Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

Saida Dr. MoulayTahar University

Faculty of Letters, Languages and Arts

Department of Literature and English

Foreign Language Anxiety in Oral classroom

The Case of Second Year LMD Students of English at Moulay Tahar University

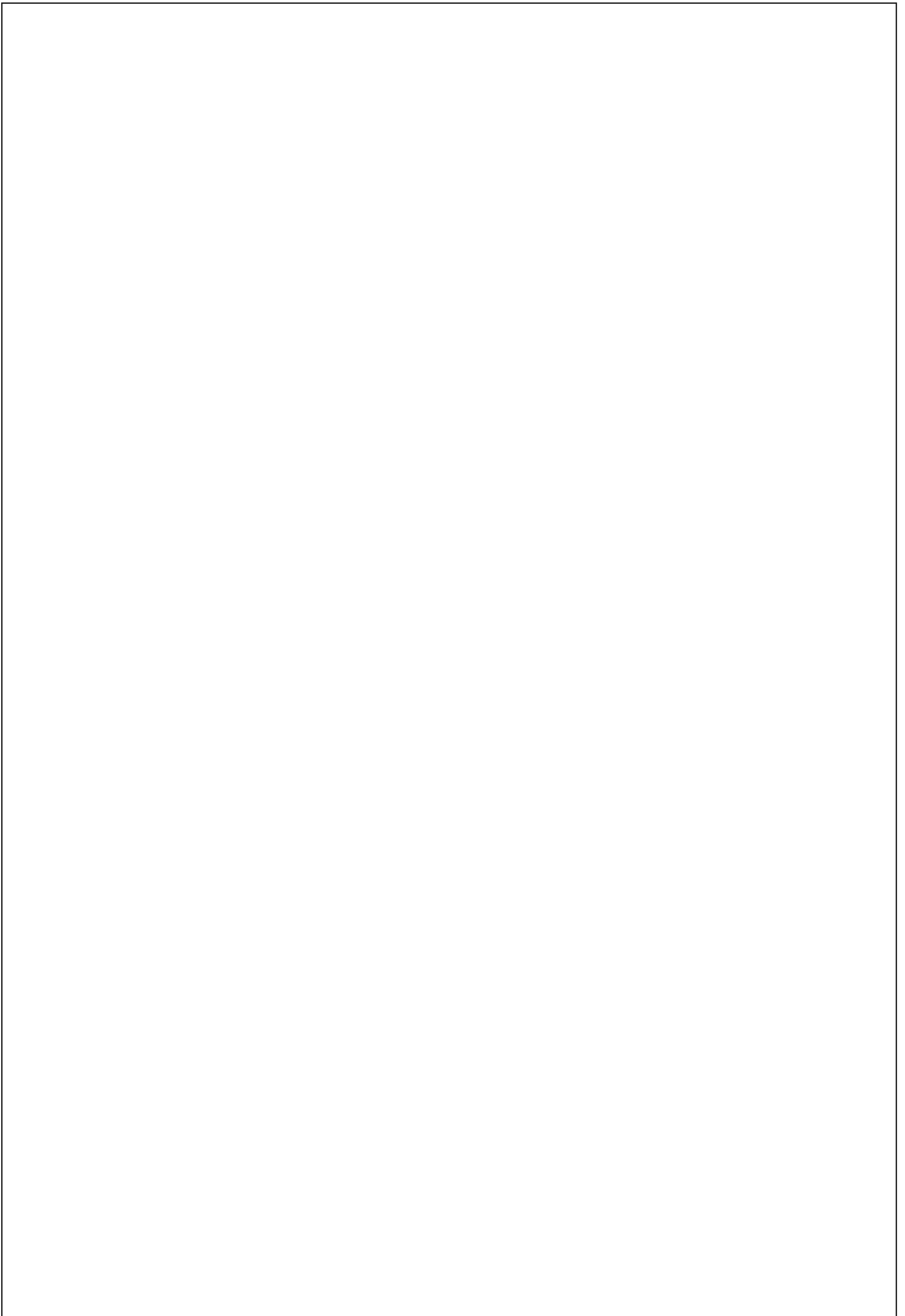A Master Dissertation Submitted in Partial Fulfillment of Master Degree in Didactics

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Academic Year: 2014-2015

Dedication

I dedicate this humble work to my family :

My parents

My sister

My brothers

for their support, and help.

Special thanks to the dearest friends to whom I wish a good life full

of success and happiness.

Acknowledgement :

Abstract:

The aim of this study is to investigate the relation between foreign language anxiety as an affective factor and students' poor performance during Oral Comprehension and Expression sessions. This study has used a qualitative and quantitative research method based on tow questionnaires addressed to fifty second year LMD students and five teachers of Oral Comprehension and Expression at the department of English, SAIDA University in the academic year 2014/2015, in addition to the classroom observation to get more insights about the relation between foreign language anxiety and learners' speaking performance. The analysis of the questionnaire showed that both learners and teachers consider anxiety as a factor of students poor performance in oral class, likewise, the results of the observation is in agreement with the results of both the learners and teachers' questionnaire.

Finally, in an attempt to find some solutions, the researcher proposes some suggestions in order to help teachers' in order to create a relaxed atmosphere, then, students' to have a high self –confidence and a positive attitude about learning to speak the foreign languages easily. From the results above the researcher can conclude that the teacher has a significant role in reducing students' anxiety; however, students' also are responsible for their success, and have to manage their fear and control their behavior.

This research is divided into three chapters. The first chapter is basically concerned with the general description of the speaking skill teaching situation. The second chapter is devoted to the literature review of foreign language anxiety in the oral classroom. The third chapter seeks to analyze and discuss the data collected from second year LMD students in the faculty of letters and Language - University of Saida. It will also provide the reader with some suggestions involving mainly recommendations about teachers' roles and methodology, and suggestions to reduce the effects of anxiety and enhance students' performance.

Key terms: TEFL, FL, Speaking skill, Speaking anxiety.

List of Acronyms:

CA: Communicative Apprehension.

CBA: Competency-Based Approach.

EFL: English as a Foreign Language.

ELT: English language Teaching.

ESL: English as a Second Language

FL: Foreign Language.

FLA: Foreign language Anxiety.

L1: First Language

L2: Second Language

LMD: License, Master, Doctorate.

OCE: Oral Comprehension and Expression.

TEFL: Teaching English as a Foreign Language.

TL: Target Language.

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General Introduction :

The first duty of any Government is to afford protection to its citizens. In fact, *s*afety of living is deemed to be most people's first concern .Human rights law requires the State to take steps to protect the right to life safely so this includes measures to stop terrorism.

Any Government seeks to find the appropriate way to encounter terrorism in order to not undermine peoples' democratic values.

For Muslims who live in Britain, it can be a dangerous and a disturbing situation to be seen as suspect community since for most Policymakers it is still an undeniable fact that the majority of those suspected of terrorist activities are Muslim, and that counter-terrorism measures are likely to target Muslims who are of course just as affected by the terrorist threat as anyone else, feel they are constantly under suspicion.

Thus the aim of this work is to shed light on

This research is basically divided into three chapters. The first chapter is concerned with

1.1 Introduction:

English has become the lingua franca all over the world. The need for communication leads people to believe that it is necessary to learn and speak other languages beside their mother tongue.

Speaking is deemed to be a basic skill that Language Learners should master with the other language skills. The ability to speak appropriately and confidently is thought to be the ultimate goal of learning a foreign language.Thus, the aim of the Oral Expression course is to provide suitable place for students to practise their speaking skills.

That is why; inthe present chapter, the researcher attempts at giving a clear description of the target situation under investigation. Firstitis devoted to the definition of the speaking skill, the status of speaking in the English curriculum, as well as the teaching of speaking in the FL department within the Algerian university, specifically how it is taughtat the University of Saida.

For the methodology used, the researcher sets the aim of the study, the population of the study, the questionnaire and the classroom observation.

1.2 Definition of the Speaking Skill:

For learners who are studying English as a second/ foreign language, it is very important to experience real communicative situations in which they will learn how to express their own views, opinions and to develop their oral fluency and accuracy[1] which are very essential for the success of Foreign language communication.In term of usage, speaking means the manifestation of both the phonological and the system of

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[1] It's important to balance accuracy and fluency among the various stages and activities in a lesson. Both refer to the productive skills of the students. Where accuracy focuses on getting the language right, fluency focuses on getting the language out smoothly and quickly.

language, the variation in the phonological manifestation refers to accent; whereas, the grammatical one is dialect[2].

Speaking as a skillis a crucial part of second/ foreign language learning and teaching.As Richards (2008) assumed:**"***The mastery of speaking skills inEnglish is of priority for many second or foreign language learners". Richards (2008:19)*

According to Chaney et.al (1998): « *Speaking is the process of building and sharing meaning through the use of verbal symbols in a variety of contexts* ». Chaney(1998:13)

By the same token, Widdowson (1978) assumed that speaking implies a reciprocal exchange in which both reception and production play a part; and thus the ability of speaking entails both receptive and productive participation.

Speaking as a productive skill allowsa person to reflect their thoughts and personalities that iswhy they get judged by their speaking abilities. Hedge (2000) considered speaking as"*A skill by which they [people] are judged while first impressions are being formed.*"(Hedge 2000: 261)

Hence,the mastery of this skill leads to the mastery of all other skills.

Ur (2000) declares that:

> *"Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as „speakers" of the language, as if speaking included all other kinds of knowing."*Ur (2000:120)

Thus, speaking, as most researchers agree, seems the most important skill to be developed by second or foreign language learners.

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[2]H. G.Widdowson (1978)

1.3 The Importance of the Speaking Skill in the English Curriculum:

Teaching English as a foreign language (TEFL) requires learning the four language skillsof: reading, speaking, writing and listening.

Recently, in the field of ELT great attentions have been oriented towards the communicative properties of language.As far as speaking is concerned, it is considered as the major skill to be developed by foreign language learners as Pattison (1992) pointed out that when individuals learn a language, they aim to be able to speak that language.

In fact, the mastery of speaking skills comes at the first rank of the teaching/learning process as cited by Richards (2008: 19): **"***The mastery of speaking skills in English is of priority for many second or foreign language learners"*.

According to Nunan (2003), teaching speaking means to teach ESL/EFL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with a few unnatural pauses, to become fluent speakers.[3]

As other countries, Algeria has introduced English as a second foreign language after French in education. It is taught as a compulsory subject across the curriculum, from the middle schools to high education. With the implementation of the License-Master-Doctorate (LMD) system in Algerian Universities in the flow of the academic

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[3] http://www.eltnews.com/features/interviews/2000/01/interview_with_david_nunan.html

year (2004/2005)[4], techniques of teaching and learning became more in favor of developing EFL learners' communicative competence. LMD students are taught several modules in English constituting Language skills.

In addition to Grammar ;phonetics;Linguistics; Methodology,Civilization ,Literature and Methodology (basic units), Oral Comprehension and Expression is an important module, a rich source of material for speaking, that is introduced for the first and second year LMD « license » in order to achieve fluency in speaking the TL. It is a fundamental unitthat is attributed a coefficient of two (02). This fact gives the OCE module such a great importance in the English curriculum.

   Hence, the course of OCE has long been one of the main subjects at Algerian EFL departments since the introduction of English at the Algerian universities.

1.3.1 Speaking inLanguage Teaching Methods:

Speaking is a crucial part of second language learning and teaching.[5]Learning to talk in a foreign language is a very difficult task since every learner needs to speak individually and wants someone to listen and respond to him. Therefore, the history of language teaching has been characterized by a search for the best ways to teach second or foreign language speaking.

In the traditional approaches of language learning and teaching as Grammar Translation Method, learning a FL is based on the mastery of grammar rules and the speaking skill was neglected.The ever growing need for good communication skills in English paved the way to the implementation of Communicative Language Teaching.

In**The Communicative Approach**,both fluency and accuracy are important.Arnold(1999) stated that " *communicative language teaching has had a pervasive influence on language teaching in all its phases(syllabus design, materials, teaching techniques..) and it too gives affect its due". Arnold (1999:6)*

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[4]IDRI N. (2005). The LMD System Experience as a Struggle between the EducationalDevelopment and Reform: An Analytical Study of the Endeavour of the Academic Year2004/2005 in Bejaia University with Suggested Solution.

[5] https://channelingthoughts.wordpress.com/2014/08/15/teaching-speaking/

Therefore,communicative competence can be developed through classroom interaction.

Like the Communicative Approach, **the Competency-Based Approach** bases itsactivities on interaction. It is based mainly on building up competencies and abilities of language learning.The CBA according to the Algerian Ministry of Education aims at establishing three competences in learners:

1. To interact orally in English.

2. To interpret authentic, oral or written documents.

3. To produce simple, oral or written messages.

Sharing the same goal,**the Silent Way** method emphasized on making learners work more than the teacher. That is to say, learners should be encouraged to use the FL as much as possible by involving them in solving problems and experience real life situations. This concept was based on Benjamin Franklin's words which say:

Tell me and I forget,
Teach me and I remember,
Involve me and I learn.
Richards and Rodgers (1986:100)

Similarly,the main principle of the **Audio-lingual Method** is that Language is speech and not writing. This method focuses on speaking and listening competence stressing repetition and habit formation using communicative drills, dialogue memorization to learn a second or a foreign language.In other words, the Audio-lingual Method followed in acquiring the L2/ FL the same order like that of L1 acquisition which starts by listening, speaking, reading then writing.

In fact, this approach was used in Algeria through "Success with English" Course book I (1970) and "Success with English" II (1971).[6]

Thus,the Algerian educational authorities have shifted from one approach/method to another in order to pave the way for improving the teaching/learning of English language.

1.3.2 The Characteristics of a Successful Speaking Activity:

According to Ur (1996) classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course.Ur (1996) stated the characteristics of a successful speaking activity, they are as follows:[7]

1.3.2.1 Learners Talk a Lot:

Learners should have a chance to talk a lot using the target language.According to Ur(1996:119) *"The characteristics of someone being success in speaking is let them talk a lot"*. Hence, there should be more time for students to elaborate their ideas freely.

1.3.2.2 Participation is Even:

In speaking, all the students have more chance to speak out to convey their ideas. Here participants or students will have the same chance to speak. It means that classroom interaction is notdominated by a minority of talkative students. Related to this characteristic, by using team interview technique it will give similar participation to each student.

Dobson (1989) suggests that in order to make sure that every learner has a possibility to practise the target language; the teacher can appoint a group representative responsible for equal participation among peers.

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[6] Hadi.kh. (2012).*promoting learner autonomy in an EFL context: learners' readiness and teachers' role.Published*Magister thesis. Abu bekrbelkaid. University of Tlemcen.
[7] S.zufiqar(2013)

1.3.2.3 Motivation is High:

This characteristic become more important because high motivation willencourage students' interest to speak up to convey something related to the given topic. In this case the topic should be enjoyable and appropriate to the learners' interest.Learners are excited to speak; because they are interested in the topicand have something new to say about it, or because they want to contribute to achieving a talk objective.

1.3.2.4 Language is an Acceptable Level:

In this characteristic, Students will express their ideas in relevant utterances, easily comprehensible to each other and of an acceptable level of language accuracy..An educator can achieve it by selecting activities whose language level is similar to students' linguistic level such oral tasks empower students and give learners the possibility to clearly express their ideas and opinions through fluent speech.[8]

1.4 Second year LMD English Curriculum:

The target students of this study are the second year LMD students at the University of MoulayTahar in saida. The curriculum designed for the second year LMD consists of a number of technical and literary matters.

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[8]Anna Kuśnierek(2015) Developing students' speaking skills through role-playAligarh Muslim University. *International Journal of English Language & Translation Studies*.2(2), 79-89 Retrieved from http://www.eltsjournal.org

Modules	Time allowance	Coef	Credit
linguistics	1h30	02	01
Grammar	3h00	02	04
Oral Comprehension and Expression	3h00	02	04
phonetics	1h30	01	02
Written Expression	4h30	04	06
Research methodology	1h30	01	02
Civilization	1h30	01	02
T.I.C	1h30	01	01
Frensh	1h30	01	01
Translation	3h00	01	04
Literature	1h30	01	02

Table 1.1: 2nd year LMD English curriculum

As it becomes clear from the table above, the Oral Comprehension and Expression course makes up aquite significant part in the English curriculum since it accumulates a significant coefficient and number of credits.However, another remark is that the time devoted to the OEcourse is limited to only three hours per week which can be insufficient for students to practise their oral skills.

1.5Teaching Speaking in Oral Comprehension and Expression at MoulayTaharUniversity:

The Oral comprehension and Expression course aims at providing a suitable place for the students to practice theirspeaking skills.During the lesson, students participate in different activities that aimat providing them with the confidence to engage in classroomcommunication as well as to give them the opportunities to speak effectively.

The University of MoulayTahar of Saidaas the other Algerian universitieshas opted for this new educational system "LMD: Bachelor-Master-Doctorate" which has been implemented since 2010. Students who subscribed for the year 2010-2011 were the first promotion of the new system.

The present study is undertaken at the English department, at MoulayTahar in Saida.

For 1st and 2nd year LMD English Curriculum, the purpose of the Oral Comprehension and Expression module is to develop communicative competence in spoken language.

At MoulayTahar university, At this departmentof English, the majority of teachers who are in charge of OCE course are full time teachers and who hold either PHD or Magister in English .Oral comprehension and Expression teachers are required to invest their time and efforts searching for more productive possibilities to improve their students' communicative competence.

So, in order to help students develop communicative efficiency in speaking,they plan lessons that have communicative objectives[9]as: role-play, dialogues, group discussions and debates..

1.5.1Teaching Skills, Methods and Materials:

The task of teaching a foreign language can be sometimes difficult since teaching spoken language emphasizes linguistic and communicative competences which lead to the mastery of the TL.Indeed,OCE teachers may confront different students with different learning needs and levels of competence. Thus, they have to adjust their teaching methods and style according totheir students' needs.In this light, the teachers' decision concerning the suitable teaching method comes after analyzing his/her students' intellectual internal and external factors , the time involved, the availability of aids, the size of the classroom, the students' ability and motivation, and the availability of materials.

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[9]Students are given a short dialog to memorize then they must use mimicry and applied role playing to present the dialogue.

The teacher- student relationship is necessary in the learning process.As teachingis learner-centered, and learners' suggestions also matter, the relationship between teachers and learners is a sort of give and take relationship. It can also be called a two way relationship.[10]
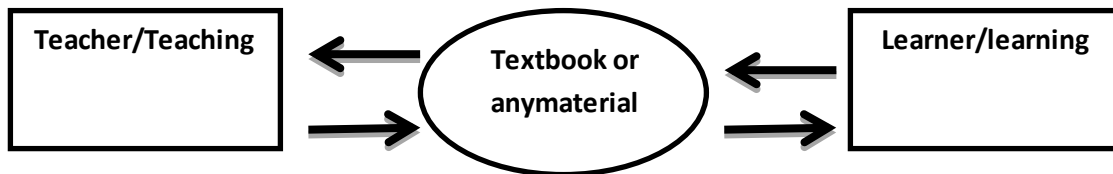
Figure: 1.1:Role relationship between Teachers, learners & Materialssource:Sheema Fatima (2014) Learners Involvement in Materials Selection for Teaching English inLanguage Classroom at Aligarh Muslim University. *International Journal of English Language & Translation Studies*.2 (2), 79-89 Retrieved from http://www.eltsjournal.org

1.5.1.1The Material:

It is necessary that the materials presented and implemented in EFL classroom be varied and stimulating.Ideally,they should be adapted to the needs of learners but most importantly they should be interesting.

As far as the materials used for the teaching/learning of English are concerned, FL department in addition to the simple materials (chalk, blackboards….); owns other useful teaching aids for example: Laptops, one Data- show (which can be sometimes unavailable) and two Speakers.

1.5.1.2 Text Book:

As in any module, the OCE course needs to have a text book; it is obvious that choosing the text book for the appropriate level and target teaching goals is not easy. Text Books must attract the learners' interest in dealing with a module, so OCE

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[10]Sheema Fatima (2014) Learners Involvement in Materials Selection for Teaching English in Language Classroom at Aligarh Muslim University.*International Journal of English Language & Translation Studies*.2(2), 79-89 Retrieved from http://www.eltsjournal.org

teachers must involve familiar topics and recent subjects that deal with students' real life.

1.5.1.3 Recording:

It is evident that the use of some teaching aids can create interest among the learners, notably in the OCE course.During an Oral comprehension and Expressionsession, teachers have their students listento a recorded conversation or songs requiring them to take a gap-filling activity or sometimes engaging in a conversations and discussions which deemed to bean excellent alternative to learn new words .This teaching techniquepresents a new concept called « Edutainment »[11].

An Oral Comprehension and Expression course is more effective when there are colorful presentations and pictures. Students automatically are going to comment on,then this leads them to some extent to be motivated to participate. Making students listen to music is maybe the best and effective way to enhance their motivation particularly in the OCE lectures.

1.5.1.4 Activities:

Activities is a loose term used to give a general description of what will happen in the class and about what physically the students are going to do in general.

Specifically, in the OCE course, activities should be included as materials since they lead students to be motivated in practicing them and then lead the OCE course to be successful and effective. Students may be grouped into whole class activities,pair work,and small group or individual activities.For that, pair work and group work play an important role in learning speaking through peer interaction.

1.5.1.5 Discussion:

Is one of the most important activities in language learning. Harmer (2008) claimed that: «discussion, whether spontaneous or planned, has the great advantage of provoking fluent language use. »Harmer (2008:128).

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[11]Computer games, television programmers, or other material, intended to be both educational and Enjoyable (Oxford online dictionary)

As a result, OE teachers open the discussion and introduce the topic than they give time for their students to speak and discuss. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. Groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas.

1.5.1.6 Role play:

Is a very important technique because it gives students opportunity to practice communicating in different social contexts and roles.It is a great way of getting students to speak. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…"(Harmer , 1984).

1.5.1.5 The Physical Setting in the Classroom:

The teacher uses different ways of sitting in the classroom either in groups or pairs to interest his/her students and make them interact and participatein different activities. There are many ways to arrange students in the classroom.

1.5.1.5.1Horse-shoes and Circle Arrangement:

Usually, circles and horse-shoes are preferable for the smaller classes.
In the horse-shoe, students seat in the class in front of the board and the teacher takes place in the open end of the arrangement; this also helps both students and the teacher to see each other. They may work as one strong group, under the control of the teacher.
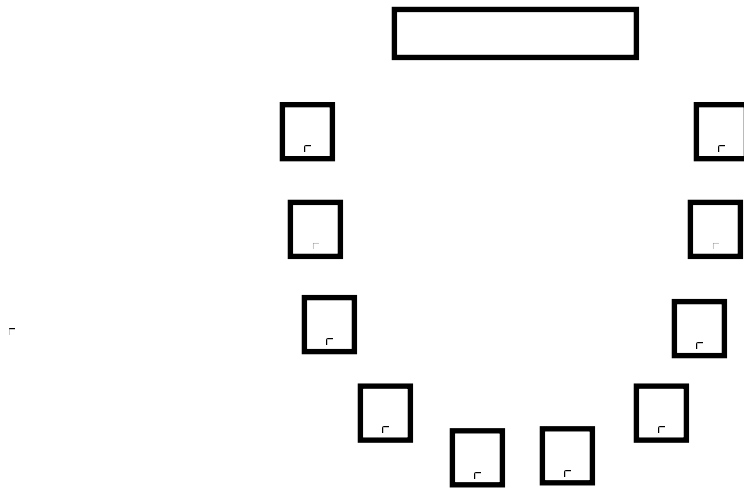
Figure 1.2: Horse-shoes Arrangement source**:**

http://conferencing.uwex.edu/room_setups.cfm

   For the classes which are arranged in a circle the teacher takes place among his students in a small class. It helps the teacher to explain the lesson very well. Learners, in this seating arrangement feel themselves as members of the family.
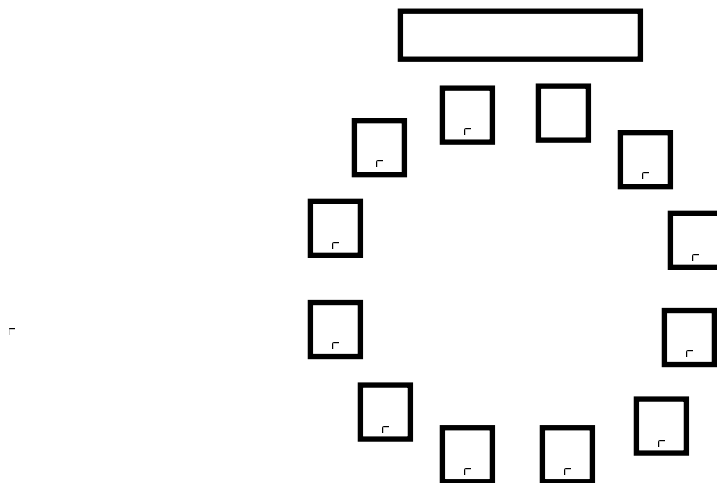
Figure1.3:The Circle Tablessource**:**http://conferencing.uwex.edu/room_setups.cfm

   These two arrangements are interesting for students to share their feelings and opinions without disruption.

1.5.1.5.2 Separate Tables Arrangement:

This kind of seating arrangement helps students learn how to be responsible or how they can depend on themselves and especially when they are grouping in small groups at individual tables in the classroom.
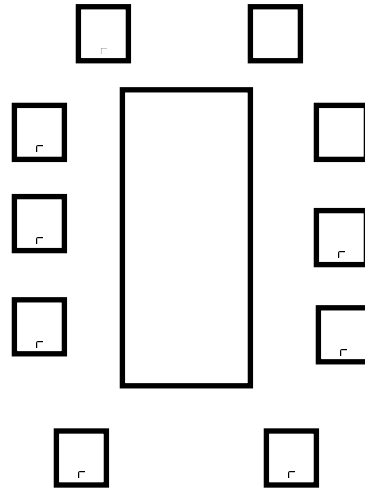
Figure 1.4: Separate tablessource**:** http://conferencing.uwex.edu/room_setups.cfm

However, many second yearLMD students at the department of Literature and Englishmay face many obstacles preventing them from practicing their speaking abilities.

1.5 Students' Speaking Difficulties in Foreign Language Learning:

It is undeniable that the content which suits the students' needs leads to the success of the learning outcomes. However foreign language students may encounter some difficulties and challenges that hinder their learning process and achievement mostly in Oral Comprehension and Expression class.

Luoma (2004:1) argues that "*Speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop*".

Moreover, foreign language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of

building utterances accurately and retrieving words does not yet become automatic in foreignlanguage speaking(Thornbury, 2005).

There are many obstacles in mastering English[12]. Richard and Renandya (2002: 206) claimed that *"The affective factors related to L2 or Flare emotions,self-esteem,empathy,anxiety,attitude and motivation"*.

According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom:[13]

1.5.1Nothing to Say:

Even if they are not inhibited,you often hear leanerscomplain that they cannot think of anything to say: they have no motivation to express themselves beyond the guilty feeling that they should be speaking[14].This problem occurs more when EFL learners attempt to participate in the classroom but many factors stop them to do so. Littlewood (1999) argues that *"it is too easy for a foreign language classroom to create inhibition and anxiety"* Littlewood (1999:93).Actually, even if some students are not worried about making mistakes, sometimes they cannot think of anything to say

1.5.2 Low or Uneven Participation:

In classroom interaction some students are dominating the conversation. This situation makes another students feel upset and being down to speak out. As a result students do not participate or speak very little or not at all.This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

1.5.3 Mother Tongue Use:

This problem always appears in every student's interaction because they are often using their mother tongue in sharing idea. They tend to use it because it easier to be

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[12]https://channelingthoughts.wordpress.com/2014/08/15/teaching-speaking/
[13]S.zufiqar(2013)
[14]T.Qiang,M.wolff (2012 :184)

uttered. In classroom activities, students talk using mother tongue both to other students and teachers. Hence this habit must be minimized by English language Learners though cooperative learning includes team interview technique.

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1.5.4 Inhibition:

Speaking is regarding as difficult skill because it needs confidence to convey what the speaker wants to say. Unlike reading, writing and listening activities, speaking requires some degree of real time expose to an audience. Learners are often inhibited of trying to say things in foreign language in the classroom: worried about making mistakes, fearful of critics or losing face, or simply shy. Therefore, the role of affective factors is important in language learning. In fact, students have problems in speaking a foreign language, either from interest, environment, vocabulary, inhibition or specifically anxiety which is one of the negative effects that students suffer from during an OCE class.

1.6 Methodology and Tools:

In an attempt to answer the research questions mentioned in the general introduction, the researcher indicates the following points:

1.6.1 Aim of the Study:

This study is carried out to analyze the relation between foreign language anxiety and student's achievement in the oral expression session and what strategies can be adopted to deal with students' fear of speaking a foreign language.

1.6.2 Significance of the Study:

This dissertation is going to discuss foreign language anxiety because English language learners consider this area of research very beneficial for them as future

teachers. Foreign languages are more anxiety-provoking so learners show fear from speaking in public mainly because they fear negative evaluation and judgment.

They justify this by the menacing nature of language speaking and they can be subject of negative judgment especially when making errors.Thus, investigating the causes and the negative effects of anxiety in oral expression will help teachers to create a relaxed learning atmosphere for students and help them overcome their fear of speaking and participating in communicative activities.

1.6.3 Population of the Study :

The populationsubjected to the present study is composed of 50 second year LMD students of English at MoulayTahar university of Saida. The researcher chooses to work with only twogroupsconsistingof 50students, 18 boys and 33 girls.

Population	Gender	
	boys	**girls**
50 students	**18**	**32**

1.2: population of the study

In addition to second year LMD English students , (05) teachers of Oral Comprehension and Expression; (2) women and (3)men, at the faculty of letters,languages-Departement of English,University of Saida .Some of them hold Magister and Licence degrees.

	Algerians	Foreigners	Total
Assistants	05	00	05
Senior lecturers	01	00	00

Table 1.3: Teaching staff 2015

Second year students, are the focus of this paper for two major reasons. First, they are beginner learners and are still at a comparatively low level of English proficiency, thus can more likely experience foreign language anxiety in performing orally.

Besides it is beneficial to understand the phenomenon of anxiety and the factors that reduce it at an earlier stage of students' university studies in order to help them overcome any feelings of nervousness and stress and improve their speaking skills.

1.6.4 Questionnaire :

For the purpose of this research, the primary data is collected through two questionnaires among other data collection tools.A first questionnaire is handed out to second year LMD students at the end of the second semester. It aims at investigating learners' source of foreign language anxiety in oral expression module. Then, a second questionnaire was administrated to (05) Oral Comprehension and Expression teachers in the department of English at SaidaUniversity.

After having collected the respondent's answers, the researcher started analyzing them qualitatively to shed light on the sources of students' anxiety and its impact on the speaking skill and to investigate the various roles that the Oral Comprehension and Expression teacher can play to reduce anxiety in the classroom.

1.6.5 Observation :

To obtain more information, the researcher used a classroom observation as a second datacollection tool. It aimsat describing both teachers' andstudents' behaviors in class and the atmosphere surrounding them.

1.7 Definition of Key Terms:

In order to achieve a better understanding of the terms being used, the researcher tries to give more definitions of a set of terms.

This is to clarify those terms' meanings of equal importance in this area of research.

TEFL: Is an acronym which stands for Teaching English as a Foreign Language

F L (Foreign language): Refers to the non-native language of the speaker.Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language .Richards (2000: 206)

Speaking skill: Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer. Bygate (1987:42)

Speaking Anxiety: The fear of speaking in public is related with anxiety or communication apprehension.

1.8 Conclusion:

Speaking skills play a vital role in the communication process. It is assumed to be the most difficult skill to be mastered by foreign language learners since they may face difficulties such as apprehension and anxiety ;however, Providing learners with an effective environment and choosing the right activities enables them to speak fluently and interact freely with each other.

In the present chapter, the researcher attempts at giving a clear and thorough description of the speaking teaching situation in the university of Saida.The researcher also shed light on the definition of speaking; its importance in the English curriculum and the speaking teaching situation that concerned the researcher at MoulayTahar University with close reference to the challenges that EFL students face while learning speaking. Then, the methodological steps of the study are set.

To conclude, in attempts at investigating the main challenges that students face, the, the researcher has to answer certain critical questions, mainly: does anxiety as an effective factor hinders students' achievement? And how can OCE teachers reduce its effects? It is then the researcher's objective to try to answer these questions in the following chapters.

2.1 Introduction:

Over the last three decades, Foreign Language anxiety has become a central concern in second and foreign language learning research since it is considered as one of the affective variables that influence this process.

During an oral comprehension and expression session, students may experience anxiety in a form or another while using the TL since much of the FL anxiety studies report a strong positive correlation between speaking in the foreign or second language and language anxiety (Young 1999). Thus, As such, anxiety can seriously inhibit the students' oral performance.

This chapter reviews literature on foreign language anxietyin oral classroom. The researcher is going to start with the definition anxiety, itstypes,foreign language anxiety, foreign language anxiety in oral classroom and its effect on oral performance. Furthermore, it looks at reticence in a conversation class, interaction in the language class and teacher -student relationship.

2.2 Overview of Anxiety:

Every one sometimes experiences anxiety in one form or another and in varying degrees. It involves a pattern of physiological and psychological reactions like feeling of stress and emotions. As such, anxiety can seriously hinder the ability of concentration and dealing with things in a more positive may. It is considered as an unpleasant state evoking avoidance behaviors and defenses.

Anxiety, one of the most prominent and pervasive emotions, was defined as a feeling of uneasy suspense by Rachman (1998) and has been a focus of research in foreign language learning since early 1970s.[1]Before discussing foreign language anxiety, it is useful to have some insights into what anxiety is in general, therefore,

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[1]Meihua Liu and Wenhong Huang, "An Exploration of Foreign Language Anxiety and English Learning Motivation," Education Research International, vol. 2011, Article ID 493167, 8 pages, 2011. doi:10.1155/2011/493167

The researcher first provides some definitions of anxiety before relating it to academic achievement in Foreign Language Learning.

In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986).In simple words, anxiety is a negative way to present human feelings when we are anxious, we feel nervous, worried and fearful. We struggle, tremble, and our heart beat quickly.

Generally, anxiety can be associated with *"Threats to self-efficacy and appraisals of situations as threatening"* Papamihiel (2002:331) or an uneasy feeling due to something threatening (Koba et al, 2000).

Meanwhile, language anxiety, according to MacIntyre and Gardner (1994) is the feeling of tension and apprehension experienced by learners in the foreign language classroom.

In the field of anthropology[2], psychology and education, numerous perspectives on anxiety in general have been put forward concerning the concept of fear and threat to the persons'physical safety or psychological well-being in his/her interaction with the environment. It can seriously inhibit the ability of concentration and dealing with things in a more positive way.Although anxiety is difficult to define in a single manner, different psychological perspectives explain it in many ways.

In fact, anxiety was explained in terms of the Human Evolution Theory. Darwin thought of anxiety as **"*An emotional reaction that is aroused when anorganism feels physically under threat" Darwin(1972) in Wilson(2006:41).*

Similarly, Twenge (2002) confirms that *"Emotions are flexible in that theyserve specific purpose for the survival of the individual .Anxiety and fear primarily serve to warn of potential danger and trigger physiological and psychological reactions". Twenge(2002) inWilson (2006:41).*

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[2]The study of human beings from every time period, in every way possible, in all their complexity.

In the same vein, James(1980) viewed it a*s "An instinctive senseless and unpleasant reaction to philogenetically predetermined objects or situations" James(1980) in Takayuki(2008:10).*

Mower(1939)introduced his position from a behaviorist perspective, claiming that*"Anxiety is a learned response rather than instinctive one .It isanticipatory in nature and triggers living organisms to prepare for negative events or avoidpunishment before they occur and hence functions as a motivator to reinforce behavior"*Mower (1939) in Takayuki (2008:51).

For May (1967:72), it is *"The apprehension cued off by a threat to some value which the individual holds essential to his existence as a self"*.

Sigmund Freud, who was one of the first to focus on the importance of anxiety, consideredanxiety as" *an unpleasant affective state or condition similar to dread or nervousness, which results in physiological and behavioral manifestations and anxiety (or dread) itself needs no description; everyone has personally experienced this sensation"* Freud(1933) in Cook (2006:14).

Similarity, Spielberger(1983) also defined anxiety as:*"The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system."* Spielberger (1983) in Brown (2007:161).

Anxiety is generally seen as a psychological concept, Cattel (1960) defined it as: *"The result of all influenced needs and the degree of uncertainty"*. Cattel(1960) in Takaykin (2008:11)

2.2.1 Types of Anxiety:
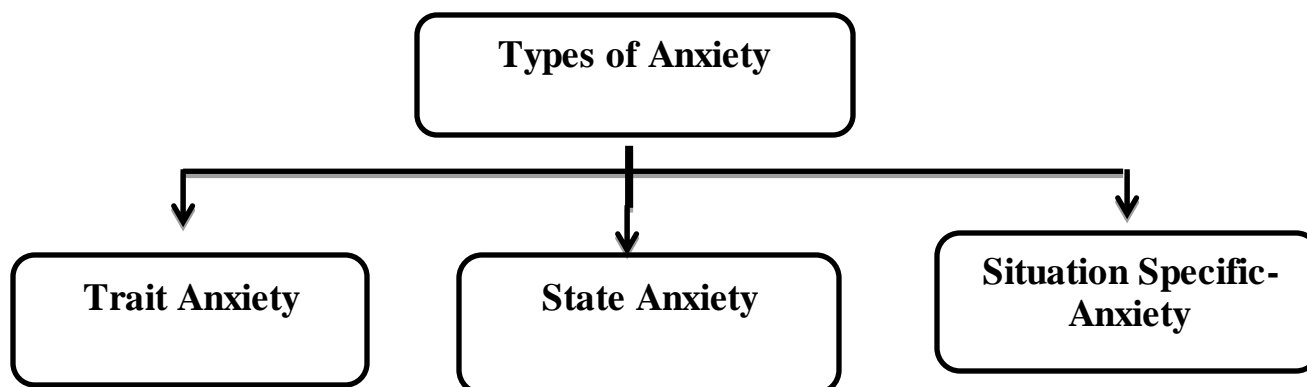
Figure 2.1: types of Anxiety.

Broadly speaking, anxiety can be classified into threetypes: trait anxiety, state anxiety and specific-situation anxiety. According to Spielberg (2005) trait anxiety is a general characteristic of an individual's personality .i.e., such anxiety can be a part of a persons' character .Students suffering from this type are likely to be highly anxious in any situation. This type can be permanent and difficult;however, it is possible to overcomeit.

McIntyre and Gardner (1997) define trait anxiety as « *A more permanent feeling of anxiety* »; a person suffering from this type is always worried even in non-threatening situations. People who develop a more anxiety-trait are much more disposed to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations.

The second type of anxiety is known as state anxiety.State anxiety is the tendency of a person to feel nervous of the situation he/she exposed to.It can seriously disturb the individuals' ability to perform positively to any situation and in certain environment. For example, there are some individuals who feel anxious of speaking in publicso they keep quiet and prefer to be neglected, but this type of anxiety can diminish overtime as the individual get used to the new environment and feel comfortable with the other speakers.

State anxiety can be an obstacle and an interruption of students' emotional balance and it may negatively hinder their performance and their learning process.

The third type is situation-specific anxiety. Specific-situation anxiety focuses on the situations in which anxiety is aroused. According to MacIntyre and Gardner (1991,), situation-specific anxiety can be considered as trait anxiety, which is limited to a specific context. This perspective examines anxiety reactions in a "well-defined situation" such as public speaking, during tests, when solving mathematics problems,or in a foreign language class .MacIntyre& Gardner (1991)[3].

In the learning context, the learner does not find himself capable to speak or read in target language.

Dornyei (2005) concluded that anxiety does not only hinder achievement but in some cases improves and develops it.Anxiety can have also debilitative and facilitative forms.

2.2.1.1Facilitating Anxiety:

Another important distinction for anxiety is facilitating and debilitating anxiety. Facilitating anxiety improves learning and performance,while debilitating anxiety is associated with poor learning and performance. Yet, According to Scovel (1978) anxiety, in its debilitating and facilitating forms, serves "*simultaneously to motivate and to warn*" the learner. Scovel (1978) in Tanveer (2007: 10).

He further adds that: "*Facilitating-anxiety keeps the learner motivated and "fights" the new information and pushing them to do more efforts to reduce the negative impact of anxiety. Scovel(1978) in Ellis (1994: 482).*

With similar views, Hortwitz and young (1999) posits that facilitating anxiety motivates the student to 'fight' the new learning task and prepares the student emotionally to approach the learning task as a challenge.

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[3]Essays,UK. (November 2013). Definition And Types Of Anxiety Literature Review English Language Essay. Retrieved from http://www.ukessays.com/essays/english-language/definition-and-types-of-anxiety-literature-review-english-language-essay.php?cref=1

In fact, this type of anxiety helps learners to improve the learning progress and achievement.

2.2.1.2 Debilitating Anxiety:

Debilitative anxiety motivates the student to 'flee' the new learning task and stimulates the individual emotionally to adopt avoidance behavior. As a matter of fact, debilitative anxiety which has a negative impact on the students' performance, attitudes, emotional state and enjoyment of the language learning experience.

Extremely anxious students are highly motivated to avoid involvement in the classroom activities which they fear the most. This may appear strongly in speaking a foreign language, the more anxious learners are, the less likely they are to do well at speech skills , so anxiety cause bad performance.

Horwitz and Young(1991:35) state that *'as long as foreign language learning takes place in a formalschool setting where evaluation is inextricably tied to performance, language anxiety islikely to continue to flourish'.* Thus, this type of anxiety impedes the language learning process.

Therefore, anxiety can be both helpful and impeding for foreign language learning and that can be explained with the Yerkes-Dodson Law (1908). The law asserts an inverted U-shaped curvilinear association between arousal and performance. MacIntyre, 1995, p. 92.

Inverted "U" relation between anxiety and performance.
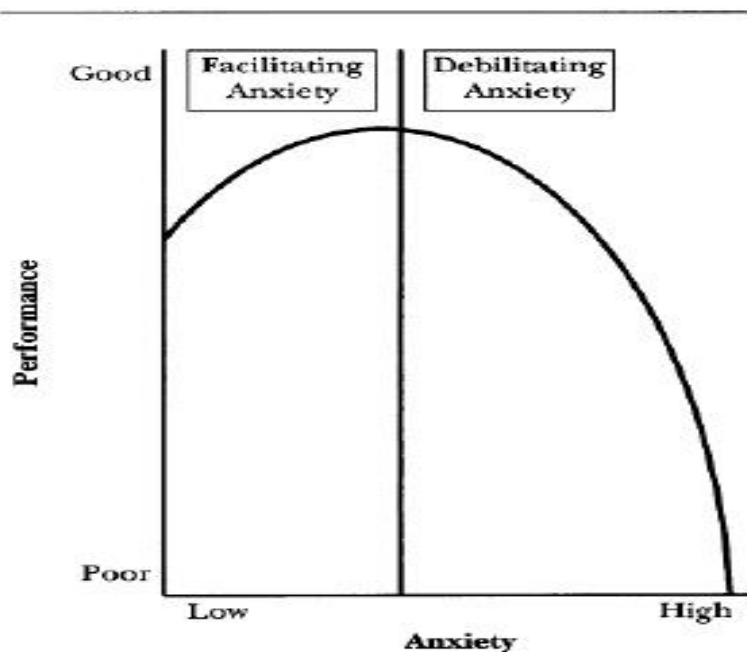
Figure 2.2 Inverted U relation between anxiety and performance (Source: MacIntyre, 1995, p. 92)

2.2.2 Foreign Language Anxiety:

It is widely believed that learning a foreign language can be a stressful activity for some learners (Hewitt &Stefenson, 2011).The pressure on students to perform well in foreign language causes them anxiety .Thisphenomenon is known as foreign language anxiety or Xenoglossophobia[4].Therefore,many researches have shown that anxiety is relatively common phenomenon in FL classes (Horwitz,2001, and hortwitz& Young,1991).Horwitz, Horwitz and Cope (1986) defined FLA as "*a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process*". Horwitz, Horwitz and Cope (1986:128).They also developed a 33-item questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS) to measure

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[4]Fear of speaking a foreign language.

language anxiety. Following this, many studies have been conducted on language anxiety.

Likewise,MacIntyre (1999) defined foreign language anxiety as *"worry and negative emotional reaction aroused when learning or using a second language"*. MacIntyre (1999:27)

According to MacIntyre, and Gardner. (1994) FLA is:

« *The feeling of <u>uneasiness</u>, <u>worry</u>, <u>nervousness</u> and <u>apprehension</u> experienced by non-native speakers when learning or using a <u>second</u> or <u>foreign</u> language. These feelings may stem from any second language context whether associated with the productive skills of <u>speaking</u> and <u>writing</u>, or the receptive skills of <u>reading</u> and listening.* »MacIntyre, and Gardner. (1994:283)

The pressure on students to perform well in a foreign language class make them feel worried and anxious to fail in a language that they do not fully master. Thusanxiety can be one of the most negative psychological hindrances for many FLlearners. Foreign language anxiety is common among foreign language learners (Young, 1991) that **"*foreign language anxiety as worry and negative emotional reaction aroused when learning or using a second language"*.**Young(1991) in Lee (2011:169).

In addition, Gregersen (2005) argues that learners who feel anxious in their foreign language learning may find their study less enjoyable. In the case of the conducted studies on foreign language anxiety (e.g., Aida, 1994; Macintyre, et. al., 1997), a review of literature has shown that foreign language anxiety is negatively related to foreign language learning.

MacIntyre (1995) concludes that:

« *Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided*

attention scenario for anxious students. Anxious students are focused on both the task and their reactions to it ».MacIntyre (1995:96)

"When anxiety is present in the classroom, there is a down-spiraling effect. Anxiety makes us nervousness and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry".Arnold(1999:43)

To sum up, anxiety seen as one of the great obstacles of FL learning and achievement.

2.2.3Foreign Language Anxiety in Oral Classroom :

For decades, foreign language anxiety (FLA) has been a significant subject of study among many other affective factors in second language learning in general. Anxiety and speech communication appear to a strong bond with each other.

According to Phillips (1991), "*it is clear that fear of speaking in public is different from anxiety about social contact*". Phillips (1991:7).

McCroskey, (1977) also defined speaking anxiety in broad-based as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons".

Fear of speaking in class may occur in a person's native language or in a foreign language. It frightens students to speak a second or foreign language, thus they feel nervous and unconfident.Specifically, during the oral expression class most students may experience anxiety while communicating and speaking with their peers. Horwitz, Horwitz and Cope (1991) have found that anxiety typically centers on listening and speaking.

Young (1990: p.539) stated: "Speaking in the foreign language is often cited by students as their most anxiety-producing experience" and also "difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students" (Horwitz et al. 1986: 126).

Horwitzet .al.(1986:11) propose that FLA appears in three forms: test anxiety, fear of negative evaluation and communication apprehension .They consider foreign language anxiety as a state ofapprehension occurring in the process of a foreign language use due to the user'sincompetence in communication with the language. As aresult,the anxiety experienced when speaking in a foreign language seems to be more debilitating than the anxiety experienced when speaking in the first language.

MacIntyre and Gardner (1991) also find that performance in the FL is negatively correlated with language anxiety. It has a negative impact on the FL learning process in general and more in particular when it comes to speaking skills.

Thus,speaking in foreign language in different situations, particularly the situations that demand public speech tend to be anxiety provoking for students.

2.3 Correlates of Anxiety :

Foreign Language Anxiety interacts with several factors affecting FL learning.

Actually, foreign language speaking anxiety is one of the most prominent factors that has a debilitating influence on the students' oral performance. As a result , for language learning it is more crucial to investigate these affects and their effect on learners' achievement.

William (1994:77) claimed that:

"There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being; it is part of one's identity ".
William (1994) in Maria (2002:53)

Arnold (1999:1) defines affect in terms of *"aspects of emotion, feeling, mood or attitude which condition behavior".*

Therefore, students struggle more during a language class since they do not master the TL.Researchers have confirmed that there is a high correlation between FL anxiety and other language factors.

Karshen (1985) has mentioned that there are mainly four factors that can influence the SLA such as motivation, attitude, anxiety and self-esteem.

2.3.1 Anxiety and Self-Esteem:

As anxiety, self-esteem has a great importance for the achievement of an effective learning.Anxiety can be a serious problem for many EFL learners because it threatens their self-esteem.

According to Arnold (1991), Self-esteem has to do with the inevitable evaluations one makes about one's own worth. It is a basic requirement for successful cognitive and effective activity.

Krashen (1980) suggests:

*"The more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about their peers think,they are concerned with pleasing others. and that I think has to do a great degree with anxiety."*Krashen (1980) in young (1991:427)

Sharing the same view,(Hortwitz et al 1986:192)considered *that "individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem".*

So, the foreign language learner needs a high self-esteem and a strong personality in order to succeed.MacIntyre and Gardner (1991) claim that *"an anxious student is the one who feelsuncomfortable toward speaking a FL, avoids taking part of conversations for more safetyregarding his social image, and makes less attempts with new linguistic forms."*

2.3.2 Anxiety and Motivation:

One personal factor, which is highly correlated with anxiety, is motivation.

Brown (1994:115) defined motivation as: «*An inner drive, impulse, emotion or desire that moves people to a particular action. Similarly, some psychologists define motivation in terms of needs or drives* ».

Gardner was one of the pioneering researchers in second language acquisition to focus on motivation. Gardner, Day and MacIntyre (1992) confirm the relationship between FL classroom anxiety andmotivation. They explain that motivated students are less anxious in foreignlanguage contexts than those who are instrumentally motivated. Their research findingsprovide indications that anxiety and motivation are two separate dimensions with overlapping behavioral consequences

2.3.3Anxiety and Attitudes:

Language learning is affected by the attitudes. If the learner is unwilling to learn or he/she does not have a positive attitude, he/she does not produce any result.

Ellis (2000) mentions that positive attitudes towards the L2 and its speakers can be expected to enhance learning while negative attitudes impede it. So, learners' attitudes have an impact on L2 proficiency level achieved by individual learners who are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success.(Ellis 2002).

However, Baker (1988:112-115) suggests that *"Attitudes are complex constructs; there may be both positive and negative feelings attached to a language situation"*.

Consequently, Anxiety can influence negatively the way students' feel toward learning a second language.

2.4 Effects of Anxiety on Oral Performance:

Anxiety is one of the most negatively influential Affective variables which prevents learners from successfully learning a foreign language.It may influence EFL learners' oral communication.Thus, a great deal of research has been conducted to explore the effects that anxiety has in FL students' oral production.

Spielberger (1983) claimed that the more anxious the learners, the less proficient in speech skills they are.Anxiety occurs for example when the learner has to present an oral production in front of his classmates or when the teacher asks him to correct his own mistakes.

Horwitz (2001) argued, anxiety is a complicated problem and could make people's normal performance, especially in a foreign language classroom, particularly stressful.

Phillips(1992) shows that language anxiety is negatively correlated with students' oral performance.He reported that highly anxious students are likely to have lower oralperformance in contrast to their relaxed counterparts. His study suggests that it can influence the learners' performance and his attitudes toward language learning. In general Philips shows that language anxiety is negatively correlated with students' oral performance.In addition anxiety can affect students' behavior. Students with high levels of anxiety engaged in more problematic behaviors, were more often

disliked by their peers, and had lower achievement and self-esteem than students without high levels of anxiety (John, 1979).

For example, anxious students' reactions can be misunderstood and misinterpreted as the students being deliberately annoying, attention-seeking, unmotivated, lazy, manipulative, or even less capable than their peers.

Moreover, Students have to respond not only to constant academic demands, but also to the expectations of their peers.These complexes, inte1twined demands and expectations can create a very stressful and taxing environment, especially for anxious students. For example, students who have social anxiety most likely have a strong sense of being judged constantly; therefore, they may become withdrawn and avoid peers in the class or avoid participation in groups.[5]Although speaking in the FL is seen as very likely to cause anxiety, this is not always the case. Levine's (2003) hypothesis that there would be a positive correlation between anxiety and speaking in a foreign language was not supported. Students who used the FL more felt less anxiety, maybe because using the FL became more as a habit (Levine, 2003).

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[5]Figueroa, Looyee, "Teachers' Awareness and Skills in Addressing Students with Anxiety Symptoms" (2013).*PCOM Psychology Dissertations.*Paper 281.http://digitalcommons.pcom.edu/psychology_dissertations/28

Classroom interaction and the relation between students and their instructor can help in reducing the effects of foreign language anxiety and achieve a better performance.

The study of the effects of anxiety on oral performance is, therefore, very important as students' beliefs influence their attitudes towards the classroom, the target language and culture and towards language study in general.

To sum up, Fl anxiety can sometimes be a stressful experience for many learners. An accurate understanding for this problem will help learners and teachers to avoid harmful feelings of anxiety and adopt strategies whenever necessary to facilitate learning.

2.5 Reticence in Conversation Classes:

Reticence is considered as a communication problem with cognitive, affective, and behavioral dimensions and is due to the belief that one is better off remaining silent than risking appearing foolish (Keaten& Kelly 2000).

According to Phillips (1997) "the *major characteristic of reticent persons was avoidance of social situations in which they felt inept*". Phillips (1997) in Keaten& Kelly (2000:166). He further adds that "*People avoid communication because they believe they will lose more by talking than by remaining silent, we refer to it as reticence*" Phillips (1984) in keaten et al (2000:134).

Burgoon(1976) adds that "*individuals with communication reticence exhibit the predisposition of unwillingness to communicate"* Burgoon (1976: 62*)*

In the other hand, according to McCroskey 1997:78) a subset of reticence was communication apprehension (CA), or "A*n individuals' level of fear or anxiety associated with either real or anticipated communication with another person or persons*". He claimed that family environment, self -esteem and personality were some of the causes of CA (McCroskey 1997).

Recently, reticence has been given a new definition. According to keaten and Kelly (2000:168), reticence referred to "the *behavior that people avoid communication because they believe it is better to remain silent that to risk appearing foolish*" and reticent people were those "who *tend to avoid communication and engage in chronic silence out of fear of foolishness*".[6]

Obviously, reticence and anxiety are closely related to each other .Anxiety is an understandable consequence, considering the belief system of reticent individuals.

They understand the need for communication but perceive themselves as helplessly in competent. Therefore, when they are in situations where they must talk, their expectation of failure leads to feelings of anxiety. Research consistently shows that reticent communicator feel anxious (keaten et al; 1993; Kelly &keaten, 1992; Kelly, keaten, &begnal, 1994). Thus, fear of negative evaluation is the defining characteristic of social anxiety (Leary & Kowalski, 1995).

Moreover, socially anxious individuals doubt their ability to establish a desired impression: "*When people regard themselves negatively or believe they will be unable to handle the social demands of an encounter, they are likely to experience social anxiety*". Kowalski (1995:62)

Among all sorts of classroom phenomena, the most frustrating one is that students will not or cannot actively participate in group discussions. Language teachers are faced with the student's unwillingness to speak and participate in classroom activities. Students' reticence or fear of interacting not only deprives them from sharing what they know, but also deprives the teacher and classmates of benefiting from it. Thus students' reticence has a vital influence on the teaching and learning process.

A student's reticence in class not only reveals that he/she is unwilling to talk in certain circumstances; it could also indicate any of the following symptoms:

1- The student's apathy towards the topic at hand or towards the learning process itself;

2- The student who does not comprehend is overwhelmed, or is bored;

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[6]Merha Liu (2009).

3- The student is isolated from the learning community;

4- The student has not learned the value or strategies of engagement or he/she does not appreciate or believe in that value.[7]

Donald (2010) investigated the issue of reticence from the perspective of teachers and students. Results demonstrated that fear of making mistakes, and error correction and how it was done played significant roles in determining students' reticence.

To sum up, Reticence is undoubtedly a serious and common problem in foreign language learning environments.This issue is worthy to be further explored in different contexts with the goal to make learners more willing to speak in class and ultimately improve the learning and teaching situation.

2.6 Interaction in the Language Class:

According to Ur (1991:48) "*Speaking is a productive oral skill. It consists primarily of producing systematic verbal utterances to convey meaning*".

Florez,(1999:1) sees speaking as "*An interactive process of constructing meaning that involves producing and receiving and processing information*".

In fact, Classroom interaction is considered as a productive teaching technique.It facilitates students'language development and communicative competence.

According to Lazaraton(2001:103) Spoken English "*Is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one's own contribution, producingits effect, and so on*".

Generally speaking, Handley (1973) claimed that success in learning and inteaching depends greatly on the nature of teacher-learner interaction. Additionally,

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[7]Li, H., & Liu, Y. (2011)

for language learning and language anxiety, many researchers relate language anxiety to instructor-learner interactions (Horwitz, Horwitz and Cope, 1986; Young, 1990; Koch and Terrel, 1991; Price, 1991; Scarcella and Oxford, 1992).So, theTeacher-students'interaction is so important because it develops the teachers' feelings towards students and gives him theopportunity to analyze their capacities.Hence, he can also be source of anxiety as Price claimed (1991: 106) that *"instructors had played a significant role in the amount of anxiety each student had experienced in particular classes"*.

Canol and Swaim (1980, p29) "*Interaction too helps to make the learners develop further competence in the target language*".

Thus, according to Canol and Swaim this type of interaction develops learners' capacities and proficiency in acquiring the foreign language.Typically, Teacher-student interaction in the OE class is generally obvious in two main items: error correction and help-seeking behavior.

2.6.1 Error Correction:

It is obvious that errors are an inherent part of language learning. They canbe a sourceof anxiety for some individuals because they focus on how to make positive social impression when speaking a new language (ManItyre&Gardner(1989) in Horwitz&Gregersen, 2002).

Error correction is one of the most important interactional areas in teaching English in classrooms. Since it helps students to correct and clarify their grammatical mistakes, language construction and pronunciation. This itemhas an essential role of the teacher .Howeverharsh error corrections made by teachers have an impact on students' level of anxiety and learning in general. Thus, teachers have to be careful with the way they correct their students so they do not hurt them.

Price (1991, p27) agreed that "…*in oral classes learners were very ashamed of their accent and afraid of making mistakes of pronunciation".*So that can lead

students to be silent and to avoid any oral interaction in order to avoid embarrassment.

2.6.2 Help -Seeking Behavior:

Most of students do not ask for their teachers' help because they consider this as a form of weakness and inability, especially in front of the classmates. As Aida (1994:164) proclaims: *"some students may need assistance from the instructor, but do not ask for help because they may view help seeking as a manifestation of weakness, immaturity, or even incompetence"*.Thus, teachers have to play the role of a facilitator and advisor so their students will ask for help and enhance their interaction.In addition, it is also necessary and useful as an educational strategy to enhance the speaking skills.

The role of interaction in a classroom context in enhancing speaking skills comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted.Classroom interaction involves verbal exchanges between learners and teachers. Teachers should know that the learners need to do most of the talk to activate their speaking, since it requires practise and exposure[8].

Therefore, the classroom environment and teacher-student interactions can foster academic help-seeking behavior and successful academic performance.

2.7 Teacher-Learners Relationship:

Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining whether or not a teacher's work is successful.Indeed, the positive social behaviors teachers show towards their students in the academic settings, as a professional attitude or stance towards learners encourage their autonomy, raise their engagement, and improve their performance [is known as teachers' sociability]. (Harkin,Turner, & Dawn, 2001).

It is impossible for teachers to establish friendship with all learners; there are too many of them and they change every year. Besides, it is not meant by sociability, establishing a typical friendship as that one we find between learners. But it is meant

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[8]http://www.translationjournal.net/journal/63learning.htmLast updated on: 05/20/2014 00:42:09

byteachers sociability as being friendly, liking students, making some self-disclosure, sharing close caring, understanding, attentiveness, being empathetic, enthusiastic, constructed, and having respectful interpersonal relationships in favor of students.(ibid: 82- 84)

Collins & Green (1992) explain: "Together, teacherand students develop and evolve a social structure that establishes social norms, permissiblebehaviors, interpersonal relationships, etc. In this context of social interaction, participantsfoster the learning process through social exchanges (such as give and receive feedback,guidance, encouragement, etc". Collins & Green (1992) in Marisa &Ryberg(2004: 3)

To conclude, Learners with emotional and behavioral difficulties, like FL anxiety, are particularly in need of teachers who will pass time with them outside formal teaching, acknowledging them as persons and boosting their self-esteem. For all learners, the process of education is as or more important than the subjects taught .Harkin, Turner, & Dawn(2001).

2.8 Conclusion:

It becomes obvious that foreign language Anxiety is negatively related to oral achievement. Investigators suggest that there is a very strong link between anxiety and speaking skill; it is considered to be the most anxiety-provoking skill; One may notice anxious students from their reactions when they are asked to give a short talk in front of their peers, they feel anxious and uncomfortable ;therefore, it is necessary for teachers to take action to decrease FL anxiety level by creating a supportive and relaxing learning environment and establishing a typical friendship between them and their learners.In this chapter the researcher has reviewed literature of FL speaking anxiety in terms of concept, types, its relation with other affects and its impact on oral performance in addition to reticence in conversation class, classroom interaction and teacher-students relationship.

3.1 Introduction:

The present research is about getting teachers' and students' opinion about the effects of Foreign Language anxiety on students' performance during Oral Comprehension and Expression .It also attempts to investigate the teachers' different roles and positive characteristics that lower this classroom psychological phenomenon. Two research instruments were used: classroom observation and a questionnaire. Classroom observation during an OCE session was chosen to observe the learning environment and see both students and teachers' behavior during the teaching/learning process. The aim of this research instrument is to get more information on second year anxiety in the Oral Comprehension and expression class.

In addition to this, the questionnaire was also used to collect data from both OCE teachers and second year English students. In fact the aim of using this instrument is to gather data from respondents in order to analyze them, and to have a deep view on the impact of foreign language anxiety on students' speaking skill, obtaining final results that check the validity and reliability of the hypotheses, and reach answers to the researchers' questions at the end.

3.2 Classroom Observation:

3.2.1 The Description of the classroom observation:

Classroom observation has been used as a research instrument in the present study and a source of insights into the level of anxiety during oral activities. It focused on the anxiety-provoking situations. Students' anxious behaviors in class were observed. The researcher attended four Oral Comprehension and Expression session in two groups (3rd, 4th) .Students' anxiety was observed during the presentations of free topics and plays during the second term of the academic year 2014-2015.

The third group consisted of 27 students: 6 boys and 21 girls while the fourth group consisted of 28 students: 12 boys and 16 girls.

3.2.2 Analysis of the results:

When tackling a sensitive subject such as language anxiety, it is best to be present and watch the student for the purpose of observing this phenomenon.

Therefore, the researcher attended four (4) TD sessions with two groups of second year LMD students, in the module of oral expression. I noticed that the number of students who were present in the third group was about 24 and only 15 were present in the 4th group.

The teacher sat at the back and gave the opportunity for the groups to present their topics and perform their plays which were mainly about their own imaginary companies. Concerning the material used, there were two computers one data-show and two speakers besides students brought some colorful posters to introduce their companies.

The teacher limited the time of presentations because there was not enough time and to give them the time to present evenly. I also noticed that students kept silent whenever a group finishes their presentation and didn't volunteer maybe it is due to stress or they weren't organized or well prepared. One girl said "*give me one minute, I am not ready yet*". Therefore, the teacher gave them time to get ready but then she had to choose who is going to present.

Generally speaking, even though students had interesting topics and information to present they were average in terms of motivation, and preparation but the teacher tried to encourage them to perform and she thanked her students for their efforts.

During the presentations and the plays some students tried to correct their friends, creating interaction between them.

It was also observed that some students made some grammatical mistakes, e.g.; one of the students said "womens", there were also mistakes of pronunciation but the

teacher tried to control her student's pronunciation when they repeat mistakes and didn't correct them directly in order not to embarrass and demotivate them.

Moreover, it was noticed that students major reason for poor performance was lack of preparation, in addition some of them forget what they have prepared and start trembling, blushing, speaking in a confused way and avoiding eye contact with their classmates; however, the rest were not afraid of speaking and shared their thoughts freely. Thus, what has been observed reveals the fact that there are some students who seemed to be risk takers in the sense that they give their opinions and they express their ideas freely which was not the case for other students who showed a kind of reluctance and hesitation when they speak.

An interesting point to note is that students are given approximately the whole session time to perform and speak; this provides a good chance to practice the language. The teacher's intervention comes at the end to give some remarks about the students' performance.

As a result, the data collected from classroom observation led the researcher to deduce that there were different factors which make students anxious to speak in the oral expression course. These factors are:
- Stress to perform
- Lack of preparation of the topics.
- Fear of making mistakes and being judged.

3.2.3 Discussion of the main results:
The present study investigates the following questions:

1. Is there a correlation between anxiety and speaking EFL?
2. How can teachers reduce their students' anxiety in the Oral Expression course?

Concerning the first question, the results revealed that there is a correlation between FL anxiety and students poor oral performance. Anxiety is one of the

reasons that students become demotivated to a certain extent because of their fear of making mistakes and difficulty in speaking confidently the TL.

Regarding the second research question, the researcher found that teachers have an effective role in lowering their student's speaking anxiety by the gentle correction of their mistakes, creating an effective rapport with students ,being honest and friendly and simplifying the task for them.

Hence, across the discussion of the main results obtained from the research instruments, the researcher has provided answers to the hypotheses of this work; stated previously.

3.3 The Students' Questionnaire:

The researcher has designed the students' questionnaire in order to get learners' responses to statements about the sources of foreign language anxiety and the speaking skill.

3.3.1 The Sample:

The population used in this study includes 50 students of English (two groups) of second year LMD students at the department of foreign, University Moulay Tahar of Saida. However (46) only handed back the questionnaires. While selecting the sample, the researcher took into consideration that the majority of second year LMD students are still considered as beginner students. Thus, they may experience anxiety in Oral Comprehension and Expression. Moreover, it is better to reduce the students' anxiety from the beginning, so that they can do their best, because they are supposed to be future English teachers.

3.3.2 Description of the Questionnaire:

This questionnaire consists of nine (09) questions which are arranged in a logical way. There are seven closed questions requiring from the students to choose

from the given options. The last two questions are open-ended requiring them to select from the given options and adding their own explanation and justification.

In The first three questions, students are questioned about their choice of learning English, what do they think about their level of oral proficiency and whether they give priority to the speaking skill.

The next three questions (04, 05 and 06) are devoted to test students' anxiety in oral expression. How they feel while participating in speaking activities and giving oral presentations and do they feel anxious when they are not well prepared.

The last three questions (07, 08 and 09) are concerned with students' preferable way to work in class, do they get embarrassed if the teacher corrects their mistakes and if they feel that their teacher is facilitating their speaking performance.

3.3.3 Analysis of the results:

Question 1: Choosing to learn English

Option	Your choice	Imposed on you
Number	40	5
percentage	88	11

Table 3.1: Students' Choice.
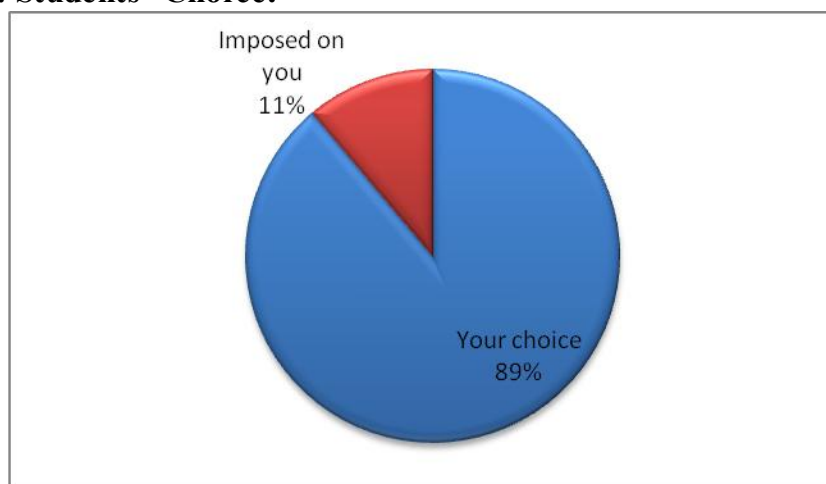
Pie-chart3.1: The Choice of Learning English

We can notice that the highest percentage of students (88%) said that learning English was their own choice. Thus, they are expected to work on it and be

motivated enough to care about the language and all its aspects. Only (11%) said that learning English was imposed on them and we can say that this may influence their learning process and they can be less motivated than the ones who love it and chose to learn themselves. It is important to know students' objectives for choosing to learn a language and a teacher should take that into consideration in every step he/she makes in the process of teaching.

Question 2: Classify in order of importance the following skills (1, 2, 3, 4)

options	writing	speaking	reading	listening	total
Number	08	18	06	13	45
Percentage	17,7	40	13,3	28,8	100

Table 3.2: The Most Desired Language Skills to be Mastered
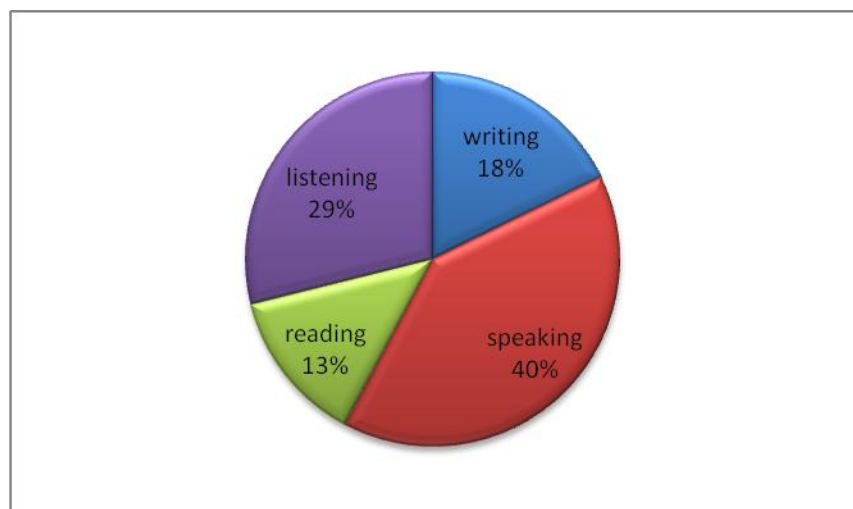
Pie-chart 3.2: The Most Desired Language Skill to be Mastered.

Question 3: Which of the following describes your level of oral proficiency?

Options	High	Average	Low	total
Number	5	37	3	45
Percentage	11,1	82,2	6.6	100

Table 3.3: Students' Opinion on their Level of Oral Proficiency
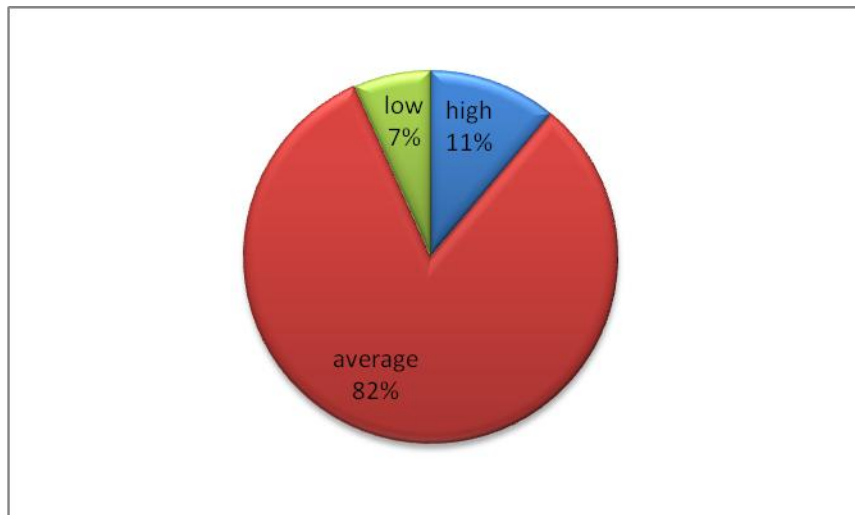
Pie-chart 3.3: Students' Opinion on their Level of Oral Proficiency

37students (82, 2%) have admitted that they are average in oral proficiency and only (11, 1%) have a high level while (6, 6%) said that they have a low level of oral proficiency. Therefore, these are not likely to participate verbally in the classroom. And if they stay silent without any attempt to participate, then they will not advance any further.

Question 4: Do you feel anxious when you participate in speaking activities?

Options	Yes	No	Total
Number	30	15	45
Percentage	66.6%	33.3%	100%

Table 3.4: Students Anxiety while Participating in Speaking Activities.
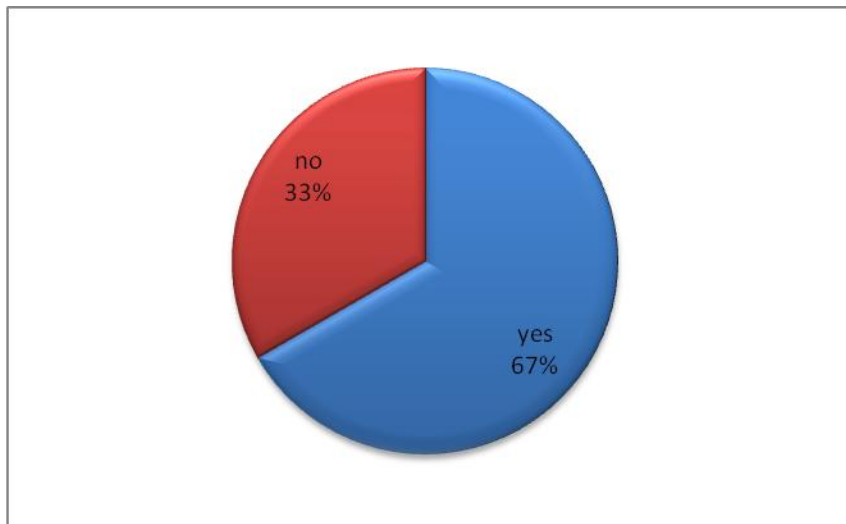
Pie-chart 3.4: Students Anxiety while Participating in Speaking Activities.

The results in the table above show that (66.6%) of students said that they feel anxious when participating in speaking activities and it is because of: the fear of making mistakes (23%), being shy (18%), luck of vocabulary (17%) and (4%) they have nothing to say. While (33.3%) said that they don't feel anxious when participating in speaking activities.

Question 5: Do you feel anxious when you give an oral presentation in front of the whole class?

Options	Always	Sometimes	Rarely	Never	total
Number	15	17	8	5	45
Percentage	33,3	37,7	17,7	11,1	100

Table 3.5: Students' Anxiety while giving an Oral Presentation.
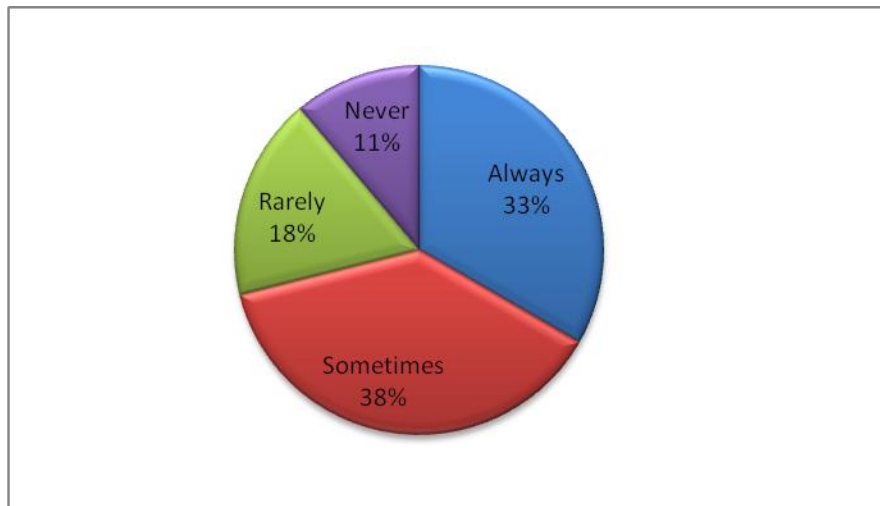
Pie-chart3.5: Students' Anxiety while giving an Oral Presentation.

Table (3.5) shows that (33,3 %) say that they always feel anxious when they give an oral presentation in front of the whole class, which means that they refuse participating in classroom speaking activities. Besides (37, 7%) of the participants said that they sometimes feel anxious when they have to practice their oral skills in front of their classmates. They justified by:

- Stress.

- Fear of talking in front of the audience.

- Fear of judgment and teachers' negative evaluation.

- The imposed topics to be discussed and their level of difficulty.

- Lack of vocabulary, however they claimed that when they are well prepared they speak with no fear.

Whereas (17, 7%) said rarely, and (11, 1 %) said never and their explanation reveals that they have strong self-confidence and they do not care about criticism and they mentioned also that they come to class in order to make mistakes '...I never feel afraid because I am in the university to learn and make mistakes..' as some of them wrote in the questionnaire.

Question 6: Do you start to panic when you have to speak without preparation in the language class.?

options	Always	Sometimes	Rarely	Never	total
Number	16	18	6	5	45
Percentage	35,5	40	13,3	11,1	100

Table 3.6: Students' Panic without Preparation.
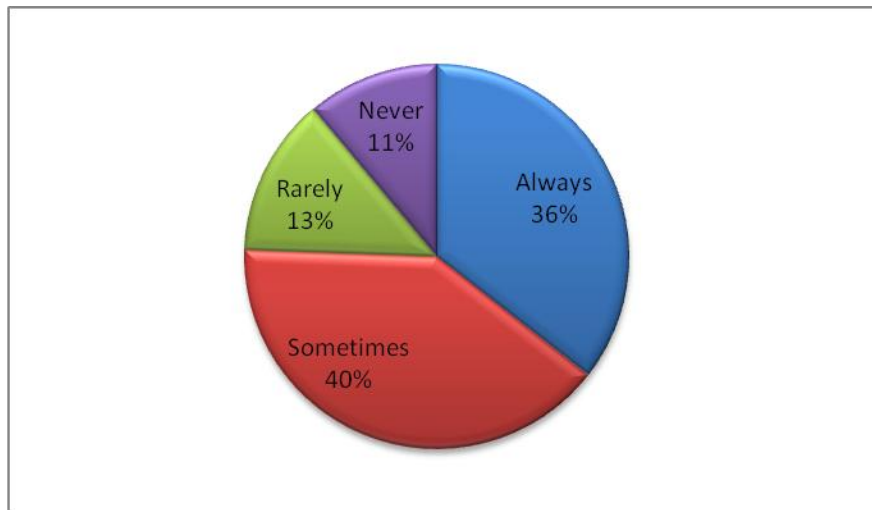
Pie-chart 3.6: Students' Panic without Preparation.

This question was aimed to know whether the respondents panic when speaking English without preparation. (36%) said that they always feel anxious when speaking, while (40%) said sometimes, (13%) rarely and (11%) never. Therefore, the researcher deduces that being unprepared is one of the sources that generate speaking anxiety.

Question 7: Do you prefer to work:

    a. Individually   **b. In pairs**   **c. In group**

Options	a	b	c	Total
Number	8	21	16	45
Percentage	17,7	46,6	35,5	100

Table 3.7: Students' Preferred Way of Working
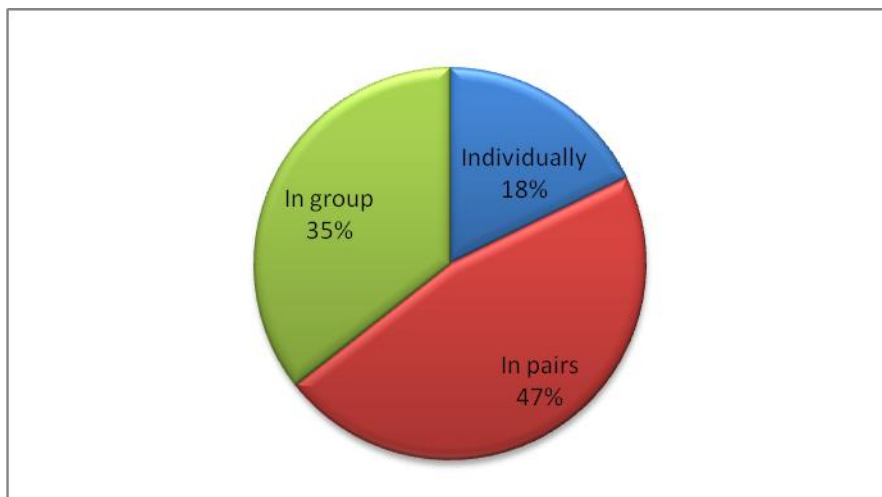
Pie-chart 3.7: Students' Preferred Way of Working

(35%) of the whole population affirmed that they prefer working in groups, while (47%) preferred to work in pairs maybe because they feel more relaxed and confident to interact with their pairs and the remaining students (18%) said that they like working individually .

Question 8: Do you feel embarrassed when the teacher of oral expression corrects your oral mistakes?

Options	Always	Sometimes	Rarely	Never	Total
Number	6	7	10	22	45
Percentage	13,3	15,5	22,2	48,8	100

Table 3.8: Student's Embarrassment while the Teacher Corrects their Oral Mistakes
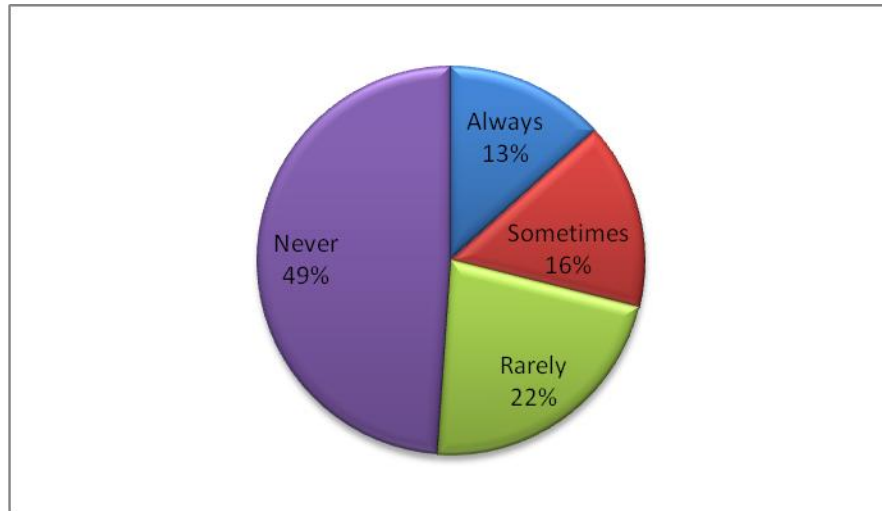
Pie-chart3.8: Student's Embarrassment while the Teacher Correct their Oral Mistakes

The results in the table above show that only (13,3%) who feel always embarrassed while the teacher corrects their oral mistakes and (15,5%) of the respondents feel that they sometimes feel embarrassed . In the explanation they mentioned many causes such as:

- The reaction of their classmates or if the mistake is known by the majority of the class
- The teachers' way of correction sometimes makes them feel embarrassed and disturbed.

Besides, (48,8 %) students said never and (22,2%) have said rarely, their explanations reveal that they come to learn through their mistakes and it is the duty of the teacher to correct their oral mistakes as they claimed "..It's normal", "it is a big honor because I'll never forget what my teacher corrects so I'll never repeat it". Thus, the teachers' role of giving the students positive feedback in a careful manner which helps students not to worry in next coming participations.

Question 9: Do you feel that your teacher is facilitating your speaking performance and makes you speak better?

options	Always	Sometimes	Rarely	Never	total
Number	20	25	00	00	45
Percentage	44,4	55,5	00	00	100

Table 3.9: Students' Attitude towards Teachers Help in Speaking Performance
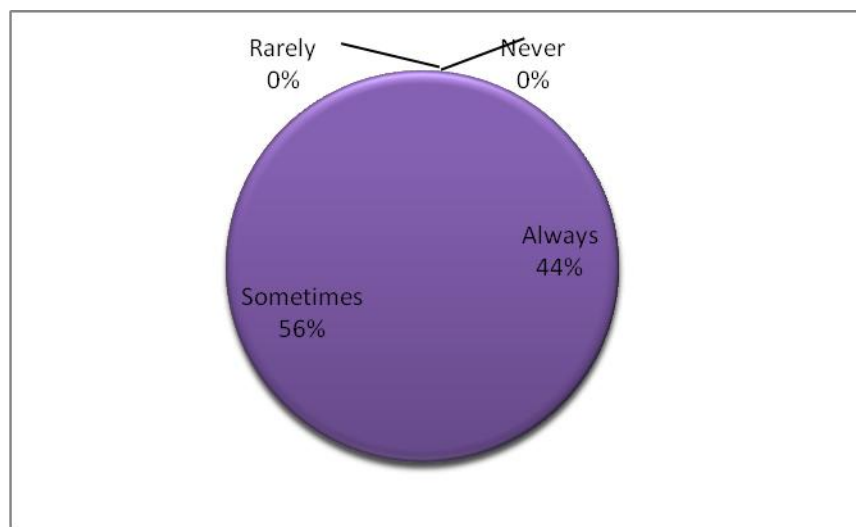
Pie-chart3.9: Students' Attitude towards Teachers Help in Speaking Performance.

We can notice that the highest percentage of students (56%) claim that their Oral Comprehension and expression teacher plays a facilitating role in their speaking performance and makes them speak well. In the explanation they mentioned:

- The teacher makes them more comfortable.

- Solve their learning problems; correcting their mistakes, providing new vocabulary and synonyms, they are free in choosing topics.

However, the (39%) of the respondents said sometimes because they believe that it is not only the teacher's role but it is shared since they are university students. The rest respondents select rarely (9%), never (9%) and they mentioned that the strategy of the teacher is not helping them and there is not always a suitable atmosphere for participation.

3.4The Teachers' Questionnaire:

3.4.1 The Sample:

The teachers' questionnaire was administered to (05) OE teachers at the Department of English, University of Saida.

3.4.2 Description of the Questionnaire:

The teachers' questionnaire consists of (08) questions. There are two closed questions requiring from the OE teachers to pick up the appropriate answer from a number of the given options. The following six (06) questions are open-ended ones, where OE teachers are asked to pick up the answer from the given options and to give explanations or suggest further recommendations, solutions, or advices.

The first question (Q1) is devoted to get background information about the chosen sample of teachers. They are asked about the degree(s) if it is a bachelor of arts, Master/Magister or Ph.D. Teachers were also asked about the years they have been teaching Oral Comprehension and Expression.

The aim of (Q2) is to see the teacher if he/she is the one who talk most, sometimes or when it is necessary.

Teachers are asked then to mention the nature of their relationship with the students; friendly, neutral or not good (see Q3).(Q4) is put to know whether they discuss with their students about their learning problems. Moreover,(Q5) concerns the way the OE teachers correct their students' oral mistakes, directly for each mistake or only some mistakes or after the learner finishes speaking.

(Q6) is concerned with the teachers' opinion about whether anxiety is more obvious in the oral Comprehension and Expression session more than any other session in (Q6).

In (Q7) teachers are asked if they think that anxiety is a main cause of students' under-achievement in oral class.

For the last question (8) the OE teacher is free to add any suggestions or share further recommendations in order to reduce his/her learners' anxiety.

3.4.3 Analysis of the Results:

Question 1: Teachers Degrees

Options	BA	MA	PHD	Total
Number	2	3	0	5
Percentage	40	60	0	100

Table 3.10: Teachers' Degree.
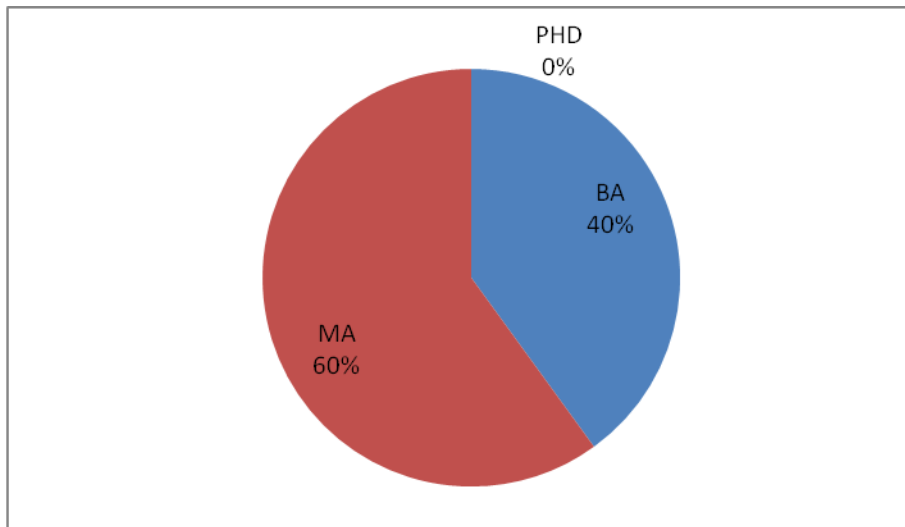
Pie-chart 3.10: Teachers' Degree.

The results show that (60%) of the teachers have MA (Master/Magister) degree while (40%) are bachelors.Teachers, who were given the questionnaire, are experienced educators, and have been teaching Oral comprehension and Expression module.

Question 2: Teachers' Experience:

Options	1-5	5-10	10-15	Total
Number	2	2	1	5
Percentge	40	40	20	100

Table 3.11 : Teachers' Experience
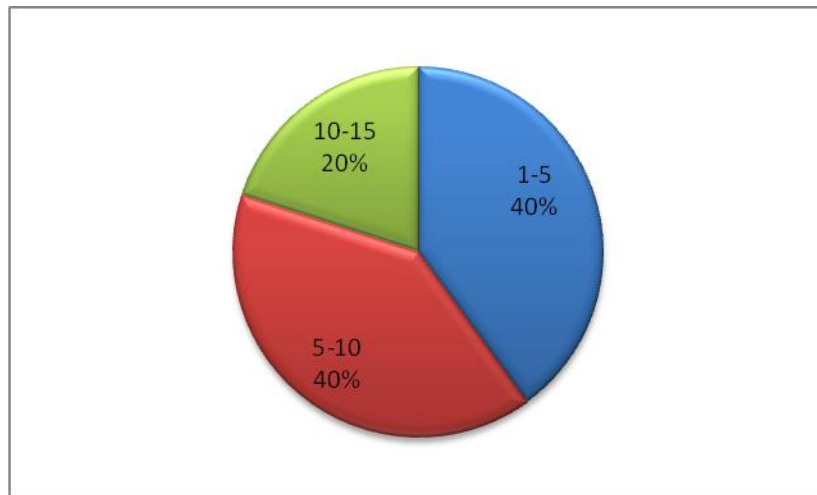
Pie-chart3.11: Teachers' Experience

The results show that (20%) one teacher has been teaching OCE form 10-15 years. (40%) of them spent between 5-10 and the rest (40%) have between 1-5 years experience.

Question 3: What is the nature of relationship between you and your learners?

Options	Neutral	Friendly	Not good	Total
Number	00	05	00	05
Percentage	00	100	00	100

Table 3.12: Teacher- Student Relationship
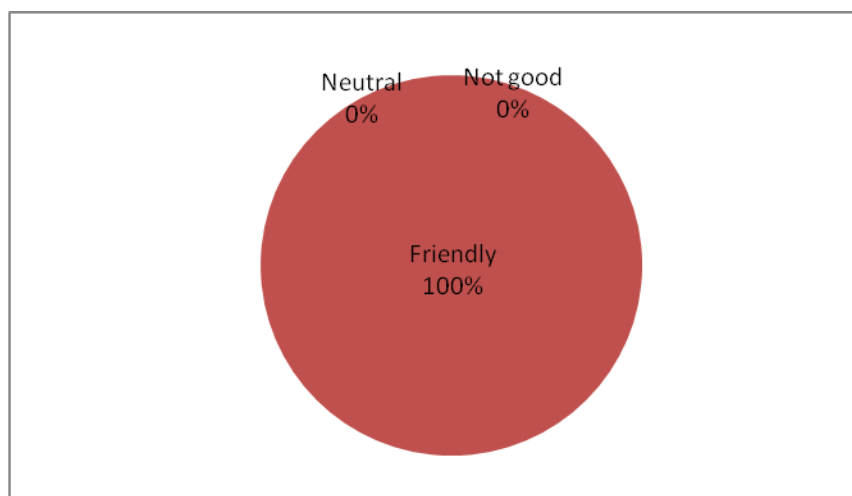
Pie-chart 3.12: Teacher- Student Relationship.

The results in the table above show that (100%) of the teachers have friendly relation with their students. Pedagogically, a communicative class atmosphere should be friendly, and anxiety free to stimulate students, encourage them take risks and feel less inhibited and raise their oral engagement. In fact, the role of the teacher is very important in building such friendly relation to encourage students to speak freely. Discussing learners' learning problems can also help in establishing friendly relationships.

Question 4: Do you discuss with your learners about their learning problems?

Options	Always	Sometimes	Rarely	Never
Number	3	2	0	0
Percentage	60%	40%	0	100

Table 3.13: Discussing Students' Learning Problems.
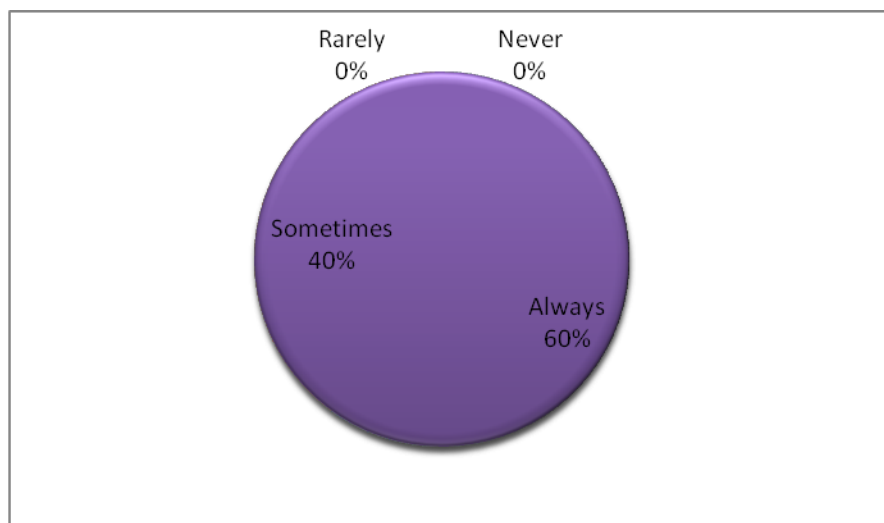
Pie-chart 3.13: Discussing Students' Learning Problems.

In response to this question, (40%) of teachers declare that they sometimes allow their students to talk about their learning problems. However, (60%) of the teachers say they consider it as an important procedure which motivates the students. It is because:

- Students are highly affected by what's happening around them so it is necessary to assist them.

- It is a part of the teaching mission and a kind of psychological support for students.

- Giving students positive feedback may contribute a lot to improving their learning achievement.

Question 5: How do you usually correct your learners' oral mistakes?

a. Directly for each mistake **c**. After the learner finishes speaking

b. Only some mistakes.

Options	a	b	c	Total
Number	1	2	2	5
Percentage	20	40	40	100

Table 3.14: Correcting Students' Oral Mistakes.
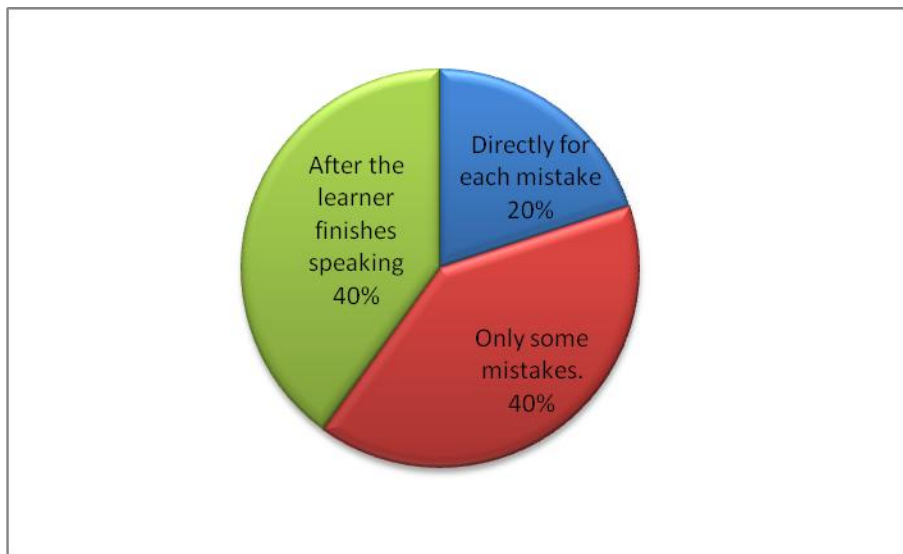
Pie-chart3.14: Correcting Students' Oral Mistakes.

We notice from the table that (40%) of teachers have chosen to correct only some mistakes because correcting students all the time embarrasses and demotivates them. Whereas (40%) of them said that they correct them after they finish speaking in order not to stop their flow of speech ,one teacher said that" *I write down the most important ones, then I proceed to correction at the end of the session without saying who made that mistake. Correction is done collectively, i.e. students are the ones who should find*

*the correct form.***"** which seems as an effective way to correct students' mistakes without embarrassing them. The rest (20%) declared that they prefer correcting their student's oral mistakes directly for each mistake because this will make them remember and do not forget the correction.

Question 6: would you say that anxiety is more obvious in the oral expression sessions than any other session?

Options	Yes	No	Total
Number	**4**	**1**	**5**
Percentage	**80%**	**20%**	**100**

Table 3.15: Anxiety as a more Obvious Factor in Oral Class.
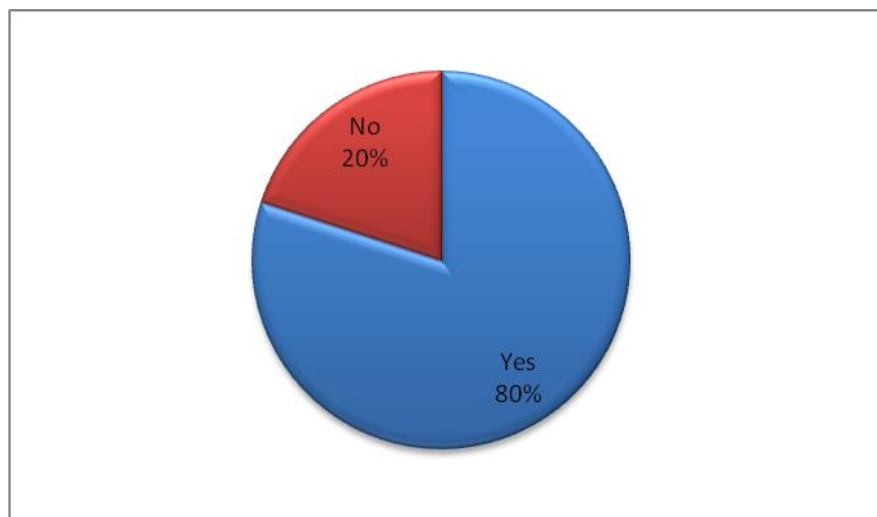
Pie-chart 3.15: Anxiety as a more Obvious factor in Oral Class.

The results obtained in table above denote that (80%) of teachers agree that anxiety is more obvious in oral sessions since lot of students are not well prepared to face the audience .one teacher said that anxiety is not obvious in the oral expression sessions than any other session because the way his students interact with each other shows that they are comfortable.

Question 7: Do you think that anxiety is one of the main causes of the students' under-achievement' in oral class?

Options	Yes	Somehow	No	Total
Number	3	1	1	5
Percentage	60	20	20	100

Table3.16: Anxiety as a cause of students' under-achievement.
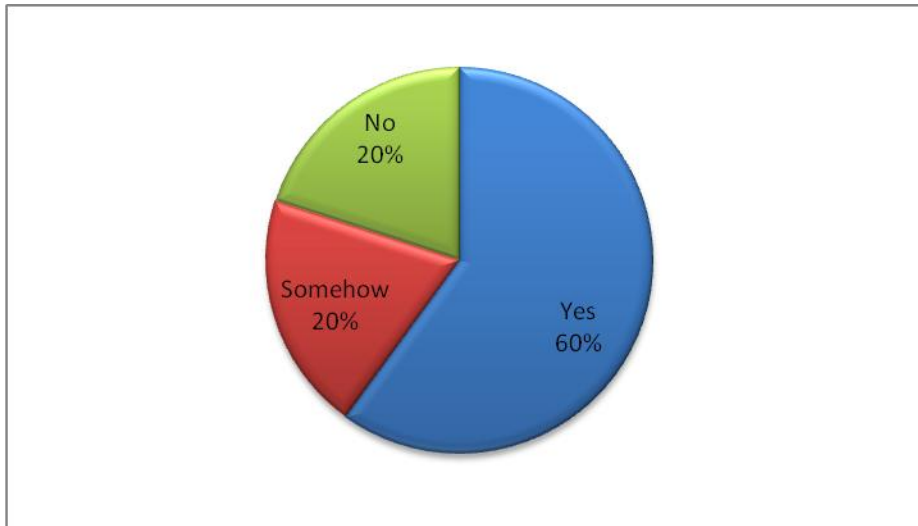
Pie-chart 3.16: Anxiety as a Cause of Students' Under-achievement.

As far as this question concerned, the majority of teachers (60 %) agree that anxiety can be one of the main causes of students' under-achievement in the oral class .While (20 %) of them said "somehow" because there are other factors besides anxiety., and if the topic itself is not attractive and doesn't suit students' needs then the session is a failure. One teacher said "No" because There are other factors like low motivation and limited communicative competence.

Question 8: Is there any suggestion you would give to oral expression teachers to reduce their learner's anxiety?
All the OCE teachers provide the researcher with advices suggestions according to their experience:

- Fostering students' self-esteem level.
- Give more communicative activities to give the chance for students to express their ideas and feelings.

- Warm up the session before starting the lesson.

- Motivation is the key instrument to push students to their best to improve their oral skill

- Create a good and effective rapport with students by being honest and friendly.

- Never point at individual learners.

- Give them options.

- Simplify the task.

- Encourage corporative learning.

- Make them feel at ease study individual learner's personality.

- Gentle correction is also recommended in order to reduce the learners' anxiety.

- Involving students in syllabus design and frequently telling them that they are valuable partners in the teaching/learning process.

3.4.4 Discussion:

The results obtained from the questionnaire distributed to the English students of Saida University suggest that they suffer from anxiety namely in the oral sessions. This anxiety, not only hinders their progress; but also it is an obstacle against their oral achievement. The majority of students reported a negative correlation between foreign language anxiety and achievement in the oral class. This anxiety is what makes the students shy, afraid of making mistakes and forgetting what to say in oral presentations.

Moreover, the analysis of the teachers' questionnaire confirm that OE teachers have various positive roles to play in lowering their students speaking anxiety class during oral expression class and facilitating their learning process.

3.5 Suggestions and Recommendations:

For the purpose of this study, the researcher gives several suggestions in order to lessen the issue of FL anxiety and its negative effects on students' oral performance. Producing a fluent language is the aim of both learners and teachers. Thus, Oral production must be given much care. These are some recommendations addressed to both OCE teachers and students in order to reduce the level of anxiety in oral expression class:

- Teachers are asked to take into consideration all the physiological and psychological signs of anxiety that appears on the students and help learners to increase their knowledge about the obstacles they face in speaking and the possible ways that help learners to overcome these problems.

- It is suggested that teachers need to use a varied set of classroom activities such as: role play, discussion, dialogs…which aim at enhancing students' motivation and help introverts ones to get rid of their shyness and lower anxiety as well as encourage them to take risks and raise their self-esteem. Consequently, it helps learners to improve their oral skills.

- The teacher needs to create a friendly atmosphere to facilitate the process of learning especially when speaking and holding conversations.

- The teacher needs to give verbal feedback after each lecture on the students' oral performance so as learners can take full advantage from it.

- The teacher needs to correct students' errors as wisely as possible since unwise correction of teachers make learners feel frightened. So gentle correction of students' mistakes is recommended in order to reduce the learners' anxiety.

Despite the undeniable responsibility on the teacher's part, the second half of the class must be filled by the learner. The researcher in this study mentions some of the tips for the learners to avoid anxiety for themselves and for their classmates.

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

- The learners need to have positive attitude and high self-esteem level about FL learning.

- The learners should respect each other and should not laugh on one another mistakes.

Finally, the researcher hopes that students as well as teachers are going to find some useful and practical basics about language learning.

Obviously, problems in enhancing the level of students' speaking proficiency will continue to exist; thus, research and investigation will continue to be conducted.

3.6 Conclusion:

To sum up, results show that even though some students are motivated, a great portion of them at SAIDA University feel anxious when speaking English in front of their classmates for many reasons. The most prominent ones are; the lack of linguistic competence, the lack of self-confidence and lack of subject preparation so they seem uncomfortable and apprehensive to participate in oral activities. It is also true that all Oral Comprehension and Expression teachers are aware of the negative effects of anxiety on their students' level. Hence, they give importance to speaking tasks in order to meet their students' needs and reduce their anxiety.

Hi,

I read your documents, everything is fine except in some accronyms where you have to use Capital Letters at the Beginning of Each Word.

In dedication also you have to use Capital letters for adjectives related to God Almighty.

Front page: Faculty of Letters, Languages and Arts

Department of Literature and English.

Ok?

For choosing the day of the viva it is me or you not the administration. So choose whatever day you want EXCEPT the 09th of June.

Good Luck

The present study has investigated the foreign oral classroom anxiety among English second year LMD students at the Department of Literature and English, University of SAIDA.

Anxiety is an important affective variable which must be reduced since it may negatively influence the learning process at different levels affecting the learners' oral performance and achievement.

Creating a warm and a friendly relationship and atmosphere in the classroom is an important essential to language learning success. The results obtained from the collected data show that FL oral classroom anxiety hinders learners to develop their speaking skill which results in their poor speaking performance. Students' speech anxiety is caused by several factors such as shyness, lack of vocabulary, lack of preparation, inappropriate atmosphere, teachers' seriousness, lack of self-confidence and self-esteem, fear of making mistakes, and inability to express ideas.

Teachers and learners can lower speaking anxiety since both of them may contribute in its emergence. Teachers can use some strategies that help in decreasing the existence of anxiety in their classes by motivating and encouraging learners to express themselves, giving them time to prepare and organize their ideas, creating relaxed atmosphere, accepting their mistakes, providing them with an authentic context, being leader rather than boss teachers, managing disruptive behaviors, varying tasks and activities to involve all of them, giving them the opportunity to participate, avoiding direct correction, using games…etc. Trying to eradicate the causes that lead to students' foreign language speaking anxiety can help them enhance their speaking performance.

Learners can reduce their speech anxiety by preparing themselves well, developing their self-confidence, avoiding fear of making mistakes, practicing positive self-talk, avoiding fear of being the focus of attention, working in groups, and facing more often the audience and accepting their criticisms. Based on these results, the researcher can say that the current study answers this works' research question. In

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other words, teachers can help anxious students cope with the existing anxiety-provoking situations and try to make the learning atmosphere less stressful.

The findings of this study show that anxiety is highly related to the speaking skill more than any other skills. They also expose different strategies that teachers and learners can use to overcome anxiety and help in enhancing foreign language learning and speaking performance.

Students' Questionnaire

The current questionnaire is one of the two data collection tools that the researcher uses to investigate students' level of anxiety in oral expression sessions.

Thanks to all participants

Please pick where appropriate.

1. Choosing to learn English is:

Your choice [＿＿＿]   Imposed on you [＿＿＿]

2. Classify in order of importance the following skills?

Writing [＿＿＿]   Reading [＿＿＿]

Speaking [＿＿＿]   listening [＿＿＿]

3. Which of the following describes your level of English oral proficiency?

High [＿＿＿]   Average [＿＿＿]   Low [＿＿＿]

4.Do you feel anxious when you participate in speaking activities?

YES [＿＿＿]   NO [＿＿＿]

If yes, do you think that you do not participate because:

- You are afraid of making mistakes   [＿＿＿]

- You have nothing to say   [＿＿＿]

- You luck vocabulary   [＿＿＿]

- You do not know how to pronounce   [＿＿＿]

- You shy   [＿＿＿]

5. Do you feel anxious when you give an oral presentation in front of the whole class?

Always [ ]   Sometimes [ ]   Rarely [ ]   Never [ ]

Please explain…………………………………………………………………………….

……………………………………………………………………………………………

……………………………………………………………………………………………

6. Do you start to panic when you have to speak without preparation in language class.?

Always [ ]   Sometimes [ ]   Rarely [ ]   Never [ ]

7. Do you prefer to work:

Individually [ ]   in pairs [ ]   in group [ ]

8-Do you feel embarrassed when the teacher of oral expression corrects your oral mistakes?

Always [ ]   Sometimes [ ]   Rarely [ ]   Never [ ]

Please in each case say why …………………………………………………………………..

…………………………………………………………………………………………………

9. Do you feel that your teacher is facilitating your speaking performance and makes you speak better?

Always [ ]   Sometimes [ ]   Rarely [ ]   Never [ ]

Thank you for your collaboration

Teachers' Questionnaire:

The current questionnaire is one of the two data collection tools that the researcher uses to investigate the role of oral expression teachers' in lowering students' anxiety in classroom.

Thank you.

1. Background information about the teacher:

Degree ☐   Experience: year(s) ☐

2. In the classroom, you are the one who talks:

Most ☐   Sometimes ☐   When it is necessary ☐

3. What is the nature of relationship between you and your learners?

Neutral ☐   friendly ☐   Not good ☐

Other…………………………………………………………………………………………

…………………………………………………………………………………………………

4. Do you discuss with your learners about their learning problems?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

Please say why? …………………………………………………………………………

………………………………………………………………………………………………….

5. How do you usually correct your leaners oral mistakes?

Directly for each mistake ☐

Only some mistakes ☐

After the learner finishes speaking ☐

Please explain

………………………………………………………………………………..

…………………………………………………………………………………

6.Would you say that anxiety is more obvious in the oral expression sessions than any other session?

Yes ☐   No ☐

Please explain why ?

…………………………………………………………………………………

………………………………………………………………………………..

7. Do you think that anxiety is one of the main causes of the students 'under-achievement in oral class?

Yes ☐   somehow ☐   No ☐

Please state why? ....

…………………………………………………………………………………

…………………………………………………………………………………

8. Is there any suggestions you would give to oral expression teachers to reduce their learner's anxiety

…………………………………………………………………………………

…………………………………………………………………………………

………………………………………………………………………………..

Thank you dear Teacher
We wish you all the best in your career