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

Institute of Letters and Languages
Department of Foreign Languages
Section: English

Investigating the Causes of EFL Students' Anxiety in Learning Speaking

The Case of Second Year Students of English at Mila University Centre

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

Didactics of Foreign Languages

Presented by	**Supervisor**
1) Lina BENDRIDI	Dr. Rima HADEF
2) Randa SINACER	

Board of Examiners

Chairman: Dr. Meriem ABID   Mila University Centre

Supervisor: Dr. Rima HADEF

Examiner: Dr. Assia AGGOUNE

2022-2023

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Dedications

I, Miss Lina Bendridi, dedicate this humble work to my beloved family for all their endless love, support and encouragement.

To my father Abd Elkader and my mother Khadidja whom I owe everything

To my only precious sister Sarah

To my dearly loved brothers: Hemza, Anis, Nadhir

To my unique nephew Baraa Eddine

To my little bunnies: Israa, Ania

To my caring, positive, and supportive partner Banou

To everyone I love, to everyone who loves me, I dedicate this work.

Dedications

I, Miss Randa Sinacer, dedicate this humble work to my beloved family who has given me hope and strength and all the dearest people to my heart, for their endless love and precious encouragement.

To my cherished parents: my beautiful and tender mother Nabila and my thoughtful and kind father Hamlaoui

To my gorgeous sister Chizou and my little handsome brother Yaya.

To my extraordinary person who has always been by my side in everything.

To my caring, positive, and supportive partner Lynoush.

To all my unique and lovely cousins and friends: Mira, Amel, Manel, Doudou, Ginny, Marwa, Chaima, Douaa, Bouchra, and Selma.

To all the extended family for their unconditional love and support.

To the special memory of my brother Mouhanned, aunty Souhila, and granfather Mouhammed Cherif.

To all those who love me and helped me one day.

May God bless you all

Acknowledgements

Abstract

Speaking is a productive skill that plays a significantly important role in learning English as a foreign language. Yet, foreign language learners frequently struggle with various difficulties when learning to speak, including speaking anxiety. Speaking anxiety is a psychological phenomenon which occurs in every educational setting. In English as a foreign language class, speaking English is the most affected skill by this type of anxiety. In the light of that, the present research aims to investigate the causes of speaking anxiety in learning speaking as a foreign language and the possible solutions that can reduce it. Two questionnaires are designed for the purpose of achieving these aims. One questionnaire is administered to ten teachers who teach Oral Expression or have experience in teaching it to second year university learners. The other questionnaire is distributed to a sample of eighty second-year university students of English at Mila University Centre. The results obtained from both teachers and students' questionnaires reveal that speaking anxiety in foreign language learning arises from multiple causes. These causes can be categorized as external, which are taken from teachers, classmates, and the classroom such as the chosen topic, making grammatical mistakes, being corrected and facing negative feedback. in addition to internal, which are derived from personal traits such as shyness, self-consciousness, low self-esteem, or lack of confidence. The uncovered data recommend some solutions that teachers and learners need to work on to lower these hindrances that impede effective English speaking. Teachers are recommended to identify the different aspect of their role in reducing anxiety, adapt activities, motivate students, and provide affective feedback. Learners must identify different aspects related to confidence building, embracing mistakes, and controlling anxiety.

Key words: Speaking anxiety, learning speaking, speaking anxiety causes, speaking anxiety solutions.

List of Abbreviations

CA: Communication Apprehension

EFL: English as a Foreign Language

FLA: Foreign Language Anxiety

FLL: Foreign Language Learners

FL: Foreign Language

FNE: Fear of Negative Feedback

LFL: Learning Foreign Language

OE: Oral Expression

Q: Question

TL: Target Language

TA: Test Anxiety

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General Introduction

1. Statement of the Problem

Language, as a system of speaking, certainly emphasizes the central role of communication in the process of language acquisition. Speaking is the fundamental skill through which individuals engage in meaningful interaction and express their thoughts, ideas, and emotions. It is through communication that language learners actively engage with the target language. As a result, practicing speaking is a key component of today's English classes in schools.

Learning speaking the target language can be a difficult task for second year EFL learners due to metacognitive factors including anxiety. language learning anxiety is related to the way learners respond anxiously when they engage in speaking activities in their learning process (Gardner & MacIntyre, 1993). Therefore, anxiety in language learning can stem from various factors, and create a sense of difficulties and obstacles and hinder students from actively participating in Oral Expression (OE) classes. Additionally, it is crucial to implement solutions that can effectively alleviate learners' anxiety and foster their speaking skills.

2. Aim of the Study

The current research aims at highlighting the existence of anxiety in the FL classrooms along with its effects on learners' speaking skill. The purpose of this present work is to investigate the causes of English as a foreign language (EFL) anxiety on students speaking skill and the possible solutions that can help both EFL teachers and students in decreasing this phenomenon.

3. Research Questions

Based on the previous provided background, this dissertation seeks to answer the following questions:

1. What is the relationship between the speaking skill and anxiety?

2. Do EFL students suffer from speaking anxiety in the OE session?

3. What are the sources that have impacts on students speaking anxiety?

4. What possible solutions could be provided for both teachers and students to lower speaking anxiety level?

4. Research Methodology

For the purpose of completing this dissertation and collecting the required data, two questionnaires have been designed for both teachers and learners. On the one hand, the teachers' questionnaire is administered to the university second year OE teachers in the Department of Foreign Languages at Mila University Centre. On the other hand, the students' questionnaire is administered to the university second year students of English at Mila's University Centre. Both questionnaires are adopted for the sake of investigating the causes of learning foreign language (LFL) speaking anxiety, in addition to providing some effective suggestions to help students reduce their speaking anxiety.

5. Structure of the Study

This research contains two main chapters. The first chapter refers to the theoretical part of the study whereas the second one is the practical part of the dissertation.

The first chapter refers to the theoretical part concerned with the two variables: the speaking skill and LFL anxiety, dedicating a separate section to each of these variables. The first section presents the definition of speaking along with its importance, its types and

aspects, in addition to the skill's status and methods in the teaching process. Also, some of the activities used in oral expression classes are mentioned. Finally, the speaking difficulties in foreign language learning (FLL) are included. The second section deals with defining anxiety, LFL anxiety, and speech anxiety. As well as, it provides the influence of anxiety in LFL, anxiety sources and effects, followed by its symptoms and types. Finally, it seeks to add some strategies for both teachers and students to help them reduce speaking anxiety.

Concerning the second chapter, it states population and sample with the description of both teachers and students' questionnaires, along with the analysis, interpretation, and discussion of the obtained results. Finally, multiple suggestions and recommendations are offered for both learners and teachers in order to deal the problem studied about.

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Chapter One : Theoretical Part

Introduction

In the area of FLL, and due to the current need for highly competent and skilled language learners, learners are required to acquire proficiency in the four skills of reading, listening, writing, and most importantly, speaking, in order to produce an appropriate language. Acquiring proficiency in speaking usually raises challenges, as it is considered the most difficult skill in language learning. Thus, when learning it, learners are often influenced by metacognitive factors. Anxiety is considered one of the most important affective variables that influence FL speaking learning.

This chapter is divided into two sections. The concern of the first section is oriented towards giving a theoretical account of the speaking skill, aiming at portraying some of its fundamental features. It includes definitions to the speaking skill, and its importance of such a concept. Also, we tackle types and aspects of speaking along with the methods in the teaching process. Furthermore, we discuss some of the activities used in oral expression classes. Finally, we shed light on the speaking difficulties in FLL. Section two is devoted to anxiety which includes a profound explanation to the terms anxiety, foreign language anxiety (FLA), and speech anxiety. Then, we mention its influence on learning the target language (TL), its sources, and types. Moreover, we state the symptoms, and effects of anxiety in the learning process along with possible solutions.

Section One : Speaking

1.1.1. Definitions of Speaking

It seems valuable to have a look at some researchers' works that provide various definitions in order to get a logical explanation and a clear understanding of the concept of

speaking. As a start, it is commonly agreed that speaking usually happens when two individuals are face-to-face, depending on the conditions under which it takes place (Van Lier, 1989). This indicates that the speaking process happens in interactions between two individuals, with the nature of the conversation influenced by different circumstances and conditions, such as professional collaborative discussions and informal conversations between individuals in social context. According to Fulcher (2003), "speaking is the verbal use of the language to communicate with others" (p. 23). This designates that speaking is the act of producing vocal language in order to communicate and express thoughts, ideas, and information with others.

Hedge (2000, p. 261) defined speaking as "a skill by which they [people] are judged while first impressions are being formed.". In other words, proficiency in speaking demands important focus and emphasis in producing utterances, which serve as a reflection of individuals' thoughts and personalities. Bygate (1987) further suggested that speaking serves as a powerful skill that fosters social solidarity, determines social status, and contributes to professional success. Also, it plays an important role in language acquisition. Thus, teaching speaking must be a considerable approach in order to develop learners' performance. Bygate (1987) said

> speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then, the teaching of speaking merits more thought (p. 1).

Based on the definitions provided, speaking can be understood as an engaged and dynamic skill which involves the process of expressing, creating, and sharing information with others.

1.1.2. The importance of Speaking

An immense percentage of language learners around the world study English for the purpose of developing proficiency in speaking. Recent approaches to language learning and teaching consider speaking English as an important quality that every non-native English speaker dreams of developing and enhancing. Ur (2000) agreed that speaking seems to have the highest importance and significance and plays a vital role in successful communication. Therefore, mastering speaking enables EFL learners to effectively express their thoughts and communicate appropriately. Baker and Westrup (2003) declared that speaking offers various advantages. First, it provides learners with the opportunity to use and apply the language they are learning. Second, it helps strengthen the understanding and usage of functional language. Third, speaking in FL allows learners to develop fluency and overcome any difficulties they may encounter. Thus, speaking in TL offers various benefits for learners, including the possibility to practice and apply the language, reinforce their comprehension of functional language, and enhance fluency by overcoming different obstacles.

Fluency as an important aspect of speaking offers FL learners with different benefits (Gillis, 2013) such as:

- Learners with strong speaking abilities can deliver their thoughts and information more clearly and easily than the others

- Learners with sufficient speaking abilities are more likely to gain the audience attention which enables them to speak in an effective and attractive manner.

- Learners who can speak appropriately have great opportunities for higher education and career advancement.

- Learners who develop their speaking skill does not experience fear of public speaking. Instead, it improves their self-confidence and communication abilities, as well as,

builds different relationships with others who share the same language and the same

interest.

Accordingly, speaking skills are deemed to be extremely important since they provide students with an opportunity in the classroom to experience actual conversations about life, for many learners, the speaking skill enables them to display different functions that are helpful in communication.

1.1.3. Types of Speaking

Spoken language, as part of communication, consists of different forms. Brown (2004, p. 141) cited five types of speaking learners carry out inside the classroom:

1.1.3.1. **Imitative Speaking**

It is the act of parroting back someone's words, phrases, or even speech at the level of articulation. Imitation is restricted to pronunciation, intonation, and rhythm of the target language only without the interference of learners' communicative proficiency and the incorporated linguistic qualities. In imitative speaking, it is not important if the students understand what they are carrying on a conversation. However, the aim is restricted only on producing what was said to them

1.1.3.2. **Intensive speaking**

The second type of speaking is used to produce an oral performance for the purpose of showing the learner's competence in a limited band of linguistic items (grammar, phonology, and vocabulary), while taking into account their semantic meanings. Learner's competence is obtained through accomplishing certain grammatical or lexical mastery as it meets teacher's expectations. It comprises reduced interactions where the learner responds to tasks, for instance, by reading aloud. Intensive speaking performance requires speakers to provide short

stretches of discourse (no more than a sentence) to demonstrate their linguistic abilities at a specific language level.

1.1.3.3. Responsive speaking

It is a restricted interplay which is done through limited conversations, simple requests or greetings. They typically start a prompt utterance with no more than two questions or answers. Conversations, in responsive speaking, take place in simple content. It involves meaningful and authentic communication as following:

> T: How are you?

> S: Pretty good, thanks. What about you?

> S1: What did you write for the question number one?

> S2: Well, I wasn't sure, so I left it blank.

1.1.3.4. Transactional speaking (interactive)

It is similar to the responsive one, but differs in terms of complexity and length. It involves longer conversations and more than two participants, with much shared information. The interaction can be either transactional (to seek actual information) or interpersonal (to encourage social relationships). In interpersonal speaking, the challenge is that the speaker has to use slang, humor, and ellipses when aiming to communicate. Unlike transactional speaking, which is for sharing information, which is common at the responsive stage.

1.1.3.5. Extensive speaking (Monologue)

In this type of speaking, there is no interaction between the speaker and the listener; the speaker provides factual information without being interrupted and it involves a great deal of preparation. This monologue is applied in speeches, oral presentations, and story-telling. Most

of the time, the utterance is formal. It is complicated, rather long periods of speech are required for extended speaking tasks.

1.1.4. Aspects of Speaking

Achieving proficiency in speaking necessitates achieving a balance and mastery in both accuracy and fluency, as these are considered key elements that drive learners towards success in language learning.

1.1.4.1. Fluency

Fluency is regarded as the main aspect of the speaker's performance. Hedge (2000) defined the term fluency as "the ability to easily link units of speech together without strain, inappropriate showiness, or undue hesitation". In other words, learners should respond in a manner that reflects their abilities to match ideas and avoid unnecessary pauses or hesitation. According to Hughes (2003), fluency means that learners can express themselves in a comprehensible, reasonable, and accurate manner without too much hesitation; otherwise, communication will break down because listeners will lose interest. This indicates that fluency in speaking is the potential of learners to communicate and express their thoughts in a coherent manner ensuring understanding.

As maintained by many speakers of a second language, fluency is the ability to speak rapidly without pauses. Thornbury (2005), however, argued that speed and pausing are central factors in fluency because all speakers need to draw breath. Even native speakers occasionally need to pause in order to let the formulation of an utterance reach its conception. However, repeated pausing indicates that the speaker is struggling. This denotes that fluency in speaking is affected by the interplay of speed and pausing which contribute in the coherence and harmony of communication. In order to give the illusion of fluency, Thornbury (2005)

presented a number of 'tricks' or production strategies that is to hide pauses by filling them through pause fillers like "uh" and "um", or vagueness expressions like "sort of" and "I mean".

Based on the given definitions, fluency in a language involves natural rhythm, appropriate speed, correct grammar, suitable vocabulary, and clear pronunciation in order to communicate and express thoughts and ideas coherently and effectively.

1.1.4.2. Accuracy

Accuracy means the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error (Ellis, 1992). In other words, accuracy in speaking indicates producing language without making mistakes and demonstrating a high level of language control and avoid difficult structures of the language. Moreover, Byrne (1988) defined accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, or discourse features of a language. Hence, accuracy focuses on precision and exactness in grammar, vocabulary, and pronunciation.

1.1.4.2.1. Pronunciation

Pronunciation is an essential aspect of accuracy because it affects the comprehensibility of the utterance; it is the way to produce obvious language when speaking as it indicates the traditional or customary utterance of words. Redmond and Vrchota (2007) declared that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood" (p. 104). That is to say, it is important to use the appropriate words in the appropriate context and pronounce it correctly in a manner that is accepted and understood.

According to Richard and Renandya (2002), pronunciation contains features at the segmental level, which are the roles of individual sounds and sound segments. As well as suprasegmental features including stress, rhythm, and intonation. Hence, mastering both features contribute in developing effective communication.

1.1.4.2.2. *Grammar*

Grammar carries a significant importance in maintaining accuracy in language use. Grammar is commonly defined as set of rules that control forms of sentences in a language (Thornbury, 1999). This means that grammar contributes in indicating how sentences are formed in a language. Ur (1988) defined grammar as the process of language manipulation and combination of words (or bits of word) to form extended units of meaning. Therefore, the function of grammar is to set up correct sentences based on the context in a conversation. Thornbury (2005) stated that grammar must be obtained in order to generate a much more sophisticated range of meanings.

Grammar of speech and grammar of writing are different from each other. Thornbury (2005, p. 53) presented some key characteristics of speech grammar in the following points:

- The focus is on clause-by-clause construction instead of sentence-by-sentence construction.
- Using a lot of ellipses, heads, and tails.
- Speaking effects (repetition, incompletion, hesitation).
- A lot of question tags.

1.1.4.2.3. *Vocabulary*

Vocabulary plays a crucial role in maintaining accuracy in FL learning. As reported by Richards and Schmidt (2010), vocabulary is "a set of lexemes, including single words, compound words and

idioms" (2002, p.580). In other words, lexemes are considered to be the basic units of language that can be linked to form meaningful expressions. Pollard (2008) defined vocabulary as "the basic building block of language learning. Students need to know words and their meanings" (p. 13). That is to say, learners are required to understand the meaning of the words since vocabulary is regarded as the basis of language learning.

1.1.5. Methods to Teaching Speaking

Teachers' primary focus throughout the history of teaching and learning languages has been on teaching writing and reading. However, with the emergence of communicative approaches, teaching the speaking skill and learners' roles have grown in importance. Lightbown and Spada (2006) stated that the theories of language acquisition comprise innatism, interactionism, and behaviorism. These theories are reputed to be methods for teaching the speaking skill. Usó-Juan and Martínez-Flor (2006) explained how speaking is taught using environmentalist, innatist, and interactionist approaches.

1.1.5.2. The Environmentalist (Behaviorist) Approach to Speaking

This approach to the learning process is oriented toward emphasizing human behavior as a result of the interaction between stimulus and response (Skinner, 1976, as cited in Usó-Juan & Martínez-Flor, 2006). In view of the fact that language was fundamentally an oral phenomenon, the primacy of speaking was obvious under this perspective. In this pattern, speakers are initially exposed to linguistic input as a form of external stimulus, and their response is to imitate and repeat that input. Then, they receive positive reinforcement if they successfully fulfill the input (Usó-Juan & Martínez-Flor, 2006).

From the environmentalist perceptions in learning speaking, another approach in teaching raised which is the Audio-Lingualism (AL). This latter gave value on teaching good

pronunciation along with correct grammar through a variety of activities such as role-plays, phonetic drills, and pronunciations exercises (Usó-Juan & Martínez-Flor, 2006).

1.1.5.3. The Innatist Approach to Speaking

Chomsky's cognitive theory of innate capacity, which believes that children are born with the potential to acquire language, has led to the realization that speaking may be learned by thinking and producing new forms rather than imitation and memorization. In this instance, and in contrast to the environmentalist approach, the role of speakers shifted from passively taking in information (input) and repeating it to consciously thinking about how to produce language. (Usó-Juan & Martínez-Flor, 2006).

This led to the replacement of AL method with a focus on cognitive methods that take into consideration language structures and grammatical patterns (Burns & Joyce, 1997, as cited in Usó-Juan & Martínez-Flor, 2006). When using this type of method, students were given more opportunities to speak the language more creatively and innovatively after being taught the grammatical principles (Usó-Juan & Martínez-Flor, 2004).

1.1.5.4. The Interactionist (Functionist) Approach to Speaking

Under the impact of interactionist ideas, which highlighted the importance of the linguistic environment in interaction with the innate ability for language development, significant changes in the area of language acquisition occurred (Usó-Juan & Martínez-Flor, 2006). These changes involve:

- a shift towards the focus on communication and interaction in language teaching approaches,

- higher attention towards oral communication skills,

- the incorporation of autonomy in learning and social interaction in language classrooms, and

- the integration of real-life situations and activities in language learning

Levlet (1989) suggested a model of speech production that is based on the idea that messages are "planned". Consequently, the process of speaking allows learners to produce speech on the basis of four major stages. First, learners select the content based on the situational context of what is to be achieved. Second, they access, sequence, and choose words and phrases appropriately. Third, they articulate the planned message. At last, they actively correct mistakes if they existed (Usó-Juan & Martínez-Flor, 2004).

1.1.6. Classroom Speaking Activities

Classroom speaking activities are considered as a form of assessment and evaluation in the classroom that teachers establish in order to provide an opportunity for students to exhibit their skills in a given task. These activities allow teachers to gather valuable feedback regarding the teaching and learning process (Brown, 2001). Scrivener (1994) stated that "the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of information or opinion" (p. 152). This indicates that classroom speaking activities encourage the learners to actively use the language in order to develop their communicative skills.

As a lead up to speaking affective factors, we throw a considerable light on three different effective classroom activities that would serve as important in reducing learners' meta-cognitive problems and psychological state related to speaking anxiety oral courses.

1.1.6.1.Free Discussion Activity

Free discussion task indicates the oral interaction that happens between students in the classroom. According to Wall (1987), this type of activity stimulates learners to speak in an appropriate way using the TL as well as helps them to produce verbal strategies in natural situations; it involves students engaging in a conversation on a given topic. It can be done in pairs, small groups, or as a whole class. Discussion activity is very important in enhancing students' oral performance as it allows them to express themselves freely. According to Harmer (2001), one of the greatest methods to promote discussion is to offer activities that require students to come to a decision between two alternatives. As a result, discussion is a learning activity where learners can speak and engage in peer interaction to share ideas and perspectives in order to seek communication permanence.

Moreover, Littlewood (1981) noted that classroom discussions improve learners' language proficiency and enable them to communicate and share their own ideas and personal experiences in an effective and appropriate manner. That is to say, this sense of shared learning can help decrease anxiety by shifting the focus away from individual performance.

1.1.6.2.Role-Play Activity

In Role-play activity, learners are given opportunities to practice real-life communication situations. In this activity, learners take on different roles in simulates conversations and scenarios in order to practice their speaking skill. According to McDonough and Shaw (2003), "One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom" (p. 145). In role-play activities, learners produce utterances depending on the situation they imagine. For this purpose, it is performed in pairs or small groups in order to build the interaction on the basis of their settings and roles.

Role-Play activity play a crucial role in enhancing learners' speaking skills by providing them with opportunities to apply and practice the language in an amusing and a realistic manner. Ur (1981, p. 9) claimed that "the use of role play has added a tremendous number of possibilities for communication practice". This explains the large number of opportunities that role play activity provide for the purpose of enhancing and improving the speaking skill. Role-play task, in fact, can be effective in reducing speaking anxiety by creating a supportive and controlled environment between the learners and the teachers (Ur, 1981).

1.1.6.3.Gaming Activity

This type of activities is designed to create an engaging environment and an effective communication. It requires frequent communication between students in order to be successfully solved. Finocchiaro and Brumfit (1981) claimed that games can be applied as an enjoyable change of pace while reinforcing language. This indicates its role in promoting the learning process and improving learners' speaking skills in an engaging and enjoyable manner by stimulating their interest in using the language.

One of the game activities known as "Describe and Draw" involves a student verbally describing a picture to their classmates, who then attempt to draw the picture based on the description provided (Bygate 1987).

1.1.7. Speaking Difficulties in FL

EFL learners extremely relate success in learning L2 or FL to success in speaking that language competently. However, they usually find some difficulties when they practice it**.** Ur (2000) stated that these problems are classified as follows:

1.1.7.1. Shyness and Inhibition

Inhibition, when it comes to speaking a language, is the primary obstacle that learners encounter. Ur (1996) defined it as a state where learners experience fear of losing face and worry about drawing attention to themselves when speaking. In other words, learners main concern is being embarrassed if they are the center of attention, therefore, this prevents them from speaking freely. Bowman et al. (1989) supported this view by stating that

> in teaching speaking you are asking your students to perform, to speak up in front of their classmates. As a result, many of your student's may experience stress during these activities. Whether the anxiety is a help or a hindrance often depends on the degree to which it manifests itself in your students (p. 56).

For this reason, stress and anxiety are two factors that can inhibit students from speaking with self confidence in front of their teacher and classmates.

In language speaking, it is hard to reduce inhibition as it presents multiple challenges for both teachers and learners. For teachers, they must develop positive attitudes by establishing a non-judgmental classroom environment (Truscott & Hsu, 2008). For learners, it requires them to develop motivation and be ready to take risks (Brown 2002).

1.1.7.2. Nothing to Say

Learners are often required to actively participate in speaking skill activities, as they may struggle to think of anything to say or they do not have the motivation to express themselves. Ur (2000) indicated that the difficulty in having nothing to say may be due to the students' boredom, difficulty in expressing themselves, or problems regarding the chosen topic. In other words, when learners find themselves unable to speak and interact, they face various factors that affect their learning process. According to Baker and Westrup (2003), many students find

it very challenging to respond when professors urge them to speak in the target language. EFL students may only have a few topics to discuss; they may lack the vocabulary to fully express themselves, or they may be unsure of their grammar use. Also, EFL students are unable to participate in the debate because the topics do not interest them.

Creating a supportive classroom environment is important for providing meaningful and relatable discussion topics. Also, by offering guidance and support from teachers to help learners feel motivated and confident. Ur (2000) stated that "students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak" (p. 118).

1.1.7.3. Low participation of Individuals

Participation in classroom entails engaging in interactions between learners, this process demonstrates that they are learning and paying attention. Rose Ann Neff and Weimer (2003) defined classroom participation as the act to actively and verbally contribute in classrooms' interactions. In other words, it refers to the ability to engage verbally in various forms of interactions such as sharing ideas and asking questions. However, for some reasons, it will never be easy for some students to express themselves freely in an English class. Ur (2000) suggested some reasons by saying that

> only one participant can talk at a time if he or she is to be heard, and in a large group, this means that each one will have only very little talking time…An added problem here is the tendency of some students to dominate, while others speak very little or not at all (p. 118).

That is to say, limited time and having no chance to speak is a challenge for many learners because of certain students dominating in conversations. To solve this problem,

Harmer (2001) suggested putting ineffective group members together and letting them operate and work as a team. In such circumstances, they will not hide behind the active participants, and the teacher can achieve a high level of participation.

1.1.7.4.Mother Tongue Use

Mother tongue in language learning speaking refers to learner's original or native language. Baker and Westrup (2003) declared that as long as learners intentionally or unintentionally transfer cultural norms from their native tongue to a FL, it may hinder their ability to learn. Therefore, if the learners continue to be influenced by the usage of their mother tongue, they will not be able to use the FL appropriately. Because of poor production and a lack of vocabulary in the TA, learners frequently borrow terms from it. Harmer (1991) identified some reasons why learners use their mother tongue language in learning speaking, which includes lack of knowledge to express complex thoughts and ideas, and lack of vocabulary in the TA.

1.2.   Anxiety

1.2.6. Definition of Anxiety

Anxiety is a complicated affective concept that is related to feelings of unease, annoyance, uncertainty in oneself, apprehension, or worry. Additionally, it is an immediate mind-body reaction whose effects are felt physiologically, behaviourally, and psychologically and simultaneously (Scovel, 1978). Anxiety is defined by Merriam Webster online dictionary as "apprehension uneasiness or nervousness usually over an impending or anticipated ill: a state of being anxious". In other words, it is considered as a bad feeling that people occasionally experience, which inevitably has an impact on their body, behaviours, and psychological states.

In general, it arises when a person encounters unavoidable circumstances that are perceived as being threatening, either physically or mentally (Szyszka, 2017). For Aydin (2013), anxiety refers to "an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension when faced with an expected danger" (p. 64). In other words, it refers to unpleasant emotions in which a person senses danger, feels hopeless, and experiences pressure when facing an anticipated threat.

1.2.7. Foreign Language Anxiety

Anxiety encountered by individuals that are learning a second or FL is often called second or FLA, and it has numerous definitions. In agreement with contexts where the language is learnt, such as English in foreign language courses, Irzeqat (2010) claimed that "foreign language anxiety is associated with sentiments of fear, uncertainty, disturbance, and worry" (p.2). In other words, it is when the EFL learners experience feelings of nervousness and stress.

FLA is defined by Horwitz, Horwitz, and Cope (1986) as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process "(p.128). To put it another way, being required to perform in a language that one has not fully mastered is what makes language learning a challenging task. That is to say, it has to do with the fact that, compared to other subjects, EFL learners are more exposed to criticism and negative evaluation due to the possibilities of making mistakes. Therefore, it can be said that anxiety related to learning a FL is a combination of various feelings of nervousness and worry that is encountered due to learners' perceptions, assumptions, and emotions around language learning.

1.2.8. Definition of Speech Anxiety

Speech anxiety, stage fright, speech fright, and public speaking anxiety are other names for the condition known as FL speaking anxiety. Different definitions and descriptions of speech anxiety are offered by many researchers.

It is described by Kanar (2011) as "a stress that results from having to speak in front of a group"(p.292). That is, anxious students who lack confidence to speak up choose to keep silent in front of others even when they have the ability to express themselves and a valuable knowledge.

Speech anxiety can be detected by the students' reactions when they speak in front of others. Young (1986) described the behaviors of anxious students as sound distortion, inability to talk with the proper intonation and rhythm, forgetting words or sentences they were going to say when called upon to perform, or just refusing to speak and saying nothing. Young (1986) described his state when his teacher asked him to speak by saying that "i hate it when the teacher calls on me to speak. I freeze up and cannot think of what to say or how to say it and my pronunciation is terrible"(p.539). That is, when speaking the FL, students with speech anxiety may freak out, feel nervous and sweaty when performing in front of others. As a result, they will be unable to control their abilities in communicative activities and believe that others are frequently evaluating their interventions.

1.2.9. The Influence of Anxiety in LFL

Most people have a belief that being anxious when LFL or other disciplines is negative since it affects students' performance. In fact, anxiety can be facilitative or debilitative.

1.2.9.1.Facilitative Anxiety

Anxiety cannot be a negative factor most of the time. To support this, Maclellan (1986, p. 40) stated that

> anxiety is usually a warning that alerts a person to the fact that something is wrong
> and prepares him or her to face the anxiety- producing situation... Moderate levels
> of anxiety, however, are beneficial. They supply motivation and added energy and
> increase one's ability to focus on the task at hand" (cited in Binti Abdul Aziz, 2007,
> p. 06).

Facilitative anxiety is the term used for the good anxiety. It can serve as a powerful motivator for a learner (Alpert & Haber, 1960, cited in Brown, 2007). It might, for instance, motivate and keep someone attentive. It can encourage the student to learn and succeed while not impeding test and exam preparation. In actuality, this type of anxiety supports the improvement of both learning and performance progresses. As stated by Scovel (1978, cited in Ellis, 1994), facilitating-anxiety keeps the learner motivated and encourages him or her to put out greater effort to decrease the negative effects of anxiety. It is one of the helpful factors that contribute to success closely associated to competitiveness which demonstrates that it has a positive impact on students' language learning (Brown, 2000)

1.2.9.2.Debilitative Anxiety

While some level of anxiety is necessary for success, too much of it can hinder learning and prevent the achievements of better results. According to Herman (1996), "debilitating anxiety inhibits learning" (quoted in Takayuki, 2008, p.13).

Classroom speaking anxiety, for Horwitz et al. (1986), has a debilitating effect on the language learning and performance of the students. It means that this kind of anxiety

negatively impacts students' ability to speak. For that, students should avoid this form of anxiety due to its detrimental impacts that endanger their ability to study and accomplish their objectives (Arnold, 1999).

The debilitative anxiety effect can be a result of students experiencing high levels of anxiety. In other words, the students' performance can be negatively influenced by the increased percentage of anxiety (Zheng, 2008). Actually, the EFL students experience debilitative anxiety more than facilitative anxiety. Thus, many researchers consider debilitative anxiety to be the type that negatively affects students' performance (Oxford, 1999).

Even though many researchers have identified two types of anxiety, some, like Scovel (1978), have hypothesized that a learner may simultaneously experience facilitating and debilitating anxiety. He claimed that they "work…in tandem, serving simultaneously to motivate and to warn, as the individual gropes to learn an ever- changing sequence of new facts in the environment" (cited in Jean, 2006, p. 46).

1.2.10. Sources of FLA

There are mainly three sources of FLA. In the process of learning a foreign language, anxiety may occur in the productive skills and it has been most consistently observed that the speaking skill is the one that is more related to anxiety. Therefore, these sources are to be stated in relation to the FLL speaking. Communication apprehension, test anxiety, and fear of negative evaluation are the three primary sources of foreign language anxiety.

1.2.10.1.   Communication Apprehension (CA)

FLA is perceived by learners as CA that is a sort of anxiety that happens when people feel hesitant and uneasy while speaking to others (Horwitz et al., 1986). It refers to the degree

of anxiety brought on by communication activity whether an actual or an expected one (McCroskey & Beatty, 1986). CA anxiety appears more in EFL classes where students have the difficulty of managing a situation then the teacher and classmates assess their performances (cited in Ohata, 2005, p.4).

The causes of students' CA are demonstrated to the lack of vocabulary, preparation, and practice. Actually, the primary factor contributing to students' speech anxiety in FL classrooms is the lack of vocabulary (Liu, 2007). Moreover, preparation could foster learners' confidence in OE sessions (Liu, 2007) unlike being unprepared that triggers their anxiety feelings. Furthermore, students' participation in the class assists the learner in achieving several academic goals (Tsou, 2005), which leads lack of practice to be a problem for them.

To conclude, this suggests that students who encounter communication anxiety frequently experience fear when speaking the TL in public. As a result, they frequently avoid taking part in speaking activities during the OE sessions.

1.2.10.2.   Test Anxiety (TA)

When referring to test anxiety, it is evident that this type of anxiety is related to tests. It is a sort of performance anxiety in which the learner experiences a fear of failing and performing poorly in a test (Hortwitz et al., 1986). This idea is echoed by Sarason (1984) who said that TA is "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation" (cited in Chun Wu, 2004, p. 293).

Learners who experience test anxiety view LFL, and particularly the oral expression, as a threat rather than an opportunity to advance and develop their speaking skill and communicative competence. Yet, it may lead them to push themselves to perform at their best throughout the tests, otherwise they will be considered to have failed (cited in Dorney, 2001).

1.2.10.3.   Fear of Negative Evaluation (FNE)

The third anxiety source related to LFL is FNE. It is the next phase of the second source that is test anxiety. In other words, a learner who has test anxiety experiences a dread of receiving a negative evaluation from the instructor (Hortwitz et al., 1986). However, Horwitz et al. (1986) additionally stated that it is "apprehension of others' evaluation, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (p.128). To put it another way, students who experience fear of negative evaluation anxiety may worry about receiving a negative evaluation from either teachers or classmates, which result in having an attitude that they cannot create a good impression in others.

All of these sources (CA anxiety, TA, and FNE anxiety) have a negative impact on learning a FL. TA and FNE are interconnected, yet the three provide difficult challenges to students, and limit their abilities to communicate.

1.2.11. Types of Anxiety

Anxiety can be classified into three types: trait anxiety, state anxiety, and situational anxiety.

1.2.11.1.   Trait Anxiety

Trait anxiety is an all-encompassing personality trait. The attitudes and behaviours of people who experience it often reflect their capacity to perceive the difficulty or threat level of various environmental stimuli and stressful events (Spielberger et al., 2005).

Trait anxiety is more persistent, stable, and occurs in a range of circumstances. As well as, it is personal, some individuals have high levels of worry in so many situations in general whereas others don not (MacIntyre & Gardner, 1991). In fact, although some people could feel calm, others might feel worried even if they are in the same particular situation. For

instance, some students may feel at ease during written tests yet others might not be calm (MacIntyre & Gardner, 1991).

1.2.11.2.   State Anxiety

The second type of anxiety is state anxiety. It is defined as "the here-and-now experience of anxiety as an emotional state" (MacIntyre & Gardner, 1991, p.31). This implies that it is an apprehension felt at a certain time. State anxiety refers to worry in a particular circumstance or temporary phenomenon (Baily & Nunan, 1996). That is to say, it refers to a brief anxiety that students may experience as an outcome of particular circumstances or stimuli, such as a test or a language classroom.

In general, state anxiety at high levels is dangerous as it may even prevent the person from acting in an adaptive way to try to stop and get rid of this feeling. As an illustration, an exam question might make a student bored, emotionally upset, and concerned about the future. This idea is confirmed by MacIntyre and Gardner (1991) in "individuals who are prone to experience anxiety in general (i.e., who have high levels of trait anxiety) show greater elevations of state anxiety" (p. 90). In contrast to trait anxiety, state anxiety is transient and decreases over time.

1.2.11.3.   Situational-Specific Anxiety

The third type of anxiety, referred to as situational-specific anxiety, explores the precise types of anxiety that manifest themselves repeatedly throughout time in a particular scenario (MacIntyre & Gardner, 1991). Situational-Specific anxiety concentrates on general orientation and specific anxious situations (Spielberger et al., 2005). An illustration would be when EFL students speak in front of their peers or teachers. In other words, they do not believe that they are professionally capable of speaking passages in a FL.

To sum up, we can say that situational-specific and trait anxiety are persistent forms of anxiety. Situational-specific anxiety only manifests itself inside a particular context, additionally trait anxiety is regarded as a component of one's character that arises in any situation. State anxiety, on the other hand, is a brief form of anxiety that appears for a brief period of time then vanishes**.**

1.2.12. Symptoms of Speaking Anxiety

Speaking anxiety is linked to numerous physiological, behavioural, and psychological symptoms. FL learners encounter these symptoms in a variety of speaking circumstances and situations and for a variety of causes.

1.2.12.1. Physiological Symptoms

Physiological symptoms are those symptoms that can be seen on the individuals' bodies. CA is known to have a wide range of physical symptoms (Wrench et al., 2012). There are several physical symptoms that can appear on students who encounter speech anxiety such as breathlessness, cold sweat, fast heartbeats, along with feeling dizzy and weak (Horwitz et al., 1986). Additionally, students have stated that a variety of physical symptoms are associated with FL speaking anxiety including shaking, headaches, fatigue, foot clapping and desk drumming (Worde, 2003, as cited in Torres & Turner, 2016).

1.2.12.2. Behavioural Symptoms

When individuals are afraid and anxious of speaking, some indicators can be seen on their behaviours which are referred to as behavioural symptoms. Avoidance of speaking situations is the first prevalent behaviour of students with a particularly high level of CA. McCroskey (1976) stated that

the person handicapped by communication apprehension would be expected to avoid communication much of the time because he or she would experience negative reactions from anxiety that would surpass projected gain from interaction. This, of course, does not mean that the person would never engage in interaction. Rather the person would choose to do so much frequently than persons not afflicted with communication apprehension under similar circumstances (pp.39-40).

In other words, the person who has CA wants to avoid having conversations with others and feels intimidated by the others' reactions when interacting. Additionally, the anxious or CA person feels unsafe and unprotected, feels inadequate in communication, is easily embarrassed, shy, and may even choose to keep quiet most of the time (Burgoon, 1976).

1.2.12.3. Psychological Symptoms

Psychological symptoms of FLL speaking anxiety refer to the invisible mental states of students experiencing speaking anxiety. Students who have speaking anxiety exhibit the following mental symptoms: confusion and disorganization in their thinking, forgetting what they had planned to say, negative self-talk, and feeling insufficient (Kanar, 2011). Learners exhibit the physiological and psychological symptoms of anxiety either before or after speaking. Actually, concerning students who encounter psychological symptoms previously, they are exposed to be "tongue-tied". Yet, students who encounter them when they begin speaking, can be alright once they keep speaking (Kanar, 2011).

1.2.13. Negative Effects of Speaking Anxiety

FLL speaking anxiety has several negative effects on students' both learning and performing processes. The following list of negative effects can be used to summarize its impact, which includes: language learning process, the development of the speaking skill, grades, and professional career.

1.2.13.1.   Language Learning Process

FLL speaking anxiety can affect students' language learning process. Xiuqin (2006) stated that "anxiety has been considered a very negative factor in learning a foreign language, especially in learning to speak the language"(p.37). In other words, the negative impact of speech anxiety can be clearly detected in students' learning to speak the FL. Students who have speaking anxiety may find it difficult to focus and process their input during the school sessions, which will hinder their ability to learn the TL (Xiuqin, 2006).

1.2.13.2.   Development of the Speaking Skill

FLL speaking anxiety affects students' speaking skill development. Students who struggle with communication anxiety tend to practice their language less, which slows down rather than accelerates their progress in speaking (Lashbrook, 1970, cited in McCroskey, 1976, p. 40). Xiuqin (2006) declared that

> high apprehensives interacted less in small groups and, when they interacted, their interactions were less relevant than those of their peers who did not suffer from communication apprehension. These students either speak a little or avoid speaking the target language at all so that their opportunities to practice the target language are significantly reduced, which might be the reason for the subjects' limited progress in speaking (p. 37).

To put it another way, the FLL students who encounter speech anxiety usually tend to avoid interacting and communicating with their peers. Consequently, these students never demonstrate improvement in the productive competence.

1.2.13.3.   Grades

FLL speaking anxiety has been demonstrated to have an impact on students' grades, standardized achievement scores, and overall grade point averages. Based on McCroskey et al. (1989), "Students with higher communication apprehension will earn a lower grade point average and are less likely to persist at university"(p.104). Hence, those with high CA have a tendency to suffer from cognitive deficits and exhibit performance failures, which have a negative impact on their academic achievements such as having low grades and high dropout rates.

1.2.13.4.   Professional Career

The individuals' professional career can also be negatively influenced by their speaking anxiety. It may be more negatively impacted if it prevents them from controlling the communication task. Thus, it may have an impact on workplace competencies including the capacity to collaborate effectively with co-workers, proactively submit ideas to the managers, or act in a politically astute manner (Blume et al., 2013).

As a result, fearful individuals cannot be successful managers in cross-cultural communication due to their inability to adapt to the unusual situations that call for the necessary successful interactions. According to Blume et al (2013), "communication apprehension was negatively associated with students' willingness to take on leadership opportunities, appreciation for a multicultural world, and adaptability for new situations"

(p.158). That is to say, students' communication anxiety makes them hesitant and afraid of adapting for new settings as well as taking risks.

To conclude, FLL speaking anxiety have several negative effects on students learning and performance processes. For that, finding strategies to help learners deal with their speech anxiety is crucial if we want to improve their speaking abilities. Students can assist themselves by using some particular strategies. Consequently, some instructional techniques are required to encourage them to speak with assurance and confidence which might result in very successful outcomes.

1.2.14. Possible Solutions

There are numerous possible solutions that help in reducing EFL students' anxiety during the OE sessions. In fact, LFL is mainly connected to learners' motivation; the more motivated they are, the less they feel anxious. Accordingly, some researchers suggested potential motivating strategies that can be used in order to lower EFL students speaking anxiety like establishing a supportive atmosphere, teacher-student relationship, encouraging group works and relaxation techniques.

1.2.14.1. Establishing a Supportive Atmosphere

Establishing a supportive atmosphere in classroom is a successful solution for reducing students speaking anxiety. For the fact that students want to feel welcomed and at ease in order to express their thoughts, a low anxiety language classroom makes their language learning easier and helps them to concentrate on their learning process rather than being nervous due to the feedback of both teachers and peers (Philips, 1992). To create a comfortable atmosphere, teachers can show a sense of humour to their students in order to lower the seriousness level during the session and help them relax. As well as, they need to

encourage them to engage in the speaking task by conveying to them that making mistakes is acceptable in the learning process (Dörnyei, 2001).

1.2.14.2. Teacher-Student Relationship

Building a strong relationship between the teachers and the students is another effective solution to lower students' anxiety. It is important to shed light on the significance of the teachers' relationship with their students and show that students perform better once they have a good relationship with their teachers (Birch & Ladd, 1998). In order for communication in the classroom to be more effective, there should be cooperation between the teacher and the students, this will boost learning and lower anxiety in the classroom (Gossa, 2017).

1.2.14.3. Group works

Another solution suggested to reduce students' anxiety is having group works in the classroom. Group works and cooperative activities usually result in less stress and nervousness than individual learning. Also, they encourage the interaction and foster a comfortable environment in which the seriousness and worry levels will be reduced between classmates (Dörnyei, 2001). Moreover, when students actively seek each other out, support one another, and make each other feel accepted in the group, competence and cohesion will be often acquired (Ehrman & Dörnyei,1998).

1.2.14.4. Relaxation

Relaxation is considered a very effective strategy used to lower the speaking anxiety level. It refers to the adoption of a variety of strategies that reduce physical anxiety (Kondo & Ying-Ling 2004). Students generally follow a few techniques to relax and prevent feelings of stress or anxiety. For instance, a large percentage of students try to breathe slowly and deeply when they are under stress, which makes them feel more at ease. Additionally, students can be

willing to express their emotions to others. Self-encouragement or self-talk is other method of relaxation employed by worried students to help themselves by repeating phrases like "I am calm," "I am good," "I can do it," or "I can handle it." Furthermore, praying is a well-known technique used by students like before having tests, exams, and oral presentations. In addition, there are other techniques that can be followed such as counting to 10, which is useful in anger situations or high levels of anxiety (Dörnyei, 2001).

Conclusion

In this chapter, we shed light on the speaking skill and anxiety, the relationship between both and how anxiety affects students' speaking abilities and so their performance and achievements. As it has been proved that students who encounter high CA or speech anxiety find it very difficult to learn a FL, take part in speaking it, and improve their performance. Therefore, it is very important to put a limit to such an obstacle. For that, several helpful strategies are suggested for both learners to reduce their anxiety and teachers to help their students lower their anxiety level. On the one hand, learners must maintain a healthy lifestyle, prepare well in advance to gain enough time, relax and think positively, as well as expect some anxiety since it is a natural human state. On the other hand, teachers should build a friendly relationship with their learners, create a supportive atmosphere and let them express themselves, provide them with appropriate feedback and encourage them to participate and work cooperatively.

Chapter Two: Practical Part

Introduction

Section One: Teachers' Questionnaire

2.1.1. Population

2.1.2. Description of Teachers' Questionnaire

2.1.3. Analysis and Interpretation of the Results

2.1.4. Discussion of the Results

Section Two: Students' Questionnaire

2.2.1. Population and Sample

2.2.2. Description of Students' Questionnaire

2.2.3. Analysis and Interpretation of the Results

2.2.4. Discussion of the Results

Conclusion

Chapter Two: Practical Part

Introduction

As every research paper must provide a theoretical part which provides an appropriate area to work on, it has to be supported with a practical one. This chapter is devoted for the statistical analysis of the findings. It focuses on the analysis and interpretation of the data obtained from the questionnaires which is considered as an effective and practical tool for gathering data for both teachers and learners.

These questionnaires aim at investigating teachers' and learners' perceptions towards learning speaking, their opinion about the causes of anxiety in learning speaking, and suggestions that help in reducing FL speaking anxiety. Therefore, this chapter begins with describing the population of the conducted research. Afterwards, it provides the analysis and interpretation of teachers' and learners' questionnaires. At the end, it discusses the results obtained.

Section Two: Teachers' Questionnaire

2.2.1. Administration of the Questionnaire

For the present study, the participants consist of 10 teachers who teach OE module to second year students in the department of English at Mila University Centre. We specifically chose those teachers because of their experience with learners' speaking anxiety in FLL and how to cope with it. It was chosen to find out teachers' perspectives on the causes of anxiety that affects students in learning speaking and how to reduce it. The current study seeks to figure out the main causes behind anxiety in foreign language learning in the level of speaking skill. It is important to note that this questionnaire was administered both face to face and via form of Google Questionnaire.

2.1.2. Description of Teachers' Questionnaire

The teachers' questionnaire is made up of an overall 15 questions. It consists of open-ended and closed-ended items and multiple-choice questions arranged in four sections.

Section One: General information (Q.1-Q.3)

It deals with the general information about the degrees held by teachers and their experience in the field of EFL teaching and their experience in the field of OE teaching.

Section Two: Teaching the Speaking Skill (Q.4-Q.6)

It is structured to know teachers' attitudes towards learners' speaking abilities and towards the difficulties in teaching the speaking skill.

Section Three: Identifying the Causes of Anxiety in the OE Classroom (Q.7-Q.14)

It is devoted to discuss and determine the causes of anxiety that hinder the learning process in OE, and the use of some strategies to create a supportive classroom atmosphere which in turn reduces anxiety levels.

Section Four: Suggestions (Q.15)

It is contributed to let teachers feel free and invite them to add any extra information or suggestion relevant to the topic or the aim of the work.

2.1.3. Analysis and Interpretation of the Results

Section One: General Information

Q01: Degree (s) held

Figure 01

Teachers' Academic Degree.
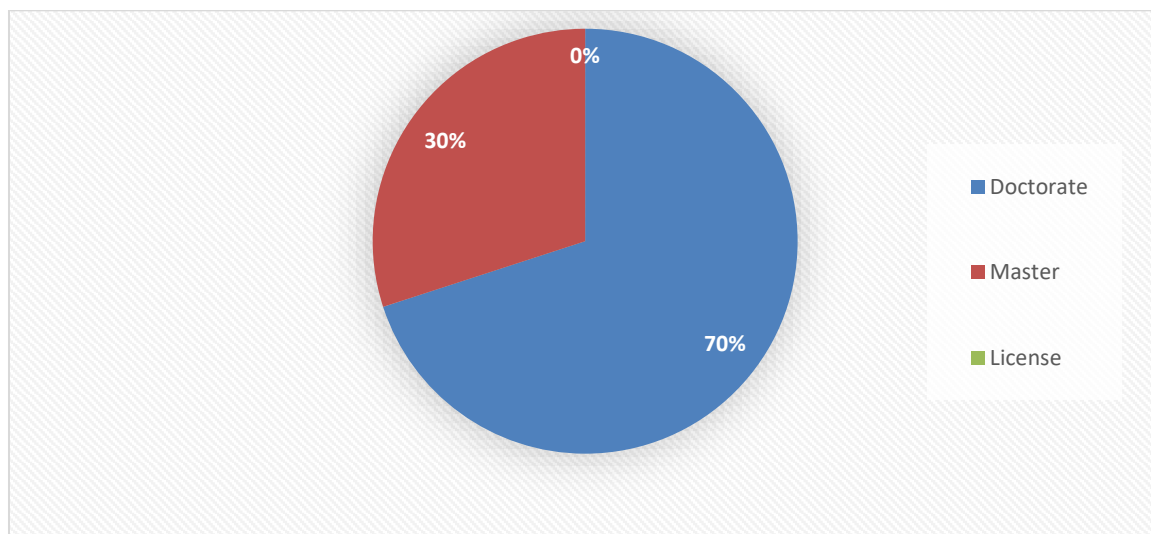
This question aims to identify OE teachers' academic degree. Out of the total number of 10 teachers, 70% hold a doctorate degree in the English language, while 30% possess a master's degree. None of the teachers in the sample have a license degree. These findings demonstrate that OE teachers are qualified enough which allows us to gather more reliable and accurate information for the sake of successful outcomes in our work.

Q02: How long have you been teaching English?

Figure 02

Years of Teaching English.
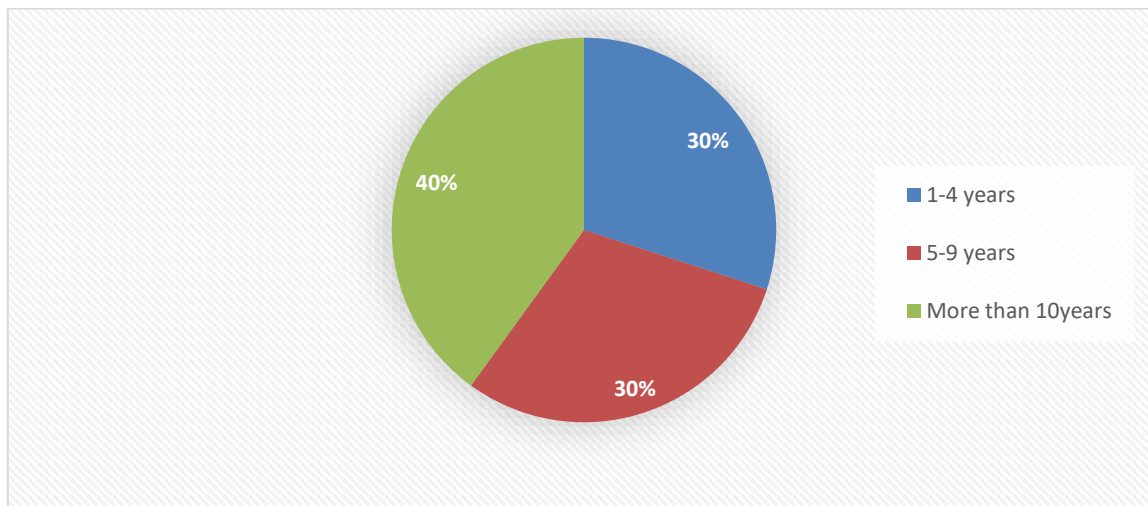
The purpose of this question is to gather information about teachers' experience in teaching EFL. A portion of the teachers (40%) reported having more than ten years of experience in the field. Additionally, 30% indicated having experience ranging from five to nine years, while the remaining 30% have 1-4 years of teaching English. These findings suggest that a considerable number of teachers possess considerable experience and proficiency in the field of teaching, aligning with our investigation's objectives and contributing to the achievement of our purpose.

Q03: How many years have you been teaching second year oral expression?

*Figure 03*

Years of Teaching Oral Expression.
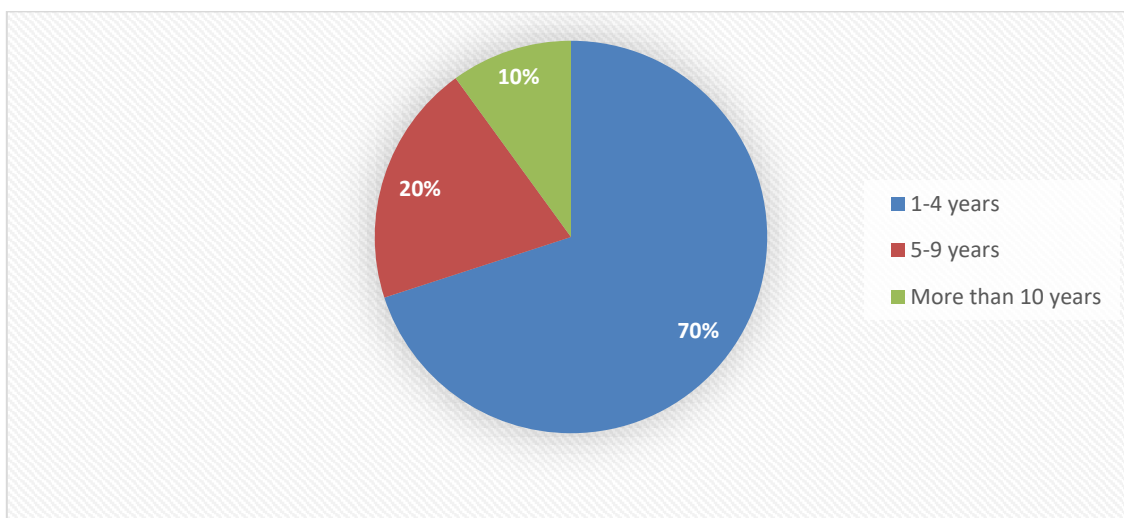
The purpose question number 3 demonstrates teachers' experiences in teaching oral expression to second-year students. According to the figure, the majority of teachers (70%) have taught oral expression for 1-4 years. 20% have experience ranging from five to nine years, while only 10% of the teachers have taught oral expression for more than ten years. Based on these findings, we infer that the majority of our teachers possess knowledge and expertise in the field of oral expression. The fact that these teachers have direct experience in teaching this specific module enhances the validity of their suggestions and contributions and aligning perfectly with the goals of our investigation.

Section Two: Teaching the Speaking Skill

Q04: How do you consider second year university students speaking ability?

Figure 04

*Teachers' Perceptions of Students' Speaking Ability.*
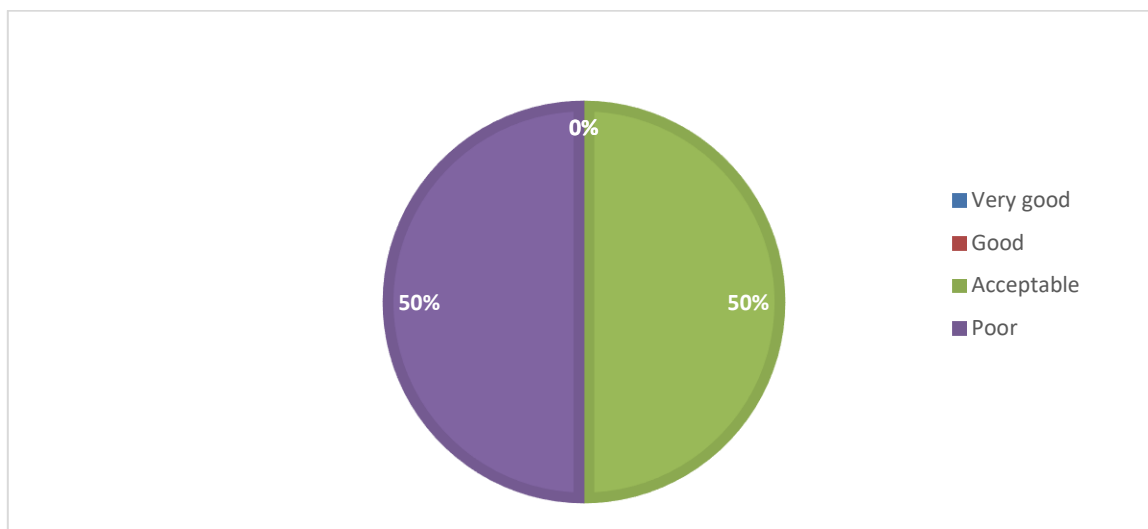
The purpose of asking this question aims to know the speaking proficiency of second-year students. Based on the mentioned results, the responses from the teachers indicate that 50% perceive their students' speaking ability as acceptable, while the other 50% consider it to be poor. None of the teachers reported that their students have either good or very good speaking abilities. These findings affirm that learners face difficulties in learning speaking.

Q05: Do you find teaching speaking a challenging task?

Figure 05

*Teachers' Perceptions of Teaching Speaking.*
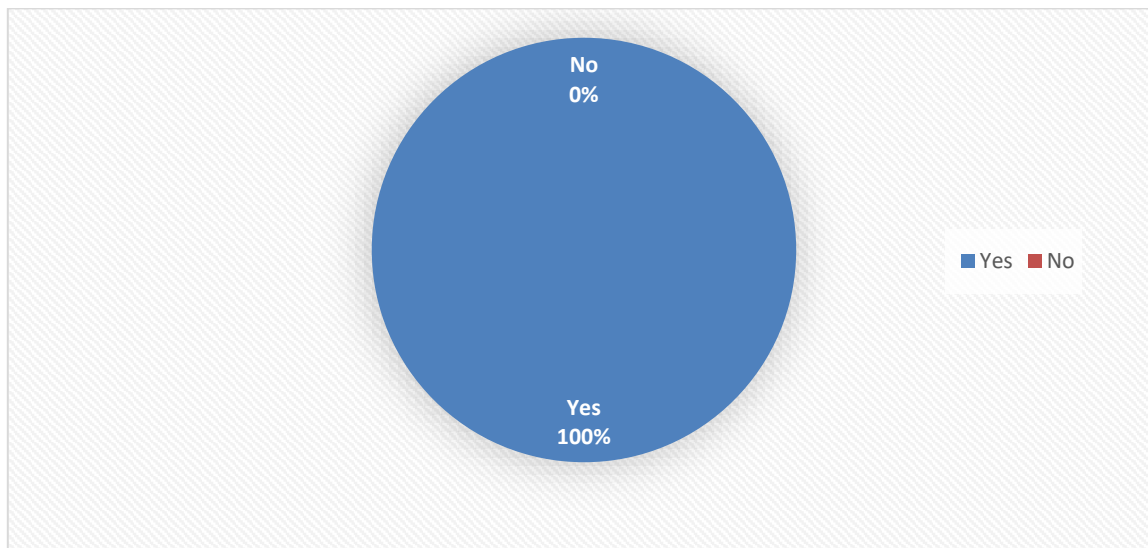
      This question aims to find out whether teachers perceive teaching speaking as a challenging task that hinders their effectiveness in delivering lessons. All of the teachers (100%) agreed that they consider teaching speaking to be a challenging task. From this result, we assume that teachers are facing some serious factors that prevent them from establishing effective communication activities in the classroom.

Q06: What are the difficulties you face when teaching speaking?

Figure 06

Difficulties of Teaching Speaking.
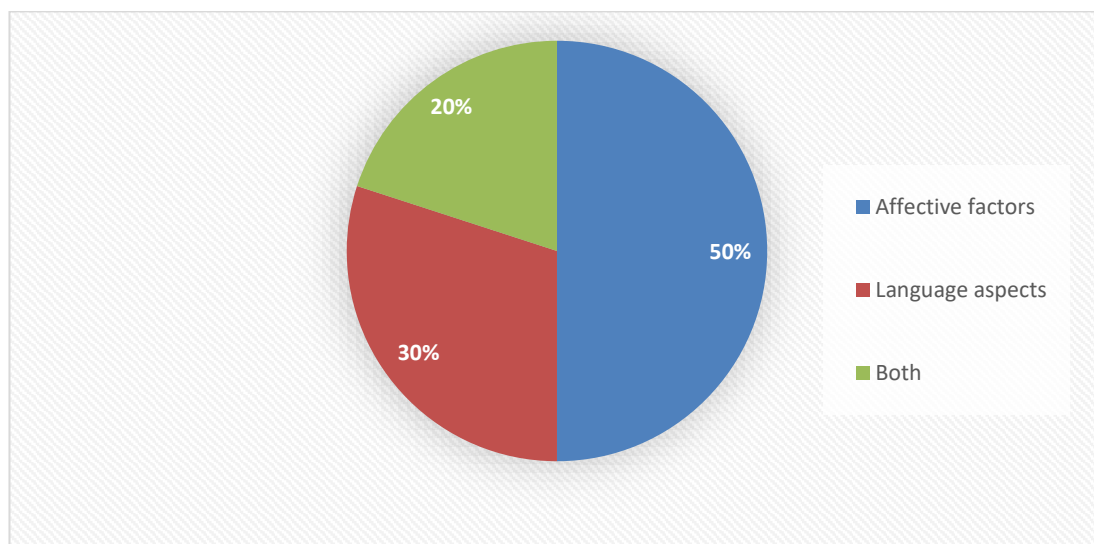
This question aims to explore the challenges teachers encounter when teaching speaking. Half of the teachers (50%) perceive the influence of students' affective factors as a difficulty in the process of teaching speaking. Meanwhile, 30% believe that learners' language aspects raise challenges in teaching speaking. The remaining teachers (20%) claim to face difficulties related to both affective factors and language aspects. We assume that students usually encounter more difficulties and obstacle stemming from metacognitive factors that can significantly impact their learning speaking process.

Section Three: Identifying the Causes of Anxiety in the Oral Expression Classroom

Q07: Anxiety is considered the most affective factor influencing foreign language learning speaking for students?

Figure 07

Teachers' Perception of Foreign Language Speaking Anxiety.
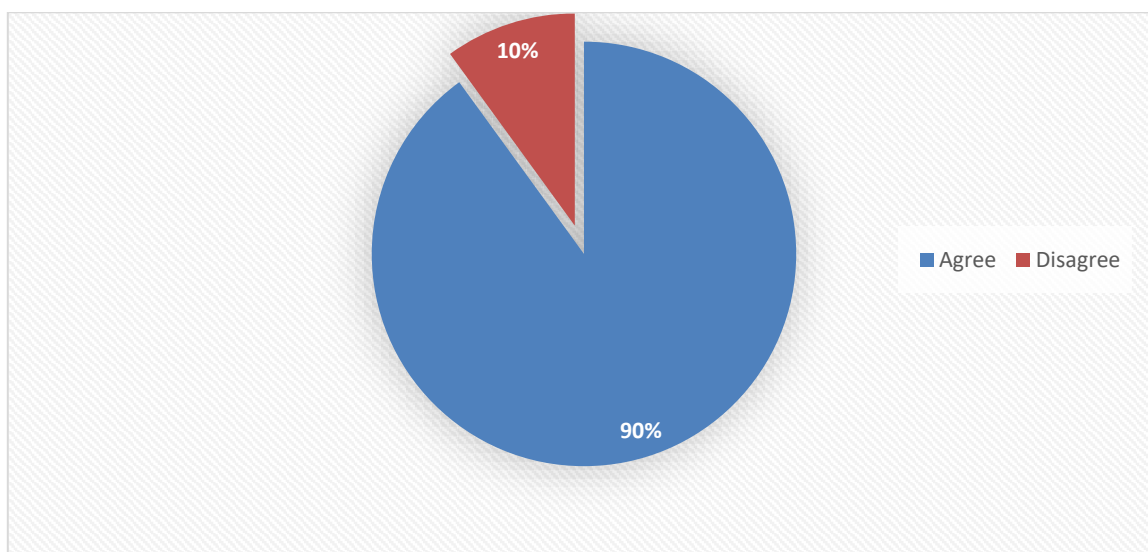
By asking this question, our objective was to examine the extent to which teachers agree that anxiety significantly affects students' foreign language speaking abilities. Based on the provided data, it is evident that the overwhelming majority of informants (90%) agree on the substantial influence of anxiety on learners' foreign language speaking. Conversely, only 10% disagree with this notion. These findings strongly affirm that anxiety plays a crucial role in the learning process, specifically in the development of speaking skills, making it a prominent factor that needs to be addressed in language learning.

Q08: How often do you observe students experiencing anxiety during speaking sessions?

Figure 08

*Students' Experiencing Speaking Anxiety.*
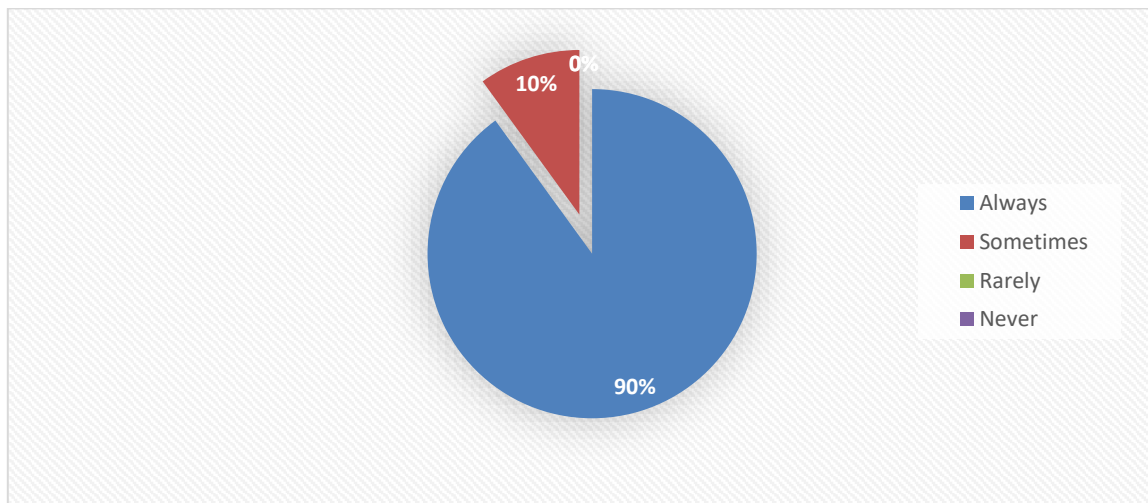
The aim behind asking this question is to check how often students experience anxiety during speaking sessions. Based on the results obtained, "Always" was the selected option of most of the teachers (90%), whereas (10%) chose "Sometimes". This indicates that students almost always struggle with anxiety in speaking sessions. Moreover, students' anxiety during oral expression sessions is a very common problem. Therefore, teachers are required to know the causes in order to get the appropriate solutions.

Q09: How does anxiety affect students' performance in speaking sessions?

Figure 09

Anxiety Effects on Students' Speaking Performance.
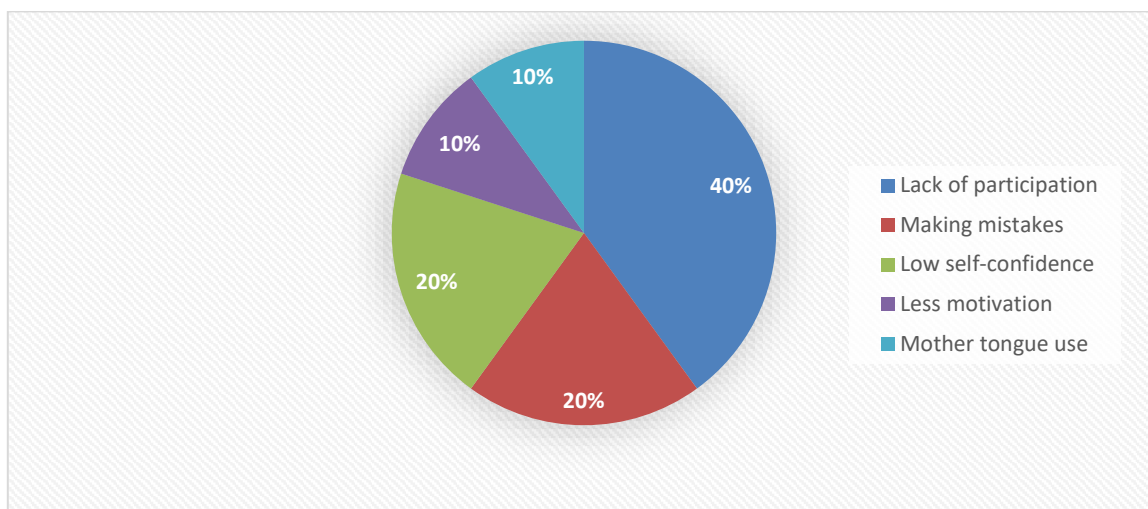
By raising this question, we tend to figure out anxiety effects on students' performance. According to the collected answers from teachers, the majority (40%) identified "Lack of participation" as a prominent effect. Furthermore, some teachers (20%) mentioned "Making mistakes," while an equal proportion (20%) highlighted "Low self-confidence." Another 10% of teachers specifically pointed out "Less motivation" as an effect. 10% believed that using the students' mother tongue impacted their speaking performance. Based on the results, anxiety during speaking sessions leads to students hesitating to participate, making mistakes, experiencing reduced self-confidence and motivation. It is worth noting that using the mother tongue also plays a role in students' performance when anxiety is present. Therefore, all these problems need to be solved by knowing the causes of anxiety.

Q10: What are the causes that you think lead students to be anxious when speaking the foreign language? (you can choose more than one answer)

Figure 10

*Causes of Students' Speaking Anxiety.*
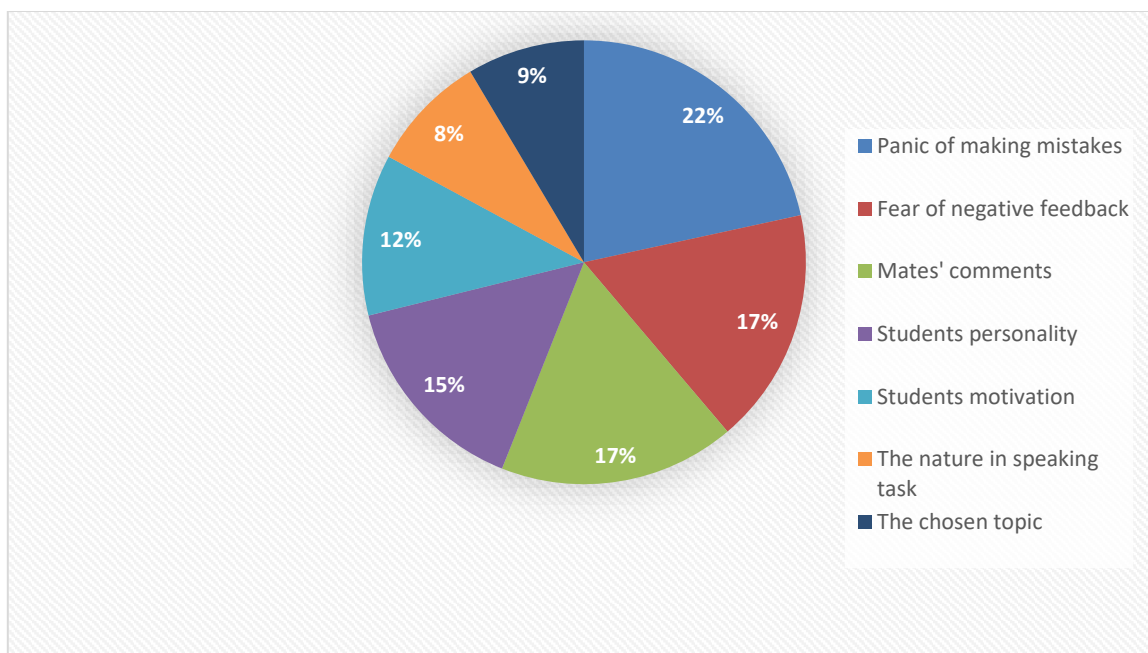
We included this question in our questionnaire to identify the factors that contribute to students feeling anxious when speaking a foreign language. The teachers were given multiple options to choose from, and the results were as follows: "Panic of making mistakes" was selected by 22% of the informants, while both "Mates' comments" and "Fear of negative feedback" were chosen by 17% of the questioned teachers. "Fear of negative feedback" was selected by 17% of the them. The option "Students' personality" was selected by 15% of the respondents, while "Students' motivation" was chosen by 12% of them. Additionally, "The chosen topic" was selected by 9% of them. Whereas, 8% of them selected "The nature of the speaking task". From these results, we can conclude that students primarily causes of anxiety can be external (mates' comments, fear of negative feedback, the chosen topic, and the nature

of the speaking task) or internal (panic of making mistakes, students motivation, and students personality). Hence, the first causes are external, so can be solved. The other one is internal, so can be solved in an indirect way.

Q11: How important do you think it is to address anxiety in speaking sessions?

Figure 11

The Importance of Addressing Anxiety in Speaking Sessions.
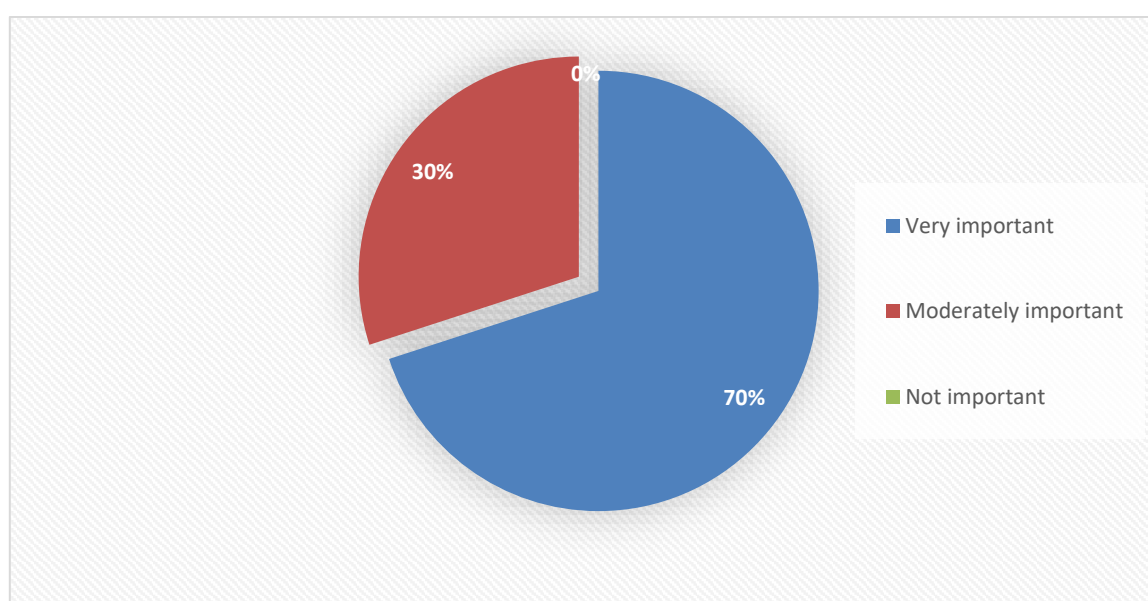
The purpose of asking this question was to determine the perspective of oral expression teachers regarding the significance of addressing anxiety in speaking sessions, as well as their justifications. The results indicate that 70% of the teachers consider it to be of great importance, while 30% view it as moderately important. None of the teachers consider it as not important.

- Why?

Regarding their justifications, the teachers provided the following points to support their views:

- The less anxiety is addressed; the more students forget about it.

- Addressing anxiety is very important since it is the major cause behind students' poor performance.

- Addressing anxiety rebuilds a bridge between students and teachers.

- It is very important because addressing it means solving 70% of the session problems.

- Addressing anxiety helps overcoming all the causes that lead to this problem in addition to students' improving their communicative skills and ensuring their ideas and thoughts are effectively conveyed.

Consequently, by addressing anxiety in OE sessions, instructors can help students overcome their anxiety and most importantly reduce its negative effects.

Q12: Providing students with indirect correction rather than direct one may help them to get rid of anxiety in the classroom.

Figure 12

Teachers' Attitudes towards Providing Students with Indirect Correction to Reduce Anxiety.
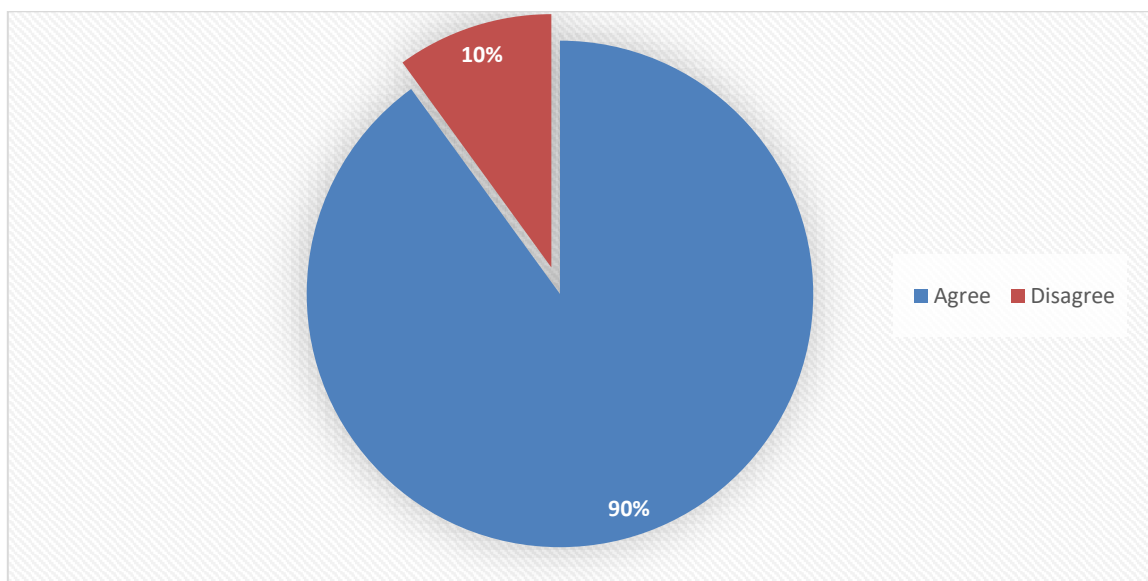
We included this question to investigate second year teacher of OE opinions towards the connection between the manner in which teachers provide correction to students and the reduction of anxiety in the classroom. The results indicate that 90% of the questioned teachers agreed that offering indirect correction, as opposed to direct correction, can assist students in reducing their anxiety. Conversely, only 10% disagreed with this idea. We assume that by providing indirect correction, teachers create an environment where students feel less anxious about speaking and participating without being worried of teachers' negative feedback.

Q13: Establishing a Supportive Classroom atmosphere may reduce the problem of Anxiety.

Figure 13

*Teachers' perceptions of Establishing a Supportive Classroom Atmosphere.*
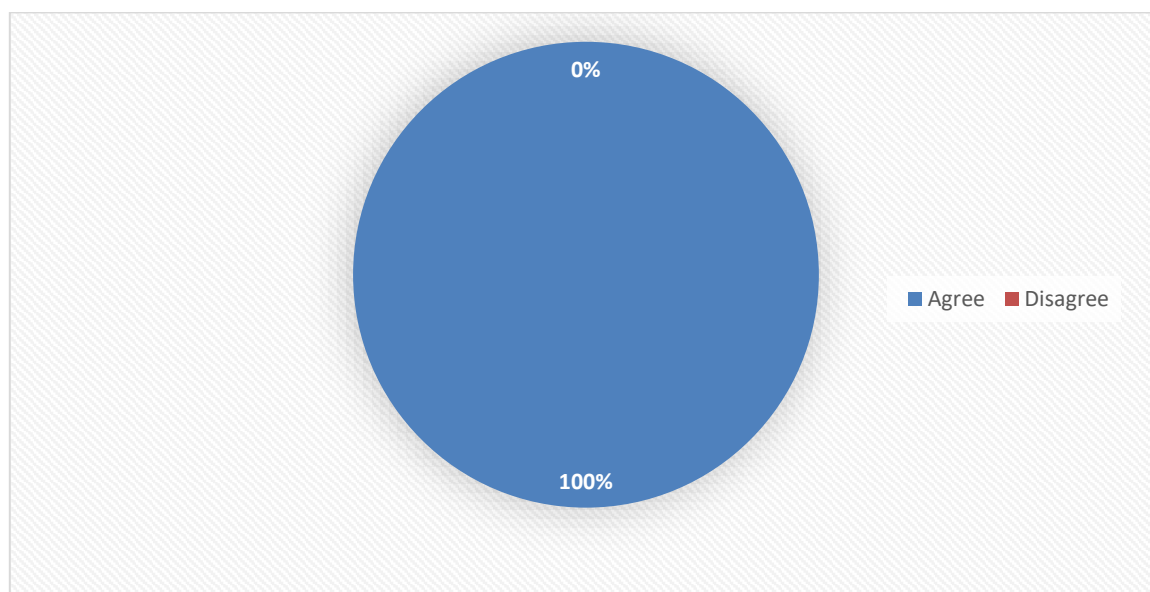
The purpose of this question was to know the second year teacher of OE opinions towards establishing a supportive classroom atmosphere can alleviate the issue of anxiety. All teachers who responded to our questionnaire expressed agreement with this statement. In reality, creating a supportive classroom atmosphere reduces students' anxiety by fostering

encouragement and motivation, thereby prompting them to actively participate and enhance their performance.

Q14: Having a group work in class helps reduce student's anxiety when speaking.

Figure 14

Teachers Perceptions Towards Group Work to Reduce Anxiety in Speaking.
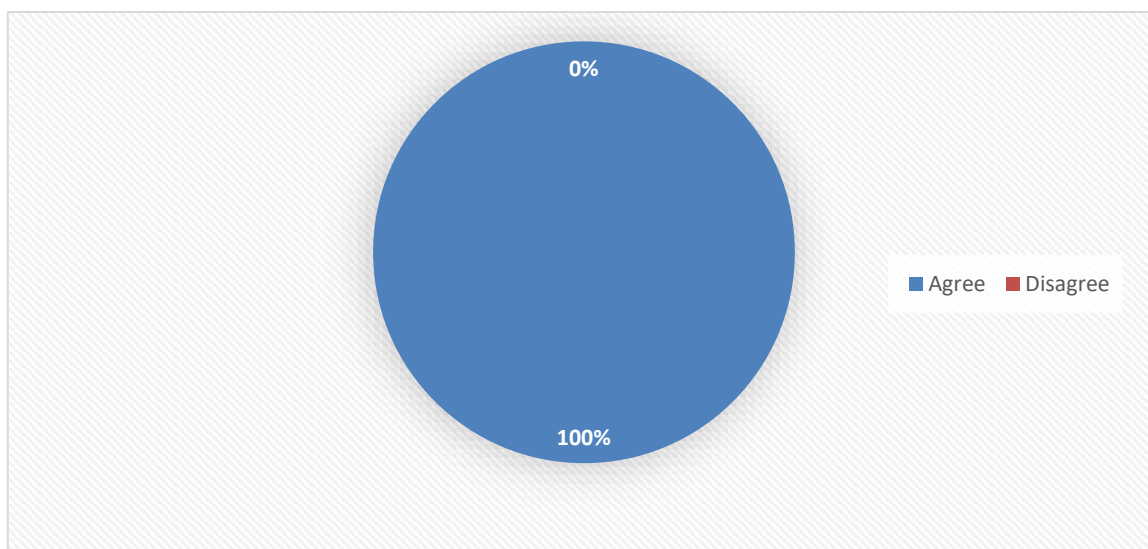
We included this statement in the teachers' questionnaire to emphasize the correlation between incorporating group work in the classroom and decreasing student anxiety in completing speaking tasks. The results from the questionnaire revealed that 100% of the informants agreed that implementing group work in class effectively reduces student anxiety when speaking. From these findings, we believe collaborative activities in oral expression sessions are highly beneficial for learners, as they encourage active participation and engagement in speaking tasks.

Section Four: Further Suggestions

Q15: Please add any suggestions you see relevant to the topic or the aim of the work

    In this specific question, teachers were requested to offer suggestions based on their own perspectives that are pertinent to the aim of the work. After analyzing the teachers' responses, their suggestions are summarized in the following points:

- Teachers are recommended to introduce techniques such as visualization exercises or positive affirmations to help them envision success and build confidence. Encourage them to visualize themselves speaking confidently and receiving positive feedback.

- Group work and indirect feedback are effective. Also, the teacher is recommended to not correct any mistake made by the student and to be patient and close an eye from time to time proves helpful.

- Teachers are recommended create a friendly atmosphere in the classroom to avoid anxiety.

- The student should be a self-help guide to be able to accept the outside support

    After figuring out the causes that can trigger students' speaking anxiety, it is evident that all the suggestions provided by the teachers reflect their positive outlook on implementing diverse strategies within the classroom to effectively address the needs of anxious students.

2.1.4. Discussion of the Results

    The results obtained from the teachers' questionnaire support our research aim that is concerned with the causes of anxiety in learning speaking.

    The results reveal that we specifically selected experienced and knowledgeable teachers who hold high degrees. This selection ensured that we obtained insights from instructors who are experienced and knowledgeable in teaching OE modules, which aligns with the main

focus of our investigation on speaking skills. The majority of the teachers have extensive teaching experience in the English language. Additionally, when it comes to teaching the oral expression module, the teachers had a considerable average duration of experience, which further strengthens the relevance of their insights as they have an understanding of their students' emotions and feelings.

When teachers were asked about the challenges they encounter in teaching, the majority of teachers acknowledged the significant impact of students' affective factors, particularly the difficulties associated with addressing anxious students. This reinforces the understanding that teachers face specific obstacles related to students' emotional factors and highlights the importance of addressing and supporting students' anxiety in the context of teaching speaking skills.

Based on the information collected from teachers' experiences in teaching speaking, it becomes evident that anxiety is the most influential factor affecting students' foreign language learning (FLL) speaking skills. Teachers assert that students consistently struggle with anxiety during OE sessions, leading to negative effects on their self-confidence and motivation. Anxiety also impedes students' willingness to participate, share ideas, and often results in mistakes while speaking. Several causes of student anxiety when speaking a FL were identified, including the fear of making mistakes, which contributes to the apprehension of receiving negative feedback and using their mother tongue language. Additionally, students' anxiety can be influenced by peers' comments, their own personality traits, level of motivation, as well as the chosen topic and the nature of the speaking task. Teachers unanimously agree that addressing anxiety, providing indirect correction, fostering a supportive classroom atmosphere, and incorporating group work activities are all beneficial in reducing students' anxiety during FL speaking.

The suggestions provide practical and effective solutions and methods that can be implemented to assist students who struggle with anxiety during speaking activities. Hence, teachers can help alleviate students' anxiety by implementing techniques such as visualization of exercises, creating a friendly classroom atmosphere, offering indirect feedback, and encouraging students to become self-help guide.

2.2. Students' Questionnaire

2.2.2. Population and Sample

In this research, the target population is 203 second-year university students studying English at the Department of Letters and English Language, Mila University Centre, during the academic year 2022/2023. Second-year students were chosen because they possess the ability to speak but still need to improve their speaking skills. Additionally, they may encounter various affective factors related to the relatively short duration of studying OE, primarily anxiety. Therefore, the objective of this study is to identify the main causes of speaking anxiety among students and provide recommendations to help them reduce it.

This questionnaire was contributed to 80 students. It was administered online in Google Form. Students have warmly accepted the questionnaire and answered all the questions.

2.2.3. The Description of Students' Questionnaire

The students' questionnaire is made up of 21 questions. It includes various types of questions: open-ended, closed-ended, and multiple-choice questions. They are answered by ticking the corresponding boxes and justifying or giving their opinions or suggestions where it is necessary. It is introduced by a brief paragraph in which the aim of the questionnaire as well as the procedure of answering the questions are explained.

The students' questionnaire is divided into four sections:

Section one: General Information (Q.1-Q.2)

It is devoted mainly to get to know about students' levels and choices of studying English.

Section two: Speaking (Q.3-Q.8)

It deals with issues relevant to speaking in addition to students' perceptions towards this skill during oral expression sessions.

Section three: Causes of Foreign Language Anxiety (Q.9- Q.20)

It aims at investigating the causes of students' speaking anxiety as well as what they expect from their teachers to reduce their speech anxiety.

Section four : Suggestions (Q.21)

It is contributed to let students feel free and invite them to add any extra information or suggestion relevant to the topic or the aim of the work.

2.2.4. Analysis and Interpretation of the Results

Section One: General Information

**Q01:** Did you choose to study English?

Figure 15

Students' Choice of Studying English.
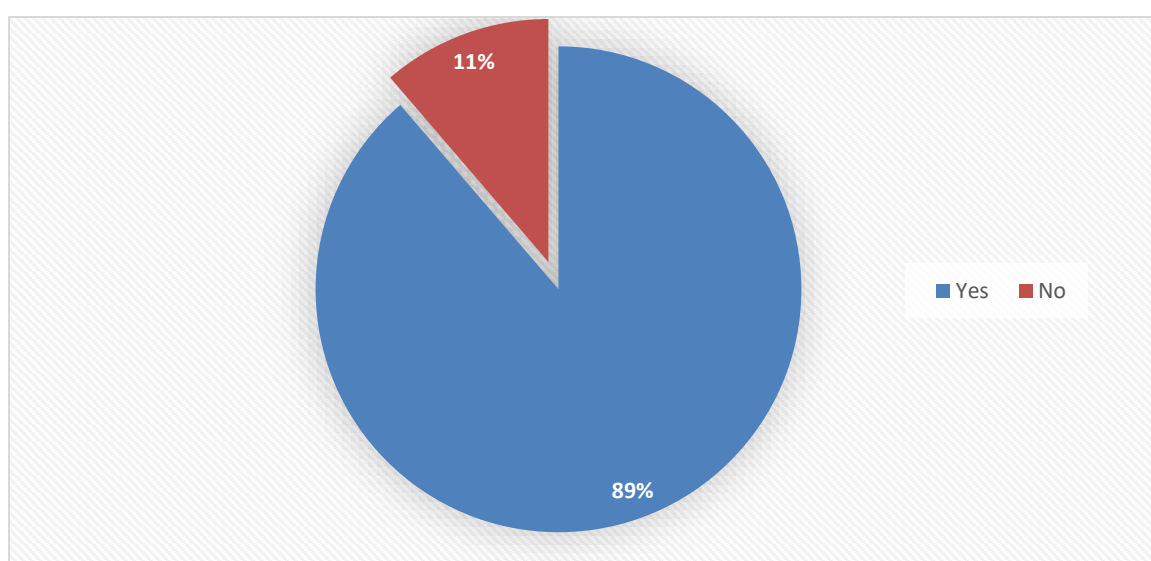
    The first question aims to let us know students' choice to study English. The results obtained show that 89% chose to study English without the interference of other individuals. Yet, 11% claimed that it was not their personal choice. Since the dominant percentage of students is studying English depending on their personal choice, this indicates that they are highly motivated to study this language and that the process is easy for them.

Q02: How do you see your English achievement?

Figure 16

*Students' Estimates of their English Achievement.*
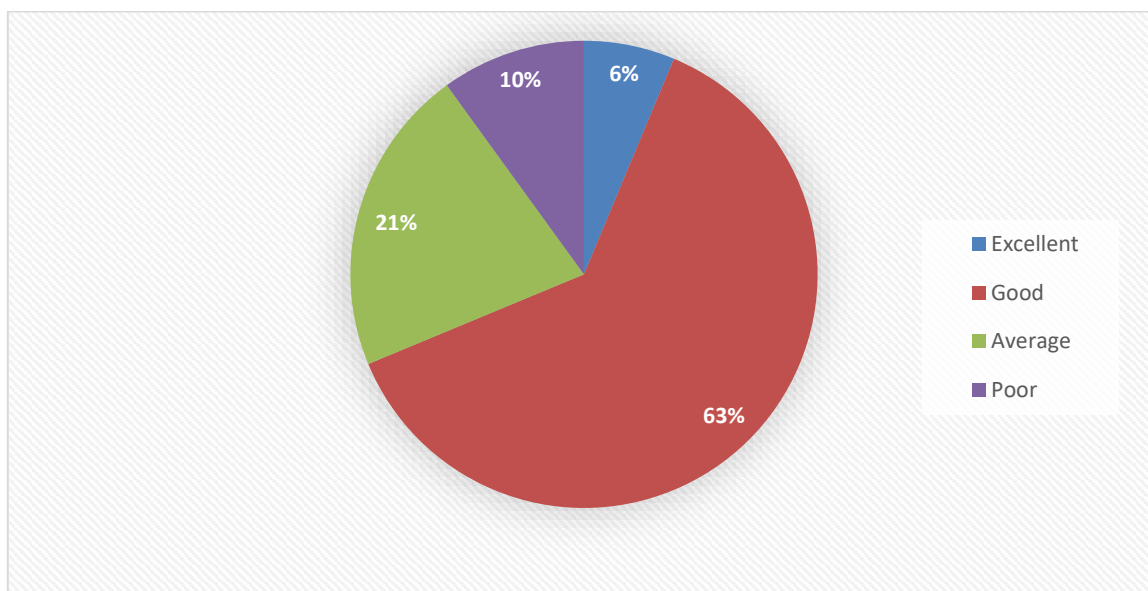
The aim behind this question is to know students' estimates towards their English achievement, and towards the results they have achieved, we sought to understand how students evaluate themselves and their level of performance. The results above show that the majority of students 63% affirmed they have achieved a good level in English. Only 6% asserted that they have achieved excellence. Whereas 21% have the average level. Ten percent of our participants claimed that they have a poor achievement level. The first two categories with a good level and an excellent level of achievement must have been extremely driven and passionate about learning this language as they have a low level of anxiety. However, the last two categories, comprising learners with average and poor levels of achievement, are often perceived as lacking motivation to study, which could potentially contribute to their experience of anxiety. These categories might be the same who are unwillingly studying English.

Section Two: Speaking Skill

Q3: What do you think about speaking in the English language?

Figure 17

Students' Perceptions of Speaking English.
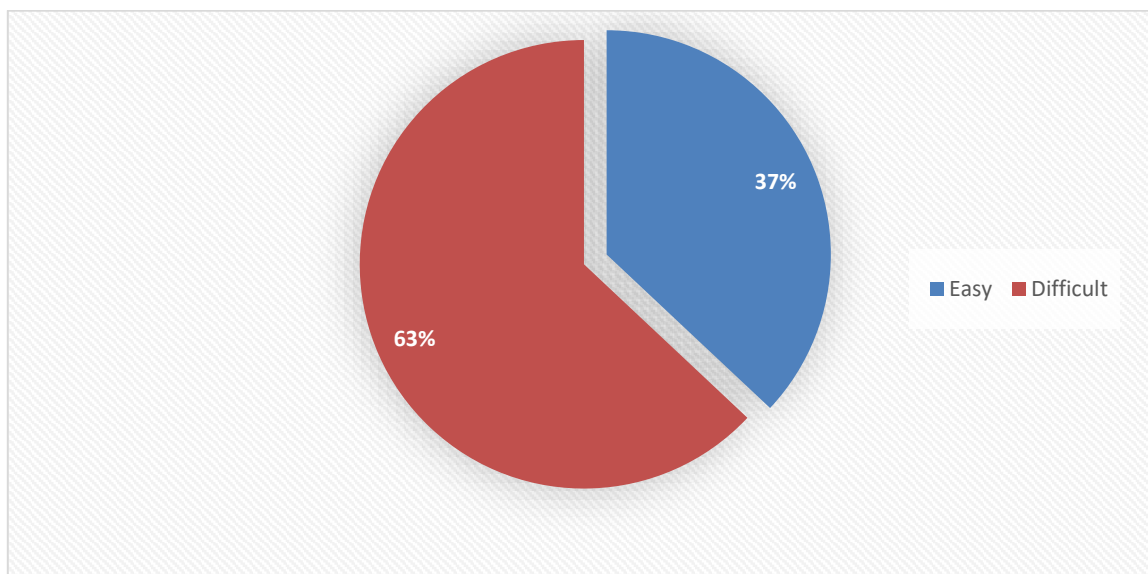
In this question, we aimed to investigate students' perceptions towards speaking in the English language and whether it is difficult. The results obtained reveal that 37% feel at ease when speaking English. Whereas, 63% of the respondents asserted difficulty when speaking in English. Based on the results, this indicates that a vast number of students find speaking the English language a difficult task. We assume that EFL learners are more likely to suffer from certain affective factors associated with anxiety despite the fact that students have a good level in English. Hence, it is the aspect of language that leads learners to be anxious.

Q4: Do you think that you level of speaking is ?

Figure 18

Students' Estimates of their Speaking Achievement.
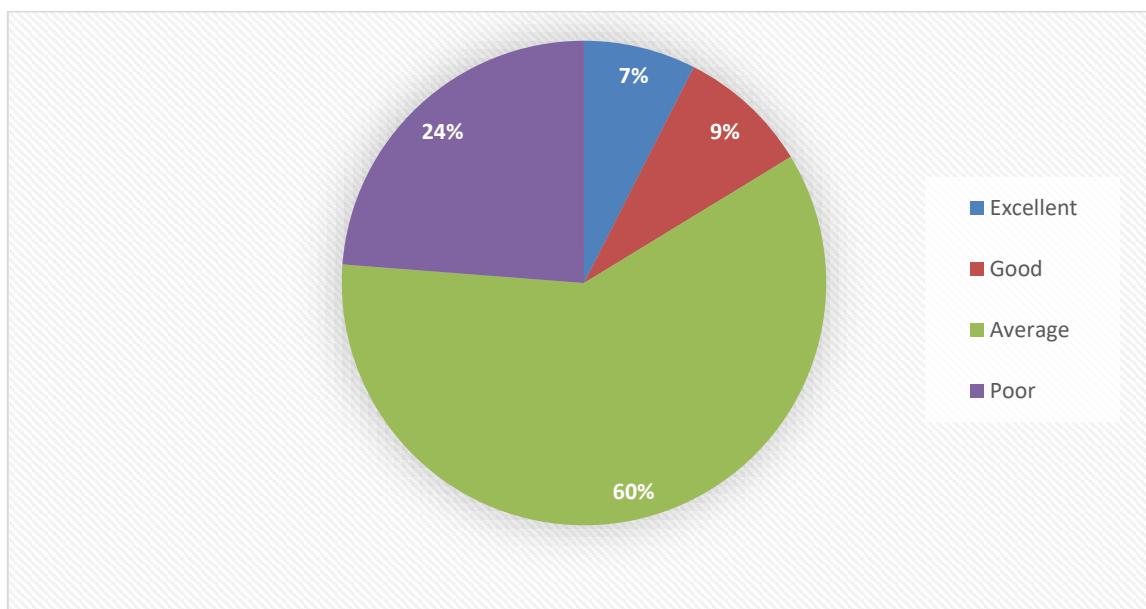
By raising this question, we aimed to identify second year students' level of speaking and how they appraise themselves. 60% of the questioned learners have attained an average level of achievement. While 24% have not built their speaking competence yet as they have poor achievement in speaking. The other 9% of them believed they have obtained a good level. However, the remaining 7% stated that their level of speaking is excellent. These findings denote that the majority of students with average or poor levels struggle to effectively express themselves and communicate verbally in the target language. It indicates that they may encounter difficulties with vocabulary, grammar, pronunciation, or overall fluency when participating in spoken interactions. All these elements require practice which is got through participation. However, learners do not participate due to many factors like anxiety.

Q5: When learning speaking, do you face difficulties in?

Figure 19

Students' Speaking Difficulties.
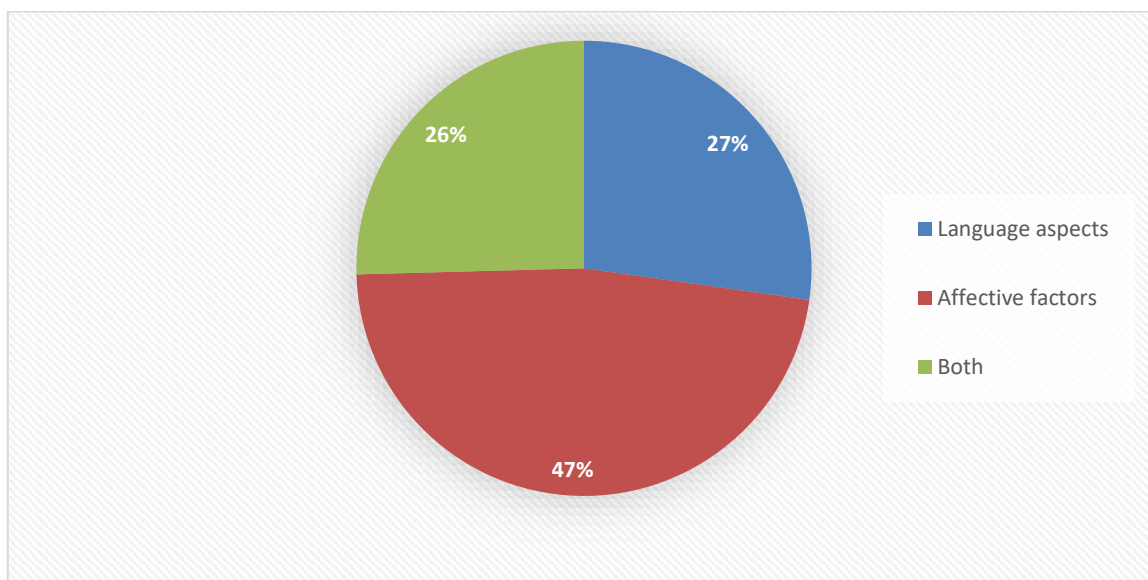
Question five is designed to figure out what kind of difficulties students face when learning speaking. As it is shown in the above table, almost half of the participants (47%) have difficulties in term of affective factors. Whereas, 27% of them claimed that they have difficulties at the level of language aspects. The rest of participants (26%) stated that they have difficulties in both affective factors and language aspects. From the result obtained, we assume that the primary challenges faced by the majority of students are related to emotional factors rather than linguistic aspects. This finding suggests that for most students, communication becomes a difficult task primarily due to the presence of affective factors, leading to feelings of anxiety and hindering effective interaction.

Q06: Do you participate in the English oral classes?

Figure 20

Students' Participation in Oral Classes.
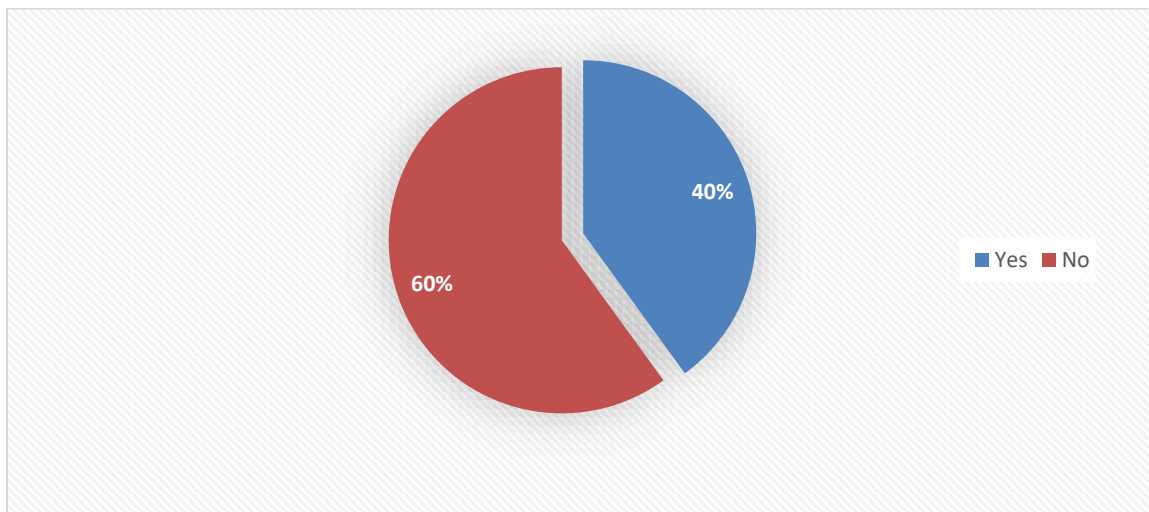
The aim behind this question is to know whether students participate in the oral classes. Based on the data mentioned in the above table, we noticed that a considerable number of participants (60%) appear reluctant to participate in oral class. Besides, 40% of them asserted that they engage positively in oral classes. We assume that the hesitation of students to actively participate in oral classes can primarily be attributed to anxiety, which manifests as a fear of speaking in front of others and apprehension about making mistakes.

Q7: Are you obliged to participate in oral expression classes?

Figure 21

Students' Participation in Oral Expression Classes.
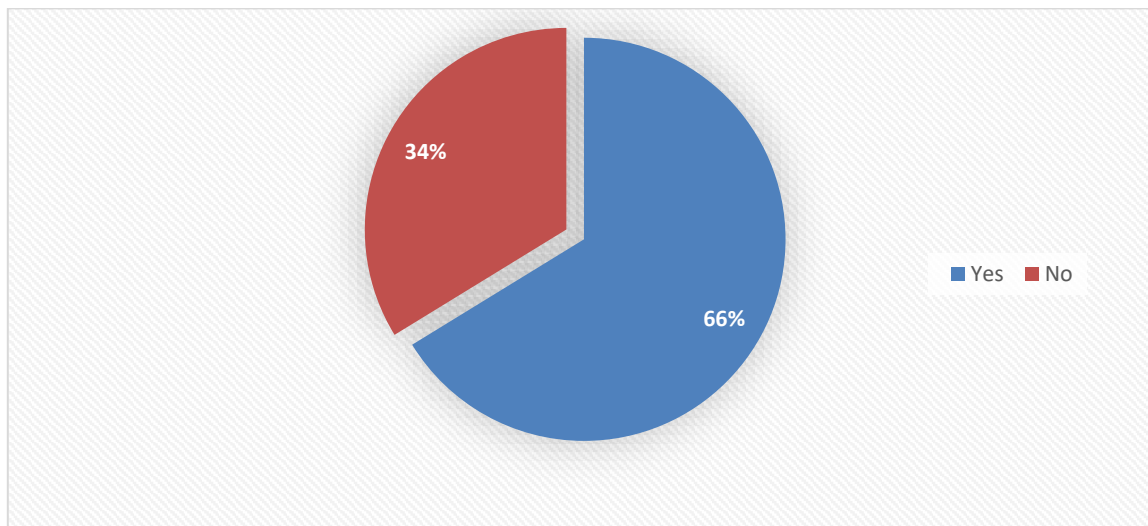
This question seeks to know whether students are obliged to participate in the English oral classes. The results show that more than half of the participants 66% are being forced by the teacher to participate in the oral class. The other 34% asserted that they participate according to their desire. Based on the results, we assume that the first category of participants is likely to experience various affective factors and difficulties in language aspects leading to anxiety, while the second category demonstrates a determination to participate despite the challenges they encounter.

Q08: In the English oral class, how do you speak?

Figure 22

Students' Way of Speaking.
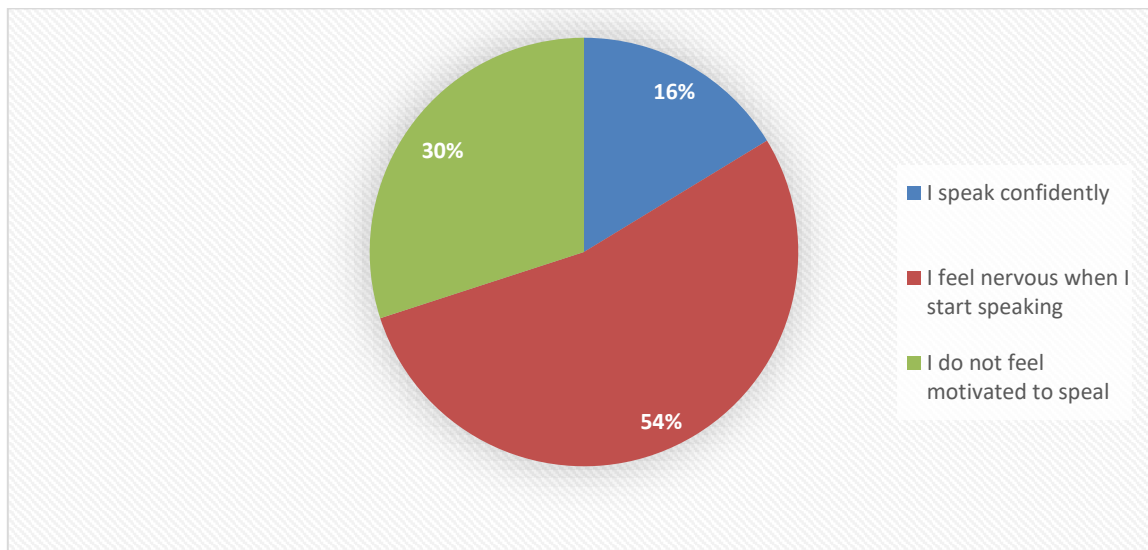
The aim behind designing this question is to figure out how students speak during English oral class. The results stated in the figure demonstrates that 54% of the participants feel nervous when they start speaking. 30% of them asserted they do not feel motivated to speak. The rest 16% assumed that they are confident when speaking. Since the large number of students feel nervous when they start speaking and do not feel motivated to speak, it is likely apparent that anxiety prevents them from speaking so they refuse to be part of their classroom speaking competences.

Section Three: Causes of Foreign Language Anxiety

Q09: Do you consider anxiety as the main cause of the difficulties you face in speaking?

Figure 23

Students' Perceptions towards Anxiety in Speaking.
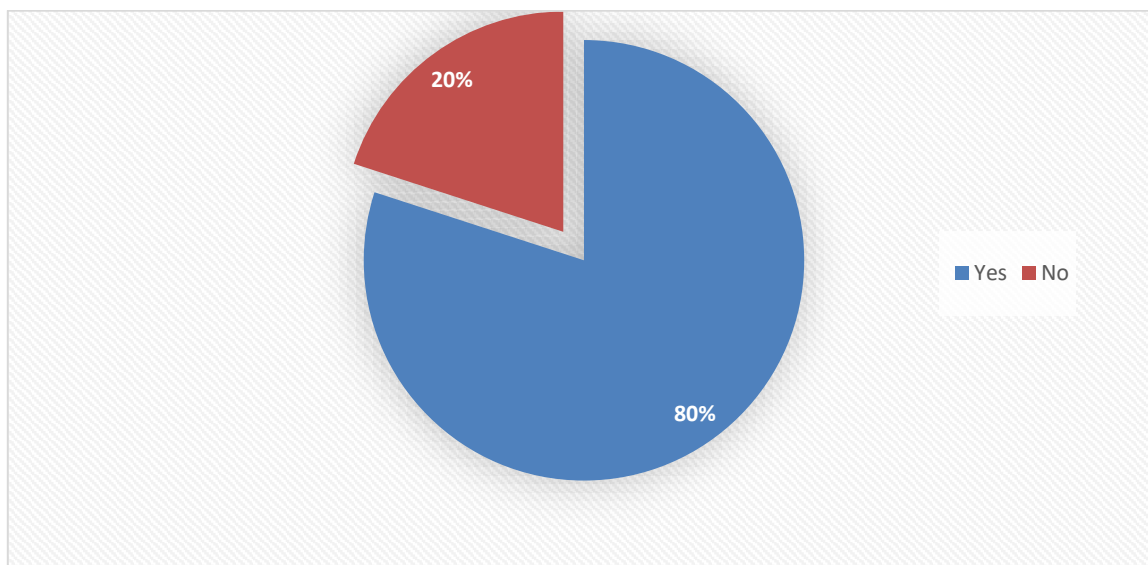
Our aim with this question is to explore whether anxiety is considered as the main cause of the difficulties that learners face in speaking. The above-stated results demonstrate that the vast majority of participants (80%) claimed that anxiety is the main cause of their difficulties in speaking. On the other hand, only 20% stated that the difficulties in speaking are not caused by anxiety. This indicates that anxiety is widely recognized as a significant problem that profoundly affects students' speaking performances, impeding their ability to communicate with proficiency and confidence.

Q10: Do you feel anxious when speaking in front of a group?

Figure 24

Students' Perceptions towards Public Speaking.
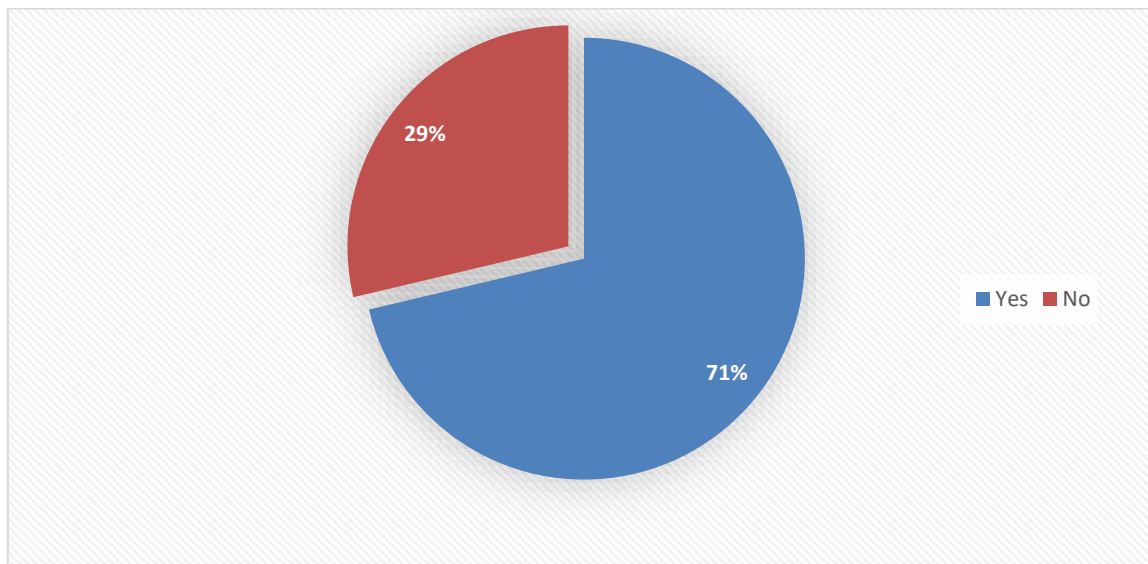
This question aims to determine whether students experience anxiety when speaking in front of a group. The obtained results indicate that the majority of the participants (71%) reported experiencing anxiety in such situations. However, the remaining participants (29%) do not consider anxiety to be a problem when speaking in front of a group. Based on these findings, we think that peers' comments or feedback, lack of self-confidence, and language problems are perceived as potential factors contributing to anxiety in foreign language speaking.

Q11: Do you worry of making grammatical mistakes when you speak English?

Figure 25

Students' Worry of Making Grammatical Mistakes.
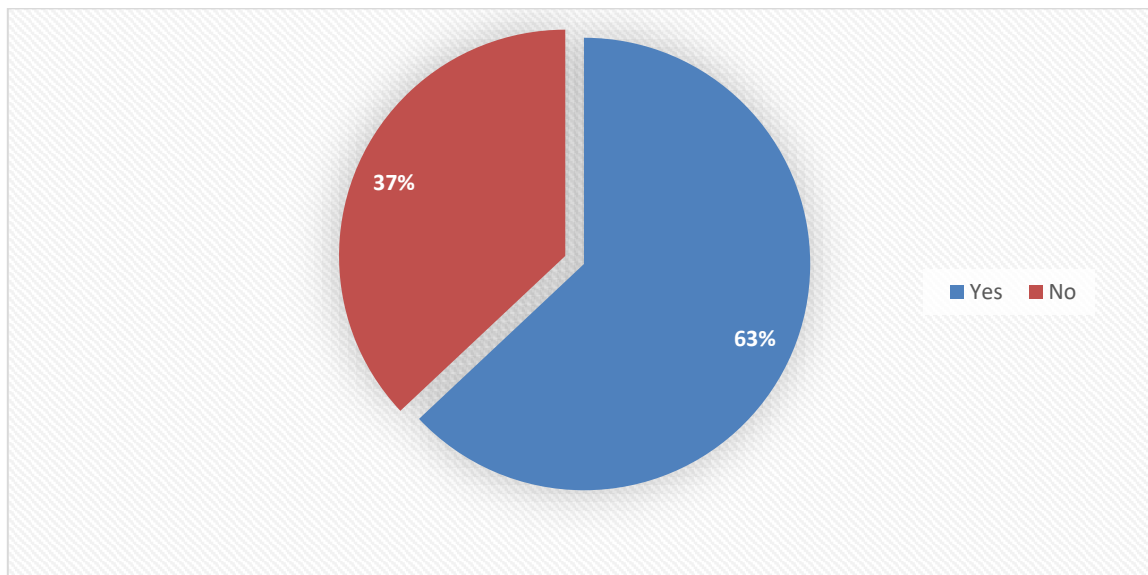
The purpose of this question was to investigate whether making grammatical mistakes contributes to students' anxiety when speaking English. Out of the participants, 63% responded affirmatively with "Yes," while 37% answered negatively with "No." This indicates that more than half of the participants expressed concerns about making grammatical mistakes while speaking English. Therefore, we can confirm that the fear of making grammatical mistakes is indeed one of the causes of speech anxiety among students. This fear is particularly significant as it exposes students to continuous criticism from teachers and even ridicule from their classmates.

Q12: Do you have the fear of being corrected for any mistake you make?

Figure 26

Students' Fear of being Corrected.
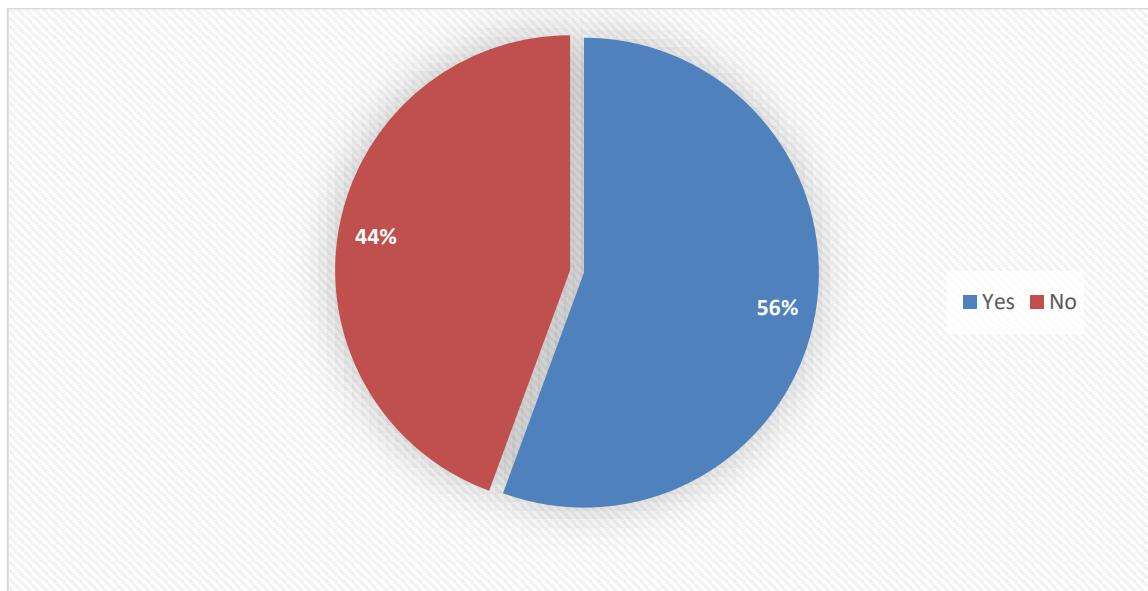
The objective of this question was to determine whether the correction of mistakes contributes to students' speech anxiety. Out of 80 students, 45 of them (56%) responded with "Yes" while 36 students (44%) answered with "No". This indicates that a significant number of students feel nervous when all of their mistakes are constantly corrected by the teacher or classmates in the case of using peer assessment. From the results obtained, we assume that when the teacher consistently points out every mistake made by students, it leads to feelings of anxiety, hesitation, and decreased confidence to actively participate in speaking activities.

Q13: Do you consider lack of vocabulary as an obstacle when learning speaking?

Figure 27

Students' Attitudes towards Lack of Vocabulary.
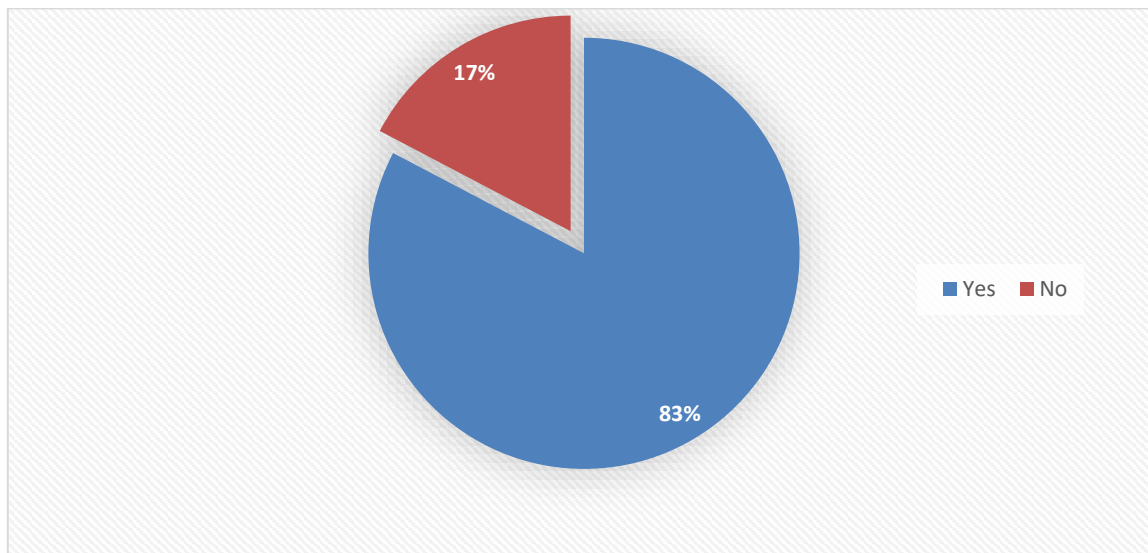
The objective of this question was to determine whether foreign language learners perceive lack of vocabulary as an obstacle when learning to speak English. The results indicate that 83% of the questioned students chose "Yes," while only 17% of the entire sample answered with "No." This demonstrates that the majority of students struggle to speak English due to the limited vocabulary, which hinders their ability to construct coherent sentences with the appropriate words. This lack of vocabulary contributes to their anxiety in speaking.

Q14: Do you think that pronunciation is a difficulty when learning speaking?

Figure 28

Students' Perceptions towards Pronunciation.
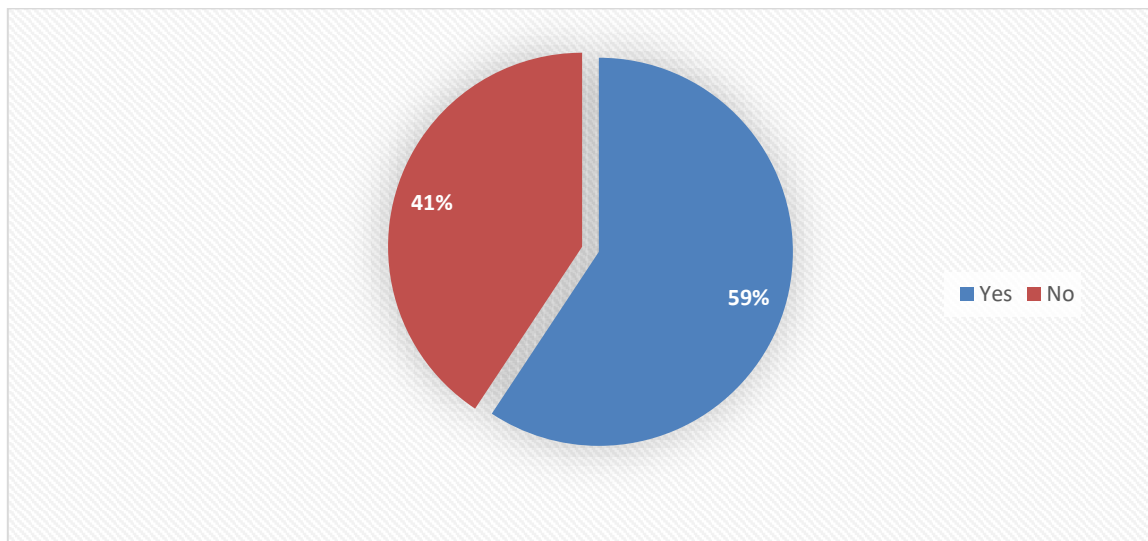
The purpose of this question was to validate whether pronunciation poses challenges for foreign language learners when speaking English. Out of our sample, 59% responded affirmatively with "Yes," while 41% chose "No." This indicates that more than half of the students acknowledge that pronunciation acts as an obstacle in their speaking skills. In fact, it generates feelings of anxiety and nervousness when they are uncertain about the correct pronunciation of utterances or continuously struggle with mispronouncing words.

Q15: Do you believe that grammar rules should be taken into consideration when learning speaking?

Figure 29

Students' Perceptions towards Grammar Rules.
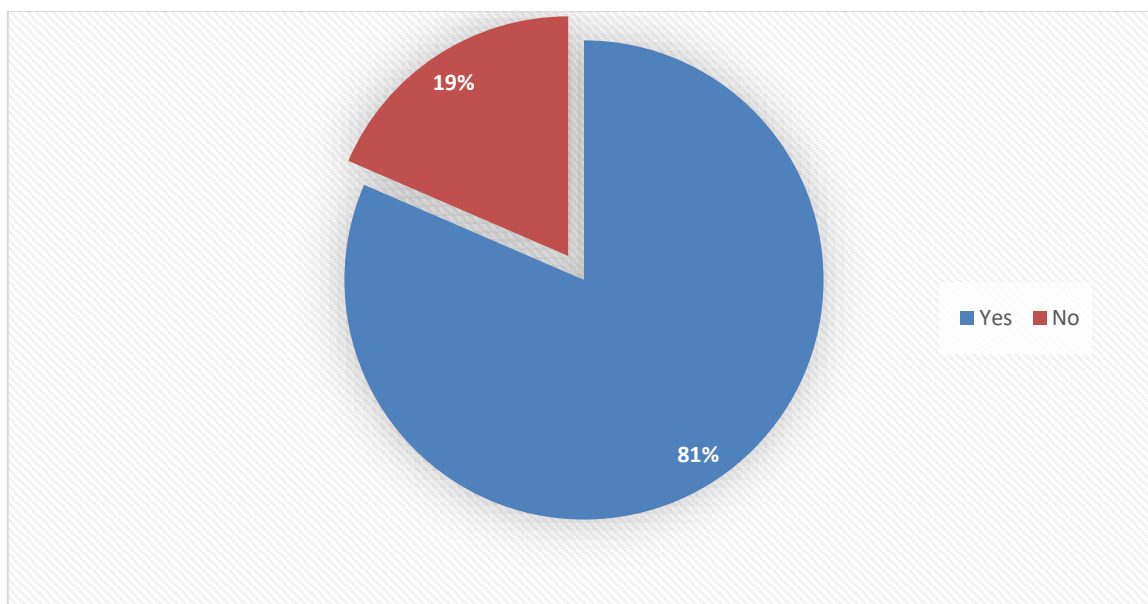
The purpose of asking this question was to highlight the students' perspective on the importance of grammar rules when learning to speak. Among the sample, 81% selected the option "Yes," while only 19% chose "No." These findings indicate that the majority of students consider grammar rules to be crucial and relevant in the process of learning speaking and the lack of awareness or understanding of grammar rules often leads to frequent mistakes, which in turn contributes to feelings of anxiety and hesitation when speaking.

Q16: Do you agree that lack of practice is a factor that causes speaking anxiety?

Figure 30

Students' Perceptions towards Lack of Practice in Causing Speaking Anxiety.
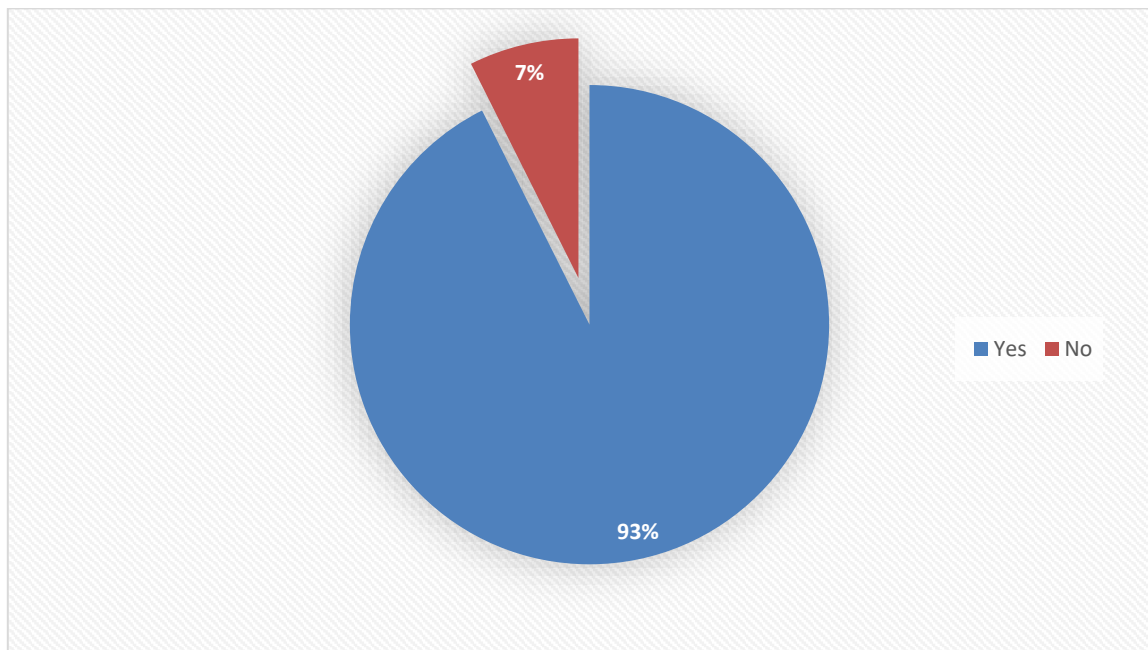
This question aims to examine whether students' speaking anxiety can be attributed to lack of practice. A significant percentage of our sample, 93%, responded with "Yes," while only 7% answered with "No." This indicates that the majority of students acknowledge that lack of practice contributes to their speaking anxiety. It emphasizes the significance of regular practice in order to alleviate speech anxiety. Therefore, the less students engage in practice, the more likely they are to experience feelings of nervousness.

Q17: Do you think that mates' comments impact your speaking performance?

Figure 31

Students' Perceptions towards the Impacts of Mates' Comment on Speaking Performance.
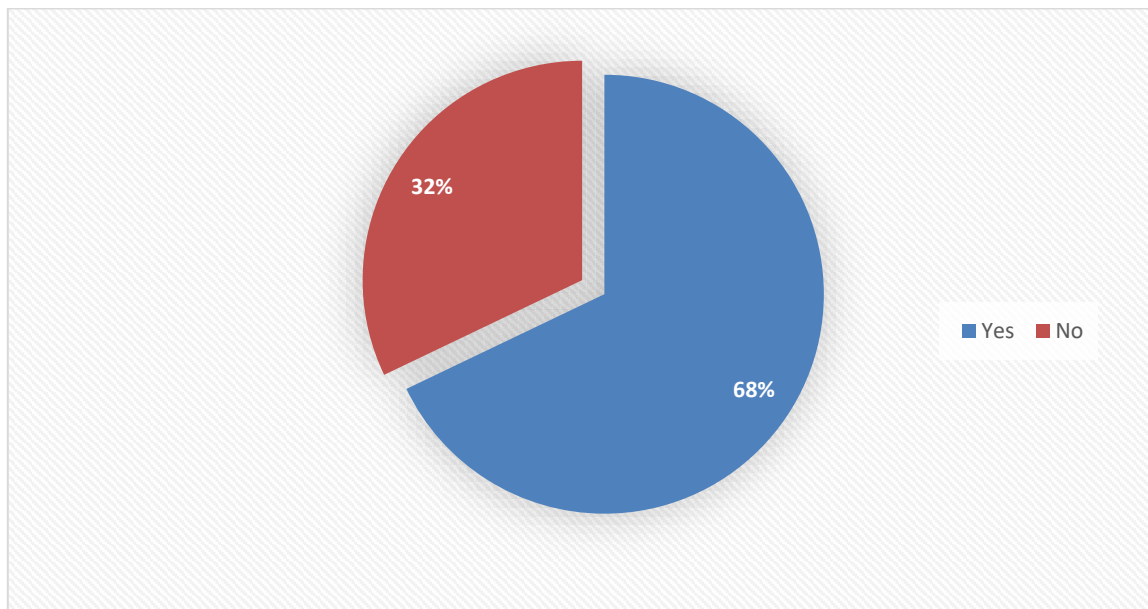
The purpose of including this question in our questionnaire was to investigate whether classmates' comments impact students' speaking performances. The results indicate that 68% of our sample answered with "Yes," while only 32% chose to answer with "No." This suggests that more than half of the students believe that classmates' comments do have an influence on their speaking performance. If the comments made by others in the classroom are embarrassing or mocking, they can significantly lower an individual's self-confidence and hinder their ability to express their ideas and thoughts. This is especially true for students who have shy or weak personalities.

Q18: Does teacher's behaviors and attitudes have an impact on your anxiety during speaking sessions?

Figure 32

Students' Perceptions towards the Impact of Teachrs' Attitudes On their Anxiety in Speaking.
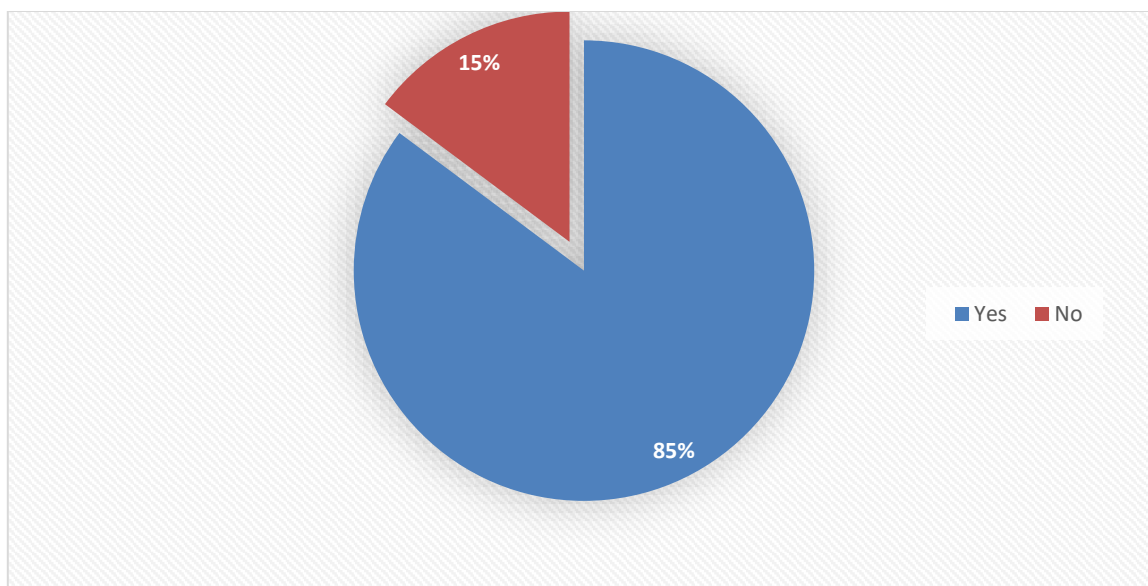
By including this question, we sought to determine whether students' anxiety during oral expression sessions could be attributed to the behaviors and attitudes of their teachers. The responses from the students indicate that 85% answered affirmatively with "Yes," while only 15% of the sample responded with "No." These findings highlight the significant influence that teacher behaviors and attitudes can have on student speech anxiety. In fact, the way teachers interact with their students can either intensify or alleviate their anxiety levels during oral expression activities.

Q19: Do you think that the chosen topic has an influence on your anxiety during oral expression sessions?

Figure 33

Students' Attitudes towards the Influence of Chosen Topic on their Speaking Anxiety.
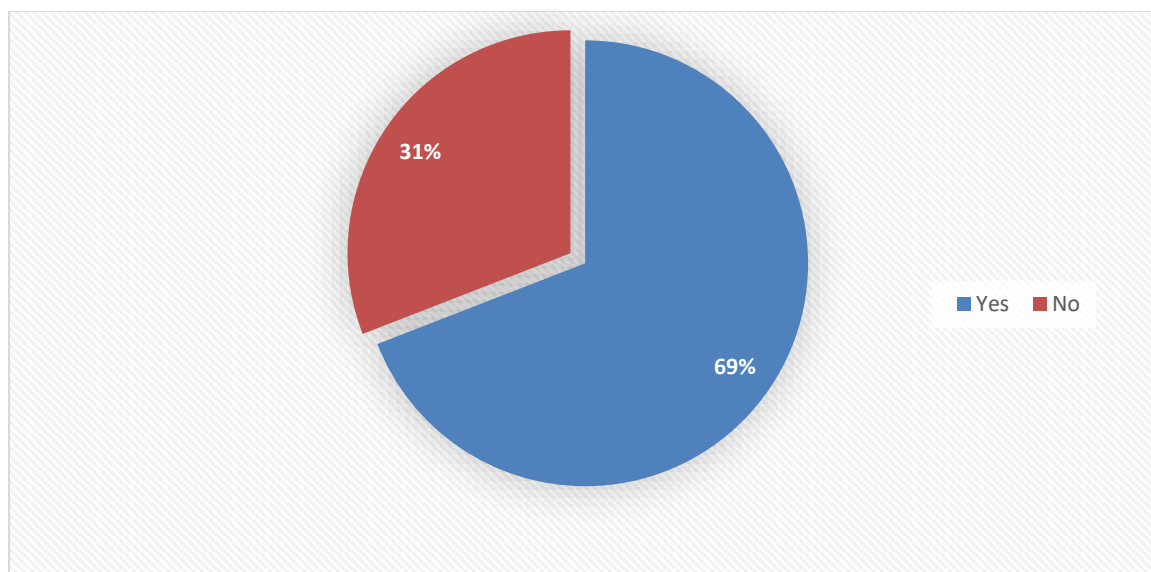
The purpose of including this question was to explore whether the chosen topic affects students' performance in oral expression. The results indicate that 69% of our sample responded affirmatively with "Yes," while the remaining 31% answered with "No." This suggests that most second year students acknowledge the influence of the chosen topic on their speaking performance. They feel more at ease and enthusiastic to participate when they are familiar with the topic because they have enough knowledge about it and about the language used. However, when the topic is difficult or unclear, they experience anxiety and concern, which hinders their participation in the speaking task.

Q20: What do you expect from your teacher to help you reduce anxiety when speaking the English language? (You can choose more than one answer)

Figure 34

Students' Expectations to Reduce Speaking Anxiety.
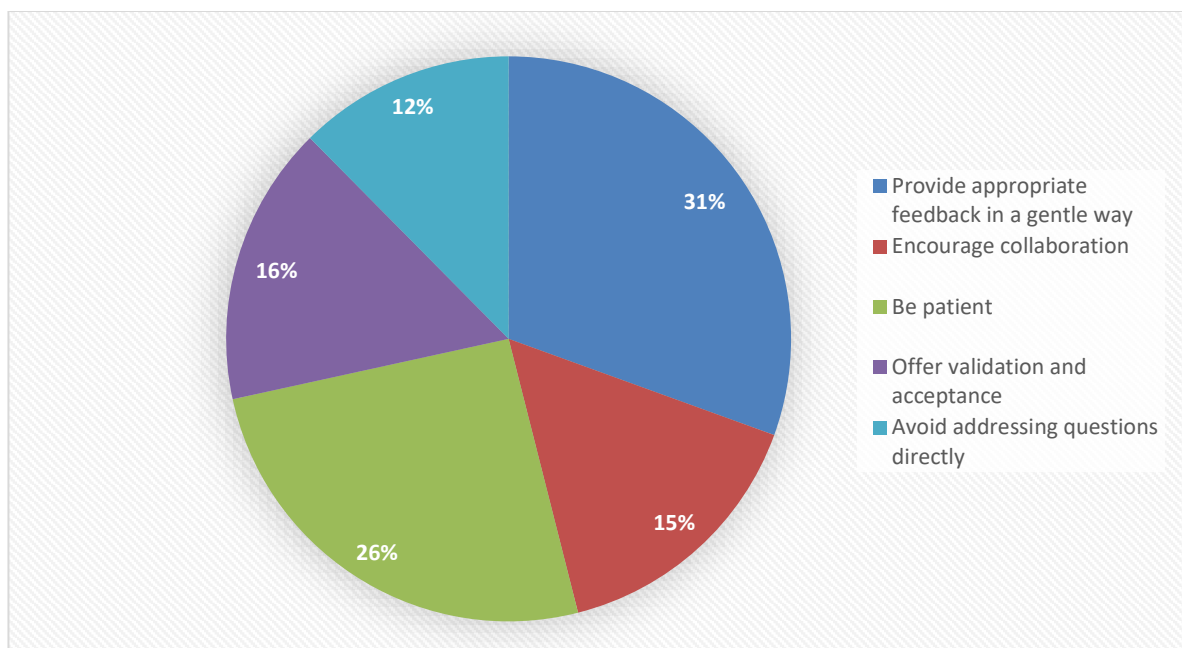
The purpose of this question was to figure out what students expect from their teachers in terms of reducing anxiety when speaking in English. According to the provided results, 31% of the participants believed that teachers should provide gentle and appropriate feedback. 26% emphasized the importance of teacher patience, while 16% considered validation and acceptance as helpful in reducing speaking anxiety. Another 15% suggested that teachers should encourage collaborative work, and the remaining 12% proposed that teachers should avoid addressing questions directly. Based on these findings, it is evident that teachers can play a significant role in reducing students' speaking anxiety. Thus, teachers establishing a supportive and understanding relationship with their learners, as well as taking individual differences into consideration when treating them, are important to decreasing anxiety levels and creating a suitable environment for effective learning.

Section Four: Further Suggestions

Q21: Please add any suggestions you see relevant to the topic or the aim of the work

In this particular question, students were asked to provide any suggestions that are relevant to the aim of the work from their own perspectives. After reading all the learners' answers, we have noticed the following:

- Students believe that successful speaking practice requires time, immersive activities, engaging topics, positive peer feedback, and a supportive learning environment.

- Learners claim the necessity of practice.

- Providing more speaking opportunities to learners to practice speaking such as through blended learning as an approach to teaching OE where students are provided with a less stressing environment where they are allowed to speak more freely in an online meeting or a chatroom.

- A proportion of them see that learners must put the OE sessions in a situational and functional context. In other words, provide a natural flow to the session where the focus of the students is oriented to the topic and not to other issues.

According to the findings, it is safe to assume that our participants generally perceive anxiety as a matter of significant concern. Thus, they commonly engage in active strategies to alleviate this phenomenon.

2.2.5. Discussion of the Results

The analysis of the students' questionnaire provides valuable insights and results concerning the causes of learners speaking anxiety in OE sessions. The results reveal that learners are strongly motivated for learning English, their perception of motivation may have

a direct impact later on their experience of anxiety in speaking, despite their genuine passion for FLL. Thus, the results indicate that a significant majority of students acknowledge the existence of speaking skill difficulties and frequently experience it in their EFL classes. It is evident that speaking in FL causes difficulties for the majority of EFL students.

Furthermore, many students' express dissatisfaction with their speaking ability, as they encounter obstacles related to affective factors, which contribute to their experience of anxiety. When it comes to class participation, second year students do not actively engage but rather feel compelled to participate.

After analyzing the data, it is evident that a majority of students perceive anxiety as the primary obstacle that hinders their speaking abilities and frequently affects their performance. The factors contributing to their anxiety are grouped into two categories. The first category deals with external factors which are related to the chosen topic, making grammatical mistakes, being corrected, nature of the speaking task, receiving negative feedback and facing negative comments or feedback from both teachers and classmates. The second category is related to internal factors which encompasses personal traits, such as shyness, self-consciousness, low self-esteem, or lack of confidence. Additionally, learners' motivation levels and their fear of failure or high expectations can influence their anxiety levels during speaking tasks.

The students' suggestions for reducing anxiety center around the teachers' responsibility to exhibit patience and understanding towards anxious students, avoid direct questioning and using alternatives, provide validation and acceptance by which they create supportive classroom where they offer feedback appropriately, and promote collaboration by creating collaborative activities that foster team work, peer support, and a sense of belonging in the learning process. These suggestions aim to provide practical and effective solutions and

methods to develop their speaking skill as well as to support students who experience anxiety during speaking activities.

By way of brief conclusion, the findings from the students' questionnaire enabled us to explore and identify significant factors contributing to students' anxiety in speaking. These results extremely indicate that anxiety is the primary factor impeding students' ability to communicate effectively. This reveals the significance of teachers in recognizing and understanding the impact of anxiety on students' speaking skills

Conclusion

In summary, this chapter focuses on the practical part of the study, which aims to investigate the causes of FLL anxiety in speaking. The chapter involves the design and administration of questionnaires to second-year university students and OE teachers, followed by data analysis, interpretation, and discussion.

It was approved that anxiety significantly affects the learning process as it serves as a barrier that hinders students' ability to engage actively in classroom activities. This obstacle affects the overall flow and effectiveness of learning. The responses from teachers to these questions, along with their suggestions, have clearly indicated the presence of anxiety-related issues in the classroom. Moreover, it is evident that teachers face challenges during speaking sessions and are motivated to address the problem of anxiety by offering diverse solutions to support their students effectively.

Pedagogical Recommendations and Suggestions

Based on the theoretical framework and the findings from the research, we provide a series of recommendations and suggestions for both EFL teachers and learners. These recommendations aim to increase their understanding of the causes of anxiety in learning

speaking and help them effectively address this issue. Furthermore, we offer suggestions for future researchers to explore and investigate additional areas related to anxiety in learning speaking.

Recommendations for EFL Teachers

- Teachers play an important role in decreasing student anxiety by fostering a positive classroom atmosphere that boosts students' self-confidence. They are recommended to encourage and motivate their students to feel comfortable making mistakes as a means of acquiring communication skills.

- Students have different attitudes towards different classroom speaking activities. Thus, it is the responsibility of the teacher to adjust the speaking activities in the classroom in a way that promotes student participation and facilitates the development of their oral performance.

- Motivate students to engage in interactive and beneficial activities in the classroom to enhance their language proficiency.

- Teachers are recommended to establish positive and supportive relationships with their students by creating a sense of comfort and trust.

- EFL teachers are recommended to be mindful of when and how they correct students' mistakes, aiming to create a supportive environment where learners feel comfortable taking risks and making mistakes. By choosing the right timing and way for error correction, teachers can help build students' self-confidence in their language abilities.

- Teachers are recommended to be selective and careful in choosing their topics of OE sessions in order to meet the needs of their students.

Recommendations for EFL Learners

- Sufficiency in preparation can boost confidence, the more you practice, the more confident you will feel during oral class.

- Learners should keep in mind that making mistakes is a part of the learning process and language acquisition, and every time you speak, it presents an opportunity for growth and improvement.

- Students must know that anxiety is a widespread problem learning speaking English language which influences learners' performance in all levels. Therefore, students should relate their negative emotions into a way that fosters their motivation that lead them to achieve better.

Recommendations for Future Studies

- Anxiety is often seen as a significant factor contributing to poor speaking performance. Further research should explore additional affective factors that may have negative impacts on learning outcomes. By examining a broader range of emotional and motivational factors, we can gain a more comprehensive understanding of their influence on language learning and identify effective strategies to address them.

- Further detailed works are recommended to be conducted intensively and thoroughly to investigate the significance of mastering speaking skill as a leading process to mastering the other skills and how it is extensively and negatively related to students' affective factors.

Limitations of the Study

- As we engaged deeper into the phenomenon of anxiety in foreign language learning, we discovered that its identification and explanation became increasingly complex.

- We have established contact with a limited group of OE instructors who, while they may not have taught for an extended period of time, possess valuable experience in this field. These instructors may not have taught OE for an extended period, but they bring a fresh perspective to the work.

- Our study has uncovered and implemented effective solutions that significantly contribute to addressing our research aim, despite not explicitly incorporating them in the thesis title due to time constraints.

General Conclusion

Speaking is one of the most beneficial aspects of language learning. Yet, it is considered the most difficult skill to master by EFL students since it contains many aspects that require practice to be mastered and that many factors prevent learners' practice. FLL speaking anxiety is a problem that creates so many difficulties for learners that prevent them from taking part in the OE session and improving their speaking performance. The main purpose of our dissertation is to highlight the main causes of FL learners' speaking anxiety. Thus, an attempt was made to investigate EFL students' and teachers' perspectives towards the FLL speaking anxiety to find out its main causes, come up with sources that it originates from, and then list some solutions and strategies to help reduce it during the OE sessions and enhance students' speaking skills.

For the purpose of achieving the aims of this research, data is obtained by designing two questionnaires that are administered to ten second year OE teachers and eighty second year EFL students from the department of English at Mila University Centre. Consequently, our dissertation questions are answered through the collected findings and results from the research instruments used (teachers' and students' questionnaires).

This study consists of two chapters. On the one hand, the first chapter refers to the theoretical background of both the speaking skill and the FLL anxiety that are the variables of the present research. On the other hand, the second chapter presents a description of this research's field work, including the analysis and interpretation, in addition to the discussion of the main results obtained.

To conclude, indeed, the EFL students struggle with speaking anxiety. They face even more difficulties due to being anxious during the OE sessions, as the results show. Moreover, both teachers and language learners commonly attribute speaking anxiety to external and internal causes. External causes are taken from the teachers, mates, and classroom; it involves

the chosen topic, grammatical mistakes, negative feedback received from both teachers and learners, and the nature of the speaking task. Internal causes derived from personal traits such as shyness, lack of self-confidence, low motivation, and fear of negative feedback. Accordingly, solutions are provided for both teachers and learners in order to reduce learning speaking anxiety. Teachers can foster an empowering learning atmosphere that enhance students' participation and promote the development of speaking skills by creating a positive classroom environment, adapting speaking activities, motivating and engaging students, and implementing effective error correction methods. Learners can develop effective speaking skills by involving key strategies such as confidence building through preparation, embracing different mistakes as opportunities for growth, and managing anxiety and motivation to strengthen language proficiency and successful communication.

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Appendices

Appendix I : Teachers' Questionnaire.

Appendix II : Students' Questionnaire.

Dear teacher,

This questionnaire investigates the causes of foreign language students' speaking anxiety at Mila University under the title: "Investigating the Causes of EFL Students' Anxiety in Learning Speaking". Through this questionnaire, we aim at exploring your perspective on your students' anxiety in association to their oral achievement.

We would be very grateful if you could help us completing our research because your answers will be of a great value. Please tick (✓) the appropriate answer or indicate your opinion where necessary. Your cooperation would be sincerely appreciated. Thank you in advance.

Section One: General Information

   1. Degree (s) Held:

   a) Doctorate ☐

   b) Master ☐

   c) License ☐

   2. How long have you been teaching English?

   a) 1-4 Years ☐

   b) 5-9 Years ☐

   c) More than 10 years ☐

   3. How many years have you been teaching second year oral expression?

   a) 1-4 Years ☐

   b) 5-9 Years ☐

   c) More than 10 years ☐

Section Two: Teaching the Speaking Skill

4. How do you consider second year university students speaking ability?

a) Very good ☐

b) Good ☐

c) Acceptable ☐

d) Poor ☐

5. Do you find teaching speaking a challenging task?

a) Yes ☐   b) No ☐

6. What are the difficulties you face when teaching speaking?

a) Learners problems in language aspects ☐

b) The influence of student's affective factors ☐

c) Both ☐

Section Three: Identifying the Causes of Anxiety in the Oral Expression Classroom

7. Anxiety is considered the most affective factor influencing foreign language learning speaking for students

a) Agree ☐   b) Disagree ☐

8. How often do you observe students experiencing anxiety during speaking sessions?

a) Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

9. How does anxiety affect students' performance in speaking sessions?

a) Low self-confidence

b) Less motivation

c) Lack of participation

d) Making mistakes

e) Mother tongue

10. What are the causes that you think lead students to be anxious when speaking the foreign language? (You can choose more than one answer)

a) Mates' comments ☐

b) The nature in speaking task ☐

c) Panic of making mistakes ☐

d) Fear of negative feedback ☐

e) The chosen topic ☐

f) Students motivation ☐

g) Students personality ☐

11. How important do you think it is to address anxiety in speaking sessions?

a) Very important ☐

b) Moderately important ☐

c) Not important ☐

- Why?

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12. Providing students with indirect correction rather than direct one may help them to get rid of anxiety in the classroom?

a) Agree ☐   b) Disagree ☐

13. Establishing a Supportive Classroom atmosphere may reduce the problem of anxiety.

a) Agree ☐   b) Disagree ☐

14. Having a group work in class helps reduce student's anxiety when speaking.

a) Agree ☐   b) Disagree ☐

Section Four: Suggestions

15. Please add any suggestions you see relevant to the topic or the aim of the work

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Thank you

Dear student,

You are kindly requested to complete this questionnaire which is a part of a research work. Through this piece of research, entitled ''investigating the causes of EFL students' anxiety in learning speaking'', we intend to find out the causes of students' anxiety in speaking performance and how to reduce it by gathering information about your attitudes towards the foreign language anxiety.

Your contribution is vital to achieve the objectives of this study. Please read each statement carefully and tick (✓) the appropriate answer. Thank you in advance for your collaboration.

Section One: General Information

1. **Did you choose to study English?**

   a) Yes ☐   b) No ☐

2. **How do you see your English achievement?**

   a) Excellent ☐   b) Good ☐   c) Average ☐   d) Poor ☐

Section Two: Speaking

3. **What do you think about speaking in the English language?**

   a) Easy ☐   b) Difficult ☐

4. **Do you think that your level in speaking is**

   a) Excellent ☐   b) Good ☐   c) Average ☐   d) Poor ☐

5. When learning speaking, do you face difficulties in

a) Language aspects ☐

b) Affective factors ☐

c) Both ☐

6. Do you participate in the English oral classes?

a) Yes ☐   b) No ☐

7. Are you obliged to participate in the oral expression classes?

a) Yes ☐   b) No ☐

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

a) I speak confidently ☐

b) I feel nervous when I start speaking ☐

c) I do not feel motivated to speak ☐

Section Three: Causes of Foreign Language Anxiety

9. Do you consider anxiety as the main cause of the difficulties you face in speaking?

a) Yes ☐   b) No ☐

10. Do you feel anxious when speaking in front of a group?

a) Yes ☐   b) No ☐

11. Do you worry of making grammatical mistakes when you speak English?

a) Yes ☐   b) No ☐

12. Do you have the fear of being corrected for any mistake you make?

a) Yes ☐   b) No ☐

13. Do you consider lack of vocabulary as an obstacle when learning speaking?

a) Yes ☐   b) No ☐

14. Do you think that pronunciation is a difficulty when learning speaking?

a) Yes ☐   b) No ☐

15. Do you believe that grammar rules should be taken into consideration when learning speaking?

b) Yes ☐   b) No ☐

16. Do you agree that lack of practice is a factor that causes speaking anxiety?

a) Yes ☐   b) No ☐

17. Do you think that mates' comments impact your speaking performance?

a) Yes ☐   b) No ☐

18. Does teacher's behaviors and attitudes have an impact on your anxiety during speaking sessions?

a) Yes ☐   b) No ☐

19. Do you think that the chosen topic has an influence on your anxiety during oral expression sessions?

a) Yes ☐   b) No ☐

20. What do you expect from your teacher to help you reduce anxiety when speaking the English language? (You can choose more than one answer)

a) Provide appropriate feedback in a gentle way ☐

b) Offer validation and acceptance ☐

c) Encourage collaboration ☐

d) Be patient ☐

e) Avoid addressing questions directly ☐

Section Four: Suggestions

21. Please add any suggestions you see relevant to the topic or the aim of the work

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Thank you

ملخّص

التحدث هو مهارة إنتاجية تلعب دورًا مهمًا بشكل كبير في تعلم اللغة الإنجليزية كلغة أجنبية. ومع ذلك، يواجه متعلمو اللغة الأجنبية بشكل متكرر صعوبات مختلفة عند تعلم الكلام، بما في ذلك قلق الكلام. قلق الكلام هو ظاهرة نفسية تحدث في كل بيئة تعليمية. في صف اللغة الإنجليزية كلغة أجنبية، يكون الكلام باللغة الإنجليزية هو المهارة الأكثر تأثّرًا بهذا النوع من القلق. في ضوء ذلك، يهدف البحث الحالي إلى دراسة أسباب قلق الكلام في تعلم الكلام كلغة أجنبية والحلول الممكنة التي يمكن أن تقلل منه. تم تصميم استبيانين لتحقيق هذه الأهداف. يتم توزيع استبيان واحد على عشرة مدرسين يدرسون التعبير الشفوي أو لديهم خبرة في تدريسه لطلاب الجامعة في السنة الثانية. يتم توزيع الاستبيان الآخر على عينة من ثمانين طالبًا جامعيًا من السنة الثانية في مركز جامعة ميلة. تكشف النتائج التي تم الحصول عليها من استبيانات المعلمين والطلاب أن قلق الكلام في تعلم اللغة الأجنبية ينشأ من أسباب متعددة. يمكن تصنيف هذه الأسباب إلى أسباب خارجية، تتعلق بالمعلمين وزملاء الدراسة والفصل الدراسي، بالإضافة إلى أسباب داخلية، تتمثل في الصفات الشخصية. توصي البيانات المكتشفة ببعض الحلول التي يحتاج المعلمون والمتعلمون للعمل بها لتقليل هذه العقبات التي تعيق الكلام الإنجليزي الفعال. يوصى بأن يقوم المعلمون بتحديد جوانب مختلفة من دورهم في تقليل القلق، وتكييف الانشطة، وتحفيز الطلاب، وتقديم تغذية راجعة ذات طابع عاطفي. بالنسبة للمتعلمين، عن طريق تحديد جوانب مختلفة تتعلق ببناء الثقة، وقبول الأخطاء، والتحكم في القلق.

Résumé

La parole est une compétence productive qui joue un rôle important dans l'apprentissage de l'anglais en tant que langue étrangère. Cependant, les apprenants en langue étrangère rencontrent fréquemment de différentes difficultés lorsqu'ils apprennent à parler, notamment l'anxiété de parler. Cette dernière est un phénomène psychologique qui se produit dans tout contexte éducatif. Dans le cadre des cours d'anglais en tant que langue étrangère, parler anglais est la compétence la plus touchée par ce type d'anxiété. Dans cette étude, nous cherchons à enquêter sur les causes de l'anxiété de parler dans l'apprentissage de l'expression orale en tant que langue étrangère, ainsi que sur les solutions possibles qui peuvent la réduire. Deux questionnaires ont été conçus dans le but d'atteindre ces objectifs. Un questionnaire est administré à dix enseignants qui enseignent l'expression orale ou qui ont de l'expérience dans son enseignement aux apprenants du deuxième année à l'université. L'autre questionnaire est distribué à un échantillon de quatre-vingts étudiants de deuxième année en anglais au Centre universitaire de Mila. Les résultats obtenus du questionnaires des enseignants et des étudiants révèlent que l'anxiété de parler dans l'apprentissage d'une langue étrangère découle de plusieurs causes. Ces causes peuvent être classées en deux catégories : les causes externes, qui proviennent des enseignants, des camarades de classe et de la salle de classe, ainsi que les causes internes, qui sont liées aux traits personnels. Les données révélées recommandent quelques solutions sur lesquelles les enseignants et les apprenants doivent travailler pour réduire ces obstacles qui entravent une expression orale efficace en anglais. Les enseignants sont invités à identifier les différents aspects de leur rôle dans la réduction de l'anxiété, à adapter les activités, à motiver les étudiants et à fournir des commentaires affectifs. Quant aux apprenants, ils doivent identifier les différents aspects liés au renforcement de la confiance, à l'acceptation des erreurs et au contrôle de l'anxiété.