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Overcoming EFL Speaking Anxiety : The Case of Third Year Students Scientific Stream at Derbal Brothers' Secondary School, Naama.

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Dedication

I dedicate this work to my father, Ahmed who taught me that the best kind of knoweledge to have is that which is learned for its own sake. And to my mother, who taught me even the largest task can be accomplished if it is done one step at a time. My sisters, Halima who has never left me by her cooperation and Karima. My brothers, Mohamed and Noureddine. My lovely niece Sarah who has never left my side.

I would like to thank my brother Slimane, AOUISSI, who has always supported me materially and morally. I will never forget his endless cooperation. And to my great cousins. Tuhami, AOUISSI, I am honored to be my cousin. And Abdelhamid, AOUISSI.

I also dedicate this dissertation to my friends, Maha, BRAHIMI and my sincere lovely sister Fadila, ALLALI, Hassiba, KHEDI, Samiha, DJAFFEL, Soumia, BENYOUCEF.

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Abstract

This study is proceeded in order to investigate the issue of foreign language anxiety and its impact on learners' oral performance in their language process. Feeling of anxiety is commonly expressed by foreign language learners when speaking. This feeling is considered to have a negative impact on communication in the target language. This research aims to achieve three main objectives. First, it searches how language learners deal with the existence of anxiety in their learning. Second, it investigates the factors which cause of achieving learners' language anxiety and its impact on their performance, as well as, their achievement. Third, it suggests the appropriate strategies that teachers and learners can follow to reduce their anxiety. The research depends on one main data gathering tool which is questionnaire that was adressed for both third year secondary school students and their EFL teachers in Derbale Brothers high school . The study reveals that most foreign language learners have a great amount of anxiety, especially in the speaking skill. Furthermore, there are many causes that increase the learners' speaking anxiety such as : communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, speaking activities, and competitiveness, which affect their learning and lead to a weak performance in the classroom. The results also illustrate different strategies on which the students can rely on to minimize or alleviate foreign language speaking anxiety and help them to develop and promote their oral performance.

List of Abbreviations and Acronyms

EFL : English as a Foreign Language.

ELT : English Language Teaching.

FL : Foreign Language.

L1 : First Language.

L2 : Second Language.

SLA : Second Language Acquisition.

TEFL : Teaching English as a Foreign Language.

MSA : Modern Standard Arabic.

R.F : Reference Frequency

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GENERAL INTRODUCTION

English is considered to be the prominent medium in international communication to convoy the progress and the development of the globalization process. It is taught all over the world either as a foreign or second language. It is also the case of the Algerian educational system in which it is taught as a foreign language. EFL learning process is based partly on studying the productive skills including grammatical knowledge, lexical knowledge and phonological knowledge.

The main concern of the present work is to deal with the linguistic and the psychological reasons behind learners' speaking anxiety and their weaknesses and difficulties in using English language, at the level of third year EFL students (scientific stream) in Derbal Brothers' Secondary school. The thesis aimed also at seeking the sources and reasons that make students anxious, and looking for solutions and techniques that may overcome students' anxiety to improve their productive skills and better cope with their proficiency level.

Hence, this extended essay is based on the following general question :

- What are the linguistic and the psychological reasons behind EFL learners' speaking anxiety ?

Therefore ; the general question branches out into two sub questions :

- Does language anxiety affect students' learning process ?
- What are the causes and the effects of language anxiety in speaking skill ?

This would lead to suggest the following hypotheses :

We do agree that if learners can minimize their speaking anxiety, they will be able to gain a high self-confidence and thus be more successful in their language learning. We hypothesize that teachers can play a crucial role in minimizing or alleviating the students' speaking anxiety in their learning process.

The factors and reasons that affect on learners' speaking anxiety are the following :

- Scientific third year EFL students may face problems in the productive skills mainly in speaking because of the linguistic factors such as : lack of vocabulary, grammar, pronunciation.
- Self-confidence, motivation, anxiety and self-esteem may affect students' speaking .

Regarding the general layout, this work comprises three chapters. The first one defines some key concepts related to anxiety and speaking skill.

The second chapter starts with an overview of ELT situation in Algeria. Next, it describes briefly Derbal Brothers' secondary school where the research is conducted, within the third year scientific stream level. The research tools which are used are : a questionnaire for learners and interviews for their teachers. Furthermore, the data collected were analyzed quantitatively and qualitatively.

Based on the results obtained from the case study, the third chapter proposes some strategies and techniques that may help students to overcome their fear anxiety, and for teachers to help their students to produce the target language and to remove their fear.

Chapter One

Literature Review of Speaking Anxiety in EFL Classroom

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1.1. Introduction

The focus of research in second language acquisition (SLA) has been basically conducted on issues such as language pedagogy. Thus, the findings of this research remained restricted to the learning and teaching of the language itself.

This chapter reviews literature from one specific perspective : anxiety as a psychological construct and its probable causal factors in an educational setting. First of all, some related problems with the concept have been discussed. Then, we shed light on the two main approaches to the study of anxiety construct, give some definitions concerning the nature of anxiety as well as its types and establish the conceptual foundations of the construct of 'language anxiety' in terms of its three components : communication apprehension, test anxiety and fear of negative evaluation. These components have been discussed with relation to some factors that cause language anxiety while learning the target language.

To study language anxiety, it is fundamental to gain some understanding on the concept of affect. This is due to the fact that anxiety is only one of the many affective variables among other instrinsic learner's variables (Scovel, 1978). Affect in language learning involves various aspects of emotion, feeling, and attitude of the learner.

Generally speaking, this chapter has mainly been concerned with anxiety conceptualization despite the complexity and ambiguity of the construct ; it attempts in the first place to define its types.

1.2. Defining Foreign Language Anxiety

Language anxiety can be defined as a fear or apprehension occuring when a learner is expected to perform in the second language (Gardner & MacIntyre 1993) or the worry and negative emotional reaction when learning or using a second language (MacIntyre 1999). Generally speaking, language anxiety has been viewed as a particularly negative psychological factor in the language learning process by many of the researchers and academics who have considered its impact on learners. In some cases, language anxiety has actually been sited as '' possibly the affective factor that

most prevasively obstructs the learning process'' (Arnold and Brown, 1999 :8) a negative energy that affects the brain, more specifically, our short-term memory, and hence our ability to hold words and ideas long enough on this creative table so to speak in order to mould them into suitably communicative sentences or utterances. In some cases we may freeze, unable to find the words. One of its effects is to lessen our ability to produce and, therefore, create linguistically. Perhaps the most well-known metaphor used to represent learners' negative emotioanl reactions to language learning is Stephen Krashen's affective filter, an imaginary barrier which is erected when learners feel threatened by, disinclined to engage with or emotionally unreceptive to the language input available to them. On the other hand, if learners are relaxed and motivated, then this wall-like barrier will be lowered and the language input surrounding them will more likely be attented to and acquired.

1.3. Types of Foreign Language Anxiety

As mentioned earlier, this study focuses on three different types of anxiety. These are state- trait and trait anxiety, situational-specific Anxiety.

1.3.1. Trait Anxiety

Trait anxiety is relatively stable personality characteristic, a more permanent predisposition to be anxious. Trait anxiety is a personality trait. It refers to the differences between people in terms of their anticipation of threat. People with high level of trait experience more intense degrees of state anxiety to specific situations than most people do and experience anxiety towards a broader range of situations or objects than most people. Thus, trait anxiety describes a personality characteristic rather than a temporary feeling. It defined as the learner's predisposition for tension and easiness feeling.

1.3.2. State Anxiety

State anxiety is a transient anxiety, a response to a particular anxiety provoking stimulus such as an important test. State anxiety is apprehension experienced at a particular moment in time. It describes the experience of unpleasant feelings when confronted with specific situations, demands or a particular object or event. State

anxiety arises when the person makes a mental assessment of some type of threat. When the object or situation that is perceived as threatening goes away, the person no longer experiences anxiety. Thus, state anxiety refers to temporary condition in response to some received threat. It refers to the moment to moment experience of anxiety.

1.3.3. Situation – Specific Anxiety

It refers to the presistent and multi-faceted nature of some anxieties. It is aroused by a specific type of situation or event such as public speaking , examinations, or class participation, situational anxiety is anxiety experienced in a well-defined situation. Situation-specific anxiety is related to apprehension aroused at specific situation or events. Situation- specific anxiety is caused by specific situation or event such as public speaking, examinations or recitations.

1.4. Characteristics of Foreign Language Anxiety

Horwitz, and Cope (1986) argue that « foreign language anxiety can be related to three various components of anxieties which are related to academic and social evaluation situations : communication apprehension, test anxiety and fear of negative evaluation. The description of these components shed light on the concept of second/ foreign language anxiety and provide an insight to the sources or causes it can originate from ».

Three learners characteristics have constitently been found to be consequential for language learning : motivation, anxiety, and beilefs about language learning.

- **Motivation :** it is one of the most significant factors that impacts the rate and success of language learning (Dornyei,1998 ;p.120). In the education and research fields, motivation is a broad term that gathers diverse approaches and views. It is considered as one of the positive psychological for many EFL learners. FL motivation is the move from the pain according to Skinner, motivation is always more efficient of positive reinforcement than avoiding quite encourages, as we teach a language we can also educate learners to live more satisfying lives and to be responsible members of the society. Motivation is based on the frequency and quality of interaction with the other group. If this

contact is positive, students can improve their self-confidence and increase their motivation to learn the target language (MacIntyre & Gardner 1991). Thus, MacIntyre & Gardner (1989) model and the research supporting them have provided us with a greater understanding of language anxiety. They have shown language anxiety to be associated with experiences in the L2, and they have shown that the relationship between language anxiety and achievement is probably not a linear one, consisting of other possible factors such as motivation, self-confidence, and personality.

- **Anxiety :** anxiety is considered as a natural matter than may face both of teachers and students, it is the feel of tension, it includes uncomfortable feelings when learning or using the new language. Most anxious foreign language learners feel uncomfortable when speaking English especially in front of the audience.
- **Learner belief :** beliefs about language learning are important because they influence how students approach language learning and the language learning strategies that they choose to use. Many language learners, for example, think that they are too old to learn a foreign language well.

1.4.1. Communication Apprehension

Communication is the tendency on the part of some people to avoid, and even fear communicating orally (Dally,1991). Horwitz et al. (1986) defines communicative apprehension as a type of shyness characterized by fear of anxiety about communicating with people.

Communicative apprehension may be specific to only a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of general anxiety trait that arises in many facets of an individual's life (Freidman, 1980). Much research has dealt with CA has expended to include both trait and situation views. General personality traits such a quietness, shyness, and reticene frequently precipitate CA.

1.4.2. Test Anxiety

Test anxiety is another type of anxiety seem commonly in education. Test anxious learners will doubtlessly suffer from stress and anxiety frequently. It is important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students.

Generally, test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations, and if it is high it results in failure in exams.

1.4.3. Fear of Negative Evaluation

Fear of negative evaluation is an extensio of the second component (test anxiety) of second/ foreign language anxiety because it is not limited to test-taking situations ; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/ foreign language class. It is also broader in the sense that is pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well.

In the language classroom, fear of negative evaluation increases when learners are in oral expression session. Students may experience fear from passively evaluated by their classmates or the teacher which make them communicating poorly, with many errors because of the large amount of anxiety. According to MacIntyre and Gardner (1988) **''it is axiomatic that the process of learning cannot take place without mistakes, mistakes can be the cause of the apprehension for many learners, due to they draw attention to the hardness of making a good social image when communicating orally with a new language''. Gardner and MacIntyre (1988).**

To conclude, the conceptual basis of language anxiety with relation to its three components has been established. At the three components are strongly linked with learners' sense of 'self', as it is learners' 'self' which is at risk of failure or being negatively evaluated in any test-like situation, or a situation which requires communication in front of others. This risk to one's sense of 'self' frequently occurs in second/foreign language classroom.

1.4.4. Correlates of Foreign Language Anxiety

The correlates of foreign language learning anxiety have been a major focus of research. One area of research has examined learner variable such as self-esteem, beliefs, gender, learning styles, motivation, and personality factors among others. Another area of research has investigated situational variables, for example, course activities, sourse level, course organization, instruction environment, and instructor behaviour » (Jackson, 2002).

1.4.5. Learners' Beliefs about Language Learning

Research on 'language anxiety' suggests that certain beliefs about language learning also contribute to the student's tension and frustration in the class (Horwitz et al, 1986,p.127). For example, the following is such reported beliefs : '' I just know I have some kind of disability : I cannot learn a foreign language no matter how hard I try''.

The researchers use terms such as'' erroneous'' or ''irrational'' to indicate certain widely held'' beliefs about language learning which can be a sourse of anxiety. According to Horwitz (1999), it is likely that language learners beliefs have the potential to affect their learning experiences as well as actions. Some beliefs are likely influenced by learners' previous experiences which could be positive or negative.

1.5. Language Anxiety and Language Learning Process

Owning to the impairment in experimental research at early stage, the studies on FL anxiety appeared mysterious results. ' For a time i twas believed that anxiety might have both a facilitating and delibitating effect on L2 acquisition ; subsequent research has indicated, however, that any effect that are obtained tend to be delibitative' (Gardner, 2008,p. 37). Emprical studies have found that anxiety has potential negative effects on second language acquisition.

Horwitz, Horwitz and Cope (1986) found that the language grades that the students expected in their first class and that they received in their actual final exams negatively

correlated with FL anxiety. The findings of MacIntyre and Gardner (1989) also reviewed that there was significant negative correlation between language anxiety and performance on a vocabulary learning task.

Thus, FL anxiety can interfere with the three stages of learning : input, processing, output. It can affect the learners' capability to process information at each stage which can cause FL learners' oral weaknesses and linguistic difficulties when learning and communicating in the target language.

1.5.1. Input

According to Chomsky, Input is the first stage of language learning that activates' Language Acquisition Device' (LAD)- an innate language-specific module in the brain (Chmosky, cited in Lightbown& Spada,2006), which carries out the further process of language learning. Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word, phrase or sentence in the foreign language.

The level of anxiety at this stage is a function of the learners' abilities to receive, to focus on. Anxiety produced at this stag may reduce the efficacy of input. This may occur when the anxious learner's ability to attend to material presented by the instructor diminishes, and nominal stimuli become ineffective due to an inability to represent input internally (Krashen, 1985). ''Students with high levels of input anxiety typically attend more to task-irrelevant information and material, reducing the capacity to receive input'' (Daley, 1996).

1.5.2. Processing

At this stage of anxiety that called ' Processing', refers to the apprehension students experience when performing cognitive operation on new information. Cognitivists believe that learners have to process information and pay attention to produce any linguistic aspect by using cognitive sources. However, they suggest that there is a limit to how much information a learner can pay attention to or in other words, there is a limit to the amount of focused mental activity a learner can engage in at one time.

Speaking, particularly in the target language, demands more than one mental activity at one time like : picking up words, pronoucing them.

The cognitive processing Model can also explain the difficulty learners feel in remembering vocabulary items while communicating in the target language . This could be seen as another important source of language anxiety for the EFL learners.

1.5.3. Output

FL anxiety impacts the output stage of learning. This is the most often with Speaking in FL Anxiety is more likely to occur obviously at the learners' performance stage, which totally depends on the successful completion of the previous pages, input, and processing. Anxiety at this stage refers to the learners' apprehensiveness or fear experienced when asked to exihibit their capability to use previously learned. MacIntyre and Gardner (1991) highlighted '' high levels of anxiety at this stage might hinder students' ability to speak in the target language.'' MacIntyre and Gardner (1991 :93).

Therefore, learners in this stage with their anxieties will not succeed in their oral performance, also they will choose to be most of time passive and avoiding engagement with their learning even though they can do well if they control their fears. So, those anxious learners in that way they will lose the opportunity to be better students with potential abilities.

1.6. The effects of Anxiety on Speaking Skill

Student speaking performance can be affected by the facttors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence, and anxiety).

A number of researchers have shown that performance in L2 is negatively correlated with language anxiety (Dorney, 2005 ; MacIntyre & Gardner, 1989 ; Phillips, 1992, et al). Learners with high anxiety tend to lose their focus because debilitating anxiety hinders learners' retention of linguistic knowledge. Therefore, Phillips (1992) suggets that language teachers create relaxing classroom environments

which ‘’ **allows students to concentrate more fully on communication rather than being distracted by self-deprecating worry and fear of evaluation’’** (Phillips 1992 :20).

Analyzing the relationship between language anxiety and oral test performance, Phillips (1992) found that ‘’ students who expressed more foreign language anxiety tended to receive lower exam grades than their less anxious students’’ (p.17). He concludes that anxiety affects language learning because ‘’ their effective reactions and attitudes are likely to influence their decision to continue studying a foreign language’’ (p.20).

1.7. Sources of Speaking Anxiety in EFL Classroom

Like writing, speaking is a productive skill but the nature of speaking differs from writing in many ways, such as grammatical, lexical and discourse patterns. In its simplest form, speaking can be defined as a productive and an interactive skill (Carter & Nunan, 2002).

From a pshychololinguistic point of view, the process that the brain goes through in speaking is analyzed through an information processing model, which was developed by Levelt (1989), and it has four steps : conceptualization, formulation, articulation, and self-monitoring. Conceptualization refers to a sort of pre-speaking stage in which the speaker plans what to say. This involves connecting background knowledge to the topic and the conditions in which the speech is made. During formulation, appropriate linguistic forms (words and phrases) are found and they are matched with the correct grammatical markers (affixes, articles, auxilliaries). In the stage of articulatory organs and in the last stage, the speaker checks the speech and corrects mistakes by self-monitoring. This process is completed in a very short time so it is impossible for the speaker to control all the stages. Therefore, the success completion of the stages depends on automaticity. In the case of foreign language learning, each stage might cause L2 speakers to have some difficulties due to lack of automaticity (Carter & Nunan, 2002).

1.8. Conclusion

Second foreign language learning can sometimes be a traumatic experience for many learners. The number of the students who report that they are anxious language learners is spectacular. Although the concept of anxiety is encountered frequently throughout language learning literature, it has not been accurately described either as being a central construct or an add-on negligible element.

The chapter had reviewed the past research on the construct of language anxiety, which has been asserted as inconclusive by the researchers as mentioned. Within all this uncertainty ; firstly, complex definitions of anxiety, problems with the concept, difference between experienced in L1 and L2/ FL have been discussed. Secondly, the main approaches to the study of this construct , its nature, types, and forms have namely been introduced, then theoretical contentions of language anxiety with relation to three performance related anxieties : communication apprehension, test anxiety, and fear of negative evaluation.

The chapter has also pointed out correlates of language anxiety from two perspectives : correlates associated with learners' variables and correlates asoociated with situational variables.

The second perspective is devoted to instructors' beliefs, clasroom activities, teaching methods and plans. To sum up, an accurate understanding of language anxiety will help learners to avoid harmful feelings of anxiety and adapt strategies whenever necessary to maximize learning.

Chapter Two

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2.1. Introduction

This second chapter deals with the practical part of the research work.At first it introduces the English language teaching situation in Algeria.Then ,it identifies the research questions and hypotheses ,the research instruments used for data collection .After that ,the chapter provides the analysis of both teachers and learners questionnaire along with the interpretation and the discussion of their results.All in all, It covers students' speaking anxiety level, the sources of students' speaking anxiety, and students' anxiety coping strategies.

2.2. Education and ELT Situation in Algeria

Nowadays, the necessity to know other languages is increasingly recognized, as the world joins together in a ' global village'. Taking into account that the role of English in this ever shrinking global community is becoming increasingly important. English is primary the language of New Media. Therefore needless to say, the emphasis on teaching English is becoming a vital part of education all over the world.

As a result to the post-colonialism period, French was the dominant language of instruction in Algeria. The Algerian educational system went through several reforms. It aimed to replace French by the Modern Standard Arabic (MSA) as a means of instruction. Thus, French had become the first foreign language and English the second foreign language, as professor Miliani (2000:13) says:'' in a situation where the French language has lost much of its ground in the sociocultural and educational environment of the country: the introduction of English is being heralded as the magic solution to all possible illsincluding economic, technological and education ones''.

In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed in her educational charter (1976) where she considers English as: A means to facilitate a constant communication with the world, to gain access to modern sciences, modern technologies, and to foster creativity in its universal dimensions. Because of the reasons mentioned previously,In 2001, The Ministry of Education announced the educational Reform and numereous changes have occured concerning the situation of

teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform.

Above all, English is introduced from the first year in middle school level (i.e. at the age of 11)and continued till secondary school level.In all, It covers seven years – four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompnanying documents. Without forgeting the university level but this latter is only for those who choose to carry on their studies by using this language to obtain a licence degree in English on one hand.On the other hand, it has become an obligatory subjects in almost all fields of study such as:physics,biology,medicine,Arabic, literature…

2.2.1. Derbal Brothers' High School

In 2013, the new high school called the ''Derbal Brothers'' was inaugurated with 1,000 seats. As a new secondary school, it does not contain many pupils and only exists two teachers of the English devision, who were as a sample of the dissertation interview.

2.3. Research Methodology

This section is almost reserved to expose the different aspects of reseach methodology including the statement of the problem, and research method.

- **The Sample of The Study :** The sample of the study will be selected randomly to avoid any kind of subjectivity, and since it is impossible to deal with the large number of students, we will take a sample and apply the results overall population which is the Third Year at Secondary School students at the Derbal Brothers Secondary School ' Naama'.
- **Research Method :** In the current research we will proceed a descriptive method, because among all the scientific methods of research, it is the most adequate method for this study through which we can define and describe the

nature of the variables of the study ; the nature of speaking and foreign language anxiety.

2.3.1. Statement of The Problem

Students often complain about being anxious while learning to speak English as foreign language in oral expressions sessions and claim to have a mental blockage against learning this foreign language. This issue needs a deep investigation and a careful data analysis on the part of the researchers. Other researchers in our department have previously taken this area of research : however, there were important points, which have not been dealt with, like the signs of FL anxiety ; in addition to taking the learner into consideration as an important exaggerated component in the learning process. For those reasons that we devided to conduct this research as to look for the causes of FL anxiety, and the strategies that ought to be used by the teacher to reduce these affective factors.

- **Aim of The Study :** The main objective of our research is to shed lights on :

  Finding strategies through which third year secondary school students can easily reduce their anxiety get involved in classroom interaction and develop their speaking skill.

  Identifying the sources that cause anxiety by the learners of English as a foreign language.

  To provide students and teachers with recommendations to overcome their anxiety and achieve better results.

- **Significance of The Study :** Our dissertation is going to undertake about FL anxiety. Because, all students are facing problems in learning the speaking skill ; the reason is because most learners are anxious and afraid of being part in a conversation and hence leads to the lack of practice. Therefore, teachers should be aware about developing their students' speaking ability, by applying different techniques and strategies. For that, we find this area of research very
- beneficial for us as future teachers. By reading this work, the causes of FL learners' anxiety while speaking the English language will be exposed.

- **Research Questions :** The present research seeks to answer a number of questions :
  - What are the linguistic and the psychological reasons behind EFL learners' speaking the target language ?
  - What are the psychological variables that influence students' speaking skills ?

Hypothesis : This would lead to suggest the following hypotheses :

- Scientific third year EFL students may face problems in the productive skills probably because of the linguistic factors such as : lack of vocabulary, grammar, pronunciation.
- Self-confidence, motivation, anxiety and self-esteem may affect students speaking skills.

2.3.2. Research Instruments :

Research Tools : To answer the research questions, a questionnaire will be administered (randomly) to third secondary school students of 'Derbal Brothers' at Naama, the questionnaire is very important research tool for data collections and i twill be more useful in helping us to get a better understanding of students' difficulties in learning English and identifying the main causes of anxiety and its influence on their speaking abilities. The second questionnaire is a semi-structured one, which will be devised to oral teachers to collect data about students' feeling of stress in oral expression module and to see their opinion about the causes of speaking anxiety they may observe through students' performance.

2.3.3.Sample of the Study

This research is devided into three main chapters. Chapter one is devoted to the literature review and chapter two which is concerned with the analysis of both quantitative and qualitative results obtained from teachers' and learners' questionnaires.

The first chapter is concerned with a brief theorotical overview of anxiety, types of anxiety, the main sources of anxiety, in addition to the main strategies used by learners to reduce the effects of anxiety, in order to improve students' performance.

The second chapter of the proposed research is basically an investigation of the main causes of anxiety experienced by the Third year Secondary school of Naama.

The third chapter deals with the recommendations and suggestions of EFL speaking anxiety, by giving solutions in order to redcude and decrease anxiety.

2.3.3.1. Learners' Profile

The students' selected are the class of scientific stream from the Third year level. 08 females and 17 males . However, the research questionnaire has designed only with 20 among them. Their ages are between 18 to 21 years old who have studied English for seven years.

2.3.3.2. Teachers' Profile

The selected teachers are two female in Derbal brothers' High school at Naama, both of them hold the Bachelor's degree. Their experiences range is between 4 and 5 years. Their focus subjects they tackled is creating relaxed and friendly classroom atmosphere.

2.4. Learners Questionnaire Analysis

As the questionnaire is considered as an tool that is used for collecting and gathering data and several opinions that are selected from various members . And these data differentiate from one opinion to another according to the participants ended' that their replies may be Yes or No. And the multiple choices , that comes suggestions to be choosed by the interviewee. And the last type is the ' open-ended'

question,in this case the interviewee is free to give his/her opinion with a free tongue.

2.4.1. Learners' Questionnaire Description

Twenty students of Derbal Brothers' High School were as a sample of the questionnaire. It has three parts, the first part is about the students' profile, the

second part which titled ‘’ factors affecting students’ speaking anxiety’’ it includes the multiple choices. Finally, the third part contains two questions about reducing speaking anxiety.

First part : students’ profile

This questionnaire contains twelve (12) item :

Item one (1) and two (2) : are concerned for student’s self-profile, age and gender.

Item three (3) and four (4) : gather information about students carrer with English language.

Second part : Factors affecting students’ speaking performance

Item one : collects students’ answers about which skill appears the most difficult.

Item two : aims to take out the students’ answers about the level of speaking in EFL.

Item three : students interviewed whether they like speaking English in class or not.

Item four : asks the students which of the problems they face in class mostly.

Item five : aims at investigating students’ points of views about the cause of speaking difficulties.

Item six : asks students how teachers correct them while speaking English.

Third part :Reducing Learners’ Speaking Skill Anxiety

Item one (1) and two (2) : ask students about what do they think of ways or strategies for reducing or decreasing speech anxiety.

2.4.2. Data Analysis

In each kind of questionnaire, interview, or report, there is what is called data analysis which plays an important role in collecting and interprete data, it contains of two various types, quantitative and qualitative.

2.4.2.1. Quantitative Analysis

It contains the use of descriptive statistics that includes percentatges of the collecting data, graphics, and tables. The mean is to gather the whole average group of the individuals.

2.4.2.2. Qualititative Analysis

It includes interpretations and expalanations of the infotmants. It include diagrams of the main points.

2.5. Teachers' Questionnaire Analysis

According to the two (2) female teachers, this analysis will interprete the findings to the Third High School' teachers answers of the speech skills.

First part : teachers' profile

From item one (1) to four (4) : asks about their profile, educational level, and how many years they have been teaching English. And they were asked whether they like teaching speaking skill or not.

Second part : Anxiety in EFL Speaking

- **Item one :** teachers were asked at what level they evaluate their students speaking level. Both teachers answered, weak.
- **Item two :** teachers were asked about students' case during speech. They also both said anxious.
- **Item three :** teachers were interviewed for giving us the description of their students level anxiety in class. Both answers was 'low'.
- **Item four :** teachers were asked about the anxiety and its affects with learners, at which level it can affect on learners. They said both absolutely « yes ».

- **Item five :** teachers were asked about the causes that their students face of feeling anxious. Here teacher A answered « lack of motivation », she said that

maybe they are not enough motivated of being speakers especially in English. Teacher B argued that « lack of self-confidence » is the main reason that hinder the learner' true abilities in speaking.

- **Item six :** Teachers choose one or more answers that which of the problems their learners may encounter while speaking. Teacher A answered that they have no motive to express themselves. Teacher B said that they may fear of making errors.

The third part : Teachers' suggestions of reducing students speech anxiety

According to items asked, teachers suggested that students should have more self-confidence about what they will talk about, by practicing speech in front of the audience in small presentations in front of their peers to overcome anxiety as soon as possible. Teacher A said that the friendly classroom atmosphere should be included also among peers because if the learner gets fear or shy from their peers he cannot speak spontaneously. Teacher B said that, listening and following native speakers will help you in overcoming your fear of talking English.

2.5.1. Data Interpretation of Teachers' Questionnaire

In the teachers' interpretation data, it is regarded that because of the unsufficient time of practicing speaking skills among students because of the huge number of students that cannot be special sessions neither for oral performances nor for dialogues presentations. Additionally, oral performances or tests are not included in the secondary school curriculum. On the other hand, High school students do not have an enough ability in vocabular, grammar, and pronunciation. This all due to the lack of contact and communication with native speakers. Also, there are other psychological symptoms that learners are affected by the lack of self-confidence, anxiety, motivation, and self-esteem. As a result of the fear of making errors, shyness, fear of presenting speech performances in front of the audience, all these factors are the main causes that hinder learners' speech abilities. Therefore, in order to decrease this phenomena teachers gave suggestions that may hinder speech anxiety :

- **Social strategies :**
  - Speaking English more often with peers in class, with foreigners through social networking sites.
  - Trying to have fun with the class by participating in the classroom activities.
  - Speaking what you have prepared to peers first so that they could help make corrections.
  - Speaking English with a close friend or the one whom you are acquainted with.
- **Affective strategies :**
  - Trying to reduce anxiety, trying not to get nervous, thinking positively that I can do it.
  - Speaking up loudly to increase confidence and to release the stress.
  - Taking the risk of making mistakes, by thinking positively that English is nout our mother tongue so we can make mistakes.
  - Leaving the pressure on grammar, just carrying about communicable messages.
  - Increasing more self-confidence.
  - Appearing natural, thinking that speaking English is not embarrassing.
  - Building encouragement in oneself.

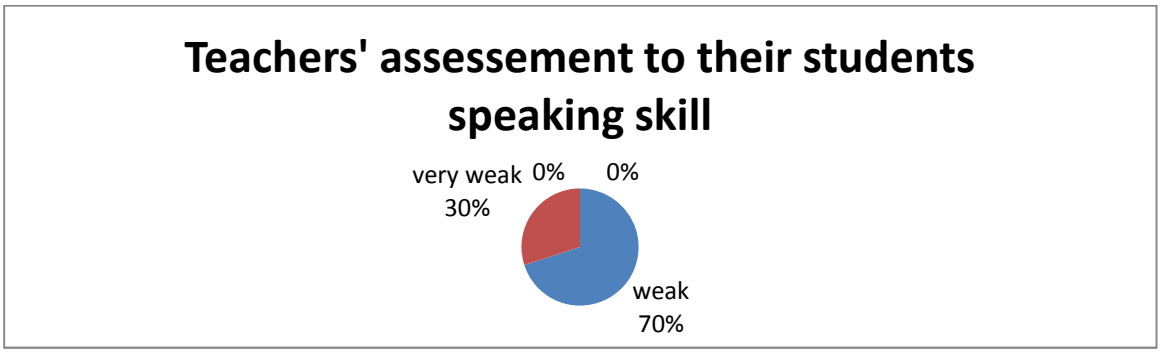
Part two : Anxiety in EFL Speaking

Item five : Teachers were asked about their assessement to their students level in speaking.

Teacher A said that because of the huge number of learners and the unsufficient time for presenting oral sessions that may could their students to express their oral performances, so that there is a category that consists of 70% of students that can be ‘weak’. Teacher B said that their students level in speaking is ‘very weak’ this category can comes in 30% of students, becasue of the lack of self-confidence , and the background knowledge, such as building correct sentences and vocabular.

Teachers' assessement to their students speaking skill	Very weak	Weak
Percentages (%)	30%	70%

Table 2.1 Teachers' assessement to their students speaking skill.



Pie Chart 2.1. Teachers' assessement to their students speaking skill.

Item six : Teachers were asked about their students speaking skills.

Both teachers said that their students suffer from anxiety during speaking because of the lack of self-confidence.

Teachers' answers about their students speaking skill case	Teacher A	Teacher B
Lack of confidence	100%	100%

Table 2.2. Teacher' evaluation of students' sepaking skill.

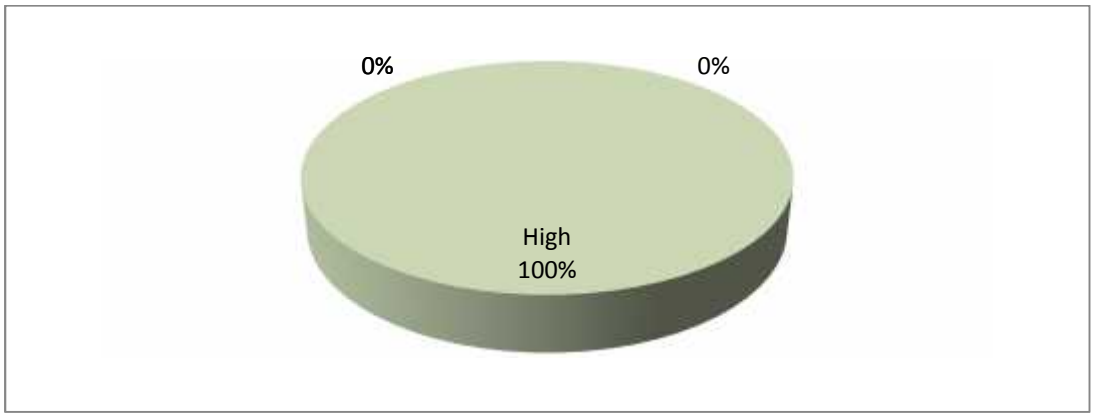


Pie Chart 2.2. Teacher' evaluation of students' sepaking skill.

Item seven : teachers were asked about their students level anxiety in the class.Both teachers said that their students anxiety is high, they said that they get afraid of being laughed or evaluated by their peers. And that they get nervous and anxious during speaking among their colleagues afraid of making mistakes.

Teachers answers	Teacher A	Teacher B
High	100%	100%

Table 2.3.EFL Students level of speaking anxiety in the class.



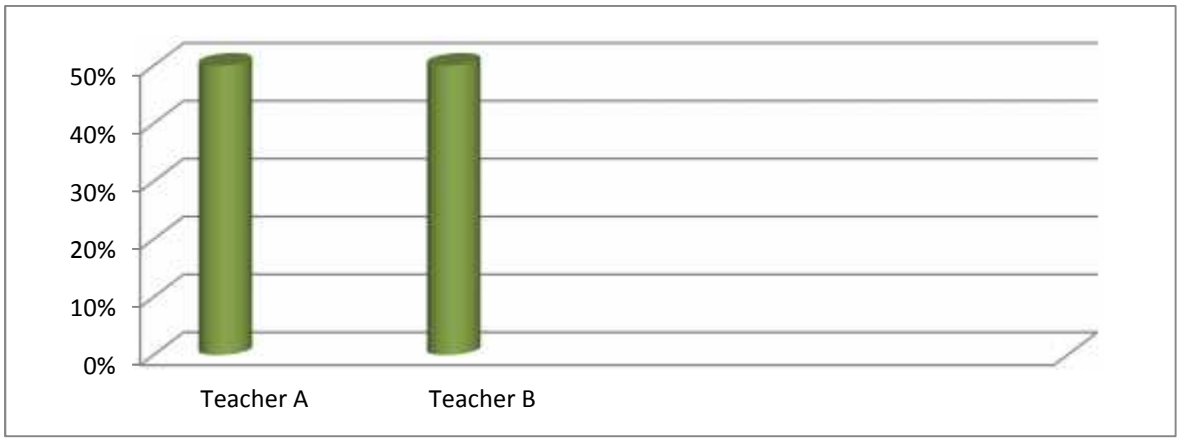
Pie Chart 2.3. EFL Students level of speaking anxiety in the class.

Item eight : Can anxiety affect learners' achivement in speaking skill.

Teacher A said 'yes' it can affect negatively on students achievement in progressing their speaking, since anxiety is considered as a problem in productive oral performances. Teacher B said 'somehow', because anxiety consiedered as a natural matter that both of teachers and students may face especially in speaking a foreign language that is not our mother tongue to speak it spontaneously.

R.F	
Teacher A	Teacher B
Yes (50%)	Somehow (50%)

Table2.4. Teachers' view about the effects of speaking anxiety on students' achievements.



Graph 2.4. Teachers' view about the effects of speaking anxiety on students' achievements.

Item nine : teachers were asked about the causes that make students feel anxious.

Both of teachers said that the lack of self-confidence is the major reason that all their students suffer from.

Reasons that make students feel anxious	Teacher A	Teacher B
Lack of self-confidence	100%	100%

Table 2.5. The reasons of students' anxiety.



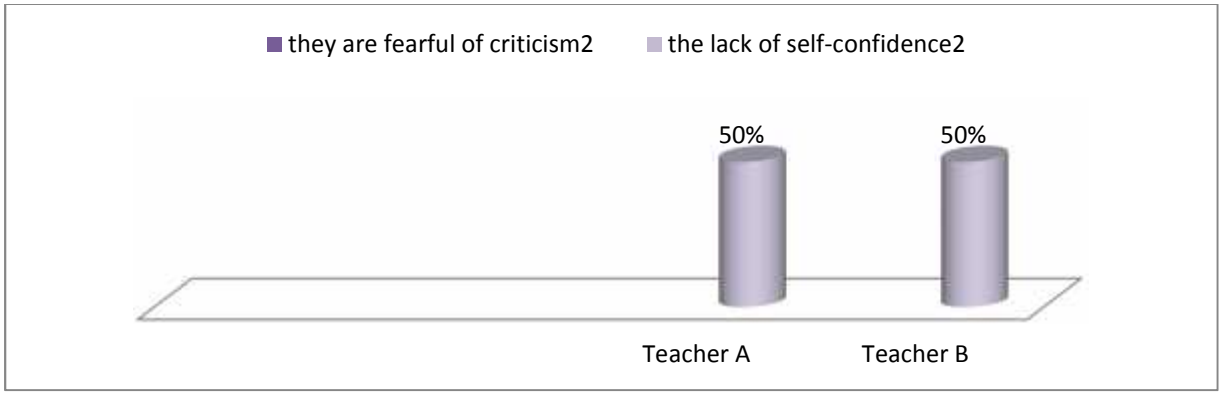
Pie Chart 2.5. The reasons of students' anxiety.

Item ten : teachers were asked about which problems that their students may ecounter while speaking.

Teacher A said that the main problem that they encounter them while speaking is that being criticized by their peers. Teacher B said that the lack of self-confidence is the most reason of making them feel anxious in speaking

R.F	
Teacher A	Teacher B
They are fearful of criticism (50%)	The lack of self-confidence (50%)

Table 2.6. The problems that students may encounter while speaking.



Graph 2.6. The problems that students may encounter while speaking.

Part three : Reducing students' speaking skill anxiety

Item eleven : teachers were asked whether they motivate their students to speak in classroom .

Teacher A said that 'Always' motivated their students in order to give more positive effects to practice in classroom and to speak freely, by asking them time to time and to react with them positively without correcting them, because correction errors can be effect on them negatively and to stop them to speak. Teacher B said that ' Sometimes', because students' anxiety cover all their abilities. However, she added that the most appropriate motivation technique includes in practicing the speech, and to learn

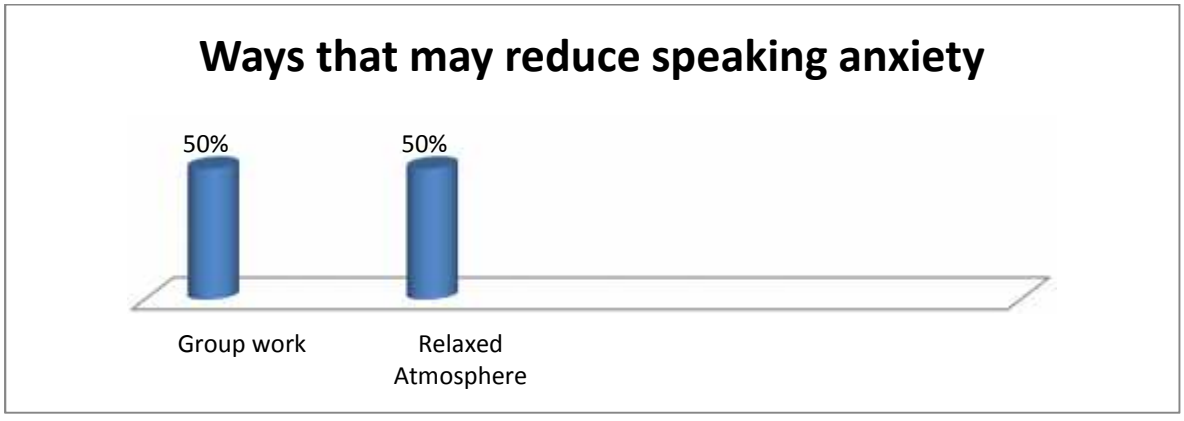
English grammar and vocabular in order to make him the ability to speak without making mistakes and to gain self-confidence in presenting speech.

Item twelve : Teachers were asked about the points that their students should follow to reduce speaking skill anxiety.

Teacher A said that 'group work' is more appropriate in improving students speaking skill among their colleagues especially the most closer to them, they will give them a positive push to speak and participate in class. Teacher B said that the 'relaxed atmosphere' and the friendly classroom interaction between both students and the teacher to avoid the shyness and the stress among them.

Techniques that may hinder EFL students speaking anxiety	R.F	
Relaxed atmosphere	Teacher A	50%
Group work	Tecaher B	50%

Table 2.7. Teachers' techniques to hinder EFL students speaking anxiety.



Graph 2.7. Teachers' techniques to hinder EFL students speaking anxiety.

Item thirteen teachers were asked about the ways or techniques that their students should follow in order to reduce anxiety.

Both teachers have listed many tips and ways in order to hinder the speaking anxiety, they said that students should avoid nervousness as much they can and to not over think about their peers evaluations. To reduce anxiety, students have to understand their anxiety, to prepare for practicing the speech. Because if students do not care about their anxiety resources and trying to handle with it, it twill affect them negatively.

2.5.2. Students' Questionnaire Interpretations

This section focuses on the quantitative analysis of students questionnaire and their results.

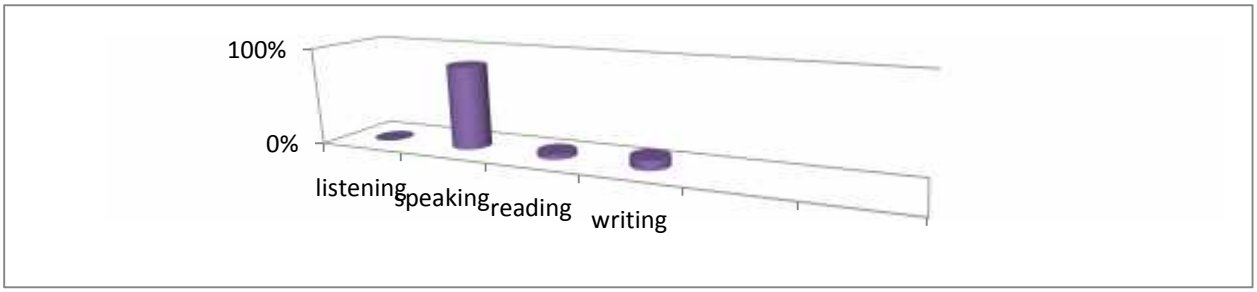
Part one : Factors affecting students' speaking performance

The quantitative results consist of sescriptive statistics that include percentages.

Majority of students (85%) have mentioned that the most difficult skill is 'speaking', because of their lack of grammar and vocabular background, (10%) of them said writing, and (05%) said reading, because of the pronunciation problems.

Students problems skills	R.F
Listening	00%
Speaking	85%
Reading	05%
Writing	10%

Table 2.8. Students' speaking skill problems.

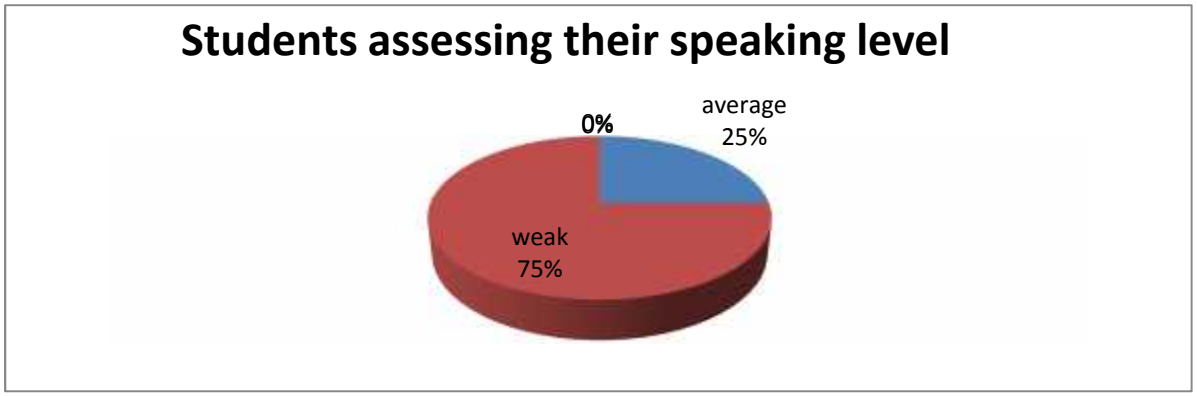


Graph 2.8. Students' speaking skill problems.

The majority of students (75%) have said that their speaking assessement i class is weak. Only (25%) said that their speaking skill is average.

Students assessing their speaking level	R.F
Weak	75%
Average	25%

Table 2.9. Students assessement of their speaking skill level.



Pie Chart 2.9. Students assessement of their speaking skill level.

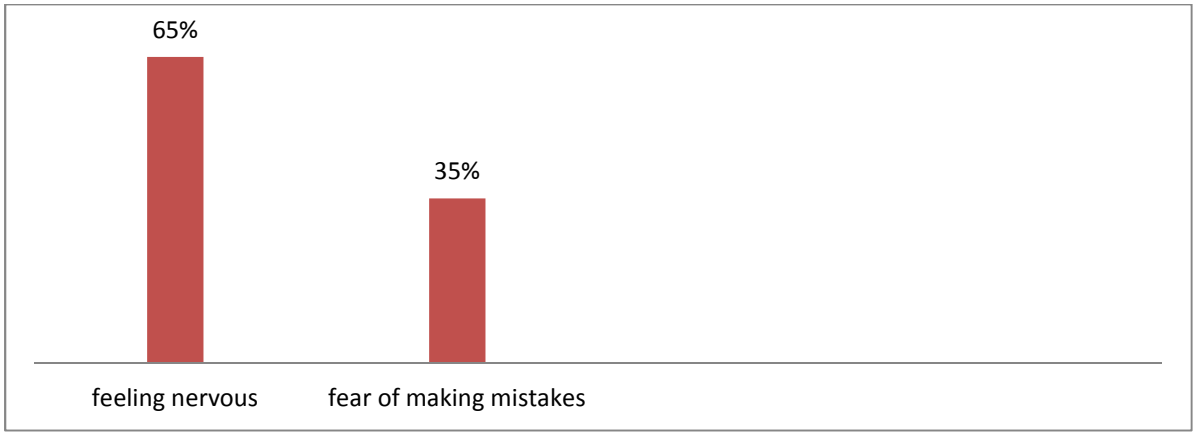
All students said that they do not like speaking English in class because of their fear of being laughed by others. (100%) was their percentage in liking speaking English in class.

Item eight : Students were aksed about the problems that they may face in speaking in class.

Their answers have devided into 65% nervousness and forgeting everything during speaking , and 35% that they get worried about making mistakes.

Problems that students may face in speaking in class	R.F
Nervousness and forgetting everything during speaking	65%
They get worried about making mistakes	35%

Table 2.10. The problems that EFL students face during speaking in class.



Graph 2.10. The problems that EFL students face during speaking in class.

Item nine : Students opinons about the causes of the anxiety problems.

We gathered statistics from their answers that 35% of making mistakes, and 65% of lack of self-confidence.

Students' opinions of their causes of speaking anxiety	
Lack of self-confidence	65%
Making mistakes	35%

Table 2.11. The reasons of speaking anxiety.



Graph 2.11. The reasons of speaking anxiety.

Item ten : Students were asked about their teachers correction to them while speaking. Their answers was all 'sometimes' (100%).

Students' answers about their teachers' corrections to them while speaking.	
Always	00%
Often	00%
Sometimes	100%
Rarely	00%
Never	00%

Table 2.12. Teachers' correction to students while speaking in class.



Pie Chart 2.12. Teachers' correction to students while speaking in class.

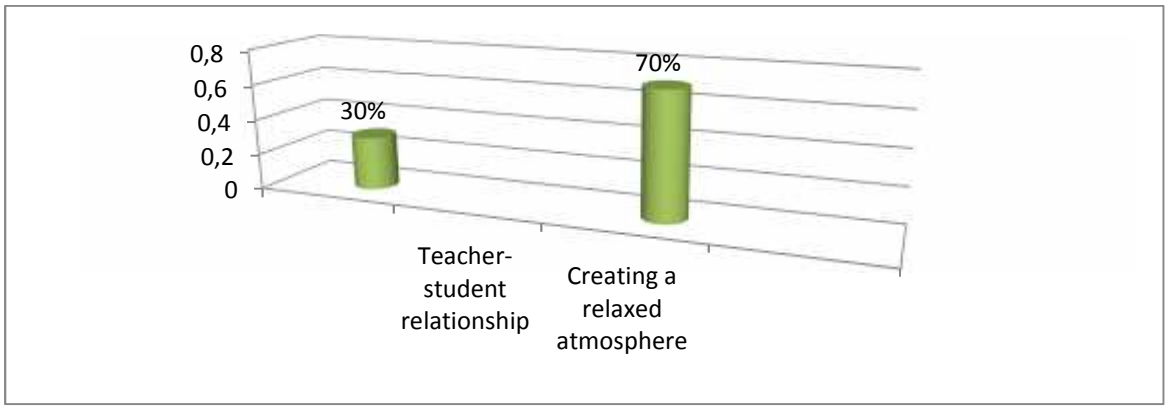
Part three : Reducing learners' speaking skill anxiety

Item eleven : students were asked about their opinions that their teachers should follow in order to reduce speaking anxiety.

70% of students said that the most appropriate way that will hinder speaking anxiety is creating a relaxed atmosphere in classroom. 30% of students said that teacher-student relationship will work positively to decrease speaking anxiety because the student will feel more comfortable if the teacher treat their students good.

Students' Number		Percentages	
Male	Female	Teacher-student relationship	Creating relaxed atmosphere
10	10	30%	70%

Table 2.13. Students suggestions to teachers in order to reduce their speaking anxiety.



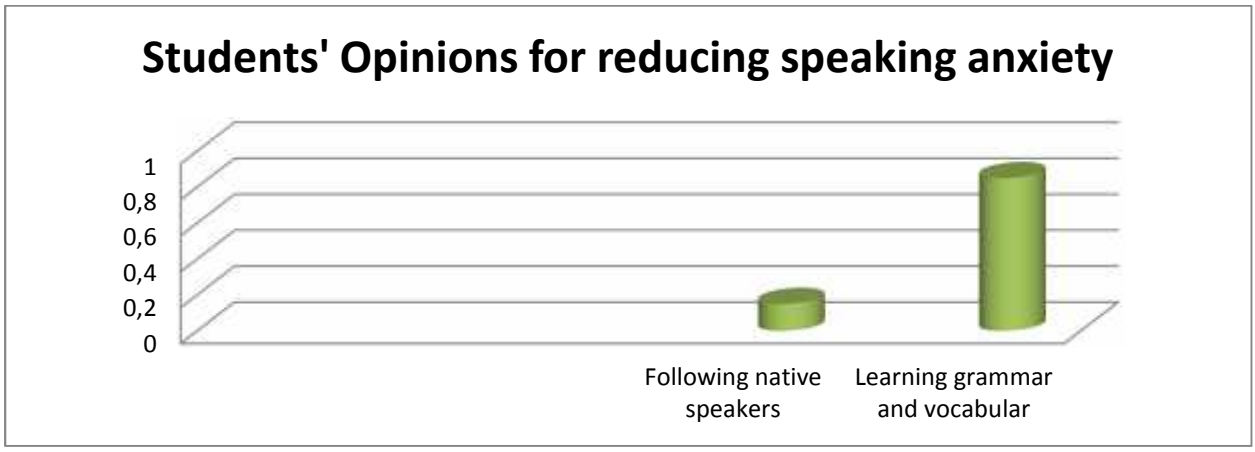
Graph 2.13. Students suggestions to teachers in order to reduce their speaking anxiety.

Item twelve : Students were asked about their opinions that what can they do to overcome speaking anxiety.

In this item of investigation, the focus is on the ways and strategies that may hinder or decrease speaking anxiety in classroom. The participants gave their opinions 13 which means (75%) of students said that they should follow native speakers while speaking to practice the speaking and especially the pronunciation. The other 07 which deals with (25%) students said that in order to improve their speaking skills, they have to build themselves a self-confidence by enriching the background by grammar, vocabulary in order to construct correct sentences.

What students think can do to reduce their speaking anxiety	Percentages (%)
Following native speakers	75%
Building a self-confidence	25%

Table 2.14. Students' techniques to overcome speaking skill anxiety.



Graph .14. Students' techniques to overcome speaking skill anxiety.

2.6. Conclusion

This chapter is concerned with the main results obtained from a questionnaire. The main findings revealed that third year EFL scientific stream students encounter problems namely vocabulary, grammar and pronunciation as a result of lack of practice, and the lack of contact with native speakers. In addition, learners seem to have psychological barriers such as : anxiety and lack of self-confidence, motivation and self-esteem. The results showed that the majority of students meet meet difficiences at all levels i,e., grammar, vocabulary, pronunciation. The conclusion deliver the teacher to find a way to overcome speaking anxiety of their students. The teacher should give a time for the students to well preparing the English speaking before they perform in front of the class. Beside that the teacher also build motivation and confidence of the students. Through this research, the teacher may build the comfortable English speaking atmosphere.

Chapter Three

Suggestions and Recommendations

Chapter Three : Suggestions and Recommendations

3.1. Introduction……..…33

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3.1. Introduction

Since oral participation is one of the most observable phenomena in language classes, it has been noticed that students suffer from a considerable level of anxiety in EFL classrooms. Although numerous studies have tackled this issue.

Nowadays teaching speaking to the EFL learners has been necessary as it has never been before. Teachers have come across various obstacles, attempting to get students talk and engage in classes. The main hurdle has been cited as ‘speaking anxiety’ ; which potentially the trigger of other factors such as lack of motivation, unwillingness, reductance and low self-esteem. Researchers all over the world have dealt with this issue by identifying sources, impacts and developing instruments to measuse anxiety levels of EFL learners, but solutions of anxiety-reduction have so far remained unsatisfactory to most teachers. In this next part of the third chapter EFL anxiety and speech anxiety in particular will be tackled in details according to what the literature on this subject has provided us with.

3.2. Techniques of Creating a Low Anxiety EFL Classroom

Having established the sources for their English language speaking anxiety, the following classroom techniques were implemented, to help them overcome it :

- ✓ **Project work :** were used due to the following benefits of project work in foreign language settings cited in the literature : a) students are more personally involoved, sot hey usually have increased motivation (Lee,2002), b) they do not feel that they are constantly assessed, and c) it is easier for them to focus on communication, rather on accuracy, and are less concerned with language errors and the consequences of ‘imagined failure’ (MacIntyre, Noels, and Clement, 1997 :269). An additional advantage of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language.
- ✓ **Establishing a learning community and a supportive classroom atmosphere :** Creating a learning community that provides the environment for ‘optimal motivation’ (Alderman, 2004), and a ‘collaborative atmosphere’ (

Gregersen, 2003 :30) can help reduce fear of errors. The following classroom interventions were made, drawing principally on suggestions for creating a supportive learning classroom community (Brophy, 2004 ; Dornyei, 2001).

- ✓ **Teacher-students relations :** A set of classroom rules and norms was negotiated with the students. Making fun of a wrong answer was not accepted, and a norm of 'mistake tolerance' was ratified. Errors were considered a natural part of learning a foreign language, and students were encouraged to ask for help without running the risk of embarrassment (Dornyei, 2001). In addition, teaching practices communicated expectations of success for all students. For example, as far as grouping practices were concerned, groups were formed from mixed ability students, students were given equally academically challenging tasks, and the same questioning strategies were used for all students (Alderman, 2004), so that they realized that there was no differential treatment with respect to their language performance and out of school support.
- ✓ **Providing indirect, rather than direct correction :** we avoided direct , on the spot correction in speaking activities, since it can undermine students' confidence, and because it discourages learners who are anxious about 'sounding silly' to experiment with new language (Lightbown and Spada, 1999).
- ✓ **Accepting the need for self worth protection :** Behaviour that could be considered a threat to these students' social image and a potential source of anxiety was avoided. For example, information about students' test scores was kept private and was not announced to the whole classroom. These measures aimed at reducing preoccupation with fear of negative evaluation, which can lead to withdrawal from activities that 'could increase their langiage skills' (Gregersen and Horwitz, 2002 :563).

3.2.1. Students Strategies for Coping with Speaking Anxiety

Seeing that language anxiety can exercice disadvantageous influence on English Speaking skills, it is important that English students not only recognize the anxiety as

a major cause of lack of success in communication but also to support themselves to overcome their feelings of nervousness and discomfort. Based on :

- Discussion in the class among students should be initiated in order to create the spirit of competition among them. Students should affirm participation in class and clearly express the speaking in class will positively influence their mark, even if they make mistakes.
- The students should dare, be willing and able to participate in conversations about familiar topics without preparation and exchange information about personal opinions and experiences.

Nothing will relax you more than to know you are properly prepared, these steps can reduce students' speech anxiety :

- Know your material : if you are not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech or presentation and revise it until you can present it with ease.
- Learn how to relax : you cane ase tension by doing exrecices. Sit comfortable, and breath in slowly.
- Realize people want you to succeed : all audiences want speakers to be interesting, simuliating, informative and entertaining.
- Concentrate on your message not the medium : your nervous feeling will dissipate if you focus your attention away from your anxieties and concentrate on your message and your audience, not yourself.
- Turn nervousness into positive energy : the same nervous energy that causes stage fright can be an asset to you. Harness it, and transform it into vitality and enthusiasm.
- Gain experience : experience builds confidence, which is the key to effective speaking. Most beginning speakers find their anxieties decrease after each speech they perform.

3.2.2. Creating a Friendly and Supportive Learning Environment

It is important to foster a learning environment in which students feel safe, relaxed, and willing to take risks, especially for learners who may have had negative experiences in traditional classroom environments. Students often describe supportive learning environments as expanding their sense of family and enhacing their self-esteem, which, when combined with increased literacy skills, help students take more chances in pursuing their goals.

Here are several ways to create a supportive learning environment for your students :

a. Build a strong classroom community : classrooms provide students and staff with friendship, skills, and contacts beyond their immediate communities. Use pair work, as well as small-group and whole-class activities, beginning the first day of class to help students get acquainted, and provide ongoing opportunities for students to form connections with students they do not interact with as frequently in the classroom.
b. Build self-esteem and self-efficacy : students' determination and belief that they can achieve their goals are important factors in their persistence in ongoing learning. Students may have negative feelings about themselves due to failure experience.
c. Motivate students : motivation is a key factor in students success, involving students as active participants in learning. Students learn by doing, making, writing, creating. Pose questions.
d. Be enthusiastic about what you are learning : An instructor's enthusiasm is a crucial factor in student motivation. If the teacher become bored or apathetic, students will too.
e. When possible, let students have some say in choosing what will be studied. Let students decide between two locations for a field trip.
f. Vary your teaching methods. Variety reawakens students' involvement in the course and their motivation. Incorporate role playing, debates,brainstorming, discussion, demonstrations, case studies.

3.3. Strategies for Reducing Speaking Skill Anxiety

Fear of public speaking is incredibly common, and not just in those with anxiety. While anxiety tends to fuel public speaking fears, nearly anyone can suffer from this type of phobia. These strategies can help in reducing and overcoming students' speaking anxiety.

a. Clasroom Based Interventions

Teachers play an important role in adressing and reducing the anxiety of the students in learning. Wilson presented identified various strategies that the teacher could do in class to reduce anxiety. Listed from most effective to least effective, these strategies are :

- Instructor's positive attitude ;
- Instructor's encouragement ;
- Instructors' reassurance that '' we can do it'' ;
- Instructor's recognition of anxiety of students ;
- Instructor's use of humor in the classroom ;
- Support of peers during class ;
- Working with a group on a research project ;

These strategies were strategies that could be embedded in every classroom, particularly once the educational leaders and teaching staff were aware of their impact in reducing anxiety. There was no cost or specific training involved, just a willingness to consistently put these strategies into the everyday learning experience. The long term benefits last only as long as the student is in school.

b. Relaxation Techniques

Three types of self-induced relaxation techniques that have been the most researched and proven effective in their use of reducing anxiety in students, deep breathing exercices, and positive self-talk.

c. The Speech

There are strategies you can integrate whe you start speaking to reduce anxiety as well. These include :

- Starting strong , it means that you do not try ease into it. Start as loud as you can not. Many people think they will start slow and esae into it, but the best thing you can do is start strong
- Look at no one , do not worry about looking at people Look around the room as though you are talking to everyone You may find yourself getting more nervous if you can not help but look at one or two people and they are not giving you the ‘’face’’ you want.
- Do not worry about stumbles , it is easier than done, but you should never expect it to go perfect, if you lose your place or something happens, just figure out where you were and keep going.

3.4. Improving Students’ Oral Performance by Reducing Anxiety

The easiest way to pull up fear is to do ‘’the thing’’ that causes fear as frequently as one can. Thus, it would stop being frightful. As Ross argues, ‘’ The key to success in reducing speech anxiety is practice. Your anxiety did not develop overnight and i twill take considerable effort on your part to undo its effect, but you can make a difference !’’. So that, practice is very helpful even if they may not be able to perform it because they think it is needless or just to avoid all performances. Practicing in smaller presentations with peers will help you to reduce anxiety as well as the fear of oral presentations. These steps will help in reducing the speech anxiety that one should take into account of consideration in order to manage anxiety when presenting or speaking to a group of people :

- ✓ Know the place, classroom and stage.
- ✓ Know the audience.
- ✓ Know your material and use visual aids.
- ✓ Learn how to relax.
- ✓ Visualize yourself speaking confidently.

As anxiety considered as a natural matter and a normal feeling that everyone gets from time to time, in which it manifests to a mental disorder that reduces a learner capacity to cope with these feelings. When trying to overcome anxiety you should not try to eliminate your feelings of anxiety but should aim to develp your coping mechanisms when you feel it. These are several steps that learners should follow to overcome it.

a. **Identify the source of your anxiety :** whether you have a panic attack or you feel worry and afraid, it is important as a first step to know what is causing your anxiety. For example : Is it something in your environment ? You can handle a fear much easier when you are clear about what is it.
b. **Determine if your worry is solvable :** If you know this anxiety is about what, the next step is that you have to determine if it is something you can deal with, or something that only can manage. If your fear is largely imagination or cannot be dealt with now, then make the conscious effort to put it out of your mind.
c. **Consider the worst :**If your fear ismind consuming, take a moment to think about the honest and absolute worst thing that could happen as a result of it. For example you have a presentation, and you start to panic stop and think'' what is the worst that could happen ?'' No matter how creative your response may be, thinking critically will lead to find that should it occur,
d. **Consider the use of your worry :**Problems arise when begin worrying about things that do not actually cause us danger. So, think about the purpose of your worry. So , if you are afraid, then let your worry is being put to good use. If however, you are anxious without a purpose, then your worry has the best of you.

3.5. Conclusion

To conclude with we have reviewed anxiety in terms of concept, constructs, effects, and impact on learners' performance. As there is a very strong link between anxiety and speaking skills, it is considered to be the most anxiety-provoking skill. It is obvious that most of students experience anxiety in certain types of speaking activities ; in addition, the lack of motivation and self-confidence are considered as major causes of anxiety. Moreover, we have also set that motivation and anxiety are two interrelated aspect in psychological education, thus the teacher cannot move without take into account those important elements. As a result anxiety is not just one time appearing problem or with a snap of a finger can go away, with some students it lasts a life time, also teachers' efforst are not sufficient without the students helping themselves first, through taking the responsibility for their own learning and with the proper preparation and cooperation in class, positive results will be noticed.

GENERAL CONCLUSION

This study shed the light on one of the most difficult obstacles that learners face while speaking which is anxiety. We aimed to demonstrate the impact of this issue on EFL students' oral performance, so we hypothesized that this influence goes badly because the students' fear and lack of self-confidence and that there are various techniques to overcome this issue enhancing EFL learners' speaking skill while performing is not an easy task and it is in most cases connected to anxiety that face the learners at every level, and no one can deny that. Well, the purpose of teaching orall expression is to develop communicative purposes as to empower students to inveestigate, articulate, and directly share their ideas with their teachers and classmates.

Regarding the general layout, this work comprised three chapters. The first one defined some key concepts related to anxiety and speaking skill.

The second chapter started with an overview of ELT situation in Algeria. Next, it described briefly Derbal Brothers' Secondary School where the research was conducted, within the third year scientific stream level. The research tools which were : a questionnaire for learners and interviews for their teachers. Furthermore, the data collected were analyzed quantitatively and qualitatively.

From the analysis of the questionnaires the researcher noticed that students' feelings of anxiety is due to many factors such as : lack of self-confidence, lack of self-esteem, lack of motivation. Also the analysis revealed that the selected teachers are aware about this problem, and they suggested solutions to help their learners to avoid feeling anxious.

It is also interesting to say that the findings confirmed what came in the practical part about the speaking tasks and anxiety and its relation with the oral performance and answer our research questions. We found that oral expression at Derbal Brothers' Secondary School take all those criteria into consideration when teaching speaking. In other words, teachers were conscious of anxiety as a psychological problem that face students when speaking English in class ; so that, they tried to minimize the causes of

students' foreign language speaking anxiety and help them to develop their oral performance, also they demonstrate various techniques in order to reduce anxiety.

Thus, the research study has some limitations which are concerned only with third year secondary school scientific stream level oral presentations courses and it cannot be generalized to other cources or levels.

Regarding the topic of the current study, there are some issues in the foreign language teaching which need to be investigated : the use of the technological materials in teaching the productive skills, effective productive skills teachers, the positive and the negative effects of self-confidence on learners' performance.

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APPENDICES

Dear Teachers,

The following questionnaire aims at collecting data about the impact of EFL students speaking Anxiety on their oral performance. You are kindly requested to fill in this questionnaire either by putting a cross in the appropriate box or to make comments for the given questions whenever necessary.

Thank you in advance for your time and your collaboration.

Part One : Teachers Profile.

1. Gender : Male ☐ Female ☐
2. Educational Level
   a. Bachelor's Degree.
   b. Master's Degree.
   c. Other (please specify)…….
3. How long have you been teaching English ?
   ……..
4. Do you like teaching Speaking skill ?
   Yes ☐ No ☐
   Why ? ……

Part Two : Anxiety in EFL Speaking.

5. How do you assess your students level in speaking ?
   Good ☐ Weak ☐
   Average ☐ Very Weak ☐
6. How are your students in speaking class ?
   - Motivated and confident.
   - Anxious.
   - Demotivated.
   - Other : please specify……
     ……
7. How do you describe your students' level of Anxiety in the class ?
   - High.
   - Medium.
   - Low.
8. Can Anxiety affect Learners' achievement in speaking skill ?
   Yes ☐ Somehow ☐ No ☐

9. Why do your students feel anxious ? Is it due to :
   a. Communication apprehension.
   b. Lack of motivation.
   c. Competitiveness.
   d. Content of speaking activities.
   If others , give examples please……..
10. Which of the following problems that your students may encounter while speaking ? (you can have more than one coice)
   a. They feel worried about making mistakes.
   b. They are fearful of criticism.
   c. They can not think of anything to say.
   d. They have no motive to express themselves.
   e. They are shy.
   f. Others ……..

<u>Part Three :</u> Reducing Students' Speaking Skill Anxiety.

11. Do you motivate your students to speak ?
   Always ☐ Sometimes ☐ Rarely ☐ Never ☐
   If Yes, How ?
   ……
   ……
   ……
12. Which of the following points, may reduce EFL students' speaking skill Anxiety ?
   - Varying speaking skill activities.
   - Group work.
   - Creating a relaxed atmosphere.
   - Practicing positive error correction and show understanding.
   - Others…….
13. What do you think students can do to reduce your speaking skill anxiety ?
   ……
   ……
   …….

Dear students,

The following questionnaire aims to collect data about the Impact of EFL Student Speaking Anxiety on their Oral Performance. You are kindly requested to fill in this questionnaire either by putting a cross in the appropriate box, or by answering the questions given.

Thank you in advance for your time and your collaboration.

Part one : Students Profile :

1. Gender : Male ☐ Female ☐

2. Age : Under 15 ☐
   15- 17 ☐
   18- 20 ☐
3. How long have you been studying English ? ……..
4. Do you think is it necessary for your success ?
   Yes ☐ No ☐
   If Yes why ?
   ……
   If No, why not ?
   ……..

Part Two : Factors affecting students' speaking performance

5. Which skill appears to you the most difficult ?
   - Listening ☐
   - Speaking ☐
   - Reading ☐
   - Writing
6. How do your assess your level in EFL Speaking ?
   - Good
   - Average
   - Weak
   - Very week
7. Do you like speaking English in class ?
   Yes ☐
   No ☐
   If Yes why ?
   ……
   If No why ?
   ……

8. Which of the following problems do you face in speaking class (you can have more than one choice)
   a. I never feel quite sure of myself while I am speaking.
   b. I tremble when knowing that I am going to be called on to speak English.
   c. In a speaking class I can get nervous and I forget everything I know.
   d. I am afraid that other students will laugh at me while I am speaking English.
   e. I can feel my heart pounding when I am going to be called on.
   f. I worry about making mistakes.
   g. I feel Anxious while waiting to speak English.
   h. I fin dit hard to speak in front of the audience.
   i. I keep thinking that other students are better in speaking English than I.
9. In your opinion, are the causes of the above difficulties due to :
   a. Students are given enough time to perform in speaking.
   b. Lack of vocabulary.
   c. Making mistakes.
   d. Lack of self-confidence.

   Others :

   ……
   ……
10. How often do your teachers correct you while you are speaking ?
    - Always ☐
    - Often ☐
    - Sometimes ☐
    - Rarely ☐
    - Never ☐

Part Three : Reducing Learners' Speaking Skill Anxiety

11. What do you suggest for your teachers to do in order to reduce your Anxiety ?
    a. Creating relaxed classroom atmosphere.
    b. Teacher – Student relationship.
    c. Group work.
    d. Varying speaking activities.
    e. Practicing positive error correction and show understanding.
    f. Others

    ……
    ……
12. What do you think you can do to reduce your Anxiety ?

……
……
……