

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Attitudes toward the Impact of Anxiety on EFL Students' Speaking Performance

The case of first year LMD students at the English Branch in the

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by

- Tebaa Malek

- Berhail Boudouda Khaoula

Supervisor

-Dr.Lamia Elmechta

Board of Examiners

Chairman: Dr.Azioui Asia

Supervisor: Dr.Lamia Elmechta

Examiner: Dr.Zemeich Amina

2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**Attitudes toward the Impact of Anxiety on
EFL Students' Speaking Performance**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by

- Tebaa Malek
-Berhail Boudouda Khaoula

Supervisor

-Dr.Lamia Elmechta

Board of Examiners

Chairman: Dr.Azioui Asia
Supervisor: Dr.Lamia Elmechta
Examiner : Dr.Zemeich Amina

2023

Dedication

In the name of ALLAH, the most gracious and the most merciful

I dedicate this work to any person believed in me and supported me

first of all, I would thank my dear parents, my hero and sympathetic father Aissa, and to my constant source of encouragement, my lovely mother Atika, she never fails to lift me up when

I am down.

*to my flowers DR.Cherifa and her husband”Monir”and her son ,sweet heart “Hatem”
 ,Bouthayna, Belkiss and my angle Sara god bless them. They have never left my side.*

*A special feeling of gratitude to my loving Husband Raouf who has been a source
 of strength, support, patience, and motivation for me. I am truly blessed to have you as my
 partner in this dance called life.*

*To the one I thank God a hundred times a day, my beautiful daughter Mayssoun she makes my
 life meaningful. Every time you smile at me, my heart just swells with love. I love you, Mama.*

*I would like to thank my supervisor, I have been extremely lucky to have a supervisor who cared
 so much about our work, and who responded to our questions and queries so promptly.*

Berhail Boudouda Khaoula

Dedication

Throughout the hard moments and the difficult time, one person was always been there for me, I would dedicate this thesis and everything I do to my mother Mesbah Badiaa, I will never finish thanking you for everything you do for me.

This research work is dedicated to:

My precious father Abdallah for his support, love and prayer. May Allah bless him;

To my lovely husband, Abdelfettah for his endless support, care, and valuable advice;

To the roses of my life and my heart, my daughters Ansem and Rawan, who are always beside me in every time especially my eyes Ansem for her endless support;

To my gorgeous aunt Khadidja for always supporting me and motivating me;

To all my friends who support me;

To my supervisor 'Lamia Elmechta' thank you a lot for the time you spent checking our work and helping me when I needed help;

To all the members of my family who supported me throughout the process.

Finally, I'm thankful to one and all, who directly or indirectly, supported me in any respect during the completion of this work.

Tebaa Malek

Acknowledgements

All praise to Allah the Most Merciful for giving me strength and capacity
to complete this work.

I would like to express my sincere gratitude to my supervisor **Dr. Lamia Elmechta** for her
Uncountable guidance, support, help and patience.

To the jury members: **Dr.Azioui Asia** and **Dr.Zemeich Amina** for their time, valuable
Comments and precious remarks.

My appreciation goes to the teachers in the field of English at Mila University Center with
whom I made the questionnaire, for their help and facilitating role. I would like to extend my
thanks to all the students of First year for their help
and seriousness in completing the questionnaire.

Finally, I would like to thank all the people who helped me in one way or another
to finish this work.

Abstract

One of the important issues that most foreign language learners suffer from is anxiety. This obstacle appears, especially during Oral Expression sessions. The current study attempts to investigate the issue of anxiety and its effects on EFL learners' speaking skill. The work purports to: first, identify the causes of EFL learners' anxiety; second, to suggest some necessary strategies first year students at the department of English at Mila University Center use to reduce anxiety, engage in class discussion and develop their speaking skill; and third, to provide teachers as well as students with some useful recommendations to overcome this psychological problem and, hence, achieve better results. To this end, a descriptive method was adopted as it is the most adequate one for this topic. To test our hypothesis, two questionnaires were administered: one for the teachers and one for the students. The first questionnaire was designed to a sample of 62 First year students at The Department of English at MILA University Center, the second questionnaire was delivered to five Oral Expression teachers.

Key words: the speaking skill, EFL learners, anxiety, strategies.

List of Abbreviations

OE: Oral Expression

CA: Communication Apprehension

EFL: English as a Foreign Language

FL: Foreign Language

CA: Communication Apprehension

TA: Test Anxiety

TTT: Teacher Talking Time

FNE: Fear of Negative Evaluation

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom worry Scale

LMD: License, Master, Doctorate

%: Percentage

N: Number

List of Tables

Table 1: Justifications of the Answer “Sometimes”.....	58
Table 2: justifications of the answer “Always”and”Often”.....	59
Table 3: justifications of the answer “Rarely”and “never”.....	60
Table 4: Participants’ Justification why English Is Difficult to Learn.....	62
Table 5: Participants Agreement that English is Difficult to Learn.....	62
Table 6: Participants’ Suggestions about Effective Techniques to Reduce Anxiety and Enhance the Speaking Skill.....	71
Table 7: Teachers justifications about Oral Expression Class.....	76
Table 8: Students participation in Oral Classes.....	78
Table 9: Teacher’s justifications of the reason behind the students speaking failure in Oral Class.....	85

List of Figures

Figure 1: Students' choice to study English at the University.....	55
Figure 2: Students Desire to Attend Oral Expression Classes.....	56
Figure 3: Student's frequency of participation in classroom.....	57
Figure 4: Students' Opinions about Learning English.....	61
Figure 5: Participants' Perception of whether Anxiety is among the Causes of their Foreign Language Learning Difficulties.....	63
Figure6: Participants' Attitudes towards the Effect of Anxiety on their Foreign Language Learning.....	64
Figure 7: Participants Attitudes toward the Teachers' and Students' Eye Contact...	65
Figure8: Learners' Causes of their Speaking anxiety.....	66
Figure 9: Participants Opinion about the Influence of Low Proficiency when Speaking.....	67
Figure 10: The Role of Oral Expression in Improving the Student's Oral Performance.....	68
Figure 11: Oral Activities that Increase the Students Anxiety.....	69
Figure 12: Participants' Opinions' about the Techniques Used to Reduce their Anxiety.....	70
Figure 13: Teachers' Qualifications.....	75
Figure 14: Teacher's Opinion about Oral Expression difficulty.....	75
Figure 15: Student's participation in Oral Expression	77

Figure 16: Teachers Attitudes toward the Student's Anxiety.....	79
Figure17: Teacher's Attitudes toward Student's Anxiety.....	80
Figure 18: Teacher's Evaluations of the Student's Anxiety Level.....	81
Figure 19: Teacher's Opinions about the Impact of the Student's Anxiety on FLL Outcomes.....	82
Figure20: Teacher's Evaluation of the Impact of Anxiety on FLL Outcomes	83
Figure 21: Reasons behind the Students' Speaking Failure	84
Figure 22: Activities that teachers focus on in Oral Session.....	86
Figure23: Teachers' Perception of the Student's Motivation in Speaking	87
 Figure24: Teachers' Perception of the Degree of Motivating Students to Speak.....	87
Figure25: Teachers' Preferred Strategies to Motivate Students	89
Figure26: Teachers' Evaluations of the Students' Speaking Level.....	90
Figure27: Teacher's Strategies to Reduce the Students' Anxiety and Enhance Speaking.....	91

Table of Contents

Dedications	2
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Tables.....	7
List of Figures.....	8
Table of Contents.....	10
General Introduction.....	14
1. Statement of the Problem.....	15
2. Aims of the Study.....	16
3. Significance of the Study	16
4. Hypothesis of the Study	17
5. Tools of Research	
6. Structure of the study.....	17
Chapter One: Theoretical Overview on Anxiety and the Speaking Skill	
Introduction.....	22
1.1Section One: Overview speaking skill	
1.1.1. Overview of the Speaking Skill.....	23
1.1.2. Aspects of Speaking.....	24
1.1.3. The Importance of Teaching Speaking in EFL Classroom.....	25
1.1.4. Elements of Speaking.....	27

a. Language Speaking Features.....	27
b. Mental Social Processing.....	28
1.1.5. Speaking Skill Activities.....	28
1.1.5.1. Role Play Activity.....	28
1.1.5.2. Group Work	29
1.1.5.3. Gaming Activity.....	29
1.1.5.4. Conversation Activity.....	30
1.1.5.5. Information Gap Activity.....	30
1.1.5.6. Discussion.....	31
1.6. Students' problems in Learning Speaking.....	31
1.1.6.1. Linguistic Problems.....	32
1.1.6.2. Psychological Problems.....	33
1.1.6.3. The Social cultural Problems.....	35
1.7. Strategies to Promote the Speaking Skill.....	35
1.2. Section Two: Overview of Foreign Language Anxiety	
1.2.1. Definition of Anxiety.....	38
1.2.2. Theories of Foreign Language Anxiety.....	39
1.2.3. Foreign Language Anxiety.....	40
1.2.4. Components of Anxiety.....	41
1.2.4.1. Communication Apprehension (C A).....	41
1.2.4.2. Test Anxiety (T A).....	42
1.2.4.3. Fear of Negative Evaluation (F N E).....	42
1.2.5. Sources of Anxiety	43
1.2.5.1. Personal and Interpersonal Anxiety.....	43
1.2.5.2. Learners' Beliefs about Language Learning.....	44

1.2.5.3. Instructors' Beliefs about Language Teaching.....	45
1.2.5.4 Instructor-Learner Interactions.....	45
1.2.5.5 Classroom Procedures.....	46
1.2.5.6Language Testing	46
1.2.6. The impact of Anxiety in Foreign Language Learning	46
1.2.7. Strategies to Reduce Speaking Skill Anxiety.....	47
1.2.7.1. Teachers Strategies to Reduce Speaking Skill Anxiety.....	47
1.2.7.2. Learners Strategies to Reduce Speaking Skill Anxiety.....	48
Conclusion.....	49

Chapter Two: The Field work

Introduction.....	51.
-------------------	-----

2.1. Section One: The Students Questionnaire

2.1.1. Aim of the Questionnaire.....	51
2.1.2. Sample.....	51
2.1.3. Description of the Questionnaire.....	52
2.1.4. Analysis of the Questionnaire.....	53

2.2. Section Two: The Teachers Questionnaire

2.2.1. Aim of the Questionnaire.....	71
2.2.2. The Sample.....	71
2.2.3. Description of the Questionnaire.....	71
2.2.4. Analysis of the Questionnaire.....	72
Conclusion.....	92
General Conclusion.....	93
Recommendations.....	94
Limitation of the study	96

References.....	97
-----------------	----

Appendices

ملخص

Résumé

General Introduction

The process of teaching and studying English as a Foreign Language is one of the most significant activities in which many people are interested. It is built on a few fundamental skills that are prerequisite to accomplish the process.

These skills are divided into two categories: the first category calls for receptive skills, which include reading and listening; the second category involves speaking and writing, two productive abilities. Learners of English as a foreign language (EFL) should practice and improve the speaking skill, as it is considered essential to the acquisition of the language. In spite of its importance, the majority of students consider speaking in the foreign language as a challenging issue.

Numerous reasons, notably psychological concerns like shyness, fear of making mistakes, and anxiety, contribute to this trouble of oral communicating. These psychological factors prevent the majority of students from speaking freely, notably inside the classroom. For instance, anxiety is a complicated phenomenon that most students experience while speaking in the Foreign Language. Even though the majority of them have numerous ideas and solutions, they are still unable to express them in public.

In short, Anxiety has a detrimental effect on the performance and success of EFL students. Because of this, EFL teachers are constantly looking for strategies to assist their students experience less anxiety. Additionally, educators are working really hard to investigate and identify strategies that can actually assist students in overcoming their fear. Additionally, numerous academics suggested various motivational techniques that are crucial to the process of teaching and learning English as a foreign language.

This dissertation is divided into two interrelated chapters. The first chapter provides a literature overview on the research variables, which are the speaking skill and anxiety. The first part is devoted to a clarification of the speaking skill, the concept was clarified with identifying its components and effective techniques to teach it are raised. The second part is dedicated to the psychological factor anxiety. First, it gives some insights into what anxiety is in general. Next, it highlights some of the main studies on foreign language anxiety, particularly speaking anxiety. Also, it sheds light on the components and the sources of anxiety.

The second chapter is the practical part. This chapter is divided into two sections. The first section provides a clear explanation of the methodology used in this research, the sample population as well as the instruments used to gather data. The second section provides analysis, interpretation and discussion of the obtained data.

1. Statement of the problem:

The problem in this study concerns the negative impact of anxiety on EFL learners speaking skill. A huge number of students keep complaining often about the issue of anxiety and their resulting inability to speak and express their idea. This issue might not be socially accepted or judged negatively. Therefore, based on the reasons above, this research addresses the following questions:

1. How can anxiety affect the speaking skill of students at Mila University Center?
2. What are the sources of FL anxiety experienced by students when it comes to speaking?
3. What are the strategies that may help to reduce FL anxiety?

2. Aim of the study: This study aims to:

1. Investigate the impact of anxiety on the students' speaking skill at Mila University Center?
2. Highlight the sources of FL anxiety.
3. Find out and suggest some strategies that may help to reduce anxiety.

3. Significance of the study:

The results of the current study are anticipated to be both theoretical and practical implications for the English teaching and learning process, particularly for teaching speaking and also the outcome. The teacher and the students will benefit from this study.

1. Theoretically: The findings of the study may provide information on learning English, and this research also informs readers that there are numerous strategies to teach speaking skills to students.
2. Practically: the following outcome of the investigation is anticipated:
 - a. This research can be used by the teacher to enhance the students' speaking abilities in the classroom.

- b. Since students need to put a lot of effort into developing their communicative competence, this study can be used to help them practically improve their speaking ability, and reduce anxiety. They should practice speaking either in or outside of the classroom if they want to improve.

4. Hypothesis:

First year students of English as a Foreign Language as well as Oral Expression teachers at Mila University Center would show a positive attitudes towards the role of anxiety on the students ' oral performance.

5. Tools of Research

In order to achieve the research aims and answer the questions on how EFL students as well as teachers perceive how FL anxiety affects the learners' speaking skill, explore the factors and suggest some strategies to reduce anxiety, we have used the descriptive method. Two questionnaires were designed: one for the teachers and the other one for the students. The teachers' questionnaire was administered to a sample of ten teachers teaching Oral Expression while the students' questionnaire was administered to a sample of 62 students from the population of first year enrolled in English at the department of Letters and Languages, Abdelhafid Boussouf Mila University Center.

6. Structure of the Study

This dissertation is divided into two main chapters: one theoretical and one practical. The theoretical chapter includes two sections; the first section is devoted to speaking and the second section is dedicated to anxiety. Different notions were provided and important issues in relation to the variables were addressed. The second chapter is the fieldwork of investigation, it provides the description, analysis and interpretation of data and offers a set of recommendations to reduce anxiety and enhance EFL students' speaking proficiency.

Chapter One

Introduction

1.1Section One: Overview of the Speaking Skill

1.1.1. Overview of the Speaking Skill.

1.1.2. Aspects of Speaking.

1.1.3. Importance of Teaching Speaking in EFL Classroom.

1.1.4. Elements of Speaking:

a. Language Speaking Features.

b. Mental Social Processing.

1.1.5. Speaking Skill Activities

1.1.5.1. Role Play Activity

1.1.5.2. Group Work

1.1.5.3. Gaming Activity

1.1.5.4. Conversation Activity

1.1.5.5. Information Gap Activity

1.1.5.6. Discussion

1.6. Students' Problems in Learning Speaking.

1.1.6.1. Linguistic Problems

1.1.6.2. Psychological Problems

1.1.6.3. The Social Problems

1.1.6.4. Cultural Problems

1.7. Strategies to Promote the Speaking Skill.

1.2. Section Two: Foreign Language Anxiety

1.2.1. Definition of Anxiety

1.2.2. Theories of Foreign Language Anxiety

1.2.3. Foreign Language Anxiety

1.2.4. Components of Anxiety

1.2.4.1. Communicative Apprehension (C A)

1.2.4.2. Test Anxiety (T A)

1.2.4.3. Fear of Negative Evaluation (F N E)

1.2.5. Sources of Anxiety

1.2.5.1 Personal and Interpersonal Anxiety

1.2.5.2. Learners' Beliefs about Language Learning

1.2.5.3. Instructors' Beliefs about Language Teaching

1.2.5.4 Instructor-Learner Interactions

1.2.5.5 Classroom Procedures

1.2.5.6 Language Testing

1.2.6. The impact of Anxiety in Foreign Language Learning

1.2.7. Strategies to Reduce Speaking Skill Anxiety

1.2.7.1. Teachers Strategies to Reduce Speaking Skill Anxiety

1.2.7.2. Students Strategies to Reduce Speaking Skill Anxiety

Conclusion

Chapter One: Theoretical Overview on Anxiety and The Speaking Skill

Introduction

The Speaking Skill is one of the skills we learn, as they allow us to communicate with others and express our thoughts and feelings. As an EFL student, speaking skill considered as the most important part of learning a language. Since speaking English seems to be the most challenging aspect of EFL learners.

Anxiety has a way of weaving itself into each part of a person's existence. Whether it takes the form of full-down panic or chronic fear, anxiety can limit the potential of every aspect of one's life. Similarly, anxiety can affect the process of learning a foreign language. FL learners can face a variety of difficulties, especially when speaking in the classroom; anxiety is considered as a most common obstacle for developing their speaking proficiency.

This chapter provides an overview on what is anxiety in general, what is speaking anxiety in particular, and its types and sources. It is divided into two sections. In the first section, we deal in this section with the overview of the speaking skill and its importance of teaching speaking in EFL classroom. Then, we display with aspects of speaking skill and elements of speaking. In addition, we display different speaking skill activities which named role play activity, group work, gaming activity, conversation activity, information gap activity, and discussion. Moreover, to students 'problems in learning speaking. And the last one, we present the strategies to promote the speaking skill.

In the second section, we seek to provide clear information about this issue of foreign language anxiety. We begin by defining the concept of foreign language anxiety. Then, we display different types of anxiety. Also in this section, we expose the components of foreign language anxiety, namely communication apprehension CA, test anxiety TA, and fear of

negative evaluation FNE). In addition, the sources of anxiety are provided in this section. Moreover, we present the effect of FLA on the learners' oral performance. Finally, we shed the light on strategies used by both FL teachers and learners to alleviate foreign language anxiety. We want to deliver precise details concerning the speaking skill.

1.1. Section One: Overview of the Speaking Skill

1.1.1. Overview of the Speaking Skill

Speaking is a key to communication. It is the skill that makes human beings different from and superior to the other species. A child can acquire speaking in his native language through interacting with others without making efforts; however, mastering the speaking skill in the foreign language is difficult to achieve.

According to Brown and Yuke (1983), "Speaking is the skill that the students will be judged upon most in real life situations". Based on that view, speaking is realized in communication, hence speakers should be able to explain what they want to say in an effective way to convey the message. Speaking is one of the basic language skills that has to be mastered by learners of English as a foreign language due to its significance and its use for communication.

It is very important to be able to speak English as it is regarded as one of the most commonly accepted languages in the world, so it is not only very beneficial for those who master this language to improve their knowledge and skills but also easier for them to get a job. Besides, people who learn English will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam, 2015).

1.1.2. Aspects of Speaking:

Six components are recognized in the analysis of the speech process, namely pronunciation, grammar, vocabulary, fluency, and comprehension.

a-Pronunciation:

Pronunciation is the term used to describe how a word or language is pronounced FL students can talk more clearly by pronouncing their words appropriately while they speak. When a pupil has a clear pronunciation and intonation, even with minimal vocabulary and grammar, they are able supposed to be more capable to communicate successfully. The use of words in a conventional or customary manner is referred to as pronunciation. Therefore, pronunciation is considered as a primary target to achieve

b-Grammar:

Grammar is necessary for students to organize proper sentences in conversation in both spoken and written forms. Grammar is described as a methodical approach to accounting for and forecasting an ideal speaker's or hearer's language proficiency. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001, p.12). Based on this statement, the purpose of grammar is to arrange the correct meaning of sentences based on context. It is also used to prevent misunderstanding among communicators.

c-Vocabulary:

Thonbury in Pealson Education (2002, p.27) states that Vocabulary is the study of words' meanings, especially how words are used in learning English. Vocabulary inessential for effective second language usage because without it, we cannot put the structure and function we may have learned for understandable communicative use. One could argue that the ability

to effectively communicate through language is a key to success. Moreover, vocabulary is a set of lexemes including single words, compound words and idioms (Richards & Schmidt, 2002, p. 580).

d-Fluency:

D.P Haris states that “Fluency is the ease and the speed of the flow speech” (1987) P (81). Speaking with fluency means connecting sounds, syllables, words, and phrases in a fluid manner. Additionally, it describes the person who expresses without any trouble, swiftly and easily learn a language. If the teacher wants to check the students’ fluency when teaching, he allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease.

e-Comprehension:

Speaking does not only mean to know how to produce words and combine structure well, but also know how to express and answer well. It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well.

f-Accuracy:

Accuracy is ability to produce correct sentences using correct grammar and vocabulary in natural interactions (Brown, 2001: 268). This is achieved by allowing the speaker to focus on phonology, grammar, and discourse in their spoken output. and giving the speaker the opportunity to engage in the context of daily life.

1.1.3. The Importance of Teaching Speaking in EFL Classroom.

Language is a tool for communication. We communicate with others in order to express our opinions and learn about others' ideas. Wherever there is speech, there is communication.

Therefore, the capacity of speaking is crucial for language learners of any kind. The speakers of a language should be specifically and consciously trained in the art of speaking for any system to operate smoothly.

The four language abilities of Listening, Speaking, Reading, and Writing should all be mastered in order to be a well-rounded communicator, but speaking fluently offers the speaker a number of clear advantages. Sharing ideas with others is a purpose. When we speak to others we come to have a better understanding of our own selves, as Robert Frost (1989) once said “I am a writer of books in retrospect I talk in order to understand, I teach in order to learn” Without doubt, clear thought may be seen in the clarity of speech. An engaging speaker can capture the audience' interest and keep it throughout his discourse.

Speaking abilities are crucial for success, they are also significant in other areas. Speaking abilities might benefit one's personal life as well. When learning any language, speaking should be given more focus (Irtatik, 2009). So, it is crucial for students to develop their English-speaking abilities. Language learning highlights the importance of speaking in one's daily life to be capable to carry out most of daily activities or business that cannot be achieved without communication. Speaking involves real time and face to face conversation which leads to human connection (Irtatik, 2009).

Speaking varies in different situations, objectives, so speakers need to know suitable words to utter (Irtatik, 2009). Richards (2008) states that “When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others” (2008). This suggests that speaking clearly and having effective oral communication skills are essential for people to remain connected to one another.

Virtual world communication has a significant effect on people in general and students in particular. We can bring up the pandemic which we dealt with for two years and have to adjust to the new reality. Although the idea of distance learning is not new, it has evolved to become a common learning method. It consists of four basic parts: a corporate foundation, interactive telecommunication, data sharing of sound and video as learning experiences, and the physical separation of teachers and pupils. (Burns, 2011)

1.1.4. Elements of Speaking

The ability to produce utterances is not sufficient to be a good speaker, there is much more than linguistics that need to be mastered by language learners, they should also master other features in order to express their ideas and feel appropriate. According to Harmer in his book *The Practice of English Language Teaching*, in order for speakers to be competent in speaking, these are the following features that should be mastered:

a-Language Features: they involve four main elements:

- **Connected Speech:** it is the adaptations of sounds when producing utterance. It includes assimilation), omission (elision), addition (linking) or weakening (contractions and stress patterning).
- **Expressive Devices:** it is the pitch and stress of particular parts of utterances in order to convey meanings. It consists of volume and speed of speech. This device allows the speaker to show extra expressions of emotions.
- **Lexis and Grammar:** teachers should supply their students with phrases of different functions such as agreement, disagreement, expressing shock or surprise. This will aid students to use the appropriate phrase in the right situations and occasions.

- **Negotiation Language:** it is speech clarification that a good speaker should benefit from and it is used to clarify what a speaker means to avoid misunderstanding.

b-Mental/Social Processing: this involves three elements:

- **Language Processing:** effective speakers need to be able to process language in their own heads and put it into a coherent order so that it comes out in forms that are not only comprehensible, but also convey the intended meaning.
- **Interacting with others:** effective speakers need not only to speak but also to be good listeners, this can be achieved through understanding others' feelings.
- **Information processing:** quite apart from our response to others' feelings, one also needs to be capable to process information they receive, instant response is very culture-specific, and is not prized by speakers in many other language communities.

1.1.5. Speaking Skill Activities

1.1.5.1. Role Play Activity

An effective way of getting students to speak is Role-Playing. According to Harmer (2009) "role playing is a game which one simulates a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share" (273). In a role play, the participants assume the roles of fictional characters and collaboratively create stories. They determine the actions of their characters based on their characterization and the actions succeed or fail according to a formal system of rules and guidelines.

Role-play is approved to be a communicative language learning activity, since students can actively get involved in conversations (Nunan, 2001), this is why it is an important activity to enhance the students speaking skill. Students involved in Role-play are not passive but active learners as they are the center of learning; they have the opportunity to be more creative in using the language.

1.1.5.2. Group Work

Lie (2002) defines cooperative learning as learning through group work. In other words, a learning system which gives opportunity to students to cooperate with complete and structural tasks. Good (2003) argues that group activity increases the opportunities for all learners to speak the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback.

Working in a group is one of the most effective ways for students to learn, especially when they are engaged in a self-study (students learn by themselves outside the classroom without direct supervision). The use of group work may offer an embracing affective climate. Group activities encourage responsibility and independence in students.

1.1.5.3. Gaming Activity

Games are activities to be used in the teaching and learning process. They do not only make students feel fun and learn with pleasant but also motivate them to interact, compete with each other, think in a different way and work in a less stressful environment. Curtain & Dahlberg's (2010) pointed out that games and other activities that involve movements have positive emotion associated with them. If the activity is associated with positive emotions, there will be a "brain-patterning», which reinforces any language elements that teachers deliver

(Caine, 1997, as cited in Curtain & Dahlberg, 2010). Games are one of the used ways to reduce stress inside the classroom.

1.1.5.4. Conversation Activity

Conversation activity is a communicative activity which stimulates students to speak using the target language. It aids in using «verbal strategies in natural situation». (Wall, 1987, p.6). Conversation is crucial for enhancing the learners' oral ability. Typically, learners can express thoughts and agreement or disagreement through dialogue. Conversations aid pupils in becoming more in charge of their own education and increasing confidence in their ability to speak in the target language.

1.1.5.5. Information Gap Activity

It is a useful activity for students to interact with others inside the classroom, it is an optional approach to language teaching where activities engage students in real world context using the four skills reading, writing, speaking and listening. Li (2005) defines information gap activity as "... a form of communication between two or more people where the information is known only to several people and they need to exchange it to complete the task" (71). As people usually communicate in order to get information from the others, teachers can apply information gap to avoid repetition of the same pattern in improving the students' speaking skill.

By applying information gap, the learners can accustom to share information so that they can complete a task that contains exchanging information from one person to another. Each of the students has information that is not owned by another and they need to put together the information for completing the task. Richards (2008) adds that information gap refers to the fact that people will communicate when they need information that they do not possess. Therefore, a task in information gap contains some missing information and splits among the

students.

1.1.5.6. Discussion

Discussion activities provide a great opportunity to practice fluency and improve the students' confidence in speaking. Teachers sometimes spend more time in the classroom talking to their students, but the latter need an opportunity to practice the English Language and talk as well. Discussion activities are enjoyable and give the students the chance to participate through expressing their ideas, knowledge and interact with their teachers as well as with one another.

It is important to improve the students' speaking fluency, and one of the strategies to attain this is reducing Teacher Talking Time (TTT). Harmer (2001) believe that discussion activities are considered as the most useful and interesting form of oral practice in the classroom since it offers chances for students to exchange their thoughts, talk about their experiences and express their opinions to improve their communicative ability when using the English language. Meanwhile, Little Wood (1981) confirms that: "discussion provides learners with opportunities to express them personality and experience through the foreign language" (p.47).

To this end, discussion activities are regarded as a real language experience where the students use their abilities in order to develop their speaking proficiency.

1.1.6. EFL Students Participation Problems

It is essential for EFL Learners to master the four skills: listening, speaking, reading, and writing in order to be competent language learners. However, learners do not master those skills perfectly; they still find problems because the four skills need efforts, abilities and competencies. The speaking skill is one skill that requires specific and certain abilities to be mastered, but learners still face different obstacles and factors that affect their speaking. We mention:

1.1.6.1. Linguistics Problems

Students may experience issues during their speaking development process if any component of this knowledge is missing or executed incorrectly. Thornbury (2005, p.11) states that “being skillful assumes having some kind of knowledge base ... knowledge that is relevant to speaking can be categorized either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language extra linguistic knowledge” (p.11). Thornburg underlines how important linguistic understanding is to speaking ability.

Some of These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes. The correct use of language forms is critical for the learners’ oral proficiency (Saunders & O’Brien, 2006). In comparison to native speakers, it is harder for EFL learners to use accurate pronunciation, grammar and vocabulary (Bygate, 2005).

a- Pronunciation: plays an important role in intelligibility (Goh,2007). Mispronouncing a single sound causes the listener’s misunderstanding. Similarly, various uses of stresses as well as intonations would result in very different meanings.

b- Grammar: in order to learn English different structures, grammar is essential. Nevertheless, understanding how to use the language correctly is one thing, and speaking with it well is quite another issue. Some students have very accurate reading and writing grammar, but they frequently make mistakes when speaking in English. It is rather difficult for EFL learners to transfer the correct grammar to their speaking (Larsen-Freeman, 2001), so, it is important to support EFL students with their grammar so they can improve their speaking accuracy.

c-Vocabulary: for EFL students, vocabulary is just as crucial as understanding the value of bricks in a building. If the receptive vocabulary is rather limited, learners can hardly put the “receptive vocabulary knowledge into productive use” (Nation, 2001, p. 129). Therefore, it is

important for EFL students to memorize a wide variety of vocabulary. In addition, the ability to quickly recall words from one's mind may affect the speaking fluency (Levelt, 1989; Carter, 2001). In order to improve their speaking fluency, EFL students should be able to quickly access the words and expressions that are in their heads when speaking.

1.1.6.2- Psychological Problems

Various psychological variables make it difficult for pupils to practice speaking in the classroom. The following are some psychological problems that are argued to affect speaking proficiency:

a- Fear of Mistakes and Shyness:

Fear of mistakes and shyness is an emotional feeling of the students when they intend to speak in English (Juhana, 2018). Juhana (2018) speculates that students would forget what they want to say because of shyness and fear of making mistakes when speaking in English. In addition, they are worried about being laughed at by their friends. Many students are afraid of being considered foolish in front of their classmates and are more concerned about how others will see them or how their teachers would evaluate them than concentrating on the act of speaking itself. Namaghi (2015) found that shyness is both strongly and adversely related to English speaking scores and academic success.

Shy people typically detest being around a lot of people and find it difficult to make new friends. One of the most prevalent phobias that students have is public speaking, and the sense of shyness causes their thoughts to go blank or they forget what to say.

b- Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning (Horwitz et al cited in Nascent, 2001). According to Nascent (2001), among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, the students' anxiety affects their ability to learn a language.

As a result, giving attention to this learning factor should also be taken into account. The fact that anxiety plays an important role in the students' learning is also shared by other researchers like Horwitz (1991, as cited in Sylvia and Tiono (2004). This scholar believes that anxiety of speaking a certain language can affect the students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives the students more comfortable situations in their learning activity.

c- Lack of Confidence:

Generally, EFL students lack confidence when they realize that their conversation partners misunderstood them or vice versa. In these circumstances, they would rather keep silent while others pertain talking, indicating that the students lack the confidence to communicate. In response to this, Tsui cited Nunan (1999) declares that students who lack confidence about themselves and their English necessarily suffer from communication apprehension. This demonstrates that increasing the learners' self-confidence is a focal area of the teachers' attention. This implies that in order to develop the students' confidence, the instructor should likewise benefit from both theoretical and practical sources. They should use some strategies to decrease lack of confidence; they need to build a positive relationship, being kind to themselves and learn to be aware of negative self-talk.

d- Lack of Motivation

Motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) claims that motivation is important as it can affect the students' reluctance to speak in English. In this way, motivation is an important factor in determining how students are prepared for communication. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess, it will enhance their study interest.

It is confirmed that students with high motivation can achieve better results, succeed in learning, and gain higher scores than those who have lower motivation of success, the reason why every teacher should help in building students' motivation. Doing this is of paramount importance because encouragement also gives the students a feeling of security and welcomes the learning.

1.1.6.3. Social Cultural Problems

The ability to speak in English may not be natural, as it can be practiced and improved. Society and culture impact our expression of words. A standout approach is to understand society, culture, and language by exploring outside our "safe place." Social and cultural elements (i.e., customs, norms, age, sex, finances) may obstruct correspondence. Various aspects related to society and ecological conditions act as boundaries in correspondence and messages. Some examples include dialect, language, slang... etc.

1.1.7. Strategies of Improving the Speaking Skill for EFL Learners

Many strategies can be used in an EFL classroom to improve the speaking skill. First and foremost, all teachers should abandon their outdated methods of instruction and switch to natural ones. They ought to create an environment where Students engage in oral activities to

improve their speaking proficiency. EFL courses should be minimized so that the burden of teachers can be reduced. The English teachers use a variety of strategies to develop the EFL students' speaking skill. Because of their fear of making mistakes, many language learners avoid speaking in English. Therefore, encouraging these learners to speak without interruption and get over the problem of anxiety requires from the instructors to assign a number of tasks. An example is presenting some interesting topics and asking the students to express their ideas about them within two or three minutes.

This is considered useful in improve speaking as well creativity. Language instructors can as well present such activities as "Speaking about oneself"; they can provide the students with a personal example. Inviting the learners to speak up and share their thoughts is also considered interesting. However, he should not force them. Brainstorming technique can be used in an EFL classroom. This technique is useful in developing vocabulary. Newspaper is also effective in learning English. Newspaper reflects the current language of the society (Akhter, Kausar & Faisal, 2020). It motivates learners and boosts the four language skills of reading, writing, listening and writing. That is why newspaper is used as an effective tool for the purpose of learning English in EFL contexts. Newspapers headlines can be used for this purpose. However, one should keep in mind that no strict rules should be made to express their own ideas during speaking sessions.

Role-play activity is also useful in enhancing the speaking skill. It is one of the best activities to present for EFL learners in order to promote their speaking skill. Role Play gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. The role of teacher is to divide the learners into groups or pairs. Each pair/group is given interesting and sometimes informative topics to discuss in front of the whole class. Ten or fifteen minutes can be given to the students to discuss and prepare the topic. Then

the learners should be asked to come and speak about the topics. the teacher should give students practice with both fluency and accuracy. Fluency is to which extent the students can speak quickly and confidently with the few hesitations or unnatural pauses, false starts, word searches, etc. Accuracy, on the other hand, is the degree to which the speech samples learners produce match with what they actually say.

According to Rao (2018), while choosing speaking topics, the teacher should keep in mind the learners' interests and needs. If he considers these factors, the learners' motivation will increase and, hence, the learners will show good results. The teacher should use student-centered method instead of the teacher-centered method. This method makes the learners more active.

Story telling is an effective technique to promote EFL learners' speaking skill. The instructor can use this technique effectively in classrooms. While using this technique, the teacher provides situations where the learners are asked to tell or to complete a story. In doing so, the learners quickly think of appropriate sentences that seem relevant to the situation and add them to complete the story. This thinking and choosing ability allow for the development of their speaking skill. After choosing appropriate sentences, the learners are asked to say them loudly and every learner is urged to add one sentence. In this case, they should be encouraged to add grammatically correct sentences. This activity motivates them to produce and add at least one sentence by uttering to complete the story positively. Now, it is up to the teachers how they motivate their learners to produce some or many sentences. This motivation will enhance their active skill as well their creative ability.

1.2. Section: Two Foreign Language Anxiety

1.1.1. Definition of Anxiety

Most students in Foreign Language Classes face many problems that hinder their flow of speech. One of these problems goes around a single serious obstacle which is Anxiety.

Anxiety is one of those significant topics; many definitions have been suggested to identify the meaning of anxiety. Oxford Advanced Learners Dictionary (2000, p.48) defines anxiety as “The state of feeling nervous or worried that something bad is going to happen”. Actually, anxiety is considered as the most unpleasant feeling that would impede the daily life of an individual, let alone a student.

Concerning anxiety in the classroom, Horwitz et al. (1986) define the concept as “ a distinct complex construct of self-perceptions, beliefs , feelings, and behaviors related to the classroom language learning arising from the uniqueness of the language learning process” (Lian and Budin, 2014, p.70). Anxiety is viewed as a monster in the eyes of learners since it prevents them from mastering the subject matter. Learners of English as a foreign language face problems of understanding the language on the one hand and building self-esteem to face the anxiety on the other hand.

Moreover, language anxiety is originated from the idea of considering the language as a non-native language, so that learners consider a belief that a foreign language is hard to be learnt, listened, and spoken. As a result, an abstract wall will be created in their mind, which prevents the smooth perception of the foreign language.

According to MacIntyre and Gregersen (2012), anxiety “encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual’s mother tongue” (2012, p. 103). In addition, Foreign language anxiety (FLA)

is defined as: “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre and Gardner, 1994:284). From the above definitions, it is clear that this obstacle is a kind of unpleasant emotional characteristic that is caused by many factors.

1.1.2 Theories of Foreign Language Anxiety

Horwitz, Horwitz and Cope (1986) were the first to conceptualize FLA as a unique type of anxiety specific to foreign language learning. Horwitz et al.’s theory of foreign language anxiety plays a vital role. Horwitz and colleagues FLA theoretical model (1986) is essential to language anxiety research because it was the first to highlight the unique characteristics of FLA. In their theory, Horwitz, Horwitz and Cope’s (1986) defined FLA as “a distinct complex construct of self-perception, beliefs, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (p.128).

They also stated that previous anxiety studies did not establish a clear link between the latter concept and foreign language success due to lack of anxiety measures in relation to foreign language learning. According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety should not just be seen as a case of general classroom anxiety being transferred to foreign language learning, but rather as a situation-specific anxiety, resulting from the uniqueness of the formal learning of a foreign language. They further discussed their clinical experience with foreign language learners in university classes during the teaching process and proposed that FLA should be viewed as a situation-specific anxiety resulting from the uniqueness of the foreign language.

The Foreign Language Classroom worry Scale (FLCAS) was developed by Horwitz, et al. in 1986 as a tool for measuring anxiety. This scale is composed of 33 statements with strong part-whole correlations, with the overall scale intended to measure communication anxiety, test

anxiety, and fear of evaluation that is related to language anxiety. The theory of foreign language anxiety by Horwitz et al. (1986) has received widespread acceptance, and later research has demonstrated the FLCAS's validity and acknowledged the special nature of this condition.

1.1.3 Foreign Language Anxiety

Anxiety is one of the key elements that affect a learner's proficiency in the foreign language according to research on language acquisition. The issue of learning foreign languages has long piqued the interest of linguists.

MacIntyre (1999) stated that “the worry and negative emotional reaction aroused when learning or using a second language” (MacIntyre, 1999, p. 27). Similarly, Coryell and Clark (2009) reveal that “is the tendency to experience an anxious response during language learning interactions”. (Coryell and Clark reveal, p.484).

According to Horwitz and colleagues (1986), foreign language anxiety is a distinct collection of thoughts, emotions, and actions that one might have and that are brought on by the particularities of language acquisition when learning in a classroom (Horwitz et al, 1986). Horwitz et al. (1986) suggested the concept of foreign language anxiety. They were the first to consider foreign language learning-related anxiety as a separate and distinct phenomenon.

Concentration issues, sound distortion, worry and dread, lack of comprehension, errors, frustration, forgetting words and phrases just learned, refusing to speak and remaining silent, complaining of difficulties in discriminating the sounds and structures of a foreign language message, over studying without any improvement in grades, avoiding eye contact, avoiding activities in class, and coming to class late are just a few of the symptoms of foreign language anxiety. (Horwitz, et al., 1986; Young, 1991; Coryell & Clark, 2009).

1.1.4 Components of Anxiety

The difficulty of learning a new language is thought to be a noteworthy issue in SLA research. That's what made many researchers interested in this field. There are three factors that contribute to foreign language anxiety, namely communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). Toth (2010) found that "communication apprehension, fear of negative evaluation, and test anxiety are all important elements which constitute the construct of foreign language anxiety".

On the other hand, Horwitz, Horwitz and Cope (1986) identified three essential components of foreign language anxiety, which are communication apprehension, fear of negative evaluation, and test anxiety. Referring to them as "performance anxieties" (p.127).

1.1.4.1 Communication Apprehension (CA)

The first component is communication apprehension (Aydin, 2008). The latter occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts. The concept refers to fear of getting into real communication with others (p.423). Horwitz, Horwitz, & Cope (1986, p.127) define the concept of communicative apprehension as "a type of shyness characterized by fear or anxiety about communicating with people". In other words, learners feel afraid or uncomfortable when they speak among other people. McCroskey (1977) add that communication apprehension is the degree of dread or anxiety felt by a person in relation to actual or anticipated communication with another person. Learners feel uncomfortable when communicating with others. Moreover, when speaking with others or expressing oneself in a language, they do not fully understand, people often feel anxious and reluctant. (Aida 1994).

Because communication apprehension is a type of situational anxiety connected to Oral Expression and interpersonal contact, it can be linked to foreign language anxiety.

(Argaman & Abu-Rabia, 2002; MacIntyre & Gardner, 1989).

1.1.4.2 Test Anxiety (TA)

The second component is test anxiety. It is viewed by many researchers as fear of failure which is closely related to fear of negative evaluation and test. Horwitz et al. (1986) claimed that test-anxiety is a type of performance anxiety in which the learner experiences anxiety about failing and performing poorly on a test or evaluation. Similarly, Sarason (1984) add that it is the propensity to worry about the effects of performing poorly on an exam or another evaluation. Test anxiety is, in fact, a type of performance anxiety that students feel to fail in an evaluation or test.

1.1.4.3 Fear of Negative Evaluation (F N E)

The third component is fear of negative evaluation. Test anxiety and fear of negative evaluation are viewed as to be similar, both are argued to be linked to situations where people are being evaluated. The difference is that test anxiety is more prevalent; that is, fear of negative evaluation is more pervasive because it can affect any routine classroom interaction or speaking activity that calls for the teacher's input. The teacher's and peers' criticism and negative evaluation during speaking activities is something that students are well conscious and are anxious of, mainly when evaluation counts the speaking errors that other people make, which puts pressure on the students and make them worry more of their self-image than the job at hand.

Watson & Friend (1969, p. 448) define this component as the “apprehension of other's evaluation, distress over their negative evaluations”. In contrast to test anxiety, which is restricted to test-taking situations only, fear of negative evaluation has a wider scope and can manifest itself in social evaluation situations like employment interviews or speaking in the foreign language. (Horwitz, Horwitz & Cope, 1986). This kind of fear results from the learner's

feeling as though their teacher or peers are evaluating and judging them negatively while they are in the classroom. Therefore, the major characteristic of foreign language anxiety is fear of evaluation which is considered as the primary component.

All of the previous components (communication apprehension, test anxiety, and fear of negative evaluation) have great effects on foreign language learning; they are closely related to each other; and they impede the learners and affect their communicative skills.

1.1.5 Sources of Anxiety

The most well-known causes of language anxiety, according to many researchers, come from various sources. While some are connected to the teacher, others are related to the student or instructional activities. The main two sources are personal and interpersonal characteristics, which are related to the learners. According to Young (1991), language anxiety develops from personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, as well as language testing.

1.1.5.1. Personal and Interpersonal Anxiety

According to Young (1991), self-esteem and competitiveness are two significant sources of the learner's anxiety in personal and interpersonal relations. Many researchers like Price (1991), Baily (1983), and Ellis (1994) argued that the most frequent causes of linguistic anxiety, interpersonal and personal anxiety have been studied in conjunction with other social and psychological contrasts like self-esteem, competitiveness, collective identity, or social dialogue.

Other factors that play a significant role in causing anxiety when learning a new language include personal traits like poor self-esteem, fear of speaking a foreign language, and low self-perceived foreign language proficiency as well as interpersonal problems. (Young,

1991). According to Liu and Jackson (2008), other significant factors contributing to language anxiety include fear of making mistakes, the correction of mistakes made by teachers, and speaking in front of classmates or teachers. According to Dewaele, Petrides, and Furnham (2008), learner perception is a major factor in linguistic anxiety. Other researchers stated that the learner's level of self-esteem negatively correlates with foreign language anxiety. These researchers include Bailey et al. (1999), Yamini and Tahriri (2006), and Young (1992). People with poor self-esteem are likely to worry about what other people will think of them, which significantly raises anxiety levels.

1.1.5.2 Learners' Beliefs about Language Learning

Young (1992) concludes that learners' belief about language learning is another important contributor to FLA. Many researchers like Young (1992), Bailey (1983), Horwitz et al (1986) stated that EFL learners may have negative thoughts that interfere with their language learning process. Inside the classroom, these thoughts may cause stress, frustration, and anxiety among peers.

These erroneous assumptions may contribute to linguistic anxiety. Although the majority of novices are very motivated, according to Young this cannot make them sound like native speakers. Additionally, when FL learners believe that proper pronunciation is the most crucial, this will cause them worry and frustration.

Young (1991) stated that these unrealistic beliefs may contribute to linguistic anxiety. Although the majority of novices are very motivated, according to him, this cannot make them sound like native speakers. Additionally, when they believe that proper pronunciation is the most crucial, this will cause them worry and frustration.

1.1.5.3 Instructors' Beliefs about Language Teaching

Learner language anxiety may be exacerbated by teachers who believe that their duty is to correct the students constantly whenever they make mistakes; who fear having students work in pairs because the class will get out of hand; who think they should do the majority of the talking and teaching; and who see themselves more as a drill sergeant than a facilitator. (Young, 1991, p.428).

Instead of assisting their students, instructors feel that they need to rectify their errors. This could be viewed as a factor in the learner's anxiety about language. Instead of sticking to the teacher's comments, EFL students frequently have issues with the teacher's method of correcting their errors. Teachers deny the notion that correcting mistakes and errors harshly and making students feel uncomfortable may cause anxiety in students.

Numerous studies have revealed that many instructors may blame their students for their phobia of language. They believe that being rigorous and harsh with their learners will be as a source of inspiration to them. Unfortunately, this may increase the learner's anxiety and fear of speaking up for themselves and may reduce their involvement in the classroom.

1.1.5.4 Instructor-Learner Interactions

Young (1991, p429) argued that the teachers' behaviour in the classroom can have an impact on how they engage with their students. The teachers' hard methods of reprimanding learners for their errors are thought to be a source of anxiety. Additionally, giving a wrong response, standing in the wrong spot in front of their classmates, and appearing foolish can all cause anxiety. Making corrections, however, is something essential and necessary, but the method used to do so is unacceptable. In conclusion, how the errors are fixed matters more than the blunders themselves. So, mistakes do not matter but how they are corrected matters much more.

1.1.5.5 Classroom Procedures

Activities such as oral tasks and practices are considered a major cause of anxiety in EFL classes. According to Young (1991), the majority of learners who experience high levels of anxiety are linked to oral tasks that require them to speak in front of their peers. (p.429). These activities may cause them the highest level of anxiety in their natural learning process.

1.1.5.6 Language Testing

When it comes to language testing, the more the instructor assesses his students and the more he creates uncomfortable and ambiguous tests and task formats, the more anxious and frustrated the students will be (Young, 1991, p.429). Similarly, when it comes to a particular kind of language exam, some students are more anxious than others.

1.1.6 The Impact of Anxiety in Foreign Language Learning

Anxiety affects negatively the students speaking skill. Much research on this topic revealed that learning a foreign language is negatively impacted by fear related to learning a foreign language (Horwitz, Horwitz et al., 1986; MacIntyre, 1999; Marwan, 2016).

Juhana (2012) argued that FLA can affect how well oral language is produced and cause people to look less fluent than they actually are. Similarly, MacIntyre (1999) stated that Compared to less worried students, anxious learners commit more mistakes—consciously or unconsciously—and code switch more frequently. Horwitz, et al. (1986) add that the learners' ability to communicate a foreign language may be influenced by their anxiety that affects their performance. MacIntyre and Gardner (1991) argue that For EFL students, anxiety can lead to a variety of possible issues because it can delay the acquisition, retention and the production of the new language”. Furthermore, Krashen (1985) suggested that fear is a barrier to learning that prevents students from advancing and performing.

1.1.7 Strategies to Reduce Speaking Skill Anxiety

Anxiety is considered as the main factor that impedes the students' performance in the learning process. To this end, they should find a solution to cope with this problem which impedes this process, in others word to find a way for ameliorating speaking anxiety.

Teachers and learners have the same role in reducing speaking anxiety, because anxiety has a negative impact in their performance.

Researchers (Arnold (1999), Tseng (2012) have been investigating some strategies to help students to reduce their speaking anxiety. Which there are two strategies to reduce speaking skill anxiety; teacher's strategy and learner's strategy.

1.1.7.1 Teachers Strategies to Reduce Speaking Anxiety

Teachers have a significant role in reducing the student's speaking anxiety. Many researchers propose some strategies that may help teachers to create a relaxed classroom. Jane Arnold (1999, p.67) highlights some suggestions that can be used by teachers to reduce speaking anxiety:

- ✓ Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem.
- ✓ Give students numerous chances to succeed in a language class, one can raise their self-esteem and confidence if language anxiety has already become a lifelong trait for them.
- ✓ Promote low-risk behavior and ambiguity endurance in a calm, non-threatening environment.
- ✓ Be very clear about the objectives of the lesson, and assist students in coming up with plans to achieve them.
- ✓ Permit students to use the language even when they do not execute it perfectly.

- ✓ Encourage students to unwind by using music, jokes, or activities.
- ✓ Use fair assessments with clear, well-known item types.
- ✓ Assist students in evaluating their work realistically.
- ✓ Encourage learners to use positive self-talk and to "reframe" illogical or unfounded thoughts in their minds.

Utilizing various teaching methods in the classroom is crucial for motivating students. Encouraging students to appreciate their language learning by supporting them in changing negative emotions like anxiety, different fears, and lack of confidence into positive ones. The most important idea is that in order to accomplish learning goals and accommodate as many students' different learning styles as possible, teachers should be aware of when and how to use them, encourage students to study their language and assist them in doing so.

1.1.7.2. Learners strategies to reduce speaking anxiety

Learners as well have a vital role in overcoming speaking anxiety which is considered the main aspect for preventing them to speak fluently. So, it is advantageous for them to be aware of the various methods that can help them. Tseng (2012, p: 75), suggested some points to follow:

- ✓ Observe and identify thoughts that produce the emotion of fear, which has no solid basis and is unjustified. Thinking positively is essential, but one must remember that errors are a natural part of the learning process, and anyone can make them. It is also essential to understand that perfection does not imply success because it is a possible goal and is not required for success.
- ✓ By taking a few easy steps in the classroom, such as sitting up straight, taking slow, deep breaths, stretching, and engaging in some muscle relaxation techniques, students can learn how to relax and transform their anxiety into positive energy.

- ✓ Thinking and organizing one's ideas which are related to vocabulary, structure, intonation before expressing them.
- ✓ Successful communication is achieved by the concentration on the message itself to be delivered neither on people nor on making mistakes in delivering the message.
- ✓ One needs to be friendly and socialize with their surroundings in order to feel comfortable when speaking.
- ✓ Having a pleasant relationship, interacting with the teacher during class time by greeting them, and asking relevant questions.
- ✓ Avoid sitting at the back of the classroom, and move forward in front of the person you want to speak to facilitate speaking.
- ✓ Self-confidence is so important in the learning process, so building self-confidence depends on the amount one practices speaking in English because the more one speaks, the more he will fulfill his confidence in speaking.

Conclusion

The issue of foreign language speaking anxiety has been researched from various angles, for example, some researchers have looked into its relationship with language skills, and others have explored its effects on the learners. Most of the researchers agree that foreign language speech anxiety has negative effects on students' learning and speaking performance, it can affect both oral and written communication skills.

Both foreign language instructors and students need to be aware of FL anxiety as a barrier that prevents them from succeeding, particularly when learning a second language.

To conclude, many academics and scholars have researched foreign language speaking anxiety from numerous perspectives, with the majority of studies attempting to see how anxiety stops learners from succeeding in their learning through various ideas.

Chapter Two: The Fieldwork

Investigating Attitudes toward the Effects of Anxiety on the students' speaking performance

Introduction

2.1. Section One: The Students Questionnaire

2.1.1. Aim of the Questionnaire

2.1.2. Sample

2.1.3. Description of the Questionnaire

2.1.4. Analysis of the Questionnaire

2.2. Section Two: The Teachers Questionnaire

2.2.1. Aim of the Questionnaire

2.2.2. The Sample

2.2.3. Description of the Questionnaire

2.2.4. Analysis of the Questionnaire

conclusion

Introduction

The present study seeks to investigate the teachers' and the students' attitude toward the impact of anxiety on EFL students speaking skill at the Department of Letters and Languages, Abdelhafid Boussouf Mila University Centre. Since students and teachers are the main variables of this research, their opinions and ideas are very important for checking the validity of the research hypothesis. To this end, we have conducted a questionnaire for both first year students and oral expression teachers, seeking to suggest some solutions to help students improving their speaking ability and decrease anxiety. This chapter present the fieldwork of investigation. It is divided into two sections. The first section describes the methodology of the work where data collection and data analysis were describes and the second section presents the results obtained from both questionnaires, the students' and the teachers' questionnaires.

2.1. The students' questionnaire:

2.1.1-Aim of the Questionnaire:

This questionnaire aims to investigate the impact of anxiety on EFL students' speaking skill. We prepared this questionnaire in order to gather data about the factors that affect the speaking skill and to give the opportunity to the students to suggest some strategies to overcome anxiety and improve the speaking skill.

2.1.2- Sample:

The questionnaire was administered to first year LMD students at The Department of English, Abdelhafid Bosouf Mila University Centre. The process was conducted online. Only sixty-two 62 students who responded to the questionnaire were chosen randomly among the total number of the first-year population (366).

The selection of this category was based on the constant complains of the students about their fear of the use of English inside the class, at the same time, their desire to speak fluently without fear and anxiety.

2.1.3-Description of the Questionnaire:

The questionnaire includes three 3 sections and fifteen15 questions which are set and arranged in a logical order. It contains close- ended questions, such as Likert scale and multiple choice questions, and open-ended questions. However, the open-ended questions were not answered by all the respondents.

Questions one to four are dedicated to the students' background information. In the first question, Question1, the students were asked whether or not English was their choice. The second question was about their desire to attend oral classes. The 3rd question about their participation during Oral Expression class and they justify their answers in Question4.

The second section is dedicated to anxiety in EFL class, it includes nine9 questions. The first question examines whether English is considered a difficult specialty to learn or not with giving a justification in Question2. The next questions Question3-Question5 investigate the student's anxiety during oral performance. Question 6 seeks to investigate the causes of anxiety with the opportunity to choose more than one answer, Question7, Question8, Question9 are about activities that make students feel anxious.

The last section about reducing FL anxiety and improving the speaking skill and it consists of two questions that are related directly to the study hypothesis. Question1 is related to the techniques that may reduce anxiety. Question2 is an open-ended question which is about the opinions and suggestions to improve the speaking skill and overcome anxiety.

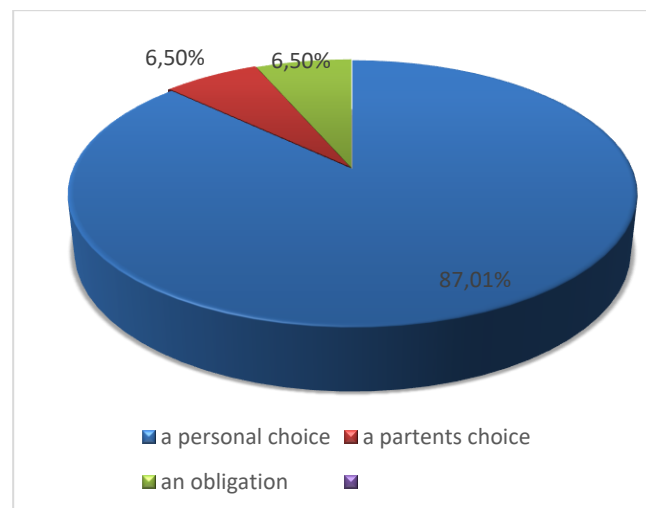
2.1.4. Analysis of the Questionnaire

Section One: General Information:

Question 1: You have chosen English because it is:

- a) A personal choice.
- b) A parent's suggestion.
- c) An obligation.

Figure1: Students' choice to study English at the University



In the first question, the students are asked whether learning English was their choice or whether they were obliged to choose it. The aim of this question is to see whether the students like to learn English or not. The results are presented in the figure1.

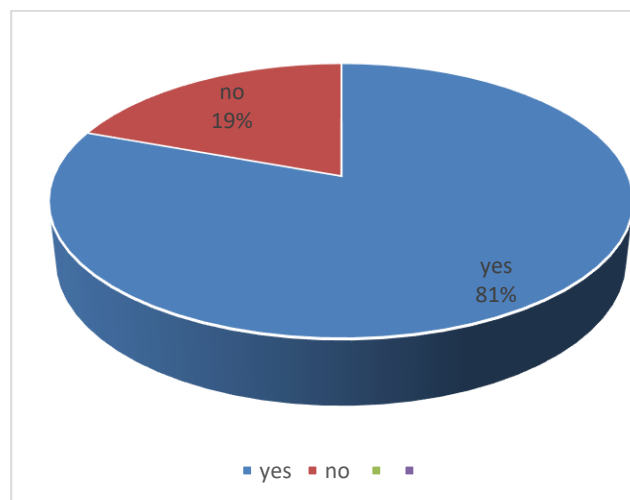
Figure 1 indicates that most of students (87%) declare that learning the English language was their own choice this means that they choose it convincingly without any pressure or external interference, they are willing and motivated to learn the language. While for (6.5%), learning English was their parents' choice or was because they get good marks in the BAC exam and the others (6.5%) were obliged to learn it. We would attribute these results to the fact

that these students are motivated to learn and that they are expected to be less anxious than those who were imposed to study it. Many students learn English as a foreign language because of its popularity, and its use among the Algerian youths. A confirmation of these results will be investigated further when we proceed in the analysis.

Question2: do you like to attend Oral Expression classes?

- a. Yes
- b. No

Figure 2: Students Desire to Attend Oral Expression Classes



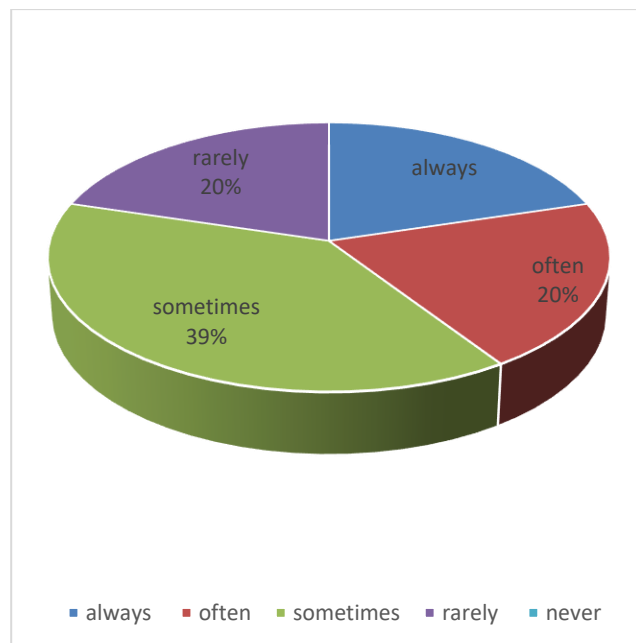
Question two serves the purpose of knowing more about the students' desire to learn English. The students are asked to answer yes or no to see whether or not the students like to participate in Oral Expression. The chart above (figure 2) shows that a large number of students (80.60%) like to attend oral classes. This percentage is optimizing it indicate that they have the desire and motivation to learn and to participate effectively, and may lead to group motivation especially for shy and anxious students. The low percentage (19.40%) might reflect the answers of the students who do not like to attend Oral Expression classes and who might have been imposed by their parents. So these students lack motivation and are, accordingly, assumed to

have an increased anxiety to participate in oral classes in comparison to their counterparts who are motivated.

Question 3: How often do you participate in oral English classes?

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

Figure3: Student's frequency of participation in classroom



Oral Expression session is considered as the only session where students can talk freely, express their ideas, and discuss them, at least for many students. This question is designed to investigate how often students participate in the classroom.

As illustrated in the chart above (figure3), we can obviously notice that a few participants 37.10% (23 participants) said that they sometimes participate in oral sessions, while the minority (19.40%) always participate, showing that they are active participants. The frequent participation from the part of students allows for a motivating atmosphere and urges students to be more engaged and active. Equally, the results shown by the students who often and rarely participate indicate and although they may make an effort to interact and speak, most of the time they remain passive. The classroom atmosphere is the best place for them to practice their speaking abilities because colleagues and teachers surround them. 4.80% (3) of participants said that they never participate. Despite the fact that these participants cannot participate they can be influenced favorably by other active students.

Question 4: Whatever your answer, justify it, please!

In the previous question, we investigated the students frequency of participation in Oral Expression, and through this question, we collect justifications. The results came in different words:

The table below presents the “sometimes” answers.

Table4: Justifications of the Answer “Sometimes”.

Participants	Justifications
	-Non- familiarity with the topic presented during the session. -Fear of making mistakes. -Lack of vocabulary. -Depending on the easiness or difficulty of the question. - No enough time to think and share. -Lack of self-confidence.

23 participant	- Shyness. -Participating only when the topic is interesting. -Teacher-centered learning.
-----------------------	---

Table5: The table below represents the answer “Always” and “often”.

Participants	Justifications
-Always12 -Often 12	-Some students adore Oral Expression because is the only Module where they talk freely and express their thoughts. -They like the teacher. -It helps them to enhance their speaking skill. - It reflects the student’s self-confidence and motivation. -It improves their pronunciation. -Others attend oral sessions because it make a strong Relationship between the teacher and the students and between The students themselves. -It is beneficial to improve their accent and correct mistakes. -It depends on their mood. - They are afraid of others feedback. - Teachers interact only with active students.

Table5: justifications of the answer “Always” and “Often”.

Table 6: Below represents the answers “rarely” and “never”.

Participants	Justifications
Participants -Rarely 12 -Never 3	-Respondents don't like oral expression. -They lack self-confidence. - They hate Oral Expression. -They think that they are not good speakers. -The majority feel uncomfortable when they talk. - Anxiety and shyness are an obstacle. -Teachers interact only with active students. - Teachers do not motivate students. -They don't like to interact.

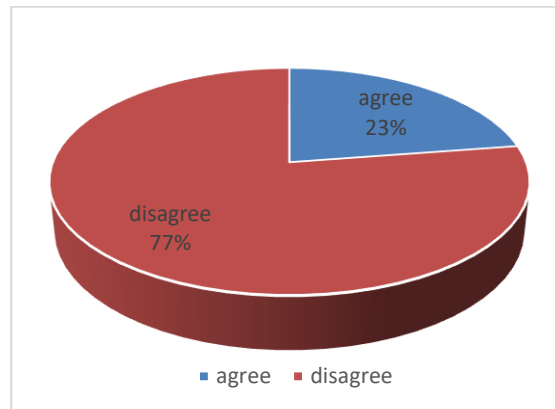
Table6: justifications of the answer “Rarely” and “never”

Section two: Anxiety in EFL Class

Question5: Learning English as a foreign language is difficult:

- a) Agree
- b) Disagree

Figure 4: Students' Opinions about Learning English



Through the chart above (figure 4) we know what the students think about learning English. The results indicate that 77.40% (48) of the participants disagree that learning English as a foreign language is difficult, which indicates that these students may have the ability to learn English and practice it and want to improve their speaking skills, while 22.60% (14) have a different opinion. The results assert that there are students who see English as a difficult language to learn, perhaps because of lack of vocabulary baggage or low linguistic competence. The participants are asked to justify their answers in the next question so that we will figure out the reasons. These results show that nearly all the subjects agree that learning English as a foreign language is not difficult, but in reality, anxiety exists in their learning process. Although some students may be motivated to learn the English language, they may feel stressed when speaking and interacting with others. Effective language learning is the task of both teachers and learners.

Question 6: Would you justify, please!

Table8: The table below represents' opinion (agree) about the Difficulty of Learning English as a Foreign Language.

Participants	Justifications
Participants 14	-They believe that learning English needs time and effort - People in our society do not speak English - There is a difference between English and the mother tongue (the influence of the mother tongue) -They feel worried when they speak in English -Speaking needs more practice

Table8: Participants' Justification why English Is Difficult to Learn

Table9: The table below represents' opinion (disagree) about the difficulty of learning English as a foreign language.

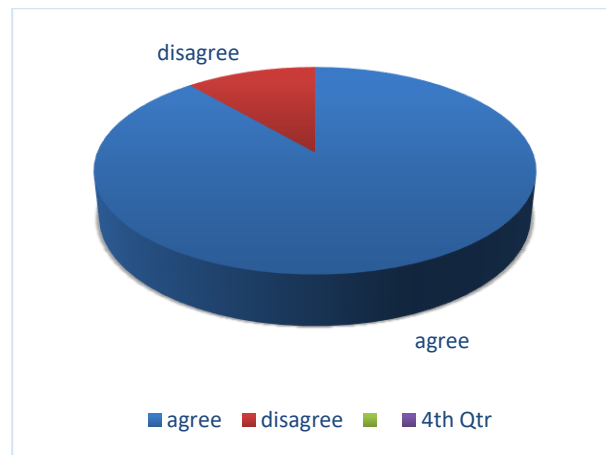
Participants	Justifications
Participants 44	-The majority find it easy to learn -Others enjoy when learning English -Not complicated and simple grammar and easy vocabulary. - It is the first language dominated in the world so they feel obliged to learn it even though it is difficult

Table9: Participants Agreement that English is Difficult to Learn

Question 7: Anxiety is among the causes behind foreign language learning difficulties?

- a) Agree
- b) Disagree

Figure5: Participants' Perception of whether Anxiety is among the Causes of their Foreign Language Learning Difficulties



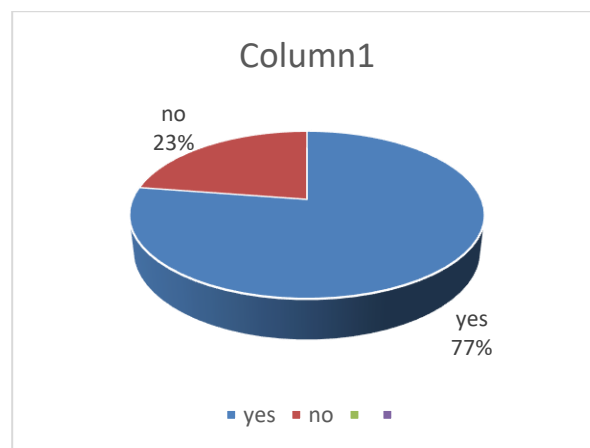
Through this question, we come to know whether anxiety is among the causes behind foreign language learning difficulties. The aim of this question is to find out whether there are other causes that make English a difficult language to learn. The statistics provided in (figure 5) display that the majority of students state that anxiety is among the causes of their foreign language learning difficulties 88.70%. (55), while a few other participants declare that anxiety is not among the causes of their foreign language learning difficulties 11.30% (7). With regards to the results obtained from this question and the previous one, we can say that between what students believe and what they are, there is a gap. Good public speaking skills, self-assurance, and a strong desire to learn do not seem to be enough to shield learners from obstacles and challenges throughout their learning. This suggests that anxiety is a key element that influences how well students perform orally.

Question8: Do you feel anxious when you speak in oral classes?

- a. Yes
- b. No

Figure6: Participants' Attitudes towards the Effect of Anxiety on them

Foreign Language Learning



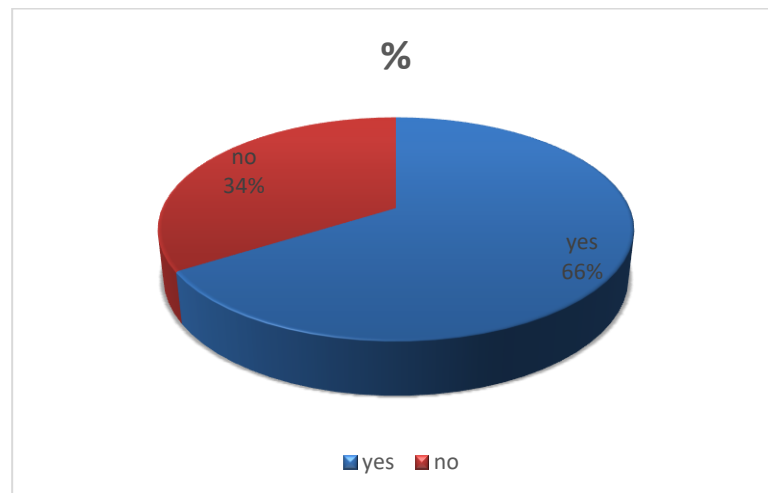
Through this question, we aim to investigate the student's anxiety inside the classroom when they speak and interact with others. It is observable from the chart above that most of the students, 77.40% (48), affirm that they feel anxious when they speak in the class, while only 22.60% (14) state that anxiety does not affect their speaking skill inside the class. These results clarify that many students complain about the effect of anxiety on their speaking proficiency, and they confirm that anxiety has a serious influence on their performance. The former is considered the main reason behind their failure. One would deduce from these findings that EFL students may face other obstacles other than anxiety like lack of confidence, lack of encouragement and motivation. For this, self-confidence is a very important part, which can lead to better results and successful learning process.

Question 9: Does the teacher's eye contact or friend's views make you nervous when speaking in front of the class?

- a) Yes
- b) No

Figure 7: Participants Attitudes toward the Teachers' and

Students' Eye Contact

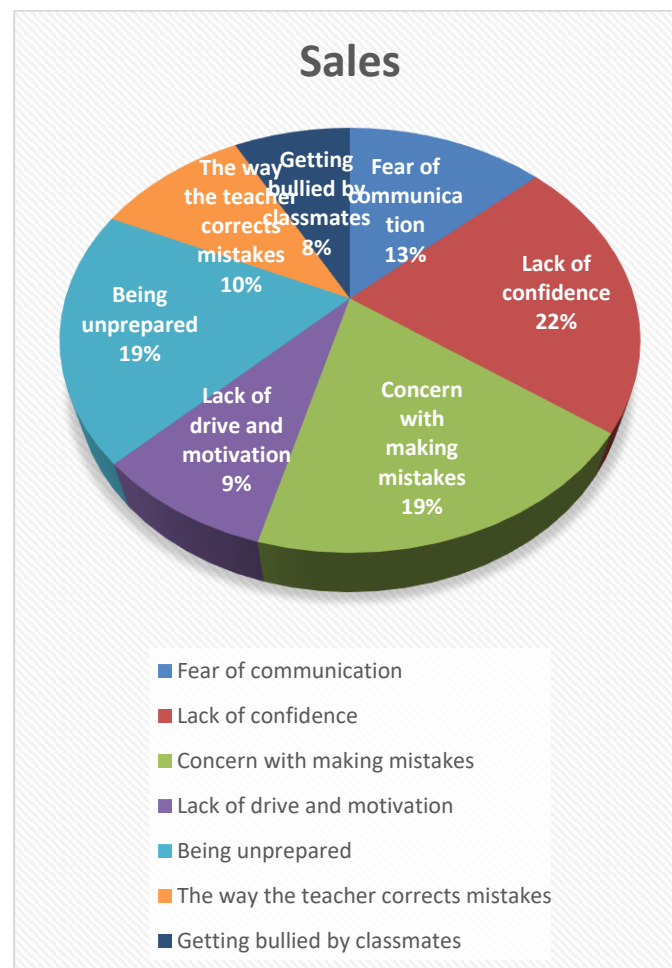


Question 9 aims to investigate the reasons that make the students feel anxious; it also examines the influence of eye contact on their performance. Concerning the students answers, 66.10%(44) declare that the eye contact makes them nervous and worried when they speak in front of the class, while 33.90%(21) of the students are not influenced by others when they speak. The results confirm that the majority of students do not feel comfortable when they speak in front of their teacher and classmates. This would be attributed to lack of confidence and lack of accuracy and fluency. Thus, these fears are really blocking their abilities because speaking situations create a sense of threat and lead to weak performance.

Question10: In your opinion, what are the principle causes of anxiety? (You can choose more than one answer).

- a) Fear of communication
- b) Lack of confidence
- c) Concern with making mistakes
- d) Lack of drive and motivation
- e) Being unprepared
- f) The way the teacher corrects mistakes
- g) Getting bullied by classmates

Figure8: Learners' Causes of them speaking anxiety



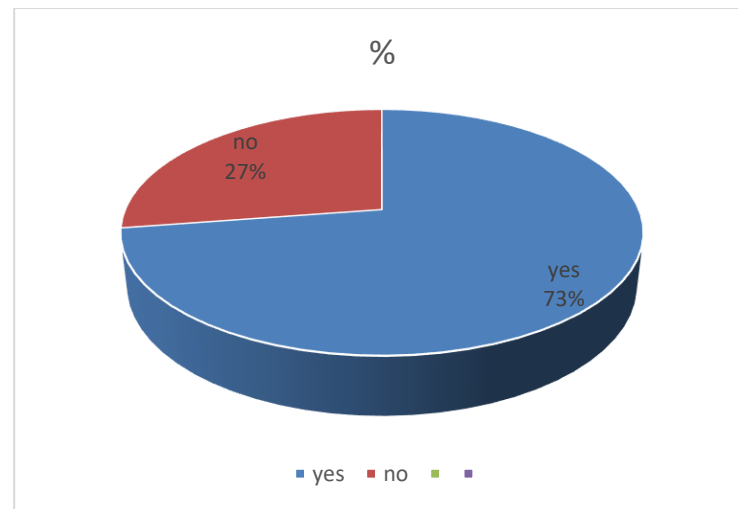
This question is a multiple-choice questions that helps us figure out the main causes of anxiety, as we believe that there are many causes of this psychological factor. From the statistics, we find that the students who attribute their speaking anxiety to lack of confidence are 58.10% (36), while those who attribute it to fear of making mistakes and lack of preparation are 51.60% (32), while 35.50% (22) relate it with to a fear of communication. 27.40% (17) of the participants identify the way the teacher in correcting mistakes as a cause of their anxiety. Lack of drive and motivation was identified by 22.6% (14) of the participants. 21% (13) of them stress being bullied by classmates. Fear of making mistakes is a common issue between students; they may not talk because they fear of others reactions or because of the way their teacher corrects their mistakes. The students who do not prepare well would consider Oral Expresion as a less important module. Lack of confidence plays a crucial role in failure in the learning process; it builds up a barrier that prevents students from achieving t002heir goals.

Question 11: Does the result of your low speaking proficiency make you feel unsure when speaking in English fluently?

a-Yes

b-No

Figure 9: Participants Opinion about the Influence of Low Proficiency when Speaking

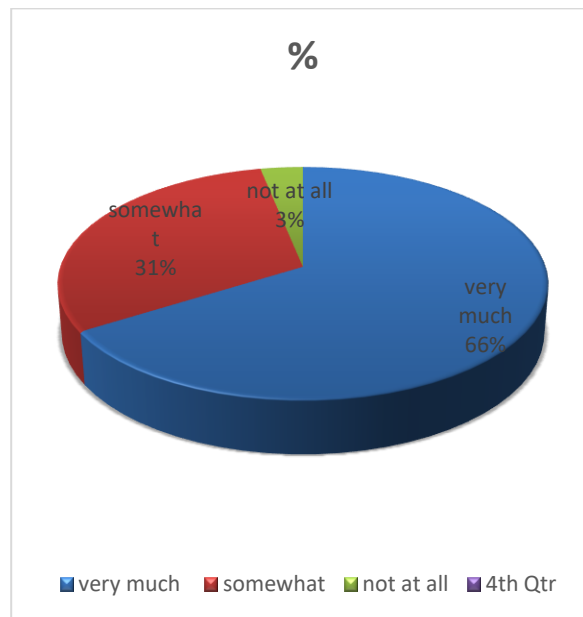


The aim of this question is to investigate the fluency of students when speaking in English. The findings are illustrated in the above chart (figure 9). Many participants, 73% (45), assert that the results of their speaking proficiency make them feel unsure when speaking English fluently, while the minority of the participants 27.40% (17) claim that low speaking proficiency does not affect fluency.

Question 12: To what extent does practice in Oral Expression class help you improve your oral performance?

- a- Very much
- b- Somewhat
- c- Not at all

Figure 10: The Role of Oral Expression in Improving the Student's Oral Performance



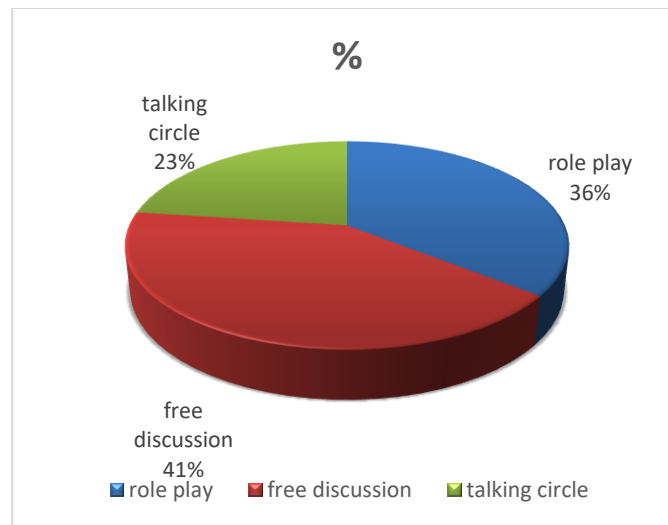
Since Oral Expression module is important for the students to improve their speaking skills, this question aims to find out to what extent practice in Oral Expression helps the students improve their speaking skill. The results are displayed in the chart above. The statistics reveal that more than half of the sample (66.10%) claim that practicing during oral sessions can greatly improves their speaking skill, which would assert that teacher's methods and approaches used are sufficient, and that the students may have the desire to learn. This can be motivating factor even for the minority. Only (30.60%) of the participants report that practice relatively plays a role choosing 'somewhat'. Only (3.20%) of the participants claimed that practice in oral sessions is not at all useful and does not improve the speaking skill. According to these results, the majority of students are willing in improving their speaking skills through practice.

Question 13: What are the speaking activities you feel more anxious in performing?

- a. Role play
- b. Free discussion

c. talking circles

Figure 11: Oral Activities that Increase the Students Anxiety



Through this question, we ask the students which speaking activity (ies) that increase (s) their anxiety. It is clear from the results above that 46.8% of the participants feel anxious in free discussion activities, while 40.30% of the respondents feel anxious in role-play activities. Only 25.80% of the participants felt anxious during the talking circle activity. All the results may assert that students have a big problem with speaking, especially in free discussion and role play activities. This might be attributed to the fact that when the students they talk in front of the class spontaneously, their level of anxiety arises, and that they feel more comfortable in talking circle activities.

Section Three: Reducing FL Anxiety and Improving the Speaking Skill

Question14: Which techniques do you think can help to reduce anxiety?

- a. Use of positive self-talk
- b. Encouraging oneself to take risks
- c. Using relaxation strategies
- d. practice and preparation

e-Eliminate fear of making mistakes

Figure 12: Participants' Opinions about the Techniques Used

to reduce their Anxiety



This question seeks to investigate the students' opinions about the techniques used to help reduce anxiety. The participants are informed of the possibility to use more than one technique. According to (figure12), we can notice that the number of students who reported practice and preparation is 66.10%, representing the majority of the participants. The number of students who encourage themselves to take risks represents nearly half of the sample 53.20%, and that eliminating fear of making mistakes is also chosen as preferred technique for 40.30%. We can observe that only 37.10% of the students use positive self-talk, while using relaxation strategies seems to be the least popular technique with only 17.70 % of the students. Naturally, all the learners are anxious speakers; they recognize the negative impact of anxiety on their speaking skills. As a result, a variety of methods and techniques are available to help

individuals reduce their worries. They can rely on them to feel more at ease and manage their speaking anxiety.

Question15: Would you suggest some effective techniques to reduce anxiety and enhance speaking?

This question is directly related to the suggestions about strategies to reduce anxiety and enhance the speaking skill. The answers are as follows:

Participants	Suggestions
62 participant	- The teacher motivates students - One should improve his self confidence - They should practice and speak without paying attention to other reactions - Reading is effective - Speaking in front of people that you feel comfortable with is worth - Group work is also effective - Creating a relaxing atmosphere is necessary - Teacher-student relationship should be looked at attentively

Table 18: Participants' Suggestions about Effective Techniques to Reduce Anxiety and Enhance the Speaking Skill

The suggestions introduced by the participants indicate that teachers play an important role in improving students speaking skills. Reading as a skill may also help students overcome anxiety. Also motivation has a crucial impact on the psychology of learners and they focus more on group work as an effective technique, teachers also may creating a relaxing

atmosphere to make students more comfortable, lastly teachers should have a positive relationship with their students helps them become more successful in the classroom

2.1.5. Summary of the main findings of the students' questionnaire:

From the analysis of the data of the students' questionnaire, we come to the conclusion that most of the students declare that English is their choice. The majority of them like to attend Oral Expression sessions, and most of them sometimes participate; they declare that it is the only session where they discuss freely and speak. The students consider learning English an easy task; however, most of the answers confirm that students complain about many problems, where anxiety was identified as the most common obstacle. The questions explore the influence of anxiety on the students' speaking skill, and the findings of these questions confirm our hypothesis. The majority of students believe that lack of confidence is the main reason underlying anxiety. Last but not least, many students indicate that Oral Expression has a high impact on improving their speaking skills, and that they prefer free discussion activities over other speaking activities, like role play and circle talking. Most of the participants believe that practice and preparation techniques are the most useful strategies to improve their speaking, and they suggest many other techniques, including group work, teacher-learner relationships, and public speaking.

2.2. The Teachers' Questionnaire

2.2.1. Aim of the Questionnaire

The teachers' questionnaire is designed to confirm the students' answers about anxiety and to obtain more details about the factors that affect the speaking skill. This questionnaire is also administered to gather data on the teachers' attitudes of the level of students, taking into consideration their suggestions to improve the speaking skill and overcome anxiety. The

varying levels of teaching expertise have the right to shed light on the best ways to lower anxiety and improve the students' speaking proficiency.

2.2.2. The Sample

This questionnaire is administered to teachers of Oral Expression at The Department of English, Abdelhafid Bousouf Mila University Center, our sample of 12 teachers is taken from this population to serve the aim of our questionnaire.

2.2.3. Description of the Questionnaire

The teacher's questionnaire consists of 19 questions that differ from "closed" to "open-ended" questions. Closed questions require from the teachers a "Yes" or "No" answer or require from them to tick up the right answers from a set of options, while open –ended questions ask them to give their personal opinions or background information about subjects or add a justification for their choices. This questionnaire incorporates four sections:

The first section, entitled "personal information", involves five questions aiming to gather general information about the teachers' qualification, their students' participation and their opinions about oral classes.

The second section, including seven questions, deals with anxiety in EFL classes. This section aims to obtain information about the teacher's evaluations of the student's participation during Oral classes, and to what extent anxiety affects their foreign language learning outcomes.

The third section, investigates the strategies to reduce anxiety and improve the students' EFL speaking. This section aims at exploring the different strategies that might be used by teachers to reduce anxiety and improve the speaking skill.

The last section, deals with reducing FL anxiety and improving the speaking skill. The aim of this section is to examine the teachers' attitudes about their students' anxiety while speaking, the different problems that face students in oral classes and the teachers' opinions about the strategies that they use in order to help students to decrease their anxiety.

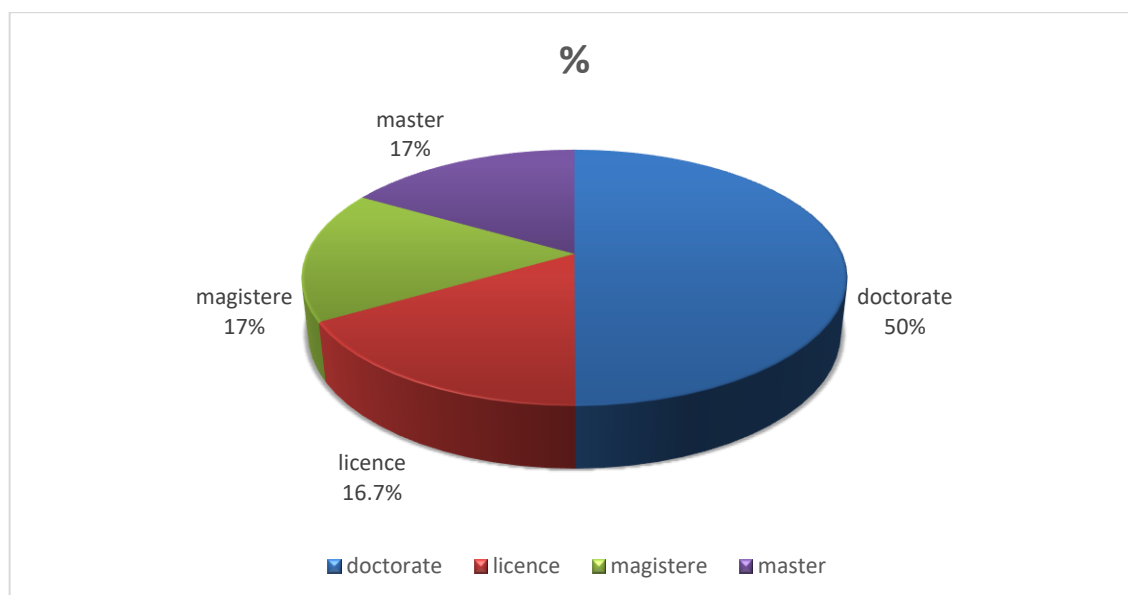
2.2.4. Analysis of the Questionnaire:

Section One: Personal Information

Question1: Teachers' qualification

This question aims to investigate the teacher's qualifications and level of expertise. The chart below summarizes the results:

Figure 13: Teachers' Qualifications

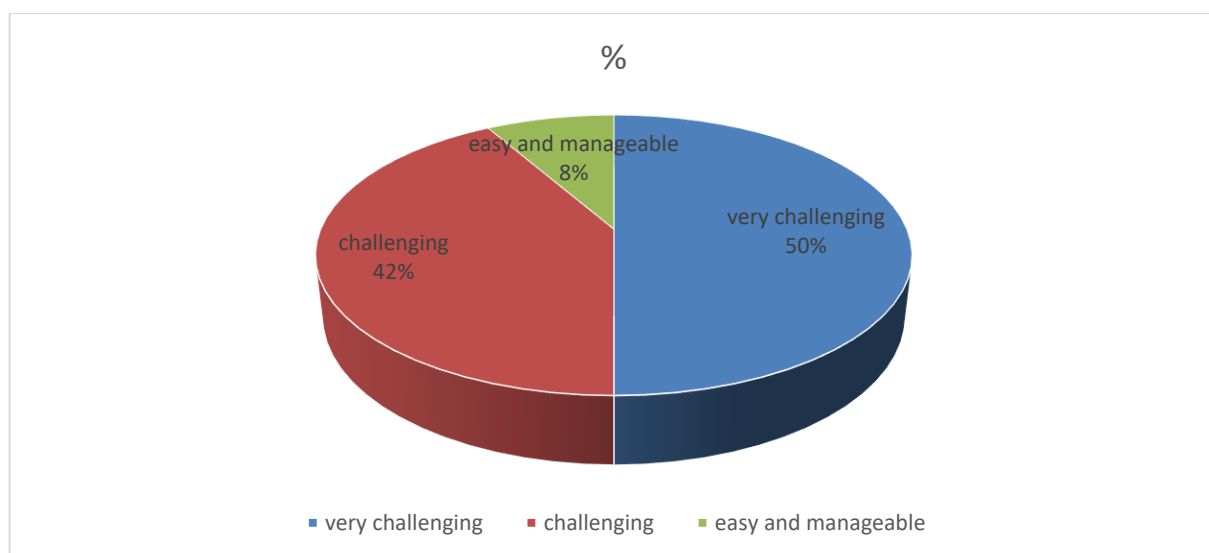


From figure 13 above, one can observe that 50% (6) of teachers have Doctorate degree, which represents half of the sample of Oral Expression module. This indicates that the teachers are qualified and competent enough to carry FL learning process. This is considered a good sign, showing that the teachers are competent enough to carry a successful FL classroom.

Question 2: How do you consider Oral Expression classes?

This question is designed to explore the teacher's opinion about the difficulty of Oral Expression and the data obtained are as follows:

Figure 14: Teacher's Opinion about Oral Expression difficulty



According to the results in the chart above, half of the sample 50% state that Oral Expression is a very challenging module, which may be due to the students' fear to speak in the foreign language. According to the teachers, EFL students face obstacles and problems, especially when they speak. 41.7 % (5) of teachers believe that Oral Expression is challenging and only 1(8.3%) teacher claim that it is an easy and manageable task.

This is really a crucial factor to take into account by the teachers themselves in order to adjust the situation and try to find answers to whatever the challenges are, in order to ensure successful instruction.

Question 3: Would you, please, justify?

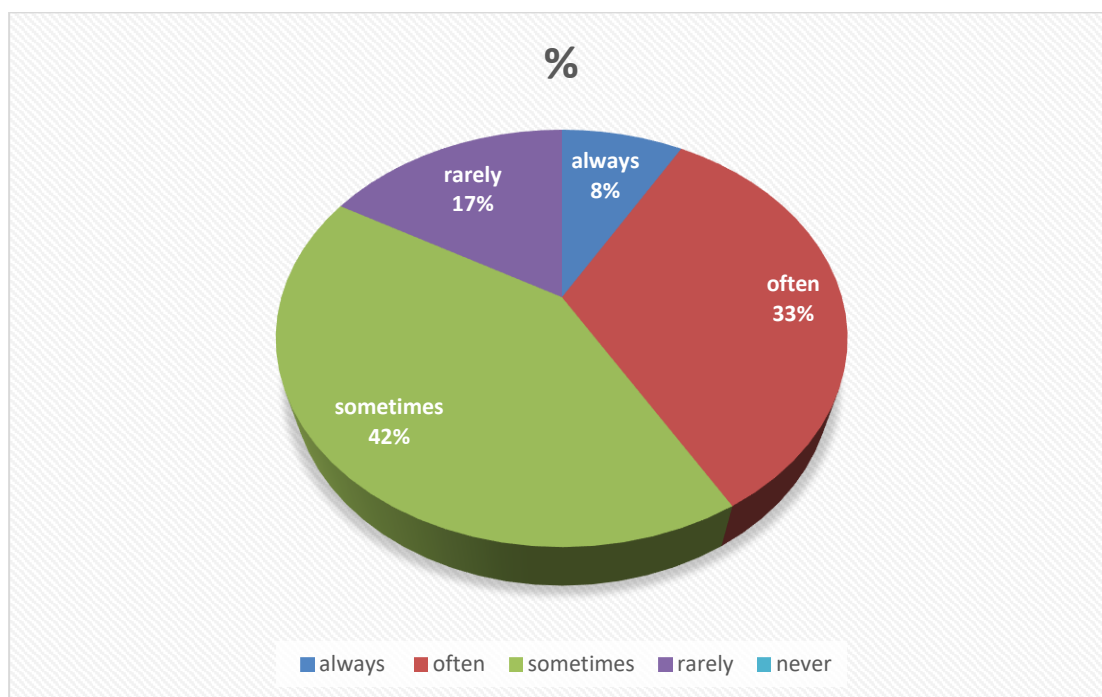
Table21: the table below represents teacher's justifications about Oral Expression.

Participants 6	Justifications
Teacher1	-The low level of students' speaking performance.
Teacher2	-Because as a teacher you need to work on developing different learners' skills not only speaking.
Teacher3	-It is hard to motivate them and identify areas of interest and which strategies to use for the purpose of improvement.
Teacher4	-Students difficulties concerning psychological problems)
Teacher5	-It is challenging to motivate students to speak out. -They are challenging because of lack of materials (e.g., listening tools)
Teacher6	-It needs all the skills to be taught -It is flexible in terms of activities used.

Table21: Teachers' justifications about Oral Expression class

Question 4: How often do your students participate in Oral Expression sessions?

The aim of this question is to ask teachers about how often their students participate in Oral Expression, and investigate to what extent Oral Expression plays an important role in enhancing the students' performance. The results are summarized in the chart below:

Figure15: Student's participation in Oral Expression

We can notice that in the chart above, the majority of the sample (41.7%) indicates that the students sometimes participate in oral class on the one hand. On the other hand, there are many students who are active and motivated to improve their speaking skill. Four (33.3%) teachers declare that students often participate in oral sessions. The table shows that only a few teachers claim that their students rarely 2(16.7%) participate in oral session. Only 1 (8.3%) teacher declared that students always participate in oral sessions. None of the teachers indicate that the students have never been active in oral class, since participation is a part of their TD mark, most students participate to get a good mark.

Question5: Would you, please, justify?

Only six teachers provide us their justifications about the student's participation in oral sessions. The justifications are presented in the following table:

Participants	Justifications
Teacher1	-They hate Oral Expression.
Teacher2	-They lack self-confidence and are afraid of making mistakes
Teacher3	-They are shy and lack vocabulary/
Teacher4	-Students lack motivation and basic skills.
Teacher5	-They have many obstacles in speaking.
Teacher6	-They feel anxious when they speak.

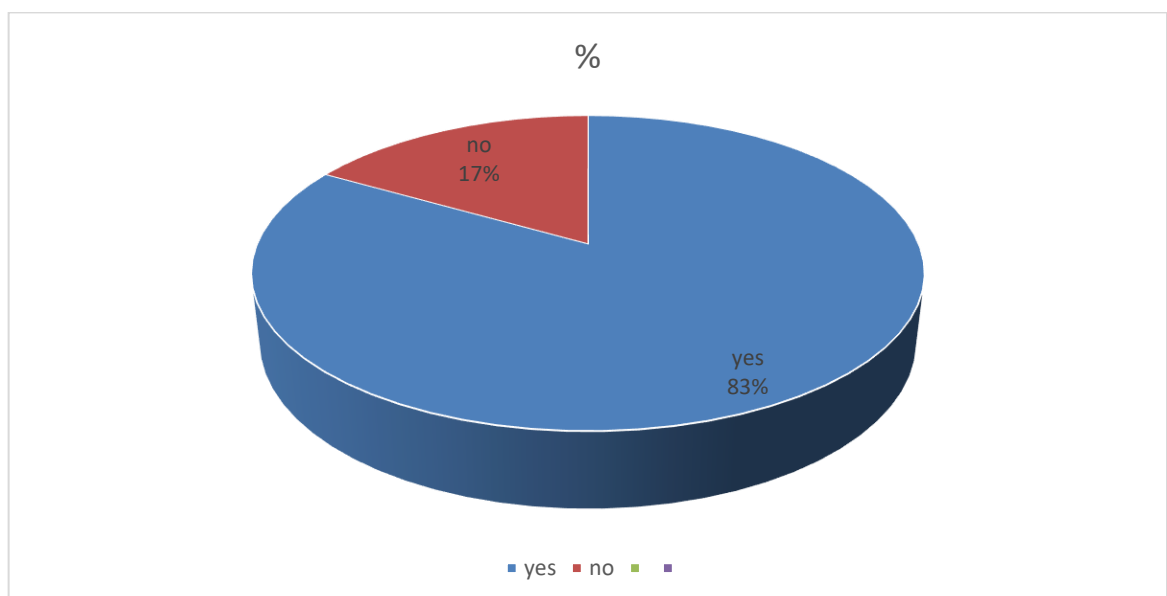
Table23: Student's Participation in Oral Classes

Section two: Anxiety in EFL Classes

Question 6: Are your students anxious in your classroom?

Through this item, we investigate the students' anxiety inside the class, the following chart summarizes the results:

Figure 16: Teachers Attitudes toward the Student's Anxiety

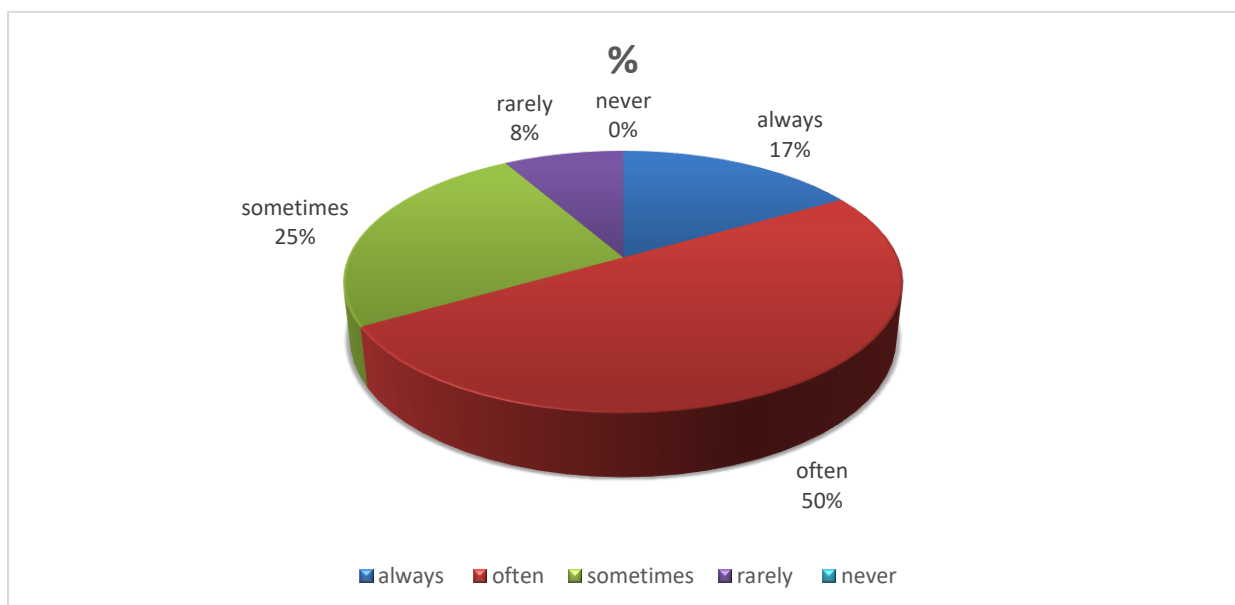


Very interesting data was gathered from this item. We can obviously notice that the majority of the teachers 83.3 % (10) who said 'Yes' agree that anxiety is an obstacle for their students when they engage in speaking. They declare that their students show anxiety in classroom. The high percentage reflects that anxiety is a big problem that faces EFL students in their learning process. Only 2 (16.7%) teachers declare that students do not show anxiety inside the class. It is crucial that educators take this psychological factor into account as they look for ways to either eliminate or significantly reduce it. It is a fact that EFL learners do experience some emotions, such as anxiety and embarrassment, which cause them to behave passively.

Question 7: if yes how often?

The aim of this question is to investigate the student's anxiety in the class, the data obtained are as follows:

Figure17: Teacher's Attitudes toward Student's Anxiety

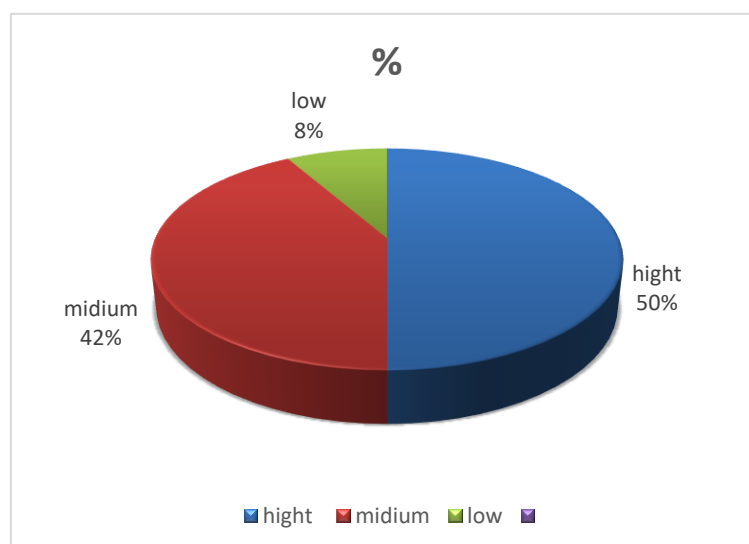


Item 7 is one of our questions that investigates the students' possibility to experience anxiety in the classroom, the findings in the above chart confirm that half 6(50%) of the sample declare that their students often experience anxiety in the classroom, while 25%(3) said that their students sometimes experience anxiety and the latter affects them negatively. Only 2(16.7%) of the teachers declare that their students always experience anxiety, 1(8.3%) of the teachers said that his students rarely experience anxiety. None of the teachers claims that students never experience anxiety. These findings confirm that anxiety is a serious obstacle that always exists. The teachers, hence, need to encourage students to participate in their classes. Additionally, they may inspire their students to talk and practice speaking in a confident and stress-free environment.

Question 8: How do you describe your students' level of anxiety in the class?

This item aims to investigate the students' level of anxiety in the class, and the chart below summarized the results:

Figure 18: Teacher's Evaluations of the Student's Anxiety Level



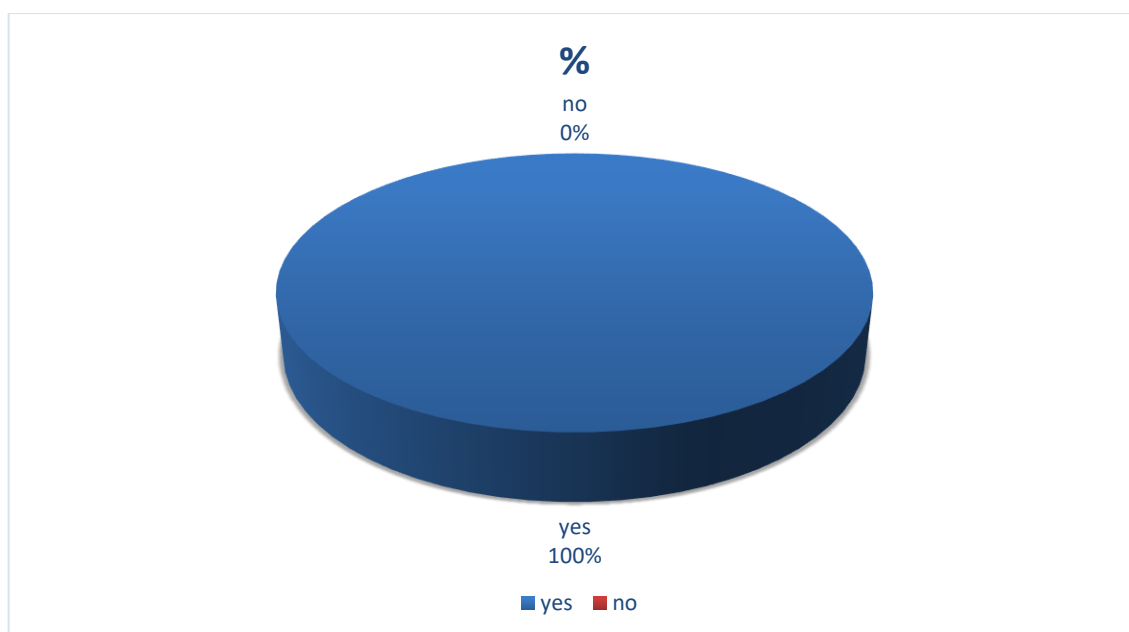
We asked teachers to evaluate the students level of anxiety in the class, and the results showed that 50 %(6) of the teachers declare that students suffer from a high level of anxiety.

While 41.7 %(5) of the sample said that their students face a medium level of anxiety which can be ameliorated through some activities and with the help of teacher's motivation. Only 1 teacher who confirmed that his students have a low level of anxiety.

Question 9: Do you think that anxiety affects the learners' foreign language learning outcomes?

Through this item we investigate the impact of the students' anxiety on FLL outcomes, and the results are displayed in the following figure:

Figure 19: Teacher's Opinions about the Impact of the Student's Anxiety on FLL Outcomes

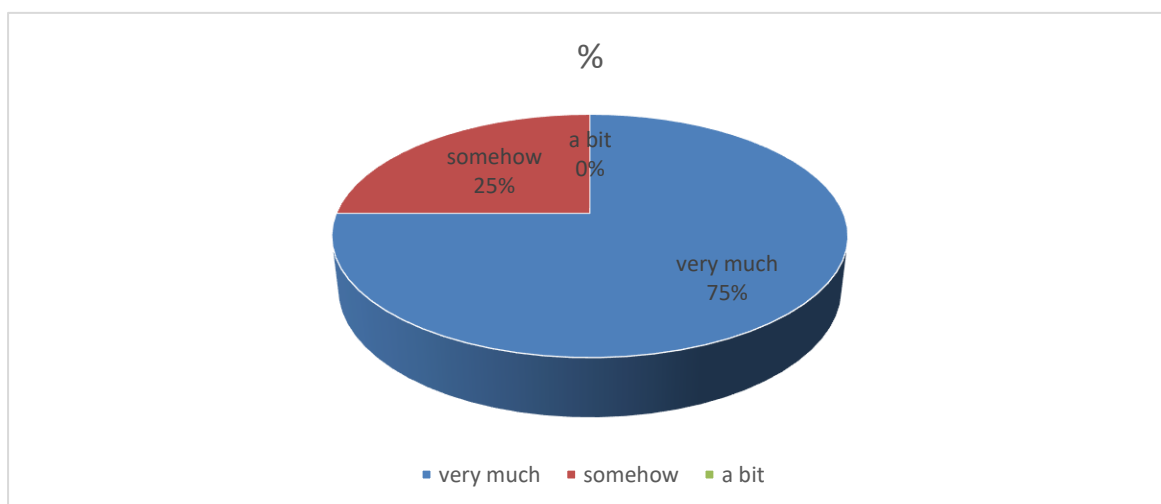


In this item, the teachers are asked about the impact of the students' anxiety on FLL outcomes. The results show that the total sample of our teachers 100% (12) confirm that anxiety does affect the students' outcomes and represents a serious obstacle in the learning process . This means that anxiety is a negative phenomenon that has a negative impact on the learners.

Question10: if yes, to what extent?

Through this question the teachers are required to precise to what extent anxiety affects FLL outcomes of the students. The results are as follow:

Figure20: Teacher’s Evaluation of the Impact of Anxiety on FLL Outcomes

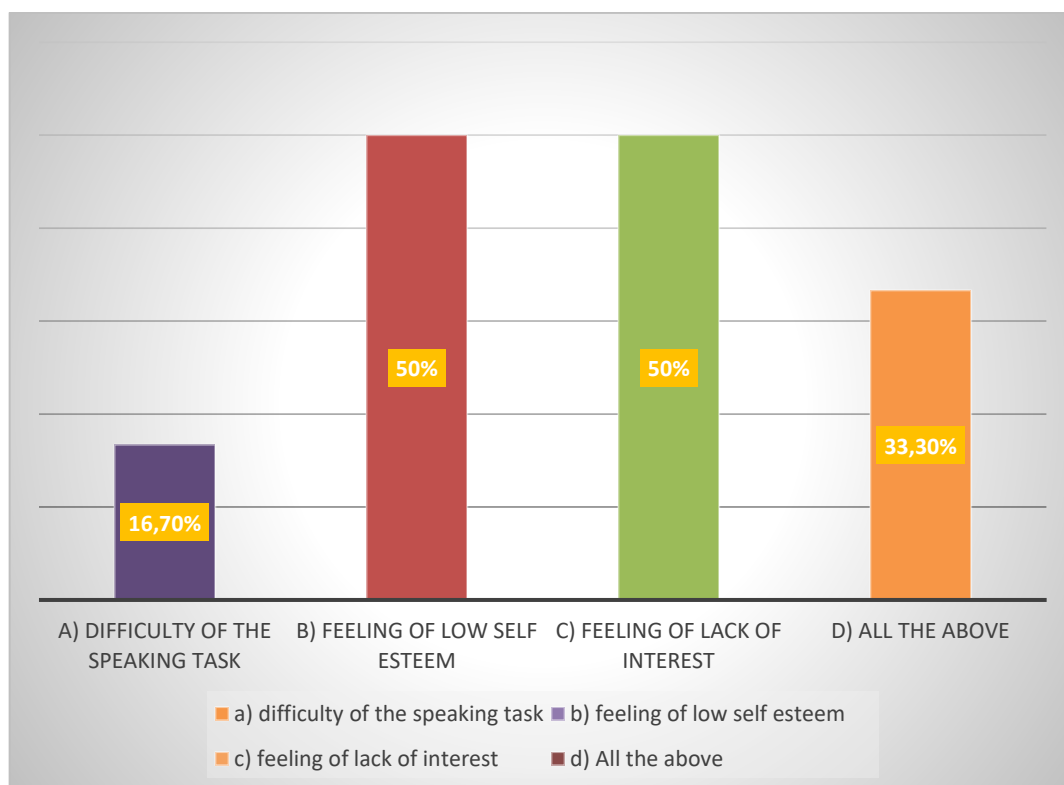


The vast majority of the sample confirms that anxiety affects FLL outcomes of the students very much with 75 % (9), while 25 % (3) of the teachers declare that anxiety somehow affects FLL outcomes. The rest of the choices ‘rarely’ and ‘never’ no one has chosen them. In addition to anxiety, many other obstacles and problems may face students during the learning process, but actually anxiety is a common problem shared by students. EFL teachers need to adopt the situation to create active members of their classes. In addition, they can create a motivating atmosphere for their learners and encourage them to speak and at least practice speaking confidently and without anxiety.

Question 11: The students “failure to speak” in the oral classroom is attributed to: (you can choose more than one answer)

This question aims to explore the reasons behind the failure of speaking in oral classes. The multiple choice question helps teachers to choose more than one answer. The results are displayed in figure 21:

Figure 21: Reasons behind the Students' Speaking Failure



The findings in the previous figure confirm that all the teachers agree that anxiety is a serious obstacle that faces EFL students. The chart above explains the reasons behind the students' speaking failure. The majority of teachers choose both feelings of low self-esteem and lack of interest as the main reasons behind the students failure with 50%(6), while 2(16.7%) of the teachers believe that difficulty of the speaking task is a reason that may lead to the failure of speaking. All the above reasons have been selected by 4(33.3%) of the teachers. Teachers' responses vary from one teacher to another, since there is a difference among their students.

The participants provided various causes for their students which are low self-esteem, lack of interest, and difficulty of the speaking tasks. Based on these answers, we conclude that anxiety emerges due to various factors. Besides, we understand that the teachers are aware of the factors that lead to their students' speaking failure.

Question 12: would you please, justify?

Through this item we gather the teachers' justifications about the students "failure to speak" in the oral classroom reasons. The table below summarizes the results:

Table30: teacher's justifications of the reasons behind the students' speaking failure in oral classes

Participants	Justifications
Teacher1	- The nature of the speaking process and the students' lack of interest both result in the students' poor oral performance.
Teacher2	- The psychological factors affect the learning process and also the effectiveness of the topic.
Teacher3	- The task designed by the teacher should be attractive and motivating.
Teacher4	- Students feel shy so they find speaking difficult. Many students also make grammatical mistakes. This seems to affect their self-esteem.
Teacher5	- They fear their classmates' reaction.
Teacher6	- On one hand, if a learner is not confident, he will always feel that his friends are judging him. On the other hand, if a topic is out of interest, boredom will dominate the class.

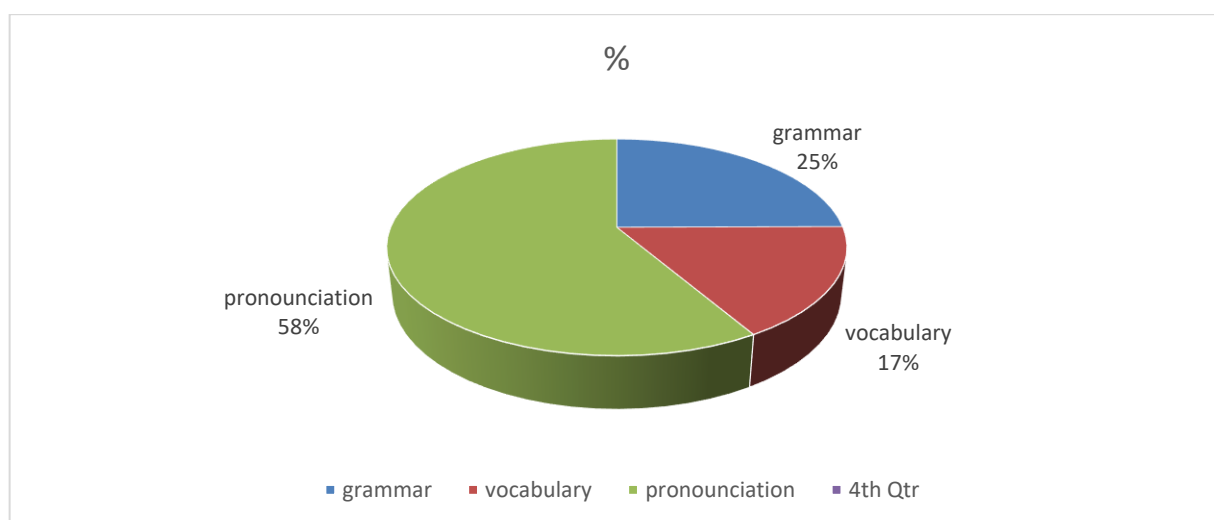
Section three: Strategies to Reduce Anxiety and Improve the Students' EFL

Speaking

Question 13: In your Oral Expression classes, do you focus more on?

The aim of this question is to explore what kind of activities teachers of Oral Expression focus more. The answers are as follow:

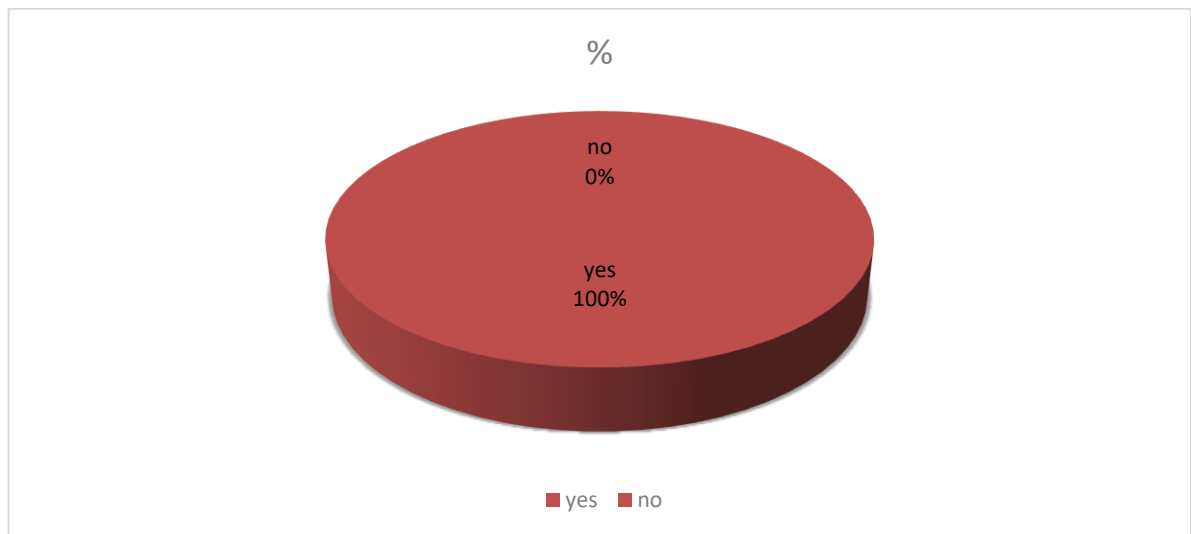
Figure 22: Activities that teachers focus on in Oral Session



More than a half of the sample 58.3% highlight pronunciation as the activity that promotes the speaking skill and makes students interact with others, while 25% of the teachers identify grammar; only 2 teachers identify vocabulary thinking that students need to know words before being able to speak fluently.

Question 14: Do you motivate your students to speak?

Through this item, we come to know whether teachers motivate their students or not, because motivation plays an important role to decrease anxiety and improve the speaking skill due to the fact that this factor, alone, is not sufficient but it helps to make students more confident, the results are as follows:

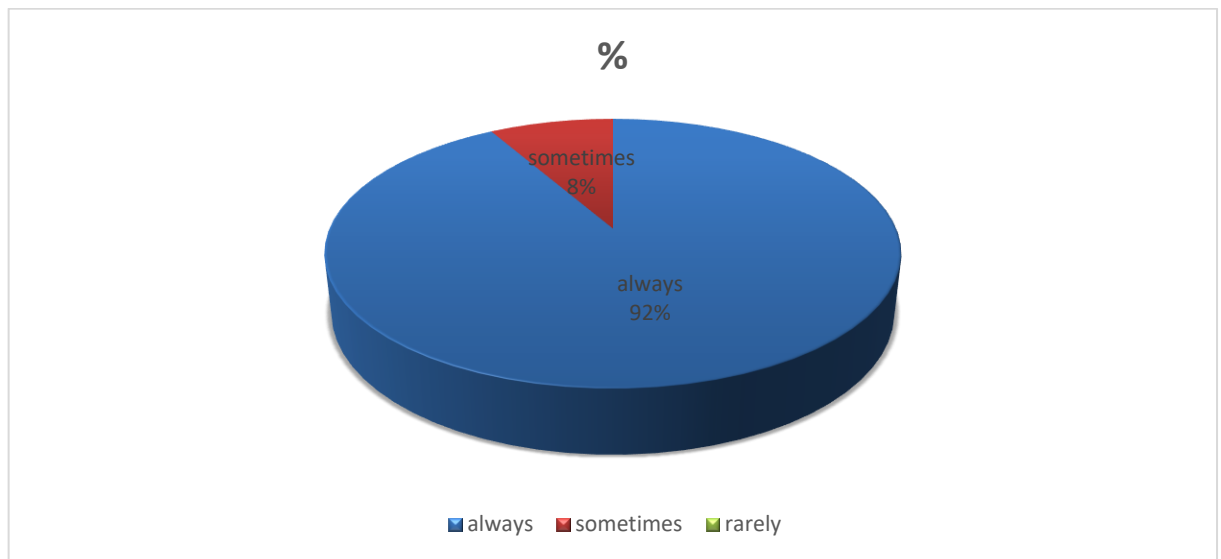
Figure23: Teachers' Perception of the Student's Motivation in Speaking

Moving to motivation that is considered as an important element to improve the speaking skill, we investigate whether teachers of Oral Expression motivate their students or not. The results of the chart show that all the teachers (a total of 12 teachers) declare that they motivate their students, which means 100%. One would deduce that teachers play a vital role in creating an environment that support students during the learning process, they should, accordingly, develop the students' competence and performance to reduce anxiety and increase their self-confidence.

Question 15: if yes, how often?

We will find out through this item to what extent teachers motivate their students. The answers are presented in the figure 24:

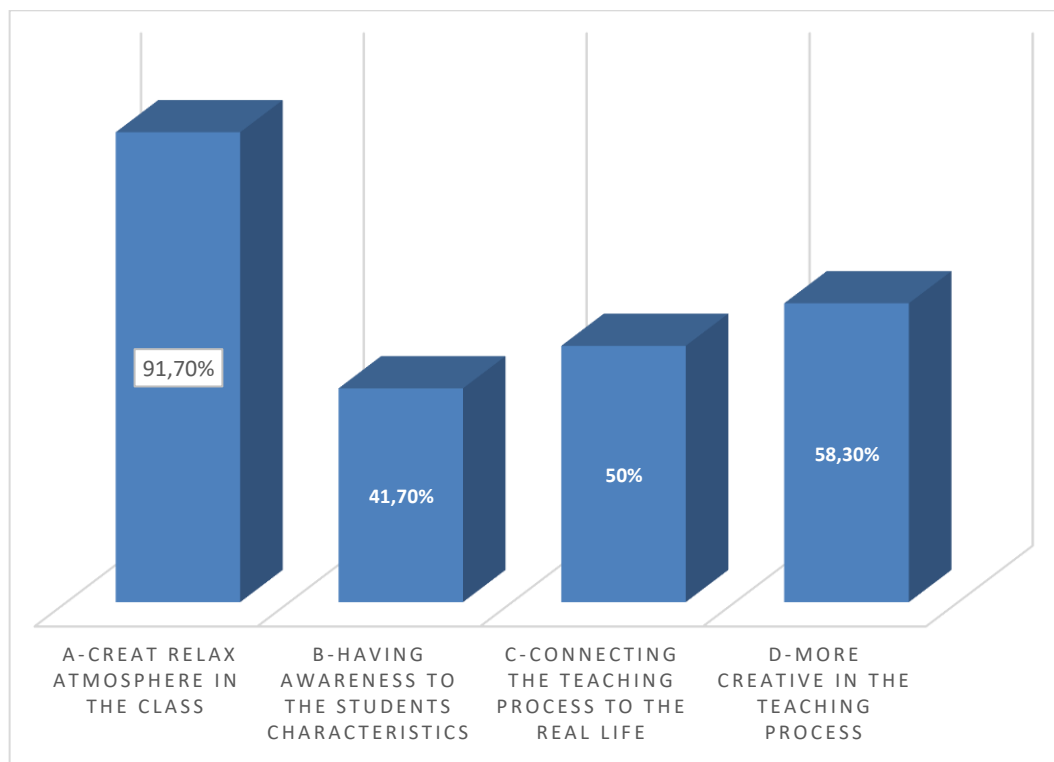
Figure24: Teachers' Perception of the Degree of Motivating Students to Speak



The data in the figure 24 illustrate that a large portion opted for 'Always' (91.7%), which indicates that the teachers declare that they always motivate their students. This would explain that the teachers raise self-confidence of their students and give them free space to express themselves and push them to get better results. Only 1 (8.3%) of the teachers say that he sometimes motivate his students. We would recommend from these findings that EFL teachers should find their ways to motivate their students in order to minimize their anxiety and achieve better results.

Question 16: What are the different strategies do you use to motivate your learners?

We asked teachers about the strategies they use to motivate their learners. This question is a multiple choice to examine the different strategies used by teachers, the answers we tabulate as follows:

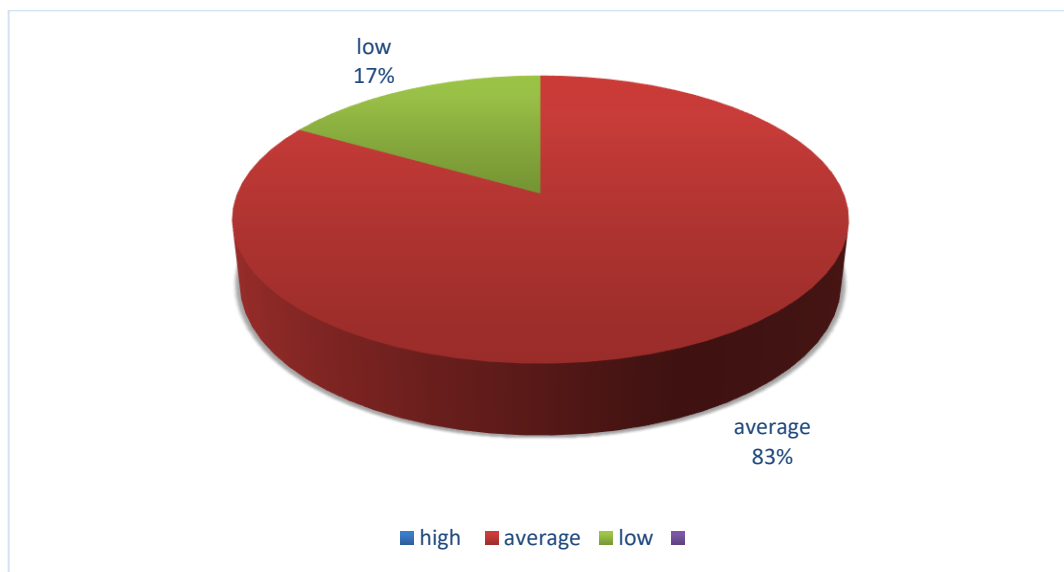
Figure25: Teachers' Preferred Strategies to Motivate Students

It is noticeable from the chart above that almost all the teachers 91.7 % (11) declare that they create a relaxing atmosphere in the class to motivate their students. More than half of the sample 58.3 % (7) prefer to be more creative in the teaching process; 50 % (6) of the teachers prefer connecting the teaching process to real life; the others 41.7 % (5) need to have awareness of the students characteristics. So it is clear that the majority of the respondents choose different strategies to motivate their students and make them involved and active in order to enhance anxiety and improve the speaking skill.

Question 17: How do you evaluate your students' level of speaking?

Through this question, we asked teachers to evaluate their student's level of speaking and the answers come in the following way:

Figure26: Teachers' Evaluations of the Students' Speaking Level



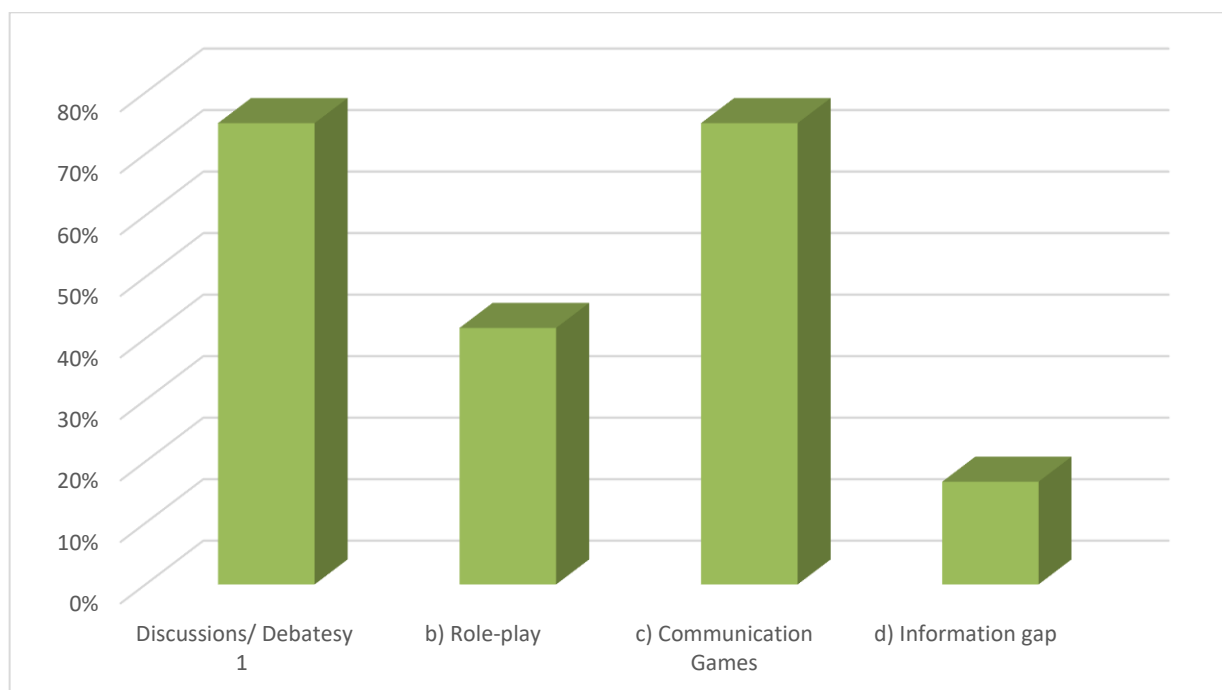
According to the statistics in figure 26, most of the teachers (83.7% of the sample) declare that their students have an average level of speaking. These results confirm that students cannot speak well and that they may have problems which make the speaking skill unreachable. While 16.7% of the teachers report that the level of their students in speaking is low. None of the teachers evaluate the student's level in speaking as high. These findings, hence, guide us to deduce that EFL students need help to improve their speaking skill and get rid of all the obstacles.

Section four: Reducing FL Anxiety and Improving the Speaking Skill

Question 18: What are the strategies do you use in reducing your students' anxiety and enhance speaking?

This question is directly related to our research aim to investigate the strategies that teachers use to reduce students' anxiety and enhance their speaking skill. This question is a multiple-choice and the findings are presented in the figure below:

Figure27: Teacher's Strategies to Reduce the Students' Anxiety and Enhance Speaking



There are, in fact, several ways of teaching, and in this question has proposed four strategies for teachers, As revealed in the chart above, 75% of the teachers choose both discussion and communication games; on the other hand, 41.7% focus on role play. The last portion ticks 16.7% information gap. The results above confirm that EFL teachers play an important role in using a variety of strategies to reduce the learners' speaking anxiety, and that students always need the help of their teachers.

Question 19: How can you make a successful Oral Expression session?

The last item in the teachers' questionnaire is an open-ended question, we asked the teachers how they can achieve better results in Oral Expression and make it successful. The teachers' suggestions are as follows:

- Reducing anxiety by offering the students enough time to express themselves, encourage and motivate them.
- Building good relationship with students and providing positive feedback to motivate them.
- Making students confident to express themselves.
- Selecting the right content and methodology.
- Taking into consideration the content to be taught that is relevant and well delivered by using a variety of activities that develop the oral skill (activities on pronunciation, vocabulary, listening, etc.).
- The psychological side should be considered by ensuring an atmosphere in the classroom that is comfortable and conducive to learning.
- Making students feel respected and safe, encouraging them to speak and make error comfortably.
- Building student-teacher relationships to make OE sessions successful.
- Knowing the learners' needs, weaknesses and strengthens.
- By defeating psychological factors and linguistics ones.

2.5. Summary of the main findings:

According to the results of the students' questionnaire, implementing motivational tactics will reduce their fear and so increase their speaking competency. One of the most common concerns among students is anxiousness. Learners face dangerous impediments to achieving their goals while learning English as a foreign language. It might also be a serious factor that makes their future carrier feel threatened. Indeed, the findings suggested that Oral Expression teachers might play a significant role in reducing students' anxiety by encouraging and inspiring them to practice and strengthen their English-speaking skills.

Furthermore, the results of the teachers' questionnaire confirmed the prior findings, revealing that anxiety is one of the most challenging psychological difficulties that the majority of children face. It makes it difficult for them to learn a foreign language properly. The majority of teachers are aware of the common difficulties of their students, and they rely on certain motivational strategies to motivate their students to overcome their anxiety, such as creating a relaxed and enjoyable environment, fostering a positive teacher-student relationship, encouraging group work, varying speaking activities, and providing students with opportunities to speak.

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

We asked both teachers and students about the strategies that may help to reduce anxiety and the findings came to the conclusion that motivation helps to reduce anxiety beside to other strategies such practicing and using collaborative work teachers are aware about the students weakness in speaking they use different strategies to fulfil their student's needs.

Conclusion

This chapter has provided an analysis of teachers' and students' questionnaires to analyze the current study's focus on how anxiety affects EFL students' speaking ability. Our hypothesis has been confirmed by both questionnaires. Hence, both teachers and learners are aware of the negative influence of the anxiety on the students' oral performance. Similarly, they are and aware of their precious role in reducing it to improve their speaking proficiency and achieve better results.

General Conclusion

In this dissertation we shed the light on one of the complex psychological phenomena that may face learners while speaking which is anxiety. This research aims to uncover and identify the techniques by which first-year students of English as a foreign language at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf Mila may minimize their anxiety, interact and participate in class discussions, and improve their speaking proficiency.

In order to make our investigation, we have provided a theoretical overview of our variables in the theoretical chapter and investigated empirically their influence on each other in the practical chapter. The first theoretical chapter is divided into two sections, one devoted to the speaking skills and one to self-anxiety. We discussed anxiety from its different angles. We aimed to demonstrate the impact of anxiety on EFL students speaking skill.

According to the theoretical overview, anxiety is a difficult mood that requires more concern and interest from the part of students, instructors, and psychologists. The purpose of this study was to highlight the sources of anxiety among EFL learners, namely in the case of speaking. The study also sought to clarify and discover the techniques through which first-year students of English as a foreign language can simply minimize their anxiety and achieve success.

To empirically measure the influence of anxiety on the students' speaking skill, we have designed two questionnaires: one for the teachers and the other one for the students. The practical chapter included the analysis of both teachers' and students' questionnaires. The students' questionnaire was directed to a sample of first year LMD students, at the section of English at Mila University Center. It aimed to identify their attitudes towards anxiety and the speaking skill. On the other hand, the teachers' questionnaire was designed for teachers of Oral

Expression, it served to explore the teachers' attitudes about the students' anxiety while speaking. It also aimed to investigate the main strategies used by Oral Expression teachers to solve the problem of anxiety. From the analysis of the questionnaires, we notice that students experience anxiety due to many factors, such as lack of confidence, lack of motivation, negative self-perceptions. The analysis also reveal that the teachers are aware of this issue and suggest some solutions to help their students to avoid feeling anxious.

The impact of language anxiety on EFL students' speaking ability was the subject of this dissertation. The primary goal of our research was to explore the issue of English-speaking anxiety, which is regarded as one of the most difficult and detrimental.

Recommendations

The results of the present investigation would offer a set of recommendations for teachers, students and the administration in order decrease foreign language learning anxiety and improve the speaking skill of students.

1. Recommendation for teachers

- EFL teachers should motivate their learners and push them to participate and involve them in the different tasks.
- They should control the bullies and any inappropriate behavior inside the class.
- Similarly, they should use ICTs in order to improve the learning process and attract the learners' interest.
- EFL teachers should encourage students to discuss their academic difficulties and come up with suitable solutions.
- They should motivate students to work in groups to develop their speaking skill and use Foreign Language while communicating.

- Teachers should use positive praise and avoid punishment.
- They should use various activities such as (discussion, storytelling, communication games, and role-play) because they help learners to show their strengths and be more comfortable in the class.
- A good relationship should be constructed between teachers and students to create a relaxed atmosphere.
- They should motivate students to work in groups to develop their speaking skill and use the foreign language while communicating.

2. Recommendation for students

- EFL students should bear in mind that mistakes are part of the learning process, so, they should not be afraid and shame from making mistakes.
- They should know that speaking is an important task in learning a foreign language.
- They should also know that anxiety is a normal issue any one can experience, while performing in front of others.
- EFL students should know how to control anxiety to improve their speaking skill.
- They should accept the teacher's evaluation and take it into consideration.

Limitations of the Study

Difficulties may arise during the research process due to various limitations that we have been encountered with, like lack of printed books in the library about the topic of the research is considered as the main problem. One of the challenges encountered in gathering data is the collection process itself; the questionnaire administered to students may yield unreliable results due to their lack of honesty in their responses. The students frequently

changed their answers, making it difficult to analyze the data and ultimately, which may affect the outcome of the study.

References

- Aida, Y. (1994). "Examination of Horwitz, Horwitz and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese". *Foreign language annals* 29(2), 239-249. Wiley. Web.04.04.2015.
- Akhter, S., Kausar, R., & Faisal, M. (2020). Towards The Description of Newspapers in Learning English. *International Journal of Management (IJM)*, 906, 11(9).
- Anxiety research suggest? *The Modern Language Journal*, 75(4), 426-437.
- Argaman, O., & Abu-Rabia, S. (2002). *The influence of language anxiety on English reading and writing tasks among native Hebrew speakers*. *Language Culture and Curriculum*, 15(2), 143-160.
- Arnold, J. (1999). *Affect in language learning*. Cambridge, U.K: Cambridge University Press.
- Aydin, S (2008). *An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners*. *Asian EFL Journal*, 421-444.
- Bailey, K. M. (1983). *Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies*. *Classroom oriented research in second language acquisition*, 67-102.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Addition Wesley Longman.
- Brown, H. D., & Abeywickrama, P. (2004). *Language assessment. Principles and Classroom Practices*. White Plains, NY: Pearson Education.

Bygate, M. (1987) *Speaking*. Oxford, Oxford University Press.

Bygate, M. (2005). *Oral second language abilities as expertise*. In K. Johnson (Ed.), *Expertise in second language learning and teaching*(vol.128).

Caine, (1997). as cited in Curtain & Dahlberg, 2010. *cognitive processing in the second language*”, *Language Learning*, 44: 283–305.0524. Components of Speaking. (n.d.-b).

Bos Informasi. <https://www.bosinformasi.web.id/2014/06/components-of-speaking.html>
Consulting and Clinical Psychology, 33,448-45

Coryell, J. E, &Clark, M.C. (2009). One right way, intercultural participation & language learning anxiety. *A qualitative analysis of adult's online heritage and non-heritage language learners*. *Foreign language Annals*, 42, 483-504.

Curtain, H., & Dahlberg, C. A. (2010). *Language and Children: Making the Match*, New Languages Fro Young Learners, Grade K-8, 4.

Dewaele, J. M., Petrides, K. V., & Furnham, A. (2008). *Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation*. *Language Learning*, 58(4), 911-960.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Klee, C. A. (1994). *Faces in a Crowd: The Individual Learner in Multi section Courses*. *Issues in Language Program Direction: A Series of Annual Volumes*. (pp.3-45). Boston: 53 Heinle & Heinle Publishers, 20 Park Plaza, Boston, MA 02116.

Garg, S., & Gautam, A. (2015). Learning English can change your life for the better. *International Journal of English Language, Literature and Humanities*, 3(2), 1-18.

Goh, C. C. M. (2007). *Teaching speaking in the language classroom*. Singapore: SEAMEO Regional Language Centre.

Good, C. V., & Merkel, W. R. (1973). *Dictionary of education*. McGraw-Hill.

Harmer, J. (2001). The practice of English language teaching (3rd ed). London/New York, 401-405.

Harmer, J. (2001). *The practice of English language teaching*. London/New York, 401-405.

Harmer, J. (2016) *The practice of English language teaching* (3rd ed). London: Pearson education Limited, 2001, 269-270.

Horwitz, E.K., Horwitz, M.B., Cope. J. (1986). *Foreign language classroom anxiety*. The Modern L. Horwitz, E.K, et al. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, 70.2.

Hussain Qureshi, A. (2020). *Exploring the significance of Speaking Skill for EFL Learners*. Oxford learners pocket dictionary (p461).

Irtatik, R. (2009). *The use of role play to improve students' transactional skill* (a classroom action research with 8th grade students of mts miftahul ulum klego boyolali. Semarang: IAIN.

Juhana, J. (2012). *Psychological factors that hinder students from speaking in English class* (A case study in a senior high school in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, 3(12), 100-110.

Klego, B. in the Academic Year of 2008/2009). (Semarang: IAIN, 2009).

Krashen, S. (1985). *The Input Hypothesis*. London: Longman.

Language Anxiety and the Achievement of School based Oral English Test among

Language Learning and Teaching (pp. 104-127). Basingstoke: Palgrave MacMillan

Language+ Classroom+ Anxiety. +The+Modern+Language+Journal%2C70.2. Retrie

102

Larsen-Freeman, D. (2001). *Grammar*. In R. Carter, & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 34-41). Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667206.006>

Level, W. J., & JM, W. (1989). *Speaking: From intention to articulation*. -" *A bradford book* ". MIT Press.

Li, Y. (2005). *Speaking activities*: Five features. *US-China Foreign Language*, 9(3), 71-75.

Lian, L.H. and Budin, M.B. (2014). Investigation the Relationship between English

Lie, A. (2008) *Pengajaran Bahasa Asing Antara Sekolah dan Kursus*, Associate Director ASIA TEFL (*Teachers of English as a Foreign Language*).

Liu, M, & Jackson, J. (2008). *An exploration of chinees EFL learners' unwillingness to communicate & foreign language anxiety*. *The Modern language journal*, 22(1), 71-86.

MacIntyre, P. D. (1999). *New directions in language anxiety research*. In C. A. Klee (Ed.),

MacIntyre, P. D. and Gardner, R. C. (1994) "*The subtile effects of language anxiety on*

Macintyre, P. D., & Gardner, R. C. (1989). *Anxiety and second-language learning: Toward a theoretical clarification*. *Language learning*, 39(2), 251-275.

MacIntyre, P., and Gregersen, T. (2012). “*Affect: the role of language anxiety and other emotions in language learning*.” in *Psychology for Language Learning*, eds S. Mercer, S. Ryan, and M. Williams, (London: Palgrave Macmillan), 103–118. doi: 10.1057/9781137032829_8

Macintyre. P.D. (1998). *language anxiety: A review of the Research for language Teachers*. In D.J. Young, (ed), *Affect in foreign language and second language learning*. Boston: McGraw- Hill, 24-45.

MacIntyre, P.D & Gardner, R. C. (1991). *Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature*. The University of Western Ontario, 85-117.

Martín-Páez, T., Aguilera, D., Perales-Palacios, F. J., & Vílchez-González, J. M. (2019). What are we talking about when we talk about STEM education? A review of literature. *Science Education*, 103(4), 799-822.

Marwan, A. (2016). *Investigating students' foreign language anxiety*. *Malaysian Journal of ELT Research*, 3(1), 19.

McCroskey, J. C., (1977), “*Oral Communication Apprehension: A Summary of Recent Theory and Research*”, *Human Communication Research*, 4(1) 78-96. cognitive processing in the second language. *Language Learning*, 44, 283-305.

Namaghi, S. A. O., Safaee, S. E., & Sobhanifar, A. (2015). *The effect of shyness on English speaking scores of Iranian EFL learners*. *Journal of Literature, Language and Linguistics*, 12, 22-28.

Nascente, R. M. M. (2001). *Practical ways to help anxious learners*. Online):

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*, 2009 edn.
<http://dx.doi.org/10.1017/CBO9781139524759>

Nunan, D. (2001) *Principles of Communicative Language Teaching*. Cambridge. Cambridge University Press.

Nunan, D., & Carter, R. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge university press.

Oxford Advanced Learners Dictionary. (2000). oxford: Oxford University Press.

Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29(2), 177-195.

Price, M. L. (1991). *The subjective experience of foreign language anxiety*: Interviews with highly anxious students. *Language anxiety: From theory and research to classroom implications*, 4(1), 101-108.

Rao, P. (2018). *Developing speaking skills in ESL or EFL settings*. *International Journal of English language, literature and translation studies*, 5(2), 286-293.

Rhodri, J. & Jones, R. (1989). *speaking and listening*. London: John Murray Publishers Ltd. john murray p14.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

Ritchards (2008) *Teaching listening and speaking from theory to practice*. New York: Cambridge University Press.

Robert, F. (1989) “*Speaking skills for EFL learners*”.

Sarason, I. “*Stress, Anxiety, and Cognitive Interference: Reactions to Tests.*” *Journal of Personality and Social Psychology* 46 .4 (1984):929- 938.APA. Web.22 Avr 2015.

Saunders, W. M., & O’Brien. (2006). Oral language. In F. Genesee, K. Lindholm-Leary, W. M. Saunders, & D. Christian (Eds.), *Educating English Language Learners* (pp. 14-45).

Songsiri, M. (2007). *An action research study of promoting students’ confidence in speaking English* (Doctoral dissertation, Victoria University).

Oxford Advanced learner Dictionary. (2000).Oxford: Oxford University Press. (121 pp.)

Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Longman.

Tiono, N. I., & Sylvia, A. (2004). *The types of communication strategies used by speaking class students with different communication apprehension levels in English* Department of Petra Christian University, Surabaya. kata, 6(1), 30-46.

Toth, Z. (2010). *Foreign Language Classroom: A Study of Hangarian Students of English as a Foerign Language*. Cambridge Scholars Publishing.

Tseng, S.F. (2012). *The Factors cause Anxiety for ESL/EFL Learners in Learning*

vedfrom&oq=Horwitz%2C+E.K%2C+et+al.+(1986).+Foreign+Language+Classroom
+Anxiety.+The+Modern+Language+Journal%2C70.2.Retrievedfrom&aqs=chrome..69i57.52
8j0j7&sourceid=chrome&ie=UTF-8.anguage Journal. 70, 125-132.

Waston, D, & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of*

Yamini, M., & Tahriri, A. (2006). On the relationship between foreign language classroom anxiety and global self-esteem among male and female students at different educational levels.

Young, D. J. (1991). *Creating a low-anxiety classroom environment: What does language*

Young, D. J. (1991). *Creating a low-anxiety classroom environment: What does language Anxiety research suggest?* *The Modern Language Journal*, 75(4), 426-437.

Young, D. J. (1992). *Language anxiety from the foreign language specialist's perspective: interviews with Krashen, Omaggio Hadley, Terrell, and Rardin.* *Foreign Lang. Ann.* 25, 157–172. doi: 10.1111/j.1944-9720.1992.tb0

Young, D.J. (1991). *Creating a low-anxiety classroom environment: what does the language anxiety research suggest?* *Modern Language Journal*, 75(4). 426

Young, Dolly J. (1990) An Investigation of Students' Perspectives on Anxiety and Speaking Foreign Language *Annals Young, "* 23, 539-53.

Zua, L. (2008). Exploring the affective factors influencing teaching of spoken English. *The Asian EFL Journal Quarterly*.

Appendices

Appendix 01: The Students Questionnaire

Appendix 02: The Teachers Questionnaire

Appendix 01: The Students' questionnaire

Dear students,

This research aims to investigate the impact of anxiety on EFL Students' speaking skill. It seeks to raise awareness on the use of some strategies to reduce anxiety, enhance speaking proficiency, and achieve better results in the oral performance in a FL classroom. Tick the answer that best reflects your beliefs and provide full statements when necessary. Your contribution is much appreciated.

Thank you for your collaboration

Section one: General Information:

1-You have chosen English because it is:

- a) A personal choice ☐
- b) A parent's suggestion ☐
- c) An obligation ☐

2-Do you like to attend Oral Expression classes

- a. Yes ☐
- b. No ☐

3- How often do you participate in oral English classes?

- a. Always ☐
- b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

4- Would you justify, please!

.....

.....

.....

.....

Section Two: Anxiety in EFL Class

5- Learning English as a foreign language is difficult.

a) Agree ☐

b) Disagree ☐

6- Would you justify, please!

7.

.....

.....

7- Anxiety is among the causes behind foreign language learning difficulties?

a) Agree ☐

b) Disagree ☐

8- Do you feel anxious when you speak in class?

☐ a. Yes

☐ b. No

9- Does the teacher's eye contact or friend's views make you nervous when speaking in front of the class?

a) Yes ☐

b) No ☐

10- In your opinion, what are the principle causes of anxiety? (You can choose more than one answer).

a) Fear of communication ☐

b) Lack of confidence ☐

c) Concern with making mistakes ☐

d) Lack of drive and motivation ☐

e) Being unprepared ☐

f) The way the teacher corrects mistakes ☐

g) Getting bullied by classmates ☐

11- Does the result of your low speaking proficiency make you feel unsure when speaking in

English ☐ fluently?

9. a-Yes

10. b-No ☐

12-To what extent does practice in Oral Expression class help you improve your oral performance?

a- Very much ☐

b- Somewhat ☐

c- Not at all ☐

13- What are the speaking activities you feel more anxious?

a. Role play ☐

free discussion ☐

ctalking circles ☐

Section Three: Reducing FL Anxiety and Improving the Speaking Skill

14- Which techniques do you think can help to reduce anxiety?

a. Use of positive self-talk ☐

b. Encouraging oneself to take risks ☐

c. Using relaxation strategies ☐

d. practice and preparation ☐

e-Eliminate fear of making mistakes ☐

15- Would you suggest some effective techniques to reduce anxiety and enhance speaking?

.....

....

.....

.....

.....

Thank you

Appendix 02: The Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of a research work. It aims to investigate your attitudes towards the influence of anxiety on EFL students' speaking skill. You are kindly requested to fill in this questionnaire to enlighten us with your views and beliefs of this psychological issue. Tick the answer that best reflects your beliefs and provide full statements when necessary. Your answers are very appreciated and contribute to the validity of our research. May we thank you for your time and collaboration.

Section One: Personal Information

1. Teachers' qualification

a) License ☐

b) Magistere ☐

c) Doctorate ☐

2. How do you consider Oral Expression classes?

a) Very challenging ☐

b) Challenging ☐

c) Easy and manageable ☐

3. Would you, please, justify?

.....

.....

.....

4. How often do your students participate in Oral Expression sessions?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

e) Never ☐

5. Would you, please, justify?

.....

.....

.....

Section Two: Anxiety in EFL classes

6. Are your students anxious in your classroom?

a- Yes ☐

b- No ☐

7. If yes, how often?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

e) Never ☐

8. How do you describe your students' level of anxiety in the class?

a) High ☐

b) Medium ☐

c) Low ☐

9. Do you think that anxiety affects the learners' foreign language learning outcomes?

a) Yes ☐

b) No ☐

10. If yes, to what extent?

a) Very much ☐

b) Somehow ☐

c) A bit ☐

11. The students "failure to speak" in the oral classroom is attributed to: (you can choose more than one answer)

a) difficulty of the speaking task ☐

b) feeling of low self esteem ☐

c) feeling of lack of interest ☐

d) All the above ☐

12. Would you, please, justify?

.....

.....

.....

Section Three: Strategies to Reduce Anxiety and Improve the Students' EFL Speaking

13. In your Oral Expression classes, do you focus more on?

a) Grammar ☐

b) Vocabulary ☐

c) Pronunciation ☐

14. Do you motivate your students to speak?

a) Yes ☐

b) No ☐

15. If yes, how often?

a) Always ☐

b) Sometimes ☐

c) rarely ☐

16. What are the different strategies do you use to motivate your learners?

- a)-Create relax atmosphere in the class ☐
- b)-Having awareness to the students' characteristics ☐
- c)-Connecting the teaching process to the real life ☐
- d)-More creative in the teaching process ☐

17. How do you evaluate your students' level of speaking?

- a) High ☐
- b) Average ☐
- c) Low ☐

Section four: Reducing FL Anxiety and Improving the Speaking Skill

18. What are the strategies do you use in reducing your students' anxiety and enhance speaking?

- a) Discussions/ Debates ☐
- b) Role-play ☐
- c) Communication Games ☐
- d) Information gap ☐

19- How can you make a successful Oral Expression session?

.....

.....

.....

.....

Thank you

الملخص

تهدف هذه الدراسة للبحث في مشكلة "التوتر النفسي" التي يعاني منها الكثير من الطلبة خلال عملية تعلم اللغة الإنجليزية كلغة أجنبية، و تأثيرها على مهارة الكلام لطلبة شعبة الإنجليزية لجامعة عبد الحفيظ بو الصوف ميلة. تسعى هذه الدراسة إلى تحقيق ثلاثة أهداف نذكر منها: أولاً البحث عن كيفية تعامل طلبة اللغة الأجنبية مع دخول القلق النفسي إلى مسارهم الدراسي. ثانياً: اكتشاف الأسباب التي تؤدي إلى القلق النفسي عند تكلم طلبة اللغة الأجنبية، وما هي آثاره على الأداء الكلامي وعلى تحصيلهم العلم. ثالثاً: البحث عن الطرق والأساليب الناجحة من طرف الطلبة والأساتذة للتقليل من هذه الظاهرة .

وتعتمد هذه الدراسة على المنهج الوصفي كوسيلة أساسية لجمع المعلومات وهي: الاستبيان لأنه الأسلوب العلمي الأنسب في البحث للتعامل مع هذا الموضوع، ومن أجل تأكيد أو رفض فرضيتنا قدمنا استبيانين الأول موجه لـ 62 طالباً من طلبة اللغة الانجليزية سنة أولى ل. م. د بجامعة عبد الحفيظ بو الصوف و الآخر إلى عشرة أساتذة من قسم اللغة الإنجليزية بذات الجامعة. وقد أظهرت النتائج أن معظم الطلبة يعانون من التوتر النفسي خصوصاً أثناء محاولة التحدث باللغة الانجليزية وهذا راجع لعدة عوامل مثل نقص المفردات، وعدم الثقة بالنفس، والخوف من الوقوع في الخطأ... الخ وتظهر النتائج طرقاً مختلفة يستطيع كل من الأساتذة والطلبة الاعتماد عليها للتقليل من هذه المشكلة، ومساعدتهم على تطوير قدراتهم الكلامية .

Résumé

Cette étude vise à étudier le problème du « stress psychologique » que beaucoup d'étudiantes souffrent lors de leur pratique d'apprentissage de l'anglais en tant que langue étrangère, et son impact sur le discours du professeur de langue anglaise à l'université d'Abd al-Hafid Bousouf. Cette étude vise à atteindre trois objectifs que nous avons mentionnés : tout d'abord, la recherche d'un niveau suffisant pour que l'élève d'une langue étrangère puisse faire face à l'insertion de l'anxiété psychologique dans le cadre scolaire. Deuxièmement : Découvrez les causes de l'anxiété mentale lorsque vous parlez une langue étrangère, et quels sont les effets sur la performance verbale et l'étude des sciences. Troisièmement : rechercher des façons et des échecs réussis par l'élève et l'enseignant pour réduire ce phénomène.

Cette étude est basée sur la méthode orthodoxe comme une méthode de base pour la collecte d'informations : observation parce que la meilleure méthode scientifique dans la recherche pour traiter ce sujet, et afin de confirmer ou de rejeter notre hypothèse, nous avons présenté le premier sondage adressé à 62 étudiants de la première année d'études en anglais. Professeur d'anglais de l'université Abdelhafid Bousouf et de dix autres professeurs du département de la langue anglaise. Les résultats ont montré que la plupart des étudiantes souffraient de stress psychologique, en particulier lorsqu'elles essayaient de parler anglais, en raison de plusieurs facteurs tels que le manque de compétence, le manque d'estime de soi et la peur de se tromper. Les résultats apparaissent différemment, les enseignants et les chercheurs peuvent se fier à eux-mêmes pour atténuer ce problème et aider à développer leurs capacités verbales.