becoming innovative.
6. Teachers should monitor bullies and any inappropriate behaviours inside the classroom, In order to avoid the students' fear of negative evaluation
7. Teachers must remember that the learners' typical attitude is due of anxiety
8. Teachers should apply ICTs to promote and captivate the learners' attention.

C) Recommendations for the Administration

1. The administration should utilize the exclusion procedure to regulate the absence, because the majority of students are avoiding the oral sessions
2. the administration should limit the number of students, In order to establish a successful learning process so teachers can get know their students better , therefore, enhance their strengths and improve weaknesses
3. The administration should expand the amount of hours available for oral sessions to offer students the opportunity to practice English intensely and adapting with speaking the foreign language
4. The administration should furnish classrooms with the necessary teaching materials to assist students in practicing the foreign language.

D) Recommendations for Future Researchers

Regarding the study's shortcomings, the following research ideas are suggested for future study: First, rather than the sample size utilized in this study, future research should use a larger sample size at Ibn-Khaldun University. This will provide the EFL subjects with a more in-depth understanding of anxiety. Second, in order to improve our knowledge of language anxiety in education, we must investigate the impact of language anxiety on the four particular language skills of reading, speaking, writing, and listening. Despite the significant advances in FLA research, there has been little advancement in the development and measurement of FLA instruments. As a result, future research should focus on enhancing and standardizing current FLA scales, as well as developing new instruments to assess various types of FLA skills. Furthermore, during the learning process, language instructors' views, perceptions, and attitudes about language learning and teaching are deemed to be

extremely important, since these thoughts, perceptions, and attitudes have the ability to both cause and reduce language anxiety instudents. Future studies should look at instructors' and learners' mind-setsregarding language learning and teaching in a way that successfully address the multi-dimensional notion of Language Anxiety. Since our research investigated the possible effective strategies to mitigate FLA, it may be helpful if future researchers would explore other efficient strategies in Tiaret's university. Finally, language anxiety is a complicated topic that requires extensive longitudinal and latitudinal research.As a result, studies may be used to track language anxietyover time and discover more effective ways to overcome it.

General Conclusion

General Conclusion

The second part of the 20th century has been variously described as the age of anxiety. Thus, this latter took its own seat in EFL classes from centuries ago, it was frequently observed in EFL students. This psychological construct had a major impact on students' learning skills, mainly speaking. In this vein, the focal aim of this study was to investigate the issue of FL anxiety from both teachers' and learners' lenses as both genders of the latter were concerned. We considered different parameters namely, the extent to which students feel anxious to speak, the symptoms, and the effects it has on students' achievement in order to end up with some strategies that would help EFL learners to cope with this major issue and optimize their oral performance.

This research presented the analysis and interpretation of the data gathered with regard to three sections, the review of the literature comprising two minor chapters entitled successively as follow: “Distinctive Features of Foreign Language Anxiety (Terminology, Definitions, Causes, and Effects)” and “The Effective Teaching Strategies To Mitigate Foreign Language Anxiety”, The third chapter was concerned with research design and methodology followed by the analysis and interpretation of the pair of instruments used for the sake of capturing the diverse range of participants' answers, EFL students and teachers of the first year BMD at the university of Tiaret. Indeed, various recommendations and suggestions were given. In this investigation, the relevant data were collected from multiple tools using a mixed approach. We adopted both quantitative and qualitative approaches to examine how students address their anxiety, how the language instructor can be anxiety-provoking as well as what is influence it casts on their oral performance in an English-medium instruction.

A case study research was designed and conducted at Tiaret University to answer the research questions. The data collected was analyzed and triangulated from various sources using a set of research instruments (students' questionnaires and teachers' interviews).

Hence, the three hypotheses put forward were confirmed and validated. Anxiety has indeed a detrimental effect on EFL students' performance. It impedes the learners' while expressing themselves publicly in EFL classrooms. Also, students can combat their anxiety by adopting some tactics in their classrooms to avoid feelings of anxiety and uneasiness. Last but not least, we confirmed that teachers, who are the fulcrum agent in the teaching/learning process, can control the anxiety level in their classroom and ultimately eliminate when adopting particular strategies and thus motivate their learners to sweep away their anxiousness.

Results have revealed that the more anxious foreign languages students can be, the less inclined they are to engage in learning activities, namely, participation and oral presentations and therefore, they have poorer performance results rather than those who are less anxious. It can be a vivid

motivator for other students, since, in some situations, it pushes them forward and leads them to improve their performance, which is the case with facilitative that impairs performance and debilitating anxieties that deal with improving performance among anxious students.

In addition, Ibn-Khaldoun English freshmen students' expressed a high degree of anxiety while being asked for an oral task. They are accompanied by it due to several reasons, such as lack of confidence, lack of motivation, fear of making mistakes, and notably, fear of negative evaluation. The latter is believed to be the primary source of anxiety in EFL settings.

Students can experience strong emotive reactions such as nervousness, confusion, trembling, and panic when speaking a foreign language. This poses a threat to their self-confidence and motivation which form the basis of successful learning. We also have synthesized that the classroom environment plays a vital role in increasing or decreasing anxiety among our participants. Thus, we could prove that the participants who experience a high level of anxiety are not able to perform orally in contrast to those who could cope with their language anxiety, they always feel at ease when communicating in the classroom. Consequently; the reduction of anxiety equals successful oral performance.

The results also reveal that EFL students are aware of the anxieties' effects on their oral performance and tend to make efforts to use strategies in order to minimize and eliminate learners' apprehensions. They realized that preparing in advance, using confident body language, and engaging in group work helped them to control their FLA. However, students were encouraged to share their main problems with the teacher to acknowledge him for taking an immediate reaction to help them. Creating a healthy atmosphere and motivational encouragement were the prominent tips mentioned by first-year students of Ibn-Khaldoun University that would help them feel at ease and at their own pace without any difficulty or obstacles. Moreover, students are mortally scared of being judged, being the center of attention, and most terrified is being criticized by their teachers or peers. Therefore, they asserted that teachers should be less judgmental and harsh when providing feedback, On the other hand, they suggest some tips that may help teachers to overcome students' anxiety, namely: treating them impartially, using indirect rather than direct correction, and giving them the freedom to choose topics.

However, The findings of this dissertation support some of the other claims and research that anxiety is still a major component influencing the language learning and It is something that should not be disregarded or swept under the carpet. Educators should be aware of their students' anxiety as well as being aware of the strategies to mitigate it. They ought to cultivate a more effective language learning environment despite the high levels of anxiety of the learners by creating a more interactive classroom, encouraging shy students more so that they can use the language without feeling embarrassed or intimidated by their peers. Also to help them improve their language skills mainly speaking which is likely the most affected by FLA. Thus, positive reinforcement of instructors in our EFL classrooms will develop less nervous, more confident, motivated, and skilled students.

To conclude, each EFL student is susceptible to foreign language anxiety in one way or another. However, being able to cope with it is more significant. This cannot be achieved without the students' will and teachers' help. Effectively, students can speak confidently and act successfully in their academic pursuits.

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Appendices

Appendix A

Students' Questionnaire

Discerning the Effective Teaching Strategies To Mitigate English Language Anxiety Among EFL Learners

Dear respondents:

This online questionnaire is part of MA2 dissertation, aiming to collect appropriate data as regards the "Effects of English language Anxiety on EFL learners". In other ways, how stress, pressure and other psychological variables might affect students during an oral assignment in the classroom under the umbrella of the English language anxiety. The current study puts focus on the various reasons of oral performance anxiety among the first year LMD students at the University of Ibn Khaldoun of Tiaret. For the sake of gleaned accurate data, you are kindly invited to answer

Section I: Background Information:

Item 01: Gender

a) Male b) Female

Item 02: Age

a) 17 – 19 b) - 22 c)

Item 03: Was studying English as a specialty your _____ choice?

a) Personal b) administrative c) parental

Item 04: How do you assess your speaking skill fluency?

a) Excellent b) average c) weak

Section II: speaking skills

Item 05: How often do you participate in the oral expression sessions?

a) Always b) etimes c) never

Item 06 : How do you perceive yourself in class ?

a) Shy b) S Introvert

d) Extrovert d)Talkative

Item 07: Evaluate your English language skills based on the following options

Fluently \ Moderately \With difficulties

a) I read English b) I English

c) I write English d) I under English

Item 08: How do you find your Oral Expression Class?

a) Intresting

b)unintresting

Section III: Foreign Language Anxiety and oral performance

Item 9 : What would you select if you had the option of presenting orally or taking a written test?

a) Present orally b) take a written test

Why?

Item 10 : Do you get anxious when your teacher assigns you an oral presentation?

a) Yes

Item 11 : Do you agree to present orally without checking the paper from time to time?

a) Yes b) No

Item 12: To what extent do you believe that Language speaking anxiety truly impacts the LMD students' oral performance?

a) Not at all

b) Slightly

c)Very muc

Item 13: Are you _____ stressed out when attending an oral conference?

a) Highly

b) Moderately

c) Sligh

Item 14 : How do you feel or react whenever the teacher calls your name to answer a question?

a) Nervous

b) Shy

Hesitating

Others, please specify

Item 15: Do you think your feeling of anxiety is due to?

- a) Lack of self-confidence Lack of self-esteem
- b) Lack of motivation d) Lack of thorough preparation
- e) Fear of making pronunciation mistakes Fear of making grammatical errors
- f) Fear of negative evaluation Shyness

Item 16: What kind of activities make you feel more anxious?

- a) Role play b) Free discussion task
- c) Story telling tasks d) Others

Item 17: How do you cope with your speaking anxiety?

- a) Use confident body language b) Involved in classroom activities
- c) Work in groups d) Prepare thoroughly
- e) Use visual aids like data show

Item 18: How often does your English speaking anxiety (stress) motivate you to perform better and enhance your speaking ability?

- a) Always b) Often c) Sometimes d) Rarely e) Never

Item 19: What do you want your teacher to do in order to reduce your speaking anxiety?

- a) Use motivational strategies in classroom
- b) Provide Indirect rather than Direct Correction
- c) Create relaxed and healthy atmosphere
- d) Provide Praisals (complements)
- e) Create teacher-learners friendly relationship

Item 20: Are there any pieces of advice or solutions to help those who suffer from Speaking Anxiety to overcome their fear of public speaking?

Appendix B

Teachers' Interview

These questions are directed to teachers of first year BMD at Ibn-Khaldun University, enquiring about foreign language anxiety inside their classroom and the strategies they resort to cope with to mitigate or overcome it.

I. Familiarity and Reaction toward FLA

Q1. A) Have you noticed that some of your students face difficulties while learning English?

a) Yes

b) No

B) If yes, what was your immediate reaction?

Q2. Do you think that anxiety is considered as the first obstacle preventing students' speaking achievement?

a) Yes

b) No

C) If yes, in what sense?

Q3. What are the challenges that you generally face while dealing with speaking activities?

Q4. How do you evaluate your students' level of speaking anxiety in classroom?

a) Mild b) Moderate c) Severe d) Panic

Q5. What is the activity that anxiety mostly affects?

a) Presentations b) Free discussions d) tests

Q6. What are the main sources of students' anxiety during oral presentations?

- | | | | |
|--------------------------------|--------------------------|--|--------------------------|
| a) Weak Personality | <input type="checkbox"/> | b) Lack of Motivation | <input type="checkbox"/> |
| c) fear of negative evaluation | <input type="checkbox"/> | d) Fear of being the center of attention | <input type="checkbox"/> |
| e) fear of negative evaluation | <input type="checkbox"/> | f) Teachers' behavior | <input type="checkbox"/> |
| g) Communication apprehension | <input type="checkbox"/> | h) Lack of preparation | <input type="checkbox"/> |
| i) Fear of negative evaluation | <input type="checkbox"/> | | |

II. Reducing EFL Students' Foreign Language Anxiety

Q7. What are the effective strategies you use in order to reduce students' anxiety in the classroom?

- | | | | |
|--|--------------------------|----------------------------------|--------------------------|
| a) Developing students' self-confidence | <input type="checkbox"/> | b) Creating a healthy atmosphere | <input type="checkbox"/> |
| c) Creating a teacher-student relationship | <input type="checkbox"/> | Project work incorporation | <input type="checkbox"/> |
| d) Providing indirect rather than direct correction. | <input type="checkbox"/> | | |

Q8. Do you think that motivation is an important factor which helps reducing anxiety?

- | | | | |
|--------|-------|--------------------------|--------------------------|
| a. Yes | b. No | <input type="checkbox"/> | <input type="checkbox"/> |
|--------|-------|--------------------------|--------------------------|

Please justify:

II. Further Suggestions to Mitigate the FLA Impacts

Q9. The majority of the experts stated that creating a healthy atmosphere in classroom helps to eliminate anxiety. So, how do you, as a teacher, manage to create a healthy atmosphere in classroom?

APPENDIX C

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Horwitz, E.K., Horwitz, M.B. & Cope, J. (1986). Foreign Language Anxiety. *The Modern Language Journal* 70 (2), 125-132.

Statements from 1 to 33 refer to how you feel about learning English. For each statement, please indicate whether you strongly agree (SA), Agree (A), neither agree nor disagree (N), disagree (D), strongly disagree (SD). Please give your first reaction to each statement and mark an answer for every statement.

1. I never feel quite sure of myself when I am speaking in my English.
SA A N D SD
2. I do not worry about making mistakes in language class.
SA A N D SD
3. I tremble when I know that I am going to be called on in English class.
SA A N D SD
4. It frightens me when I do not understand what the teacher is saying in English class.
SA A N D SD
5. It would not bother me at all to take more English classes.
SA A N D SD
6. During English classes, I find myself thinking about things that have nothing to do with the course.
SA A N D SD
7. I keep thinking that the other students are better at English than me.
SA A N D SD
8. I am usually at ease during tests in my English class.
SA A N D SD
9. I start to panic when I have to speak without preparation in English class.

- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
10. I worry about the consequences of failing my foreign language class.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
11. I do not understand why some people get upset over English class.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
12. In language class, I can get so nervous I forget things I know.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
13. It embarrasses me to volunteer answers in my language class.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
14. I would not be nervous speaking the foreign language with native speakers.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
15. I get nervous when I do not understand what the teacher is correcting.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
16. Even if I am well-prepared for language class, I feel anxious about it.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
17. I often feel not like going to my language class.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
18. I feel confident when I speak in foreign language class.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
19. I am afraid my language teacher is ready to correct every mistake I make.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
20. I can feel my heart pounding when I am going to be called on in language class.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
21. The more I study for a language test, the more confused get.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
22. I do not feel pressure for to prepare very well for language class.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
23. I always feel that the other students speak the foreign language better than I do.
- | | | | | | |
|--|----|---|---|---|----|
| | SA | A | N | D | SD |
|--|----|---|---|---|----|
24. I feel very self-conscious about speaking the foreign language in front of the other students.

SA A N D SD

25. Language class moves so quickly I worry about getting left behind.

SA A N D SD

26. I feel more tense and nervous in my language class than in my other classes.

SA A N D SD

27. I get nervous and confused when I am speaking in my language class.

SA A N D SD

28. When I am on my way to language class, I feel very sure and relaxed.

SA A N D SD

29. I get nervous when I do not understand every word the teacher says.

SA A N D SD

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

SA A N D SD

31. I am afraid that the other students will laugh at me when I speak the foreign language.

SA A N D SD

32. I would probably feel comfortable around native speakers of the foreign language.

SA A N D SD

33. I get nervous when the language teacher asks questions which I have not prepared in advance.

SA A N D SD

ملخص

يعتبر القلق اللغوي موضوعا جديدا و نسبيا في دراسات اللغات الأجنبية لتصنيفه كحالة نفسية يصاب بها الشخص بعجز في التواصل باللغة، بالرغم من كفاءته وتحكمه في قواعد اللغة والنطق لقد ثبت أن هذا الأخير يمثل أهم المتغيرات التي تم فحصها في كل من علم النفس و التعليم. يكون القلق اللغوي تحديا كبيرا لطلاب اللغة الانجليزية أثناء حصص التعبير الشفهي و منه يتم إجراء دراسات لمعرفة المزيد حول القلق اللغوي و تأثيره على أداء الطالب كما تسعى هذه الدراسات إلى تحديد الأسباب المحتملة التي تؤدي بالطالب إلى القلق وايضا تهدف لإيجاد الاستراتيجيات المناسبة لتخفيف هذه الظاهرة لكلا الطرفين (الأستاذ و الطالب). اعتمدت هذه الدراسة على المنهج المختلط لجمع البيانات, وبناءا على ذلك تم استعمال وسيلتين لاثبات صحة الفرضية ألا و هما الاستبيان و المقابلة. لإجراء هذا التحقيق تم أخذ عينة من طلبة السنة الأولى من جامعة ابن خلدون شعبة اللغة الانجليزية خصصت للإجابة عن الاستبيان كما أجريت مقابلة للأساتذة . بالرغم من ملاحظة عدم وجود بعض الأساتذة لانشغالهم بالعمل إلا أن تفسير البيانات التي تم الحصول عليها أظهر أن تطبيق استراتيجيات التعليم الصحيحة يمكن أن يؤدي إلى تعزيز مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية ، وبشكل أكثر تحديدا في التحدث لذلك يمكننا أن نستنتج انه تم التحقق من صحة الفرضية و تأكيدها

Résumé

L'anxiété langagière est un sujet relativement nouveau dans l'étude des langues étrangères pour la classer comme un état psychologique dans lequel une personne souffre d'un déficit de communication langagière, malgré sa compétence et son contrôle sur les règles de langue et de prononciation. Variables importantes qui ont été examinées à la fois en psychologie et en éducation. L'anxiété langagière est un grand défi pour les étudiants de langue anglaise pendant les sessions d'expression orale, et à partir de là, des études sont menées pour en savoir plus sur ce sujet et son impact sur les performances de l'étudiant. Ces études ont également cherché à identifier les causes possibles qui conduisent l'étudiant à devenir anxieux et aussi à trouver des stratégies efficaces et des solutions pour atténuer ce phénomène pour les étudiants. Pour ce faire, cette étude a adopté l'approche de la méthode mixte pour la collection des données. Pour mener à bien leur enquête, deux méthodes ont été utilisées, un questionnaire et un entretien ont été faits par échantillons : cinquante étudiants de première année de l'Université Ibn-Khaldoun, spécialisé en anglais, ont été sélectionnés pour répondre au questionnaire. Un entretien a également été mené avec les professeurs, bien qu'il ait été noté que la présence de certains enseignants parce qu'ils sont occupés par le travail, mais l'interprétation des données obtenues a montré que l'application de stratégies d'enseignement correctes peut conduire à renforcer la participation des apprenants de l'anglais comme langue étrangère, et plus particulièrement à l'oral. Par conséquent, nous pouvons conclure que l'hypothèse proposée a été validée et confirmée.