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TITLE:
***The IMPACT of ANXIETY in DIMINISHING EFL
STUDENTS'S PARTICIPATION in ORAL PERFORMANCE***

Msila University

A Case Study: 2nd Year Students of

A Dissertation submitted to Mohamed KHIDER University of BISKRA in partial fulfillment of the requirements for the degree of Master 2 in Language Sciences

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Dedication

To my mother my first person

In my life

To my father without him I'm nothing

To my sister

Ikram

To my brother

Mohamed

To all people who love me

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Abstract:

This academic research paper spot the light on speaking anxiety in EFL classes. Since speaking is a priority; students are required to achieve the maximum vocabulary and to be able to use it in different contexts .Also, they are supposed to avoid accuracy mistakes and to achieve fluency. For that, teachers have to take into consideration the criteria required in choosing speaking tasks to meet students' needs and preferences. Also, to follow effective strategy in correcting students' errors. There is another important point we should take into consideration when talking about speaking foreign language which is the psychological state of the learner. It has been remarked that students feel anxious when speaking the target language in front of others; most of them appear to forget words, stammer and stutter when speaking, what impede their communicative competency. Investigation shows that there are various sources of anxiety, however, the lack of linguistic competency, the lack of self-esteem and oral tests are the main ones. Therefore, this academic research proposes some suggestions that may help students and teachers to enhance speaking skill and reduce anxiety.

List of abbreviations:

EFL: foreign language learners

FL: foreign language

L1: first language

L2: second language

ESL: English second language

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General introduction

General introduction:

Learning English as a foreign language is not that easy thing for many students, especially when it comes to speaking skill .Learners may be good at learning other skills, but when it comes to learning to speak a foreign language (English) they claim to have a “mental block” against it. Our research is about anxiety which is considered to be the most common obstacle that obstructs the speaking fluency and accuracy in EFL classes. This serious issue attracted our attention as many other researchers. such as Rod Ellis whose book “the study of second language acquisition” deals with sources and types of anxiety in speaking a second language .In addition Stephen Krashen’s theory about the affective filter and his role in second language acquisition and other works about the topic made by students of master degree in their dissertations such as Hashima Noor Ben Abdelaziz in her “ESL students perspective on language anxiety”. Who attempted to figure out the causes of such problem, and to propose solutions that enhance EFL learners speaking skill and reduce their anxiety and Stephen Wilson in his “anxiety in learning English as a foreign language”.

It is generally agreed that speaking a foreign language is the main goal of many learners. We often hear statements like “She/he speaks good French” or “Do you speak English”. However, the most important thing one should bear in mind is that learning to speak a second, third or fourth language is much difficult than learning to speak the first language for many reasons. Hence, many learners in EFL classes encounter a very common problem which is anxiety. This phenomenon in EFL classes has been the main concern of many researchers and us as well. It is considered to be an affective filter that prevents speaking process to proceed and develop. This makes EFL learners fail to express themselves and communicate effectively, in other words, they fail to use the target language successfully in front of their peers.

The aim of our study is to explore some of speaking anxiety insights in order to help EFL learners enhance their speaking skill and reduce their anxiety since they are using English primarily for communication. Also, to make teachers working in the field recognizes the negative effects of anxiety on their learners' communicative skill and to suggest some teaching recommendation that will be of great help for both teachers and learners to overcome the issue of speaking anxiety.

In this study , we attempt to explain why learners in EFL classes feel anxious when speaking the target language (English) in communicative situations and whether teachers are aware of anxiety as an impediment to students' speaking skill enhancement or not. Also, whether they take this issue into consideration in teaching speaking or not.

The research on anxiety provokes many questions that need to be answered. The first question one should ask is, what causes speaking anxiety and how it manifests Second, how can both teachers and students cooperate to enhance speaking skill.

Hypothesis:

We assume that when students in the English department at M'sila University are linguistically incompetent they feel anxious to speak fluently and accurately, and if they are not motivated and they miss self confidence they feel anxious to speak in front of their peers.

Our study is organized into three chapters. In the first chapter, we look in some detail at speaking skill. First, we define the term speaking. Then, we outline the main criteria for choosing speaking tasks in order to meet students' needs and interests. We move to student's psychological problems, we concern with error correction, and we clarify the difference between systematic errors and mistakes that students make during oral tasks to show teachers when, why and how to correct their students' errors. After that, we tackle psychological

barriers in oral English teaching. Then, we move to the main types of speaking activities that we believe they will play a good role in developing speaking skill. After that. Finally, we highlight the main characteristics of how enhance English speakers, all of this is based on a set of theories and previous writings.

In the second chapter, we are concerned with speaking anxiety in EFL classes. First, we attempt to give a sufficient definition of anxiety. Second, we state types of anxiety. Then, we go deeply into the role of anxiety in speaking a foreign language. After that, we spot the light on sources of anxiety to understand why and how this phenomenon occurs. Finally, we prescribe the aspects that enable teachers understand whether their students feel anxious or not.

The third chapter is a practical one, here; we investigate speaking anxiety in EFL classes. The population is students and teachers of English of Msila University and the sampling of the study are ten teachers of oral expression (males/females) and thirty students (males/females) from second year students of the department of English at M'sila University. We gathered our data through opened and close-ended questionnaire. Teachers' questionnaire is twelve questions. While students questionnaire is eleven questions. For data analysis; we analyze our data through statistic tables and pie charts to present the percentage of each information. In addition to the questionnaire, we think that it is better to investigate speaking anxiety more accurately by attending second year class during oral session, and observe their speaking competency; to what extent they speak English well. As we have seen, we built this chapter on two bases. First, we have the questionnaire; we have chosen this tool to gather as much as possible different information and perspectives from both teachers and students. Also, to achieve diversity. For the observation, we have chosen this tool so that our results will be more valid, to be close to the phenomenon, and to investigate the questionnaire'

results, in other words; how much does the questionnaire results compatible with the observation results.

Hopefully to cover all the aspects related to speaking as an important skill in EFL classes, and speaking anxiety as a problem that impedes EFL learners to express themselves in communicative situations.

Chapter one: literature

review of

Speaking skill

Chapter One: Literature Review of Speaking Skill

Introduction:

Speaking is the most favorable skill by students than any other language skill. But in teaching speaking, learners are confronted with many obstacles which prevent them from communicating using this favorable skill. Undoubtedly, the need to communicate in the English language, nowadays, is the central aim of thousands and millions of people around the globe. For many, it is a bit thorny, yet they keep challenging the obstacles they face every now and then, to reach their desired aim. In this chapter, we will be mainly discussing some details about the speaking skill; we look carefully at speaking skill. First, we define speaking because it is important for us to understand the exact meaning of the term. Second, we outline the major criteria that teachers should be aware of when choosing speaking tasks. , we move to student's psychological problems. After that, we tackle psychological barriers in oral English teaching as we concern error correction. . Then, we move to the main types of speaking activities that we believe they will play a good role in developing speaking skill. As we highlight the main characteristics of how to enhance English speakers.

1. Definition of Speaking:

Much has been written about speaking. In defining speaking, we may say that it is in its broadest sense a language of human production. It is the verbal communication to express the oneself, interact with others, and communicate with them. Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. (Hedge 261) defines speaking as "*a skill by which they [people] are judged while first impressions are being formed.*" That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

2. Criteria for Choosing Speaking Tasks:

It is worth giving special mention to six main criteria for speaking tasks in EFL classrooms in order to meet students' needs. Also to provide enough speaking opportunities, and to double the chances, so that the students will be able to use the target language independently.

2.1. Productivity:

The first criterion that teachers should be aware of is that speaking tasks need to be based on language production in order to score language independent use, which means that the independent production of the learners' language is the goal of the task. Scott Thornbury explained "*if students can do an information task by simply exchanging isolated words, or if only a couple of students participate in a group discussion, the task may hardly justify the time spent setting them up*" (90). Therefore, this criterion is very important, and teachers must take it into account.

2.2. Purposefulness:

Here, teachers should determine the aim behind the task that is going to be practiced. Thornbury suggests that language productivity increase and development depend on the well clarification of the task (90). Therefore, learners would understand the reasons for practicing a certain task, and their performance will be better. "*For example the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members*" (Thornbury 90). He continued "*requiring learners to report to the class on their discussion is also an effective way of ensuring a greater degree of commitment to the task*" (90). Therefore to achieve a good language production, this criterion should be applied in EFL classes.

2.3. Interactivity:

By this we mean that teachers must make learners aware of the effect of their performances on the audience, or let's say their peers. This encourages them to do their best in a certain activity. Here, teachers are supposed to stress interaction between students, in other words, they select tasks that need to be performed in front of all members of the classroom. in order to open the door for questions, comments, declarations, clarifications, understandings. Thronbury wrote "*Even formal monologic speaking tasks such as talks and presentations should be performed in situations where there is at least the possibility of interaction* (91). Hence, interactivity is another important criterion for choosing speaking tasks.

2.4. Challenge:

This criterion suggests that teachers' task selection needs to suit students' preferences, the task should be likeable and enjoyable about something students like and enjoy doing it, and this of course will make them creative and brilliant in what they are doing which means they will produce a good outcome. For Thronbury "*if the degree of challenges is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their L1*" (91). The greatest advantage of challenge criterion is that students will taste the feeling of achievement.

2.5. Safety:

In addition to the importance of learners challenge, learners should have self-esteem when practicing a certain task. The teacher as a guide or instructor is supposed to make reliable atmosphere for his students, and must show them that he will always be there when they need help, or when things get seriously out of hand. By this, learners will feel security. Thronbury stated "*the classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and a non judgmental attitude to error on the part of the teacher*" (91).

So, safety criterion has a psychological effect on the learners' feelings which makes them improve their outcome, if teachers in EFL classes take it into consideration.

2.6. Authenticity:

Teachers in EFL classes should know that speaking activities must have some relation with the language used in the world outside. Thronbury explained "*in order to become autonomous, learners need to experience a quantity of communication in the classroom*" (91). This indicates that the topics, roles, and talk situations need to be similar to those in real life. This for sure will make students motivated towards the task. For example, the teacher suggests a free discussion task about a football match. Here, students will use a real life speech, and they will be excited. Therefore, authenticity is a very important criterion to develop and improve speaking skill.

3. Types of Speaking Tasks:

Under this title we throw a considerable light on four effective types of activities that would serve as much as we hope oral courses to go forward. However, before choosing what task to participate in the classroom, teachers must give priority to their students needs.

3.1. Role Play Task:

It is a well known activity in EFL classes. Here, students start first performing simple dialogues in pairs or groups. Then, they move to complex ones, the teacher chooses the setting and the roles to be performed, but the language to be used is the student's choice. Role play activity has many advantages in developing students' speaking skill. Tricia Hedge believes that role play activity improves students' fluency because in this task unlike free discussion they are obliged to talk (280). Therefore, they will do their best to speak good English in front of their peers. According to H.Douglas Brown role play activity gives learners their freedom in choosing what to say and how to say it, whereby creativity will characterize role their linguistic output (174). In addition to these advantages, H.Douglas remarked "*play allows some rehearsal time so that*

students can map out what they are going to say and it has the effect of lowering anxieties as students can even for a moments, take on the persona of someone other than themselves” (174).

This is another important point that should be understood about the most important advantages of role play activity.

However, the success of the role play depends on whether students are motivated to take over a role or not. Whether the roles suits their preferences and attitudes or not. Therefore, teachers are expected to be aware of these limitations in order to achieve successfully their goals behind a role play.

3.2. Information Gap Activity:

In EFL classes, fluency is commonly required. Therefore, information gap activity for many experts and researchers is very interesting, where the teacher asks his students to work in pairs or groups, each group shares specific information that the other groups know nothing about it in order to achieve an outcome.

Information gap activity has many advantages; students are required to exchange the information, so negotiation of meaning will play a good part when interacting. Students will not move to information till they understand each other. Therefore, Hedge believes that *“there will be a comprehension and confirmation checks, more clarification requests, and more repetitions”* (281). Here, learners are excited to know each other’s information; this motivates them to speak English.

However, information gap activity has also its own limitations. It is not like role play where all the students are obliged to speak; there might be some students who do not this issue to enhance students’ speaking skill.

3.3. Free Discussion Task:

When the free discussion task is mentioned, the first thing that comes to mind is an oral interaction between students in the classroom. Here, students give their opinions about a certain theme that the teacher took up. Free discussion allows students to express themselves, state their preferences and communicate with each other.

Free discussion has many advantages, Hedge believes that the greatest advantage that free discussion offers is that it helps students to practice the strategies required in interpersonal communication indirectly as turn taking, introduce a topic, and change a topic (277). So, it is a very important task that helps students to enhance their speaking skill.

However; free discussion needs some support to accomplish its objectives because in the classroom not always all the students participate in the discussion. The quantity of information that the teacher gives to his students is considered as a support in which the teacher provides them for example with a picture and a quotation that serve the discussion and provide learners with linguistic resources. Another support the teacher may use is to ask students write down some ideas and then discuss them in front of all the members of the class. Also he may clarify the objectives behind a certain discussion; this would motivate the learners to speak.

3.4. Storytelling Task:

This type of activity is considered to be one of the most effective means to practice speaking skill in the classroom that aims at helping students to be able to tell stories in English. Thronbury comments “story telling is a universal function of language and one of the main ingredients of casual conversation” (95). It usually happens spontaneously. However, teachers should be aware that students need some time to think about what they are going to say in front of their peers.

In storytelling activity, students may tell about themselves, their families or friends, they may also tell about a film they watched, a book they read, or a place they visited. For Germy Harmer, the best stories are those which are based on a personal experience (130). Their classmates would ask them different questions to know more about what happened.

Storytelling task has many advantages. In addition to the well practice of grammar rules as tenses and the acquisition of new vocabulary, students as they interact during this activity, they will better know each other.

4. Characteristics of How to Enhance Speaking Skill:

Numerous attempts have been written to determine the characteristics of English speakers. Under this title, we try to highlight the main features that should characterize EFL learners in order to be competent in speaking skill, in other words, to score proficiency in speaking English.

4.1. Fluency:

To achieve fluency, learners should be able to use English language fluently with no difficulties. For H.Douglas “fluent speakers can participate in any conversation with a high degree of fluency” (407). He explained that their speech should be accepted and well understood by native speakers (407). However; this does not mean that their speech should sound like native speakers, they just can speak English at all its dimensions.

4.2. Accuracy:

After an exposure to an input, good English speakers are able to produce a well controlled output. H.Douglas explained “control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics” (406) . so, to master speaking skill students should master grammar rules and structures.

4.3. Vocabulary range:

As the title suggests, it is the knowledge of a wide range of words and their meanings. H.Douglas believes that good English speakers are able to speak the language with enough vocabulary to participate and contribute effectively in most formal and informal conversations on practical, social, cultural, and professional topics (406), which means they are able to overcome the issue of groping for words, so they can speak in any topic with no obstacles.

4.4. Vocabulary Selection:

This is another feature of good English speakers. Harmer describes it as the appropriate use of words according to the nature of the topic, the audience (participants), and the setting in which the discourse takes place (71), which means that speakers are capable enough to select the suitable words in the appropriate setting with the appropriate persons. Their speech is clear and unambiguous which reflects their competency when using the language.

4.5. Flexibility:

By this we mean “the ability to turn takes in a conversation and to adapt to new topics or changes of directions” (Hedge 260). Good English speakers are able to manage an interpersonal communication, which means, they are able to introduce a topic, discuss a topic, and change a topic. This indicates that they are good turn takers. Therefore; flexibility is another important characteristic of a good English speaker

4.6. Pronunciation

English language has been long considered by either native speakers or non native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one’s mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007: 104) argue 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.»* However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

5. Student’s Psychological Problems:

The goal of teaching the oral skill is to enhance communicative efficiency. Every act of communication does not involve a rapid-fire exchange. In fact, when learners try to express themselves. There is hesitation; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express

his intended meaning (Rivers 192). These difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self confidence and the fear of making mistakes.

5.1. Lack of Interest in the Subject:

In a foreign language classroom, the student may often stay silent because he has „nothing to say" in that moment. The teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express in English. As well as having something to say, the student must have the desire to communicate something to some person or a group of persons. If the student does not have a positive relationship with his teacher, or feel at ease with his classmates. So, he may feel that what he would like to say can be of little interest to them. On the other hand, he may be very aware of his limitations in the foreign language and feel that, by expressing himself in it, he is laying himself open to criticize or ridicule. For these reasons, again, he remains silent. (NP)

5.2. Poor Listening Practice:

Since speaking is essentially an interaction between two or more people, listening comprehension plays a major role. The student may have acquired skill in expressing himself in the foreign language, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The student therefore does not comprehend sufficient element in the message to be able to make further contribution to the discussion students need much practice in listening to the target language functions which will provide them with the breathing space necessary for oral performance. (NP)

5.3. Deficient Vocabulary:

In attempting to use the foreign language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited. When students are learning a foreign language, they are unable to express their thoughts in orally mature vocabulary. Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable. The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching. He must be aware of the fact that, although they are limited in their powers of expression, they are limited in their powers of expression; they are not really the immature persons this deficiency might make them appear to be. (NP)

5.4. Lack of Self Confidence and the Fear of Making Mistakes:

In many classes, some students prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher for every slip they make. However, students' mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. Instead, the teacher should note one or two errors of pronunciation or grammar which would affect communication or be unacceptable to a native speaker, and brings these to the attention of the whole class for a later practice (NP)

6. Psychological Barriers in Oral English Teaching:

The psychological barriers to EFL learners in oral English communication are the psychological abnormal negative emotions associated with learning English as FL including nervousness, self-abasement and lack of self-confidence, and anxiety etc. Those are caused by fear or inhibition while performing in English. Different learners may experience different psychological barriers due to different factors. They can be attributed either too subjective reasons related to the learner,

or to objective ones related to the environment, method of language teaching, and teachers" role...etc.

6.1 Types of Psychological Barriers in Oral English Teaching:

The main barriers of a psychological nature to Oral English Teaching are:

6.1.1. Self-Abasement:

As Guang and Liang pointed out, self-abasement students have almost no self-confidence. They hardly ever believe in their ability to speak English or face teachers, classmates and any sort of audience. Then, they either keep silent or say a little with great difficulty in oral English classroom activities.(54)

6.1.2. Pride:

Many FL learners attach too much importance to their self-image and others' evaluation. Anxiety threatens their self-esteem. They often choose to speak a little, or to keep silent in the classroom just to avoid making mistakes and be laughed at by others in oral English communication (ibid54).

6.1.3. Fear of Difficulty:

Guang and Liang state that students who fear difficulty do see oral English communicative skills as being really hard to improve. They cannot successfully communicate in English due to great psychological pressure and lack of self-confidence as they tend to avoid facing the difficulties involved in oral English by frequently missing the class.(54)

7. Error Correction:

For full comprehension, we should clarify the difference between mistakes and systematic errors. The former occurs because of various factors. For example, a student in EFL class during oral course may say; "the old man meet the old lady with flowers". Normally, the correct word is "meets", however, the student mistook on purpose, the reason behind this mistake is May he feels

anxious or unconfident. Hedge wrote “mistakes which are caused through inability to perform that knowledge in production because of factors to do with carelessness, tiredness, distractions or difficult circumstances” (289). This means that students are able to correct their own mistakes. Hedge believes that in this case learners can probably correct their mistakes by themselves if their attention is drawn to them (289). Therefore, mistakes do not mean students’ failure to use the target language since they can be self corrected.

On the other hand, systematic errors mean the ignorance of the language rules or the language knowledge. For Hedge “systematic errors are evidence of learners’ current stage of inter language and are to do with incomplete or faulty knowledge of English” (289). Which means that learners in EFL classes especially during speaking activities, when there is plenty of speaking opportunities, they may mix between L1 and L2, and they make errors deliberately, because they lack information or linguistic competency about the target language. This distinction might help teachers in EFL classes deal more effectively with their students’ errors in order to reach a comprehensible correct output.

Conclusion:

We have attempted through this chapter to shed some light on the speaking skill, and have set out to demonstrate the importance of speaking skill in EFL classes. It is often remarked that students in EFL classes work very hard to speak English, since speaking reflects their capacities and abilities in learning the target language. ; Increasingly, research studies provide teachers with insights into the valuable criteria that help them to integrate their learners in different tasks. These criteria also help teachers to decide whether a certain activity is a communicative one or not Then, we discuss the reasons of students inability to speak in English; in addition, we concern with error correction, as we move to the psychological barriers to EFL learners in oral English communication which are the psychological abnormal negative emotions associated with learning

English as FL. These are the main points through which the chapter aims at bringing insights into the area of speaking skill in EFL classes.

Chapter two:

Anxiety in EFL classes

Chapter Two: Anxiety in EFL Classes

Introduction:

This chapter is devoted mainly to discuss anxiety from its different angles. For a start, we will define the term anxiety, which is a very common phenomenon within foreign language learners, in order to make it easy for the reader to understand what our research is about and to give more clarification we will deal with the various levels or kinds of anxiety by giving a full description for each one of them, then, we will mention the role of anxiety in speaking a foreign language. Going deeper, we will discuss how and why this phenomenon occurs; it means the causes and aspects of anxiety as the last point in the chapter.

1. Definition of Anxiety:

It is crucial to understand what anxiety is in speaking a foreign language because it ranks high among factors that influence students' abilities to speak the target language fluently and accurately. Generally, most students have experienced this psychological state; they feel anxious when speaking a foreign language. Some would complain:

"I hate it when the teacher calls on me to speak .I freeze up and cannot think what to say and how to say it"

"Sometimes I feel stupid; some people look at me, a strong man cannot speak well"

"I feel bad in my mind .Because I wonder why I cannot speak English very well" (Hashima Noor 4).

If we come to define anxiety , many researchers provided us with a full description of the phenomenon .Charles Spielberger identifies anxiety as *"the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"* (1). Another definition stated by Thomas Scovel who sees that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension and worry (134) .Elaine Horwitz and her colleagues also make an attempt, to describe foreign language anxiety; They describe it as

“The feeling of apprehension, worry and even dread. Learners suffering from anxiety have difficulties concentrating they become forgetful, sweat and have palpitation” (126).

Since anxiety is an abstract psychological phenomenon; we can say that still there is no agreed upon definition of anxiety. However; those definitions listed above by Spielberger, Scovel and Horwitz are the most famous ones.

2. Types of Anxiety:

The research on anxiety can be experienced at various levels. Many researchers distinguished three types of anxiety: trait anxiety, state anxiety and situation specific anxiety. However; the most well- known and interesting ones are state and situation-specific anxieties with which we will start this component.

2.1. State Anxiety:

State anxiety is experienced in relation to some particular events or acts, it is provoked by a particular set of temporary circumstances, for example, a person may not ordinarily be anxious but becomes so when asked to make a public speaking. State anxiety can also be defined as apprehension that is experienced at a particular moment in time as a response to a definite situation; *“it is a transitory state or condition of the organism that varies in intensity and fluctuates over time”* (spielberger 12) .Spielberger also gives an example of state anxiety, the apprehension experienced before taking an examination.

2.2. Situation- Specific Anxiety:

This kind of anxiety is aroused by a specific type of situation or event such as public speaking, examination or class participation. Situation specific anxiety is concerned with a particular type of situation anxiety, for example, language anxiety largely independent of other types of anxiety (Rod

Ellis 691). Situation-specific anxiety can also be defined as *“The probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety)”* (MacIntyre and Gardner 2).

2.3. Trait Anxiety:

Trait anxiety is seen to be as an aspect of personality; it is referred to as *“a more permanent predisposition to be anxious”* (scovel 691) it is a continual feeling. Unlike other types of anxiety trait anxiety is not related to a specific situation, it has no time limitation. Trait anxiety refers to *“a personality variable of anxiety proneness, the tendency to experience state anxiety in a variety of situations”* (Morris. et al 543). Some people are predictably and generally anxious about many things; according to Levitt trait anxiety is a constant condition without time limitation.

However; it is the duty of the teacher to determine whether the students' anxiety stems from a more global trait or it comes from a particular situation at the moment.

3. The Role of Anxiety in Learning a Foreign Language:

Generally, most people have such idea that anxiety is not a good thing whether in a foreign language or other subjects because anxiety harms learners performance, but is anxiety truly debilitating (harmful). Some researchers reported that anxiety is not only a debilitating factor; it can also be facilitating (facilitating). Depending on that they make a distinction between those two kinds of anxiety.

3.1Facilitating Anxiety:

“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. A lack of anxiety may result in an “I don't care” attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however, are beneficial, they supply motivation and added energy and increases one's ability to focus on the task at hand”(wilson 40).

As the name suggests, facilitating anxiety is a kind of anxiety that helps learners to improve learning and performance. We all know that sometimes we find it difficult to produce our best if we know that success is virtually guaranteed, if there is no reason to be at all anxious about the possibility of failure. So, we may do better because of anxiety; it is a way to improve one's level and to increase motivation within students to study harder. An example given for facilitating anxiety is in the case where learners feel they are in competition with one another; this kind of anxiety sometimes motivated them to study harder and to improve their levels. So, anxiety is a positive factor that keeps one poised, alert and just slightly unbalanced to the point that one cannot relax entirely.

3.2. Debilitating Anxiety:

In language learning, debilitating anxiety is associated with poor learning and performance, here anxiety impedes the language learning process. This may appear strongly in speaking a foreign language, the more anxious learners are, the less likely they are to do well at speech skills, so anxiety cause bad performance. Ely Christofer reported that those learners with high level of discomfort were less likely to take risk in class, suggesting that high anxiety negatively affect motivation (694). This issue arise considerable debate of whether anxiety affect motivation or increase it.

Some researchers suggested that an individual may possess a large amount of both anxieties or of one but not the other or of none of either. Scovel also proposed that facilitating anxiety and debilitating anxiety may function together to motivate and warn students to better achievements (138).

4. Sources of Speaking Anxiety:

Various sources of anxiety in foreign language classes have been identified by many researchers. Students can experience anxiety as a result, of many factors, such as competitiveness, oral tests, lack of self-esteem, lack of motivation, severe error correction, and to communicate

spontaneously in foreign language. Most of those sources or causes of anxiety listed above and with which we will deal in this component are related to anxiety associated with speaking skill.

4.1. Competitiveness and Self-Esteem:

Rod Ellis noted that there appeared to be a consistent relationship between anxiety, self-esteem and competitiveness. The competitive nature can act as a source of anxiety (292). Most of students tend to be anxious when they compare themselves with other learners, they think that other learners, are better at speaking English than they do, for that they prefer to remain silent. Also students with low self-esteem are more likely to experience anxiety, learners with high self-esteem hesitate less and correct themselves more. However; students with low self-esteem such as shy students or those who have a low linguistic competence, feel anxious when they are asked to give a short talk in front of the whole class. In other words, those two, personal (self-esteem) and interpersonal (competitiveness), anxieties are mainly experienced by learners who consider themselves as having poor language ability.

4.2. Lack of Motivation:

4.2.1. Definition of Motivation:

Motivation is an important factor that provokes anxiety if it is missed. Motivation can be defined as the desire to achieve a goal or to do something; it energizes students and provides direction. It is one of the most important keys to success. When there is a motivation students attain greater and better results, development and achievement.

4.2.2. Types of Motivation:

There are two types of anxiety intrinsic and extrinsic. Intrinsic motivation is the inner power or energy that pushes towards acting and engaging an activity because that activity is enjoyable or satisfying to do such as learning a foreign language. On the other hand, extrinsic motivation is

every external thing that gives you the desire to learn or to speak a foreign language, such as, effective syllabus, the rewards of the teacher, home support, and good teaching method.

However; the absence or the lack of motivation whether intrinsic or extrinsic might make the student frustrated, depressed and anxious to speak or to learn a foreign language. The lack of extrinsic motivation may appear in the case of severe error correction and no rewards on the part of the teacher as well as laughing at his mistakes on the part of his classmates might make the student anxious to speak the target language. On the other hand the lack of intrinsic motivation may manifest when the student has no desire to study the target language because the bad perspective he/she has on that language.

4.3.1. Self- Esteem:

If motivation is to be successful, then, it must draw on the whole person and develops His/her self-esteem. Self-esteem is considered an important affective element in the process of scholastic and educational achievement. Henceforth, its absence results the mistrusting of learners own abilities which lead them to perform low as an outcome of this lack of confidence. In this context Brown (1984) posits that

Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self esteem ,self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity.

4.3.2. Self- Esteem and Self-Efficacy:

One of the primary affective elements is self-efficacy, it is important here to understand the distinction between self-efficacy and self-esteem. Self-esteem is the person's feeling of his/her self worth whereas self-efficacy refers to person's belief of his or her ability to reach a goal.(NP)

4.3.3. Levels of Self- Esteem:

According to Brown , there are three levels of self-esteem which have been described in the literature to capture its multidimensions, namely, global, situational and task self-esteem.(NP)

4.3.4. Global Self- Esteem:

It is a quite fixed and steady characteristic in grown up people, it does not change over time except through wide treatment. It is considered as the examiner of one's" own value across both time and discriminate situations.(NP)

4.3.5. Situational Self- Esteem:

It refers to the one's judgment of the value in his life as: "social interaction, work, education, home, or any certain relatively discretely defined traits such as intelligence, Communicative ability, athletic ability or personality traits like gregariousness, empathy, and flexibility to the circumstances and the particular qualities of personalities.(NP)

4.3.6Task Self- Esteem:

Task self-esteem is named after this name because it is connected to specific or Particular tasks in particular circumstances. Such as, in scholar education, task self-esteem is related to one side of subject-matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem. Finally, self esteem is proved through its levels and definitions that it has the most powerful impact on the learners" results and it is in the learners" hands to be excellent or there verse due to their feeling. (NP)

4.4. Severe Error Correction:

In language work, learners make an almost infinite number of mistakes, starting by grammatical mistakes, imperfect pronunciation of individual sounds, wrong word stress. In this case learners may experience anxiety as a result of severe error correction on the part of the teacher (Stephenson Wilson 77), they feel that the correction of their errors should be in a non –threatening

way. Here it will probably be necessary for the teacher to correct students' mistakes in a gentle and suitable manner in order to motivate them to speak and express themselves more.

4.5. Spontaneous Communication:

This is another source of speaking a foreign language anxiety. Learners feel apprehensive when they are not adequately able to express mature thoughts and ideas spontaneously. *"I start to panic when I have to speak without preparation."*(Wilson 103). Most of students do not feel apprehensive if they had time to plan their spoken interventions. Horwitz noted that student's feel less uncomfortable when they come to class prepared but would freeze if they had to speak spontaneously (126).

4.6. Oral Tests:

Here, anxiety occurs when students are supposed to have a foreign language test orally. This kind of tests is more likely to provoke anxiety Peter MacIntyre and Gardner noted that *"foreign language tests, given orally, likely evoke test anxiety as well as communication apprehension"* (105). Test anxiety may occur as a result of communication apprehension and fear of negative evaluation. Even students with high level may experience test anxiety they frequently forget what they know in a test.

4.7. Lack of Linguistic Competency:

Linguistic competency plays an important role when it comes to speaking skill because it is necessary for fluency and accuracy. Students that have a low linguistic competency feel anxious to speak English in front of others; they rarely take risk in class, and most of them prefer to remain silent than receiving severe evaluation from both, teachers and students as well *"trying to produce language in front of other students can generate high levels of anxiety"* (Tricia Hedge 292). Most of students find it difficult to play with words; they just keep repeating words when speaking and

they take a long time to organize their speech. However, this kind of students can reduce their anxiety by working hard to enrich their vocabulary and to improve their grammatical competency.

4.8. Speaking Activities:

In speaking skill there are specific activities that raise anxiety. Present a prepared dialogue in front of the class, make an oral presentation or skit in front of the class, speak in front of the class, role play situation spontaneously in front of the class are considered to be the major anxiety provoking activities (Dolly Young 547). In his turn, Lindy Woodrow found that there are three sources of anxiety in speaking English as a foreign language; performing English in front of classmates, giving an oral presentation (39). Generally, students feel frightened even they had time to prepare their interventions; they feel uncomfortable in such activities for that the teacher should take this into consideration and select activities that motivate them to speak freely.

4.9. Teachers' Questions:

Teachers' questions are one of the important sources of anxiety Ellis reported that some students consider teachers' questions threatening. One of the students commented:

I was quite frightened when asked questions again .I doesn't know why; the teacher doesn't frightened me, but my mind is blocked when I am asked questions. I fear lest I give the wrong answer and will discouraged the teacher as well as be the laughing stock of the class may be. Anyway I felt really stupid and helpless in class “” (Stephenson Wilson 692).

However; most students would prefer to offer responses orally themselves instead of being called to give an answer because this latter increase their speaking apprehension.

5. Aspects of Anxiety:

There are specific aspects that show whether students feel anxious or not. Those aspects may appear from the students' reactions when speaking in front of others. You may notice the manifestations of anxiety obviously when students «*squirm in their seats, fidget, play with their hair, clothes or other manipulable objects, stutter and stammer as they talk, and generally appear jittery and nervous*” (Mark Leary 110). Young also described anxious students' reactions as distortion of sounds, inability to produce the right intonation and rhythm of the language, freezing up when called to perform and forgetting words or phrases just learned or simply refusing to speak and remaining silent (430). “*My teacher is kind of nice and it can be fun, but 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*” (Young 539). In addition, some students may have their hearts beating strongly because of their fear; others feel shy and sweat when it comes to speak in front of others they may be apprehensive about not being able to control what is happening in communicative activities and feel that others are often evaluating their interventions.

Conclusion :

In this chapter we have reviewed literature of fl anxiety in terms of concept, construct, effects, and impact on fl learning .it becomes obvious that anxiety affects fl learners. Investigators suggest that there is a very strong link between anxiety and speaking skill; it is considered to be the most anxiety-provoking skill. One may notice anxious students from their reactions when they are asked to give a short talk in front of their peers, they feel anxious and uncomfortable. It is obvious that most of students experience anxiety in certain types of speaking activities; in addition, the lack of motivation and linguistic competency are considered as major causes of anxiety. Unlike some

researchers who argue that anxiety hinders students' progress others believe that it may be helpful for their progress.

Chapter three:

Filed work

Chapter Three:

Analysis of the Student's and Teacher's Questionnaire

Introduction:

This chapter aims to investigate anxiety in speaking English as a foreign language and to answer our research questions. For that we have conducted a questionnaire for both second year students and oral expression teachers from the department of English at M'sila University. In this part of the research we are going to analyze data we gathered through questionnaire in order to consolidate the theoretical part findings. We use tables and graphs in order to organize our results and make them easy to understand.

1. The Analysis of Students' Answers

Section One: Personal Information

1.30 Students who are a mixture of males and females (37% male and 63% female).

2.77% of them choose themselves to study English; however, 23% were imposed.

Section Two: Speaking Anxiety Causes

Q3: how do you feel when you are asked to speak in class?

The table above displays measurement of anxiety within second year EFL students at M'sila University.

	Total number of students	Anxious	Comfortable
Number	30	19	11
%	100%	63%	37%

Table 01: Measurement of Anxiety within Second Year EFL Students at M'sila University.

We found that 19 students who represent 63% of the class feel anxious when speaking in front of their peers; however, 37% feel comfortable in the same situation. In one hand, 87% of

students who feel anxious stated that they feel anxious only in certain situations; in the other hand, 13% of them are naturally anxious it means anxiety is an aspect of their personality.

Q4: why do you feel anxious? Is this due to?

Now, we move to investigate the causes of anxiety according to students' answers. We have suggested many causes in the questionnaire and we gave students the chance to suggest other choices and we came up with the following results:

Causes of anxiety	Number of students	Percentage
Lack of linguistic competence	17	59%
Lack of motivation	4	14%
Lack of self-esteem	8	27%

Table 02: Causes of Second year Students' Speaking Anxiety.

17 from 30 students (59%) refer to the lack of linguistic competency as a cause of their anxiety and 27% of the students consider lack of self-esteem responsible for their anxiety. However, only 14% of students stated that motivation provoke their anxiety.

Q5: does severe error correction demotivate you to speak in class?

We deduce from a great portion of students' answers (64%) that severe error correction from the part of the teacher motivates them to speak .

Q6: do you think that competition with other classmates?

94% of students stated that competition with other classmates also motivate them to speak.

Q7: do you feel anxious when your classmates mock on your mistakes?

However; 67% of students state that they sometimes feel anxious and unmotivated when their classmates mock on their mistakes and 30% of them said they never feel anxious in such situation, 20% of them are rarely feel anxious when their classmates mock on their mistakes

and only 3% stated that they always feel anxious and unmotivated in the same situation for that they to remain silent rather than being the laughing stock of their classmates.

Q8and Q9: in which kind of speaking activities do you feel comfortable?

Investigation about which speaking activities provoke anxiety and which is not lead us to the results summarized in the following table:

Speaking activities	Percentage of anxious students	Percentage,of,comfortable students
Role play	77%	23%
Free Discussion	33%	67%
Information gap activity	60%	40%
Storytelling	70%	30%

Table 03: Percentage of Anxiety in Speaking Activities.

It is clear from the table that 67% of students feel more comfortable in free discussion task and 77% of them feel anxious in role play and70% in storytelling task. However, information gap activity provokes anxiety for 60% of students.

So, we can conclude that the most anxiety provoking activities for most of second year EFL students at M'sila University are role play, storytelling task and information gap activity

Q10: do you feel anxious in oral tests?

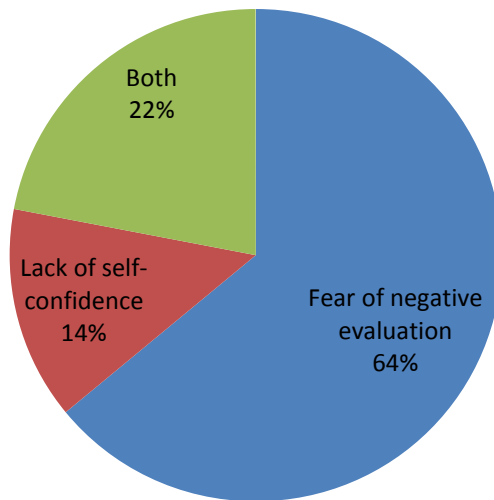
We have also investigated oral tests as a source of anxiety and we come up with the results shown in the table below:

Percentage of students answers	Choices(yes ,no ,somehow)
56%	Yes
27%	No
17%	Somehow

Table 04: Oral Tests as a Source of Speaking Anxiety.

Q11: is this due to?

It is obvious that oral test is one of the most anxieties provoking factor in speaking English. Generally students feel anxious in oral tests mainly due to fear of negative evaluation and lack of self-confidence or both as the chart indica



Figures 01: Causes of Anxiety in Oral Tests

2. Analysis of the Teacher's Answers:

Section One: Personal Information

10 teachers of oral expression 17% male and 83% female.

Q2: how long have you been teaching English?

Numbers years	Subjects	%
32years	01	10
24years	01	10
10years	01	10
09years	01	10
07years	01	10
06years	01	10
02years	02	20
01 years	02	20
Total	10	100

Table05: Experience in Teaching.

The highest percentage is that of teachers who have been teaching for one and two years.

Q2: are you teaching oral courses?

Options	Subjects	%
Yes	09	90
No	01	10
Total	10	100

Table06: Teacher's Concern of the Speaking Skill.

As shown in this table, except one questioned teacher, i.e. (10%) answered negatively. Nine of the teachers (90%) who answered positively the question, indicating that the oral skill are their major teaching concern.

Section One: EFL Student’s Speaking Problems in Class.

Q3: what are the challenges you face in teaching speaking?

Statistics shows that teachers face many problems in teaching speaking. Starting by materialistic problems, out of ten, two teachers claimed that they do not have sufficient time and equipments. Three teachers said that the group size of the students when teaching speaking is huge what makes it difficult for the teacher to meet every student’s needs. Psychologically, 75% of teachers are always in struggle with the lack of motivation, lack of self confidence, and anxiety on the part of their students as the major obstacles they face when teaching speaking, those in turn makes it difficult for the teachers to evaluate students according to their real level. However statistics reveals that most teachers consider anxiety as the main reason for the impediment of speaking skill enhancement.

Q4: what do you find most needed item of speaking?

Options	Subjects	%
Grammar	04	40
Pronunciation	04	40
Vocabulary	02	20
Others	00	00
Total	10	100

Table07: Teacher’s Perception of the Most Needed Items of Speaking.

According to this table, the majority of the teachers (80%) claim that their student's needs in spoken English are in terms of grammar and Pronunciation (40% for each category). They are followed by vocabulary (20%). All the teachers agree that all the language areas need improvement. To begin with, grammar helps in mastering the language and using it correctly. Also, the more learners practice, the better pronunciation they will get.

Q5: What types of activities do you choose for speaking skill?

It is obvious that teachers in EFL classes use various tasks in teaching speaking to meet students' needs. Statistics shows that ten teachers from second year English department use the following tasks presented in the table below:

The tasks	Percentage%
Role play	100%
Information gap activity	42%
Free discussion	92%
Story telling	67%
Others	50%

Table08: Percentage of Types of Speaking Tasks Used by EFL Teachers.

It is clear from the table that role play, free discussion, and storytelling tasks are the most used ones. However; information gap activity is in the last of the list. In addition to these activities, some teachers choose others like quizzes, songs, language games, and pictures.

Q6: for what purpose do you choose this kind of activity?

Teachers justified their choices of these activities as it is presented in the grids bellow:

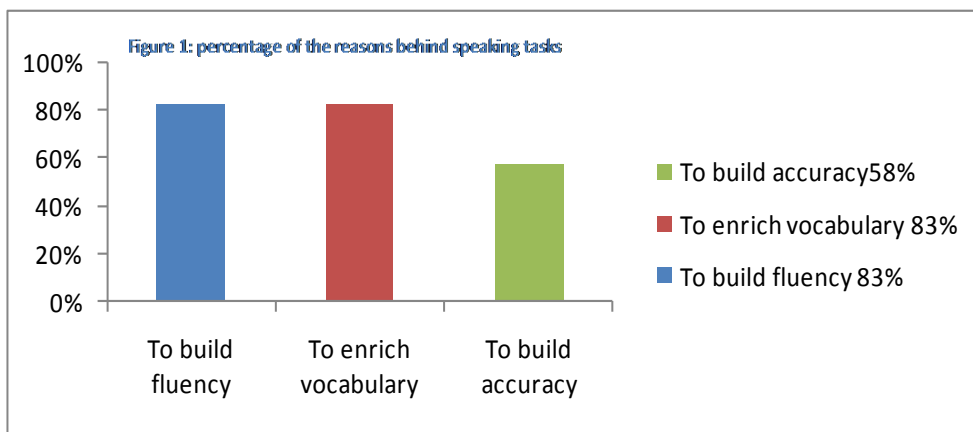


Figure 02: Justification for Choosing Speaking Activities

Section Two: Teacher's Perception of Motivation

Q7: do you motivate your students to speak?

Options	Subjects	%
Yes	03	30
No	07	70
Total	10	100

Table09: Teacher's Perception of Student's Motivation in Speaking.

Turning now to motivation, two aspects will be discussed here. The first point is whether or not the teachers are motivating their students to speak in English. The great majority has indicated that they do not motivate their students (a total of 7 teachers or 70%), while only 3 out of 10 (i.e. 30%) motivate their students. Unmotivated students can be due to many factors, such as lack of self confidence, lack of interest in the speaking subjects, fear of making grammatical mistakes etc.... The role of teachers in enhancing students' motivation has been found to have great effect on enhancing student s' performance in the target language; thus, teachers should find their ways to motivate their students.

Q8: if, yes how do you do to motivate them?

Only 1 teacher (out of 3) who answered "yes" did not provide any justification for his answer. For the rest who answered "yes", (2 of them) they explained that they raise their students' motivation through different ways. In the first place, selecting topics of students' interest which stimulates them to use English. Also, organizing classroom debates about current topics and bringing in interesting activities encourage students to exchange ideas. Moreover, creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. One teacher answered that role-play and language games are an excellent ways of motivating students to speak. In sum, teachers' awareness of different ways of raising students' motivation can be of great benefits in increasing students' oral participation. In my opinion, motivation is what keeps teachers teaching and their students learning.

Q9: what kinds of mistakes do students make?

Kinds of mistakes that students' commits for teachers' perspectives: all teachers declared that most students commit grammatical mistakes, misuse vocabulary, and mispronounce words which mean that they are linguistically incompetent.

Q10: why do students feel anxious? Is this due to?

The table bellow contains results about the causes of students' anxiety according to teachers' perspectives

Causes of Anxiety	Percentage
Lack of self-confidence	75%
Lack of intrinsic motivation	8%
Oral tests	17%
Lack of linguistic competency	92%

Table10:Percentage of the Most Frequent Mistakes Committed by Students.

Besides, 92% of teachers claimed that students more comfortable when they work in pairs; they stated that individual works increase their anxiety.

Q11: do you evaluate your students' oral production?

Options	Subjects	%
Yes	10	100
No	00	00
Total	10	100

Table11: Teachers' Evaluation of Speaking

Evaluation is recognized by many teachers to be an essential aspect of foreign language teaching. Along the analysis of the results, we found that all teachers (100%) provide evaluation for oral production.

Q12: if yes, do you prefer?

Options	Subjects	%
Peer evaluation	00	00
Teachers evaluation	10	100
Total	10	100

Table12: Teachers ‘Preference for Evaluation Type

All the teachers (100%) expressed their preference for the teacher – evaluation. these teachers have a tendency for the belief that the teacher is the only one who can judge the students ‘production

3. Results of observation:

For observation, we attended second year class in the department of English at Msila University. Our main concern was to investigate how much students are competent in speaking skill during oral expression sessions, we observed the following:

1. Pronunciations difficulties: students mispronounce the majority of words, even though they are simple, what indicates that they do not practice phonetics well, or they do not benefit from phonetics sessions and listening activities.
2. Limited range of vocabulary: students lack vocabulary, they often seem groping for words to express their ideas, this issue makes their speech full of cuts.
3. Grammatical and structural mistakes: students are not able to form complete correct sentences in English; this indicates that they do not master grammar rules and structures. They usually make mistakes concerning tenses, articles...etc.
4. Lack of self-confidence: some students seemed unconfident when speaking English in front of their peers, this problem affect their performance so they make mistakes.

5. Mother tongue interference: When students speak English, it seems clearly that their mother tongue influences their speech, as if they speak Arabic in English, so the target language loses its purity.
6. Anxiety: this issue characterizes students' psychological state when performing a task. They seem uncomfortable and apprehensive.
7. Fluency problem: All students are not fluent speakers; they do not use English smoothly and accurately.
8. Learning by heart: To avoid all the problems we have already mentioned, second year students during oral sessions attempt to learn their roles by heart to avoid teachers' misevaluation.

Conclusion:

To sum up, statistics shows that even though they are motivated, a great portion of students at M'sila University feel anxious when speaking English in front of their classmates for many reasons. The most prominent ones are; the lack of linguistic competency, and the lack of self-confidence, anxiety this issue characterizes students' psychological state when performing a task. They seem uncomfortable and apprehensive Also, we have found that all oral expression teachers are aware of the negative effects of anxiety on their students' level. Hence, they give importance to speaking tasks in order to meet their students' needs and reduce their anxiety. They also use multimedia techniques, suggest up dated topics to motivate them to speak.

General conclusion

General conclusion:

English foreign language students are always in struggle with speaking skill which seems to be challenging for them. In addition to the difficulties they face in mastering that language; we noticed that most of students do not feel at ease when they speak the target language, in other words, most students feel anxious when speaking English in front of others.

The present study is a total of three chapters. The first and the second chapters are the descriptive part. As for the third chapters, we have administered questionnaire one for students and another one for teachers. The first chapter mainly outlines some of the theoretical issues related to speaking skill. The second chapter provides to discuss anxiety from its different angles. The third chapter is concerned with analysis of the obtained data gathered from teachers and the student's questionnaire.

For that, we have investigated this issue through, first, by reviewing literature, second, analyzing data which we collect through observation and questionnaires. In this section we will discuss and compare results of the practical part with findings in literature review. First, similarly with the theoretical part results of the practical part about the causes of anxiety show that second year EFL learners feel anxious mainly due to the lack of linguistic competency, the lack of self-esteem, oral tests and in role play, storytelling tasks. However results reveals that lack of motivation, competition, severe error correction, teachers' questions do not provoke any kind of anxiety, and most of students state that competition with other classmates motivate rather than demotivate them. Second, in the theoretical part we have dealt with different points of view about the role of anxiety in speaking foreign language; we stated that anxiety can be facilitating and debilitating as well, but we deduce that anxiety can never be a facilitating factor in speaking

foreign language. Third, the practical part determine to which type of anxiety do second year EFL students belong; the results indicates that speaking anxiety belongs to situation-specific anxiety and second year learners' anxiety is known as state anxiety.

It is also interesting to say that analysis results confirm 100% what comes in the practical part about the criteria for choosing speaking tasks that teachers should use. We found that oral expression teacher at M'sila University take all those criteria into consideration when teaching speaking. In this turn, those later results assure that teachers are aware of anxiety as a psychological problem that face students when speaking English in class; for that, they use different techniques in order to improve students' speaking skill and reduce anxiety.

Recommendations:

This research is of great importance for both students and teachers, because knowing about anxiety help students to discover the real causes that impede them to speak in English. It is also crucial for teachers to be aware of the obstacles that hinder their students to do better during oral classes. Therefore, we propose the following suggestions in order to help both teachers and students improve speaking skill and reduce anxiety:

- ✓ Speaking tasks should fit students level and suit their preferences
- ✓ Diversity in speaking tasks is necessary
- ✓ Teachers should use listening tasks and multimedia equipment because they are helpful in improving pronunciation and building fluency.
- ✓ Students should respect each other and should not mock on one another mistakes
- ✓ Students should be more responsible of their own learning

✓ Teachers should motivate students to work in pairs and to speak the target language between them all the time.

✓ Both teachers and students should create a competitive atmosphere in class.

Teachers should give speaking opportunities to all students.

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Appendices

Appendix01: Questionnaires for students
Mohamed KHIDER University of BISKRA
Faculty of Letters and Languages
Department of English
QUESTIONNAIRE
FOR SECOND YEAR STUDENTS OF ENGLISH IN M'SILA

Dear students

These questions serve as a data collection tool for master degree in language sciences language. It investigates anxiety in speaking English as a foreign language. Your answer will be of great help to us. Would you tick appropriate answer or give your own wherever it is necessary. Thank you for your cooperation.

WEDJDAN Hadjab

General Information:

-male.....

-female.....

Q2: was the study of English your personal choice?

-yes.....

- No.....

Q3: how do you feel when you are asked to speak in class?

-anxious

-comfortable.....

Q4: why do feel anxious? Is this due to?

-the lack of motivation

-lack of linguistic competency.....

-Lack of self- confidence.....

Other

suggestions.....
.....
.....

Q5: dose severs error corrections demotivate you to speak in class?

-yes.....

-no.....

Q6: do you think that competition with other classmates?

-hinder your progress.....

-motivate you to work hard.....

Q7: do you feel anxious when your classmates mock on your mistakes?

-always

-sometimes

-rarely.....

-never.....

Q8: in which kind of speaking activities do you feel comfortable?

-role play.....

-free discussion

-information gap activity

-story telling task.....

Others

.....

.....
.....

Q9: in which kinds of speaking activities do you feel less comfortable?

-role play

-free discussion

-information gap activity.....

-story telling task

Others

.....
.....
.....

Q10: do you feel anxious in oral tests?

-yes.....

-no.....

-somehow

Q11: is this due to?

-lack of self confidence

- Fear of negative evaluation

-both.....

Other reasons

.....
.....
.....

Appendix02: Questionnaires for Teachers

Mohamed khider University of Biskra

Faculty of Letters and Languages

Department of English

Questionnaire

For Teachers of English in the English Department of M'sila University

Dear teachers

These questions serve as a data collection tool for master degree in sciences of language. It investigates anxiety in speaking English as a foreign language .Whatever your qualifications and experiences in the field your answer will be of great help to us. Will you tick appropriate answer or give your own wherever it is necessary .Thank you for your cooperation.

WEDJDAN Hadjab

Personal Information:

-male.....

-female.....

Q1: how long have you been teaching English?

Q2: are you teaching oral courses?

-yes.....

-no.....

Section One: EFL Student's Speaking Problems in Class

Q3: what are the challenges you face in teaching speaking?

.....
.....

Q4: what do you find most needed item for teaching speaking?

-grammar

-pronunciation.....

-vocabulary.....

Other reasons

.....
.....

Q5: which types of activities do you choose for speaking skill?

-role play

-information gap activity.....

- Free discussion task.....

- Story telling task

Others.....

.....
.....

Q6: for what purpose do you choose this kind of activity?

-to build fluency.....

- To build accuracy.....

- To enrich their vocabulary.....

Other reasons.....

.....
.....

Section Two: Teacher's Perception of Motivation

Q7: do you motivate your students to speak?

-yes.....

- No

Q8: if yes, how do you do to motivate them?

.....
.....
.....

Q9: what kind of mistakes do students make?

.....
.....
.....

Q10: why do students feel anxious? Is this due to?

-Lack of self – esteem

-lack of motivation

-oral tests.....

- Lack of linguistic competency.....

Q11: do you evaluate your students' oral production?

-yes.....

-no.....

Q12: if yes, do you prefer?

-Peer evaluation.....

-teacher's evaluation.....

المخلص:

هذا البحث الأكاديمي يسلط الضوء على القلق و التوتر النفسي الذي يعرف انتشارا واسعا في أوساط طلبة اللغة الإنجليزية أثناء حصص التعبير الشفهي. فنظرا لصعوبة إتقان التحدث باللغة الأجنبية الذي يشترط اكتساب رصيد لغوي كل كاف و الاستعمال السلس للمفردات حسب السياق و تجنب الأخطاء اللغوية، يتوجب على الأستاذ أن يأخذ بعين الإعتبار المعايير اللازمة في اختيار التمارين اللغوية المناسبة التي تتماشى و احتياجات الطلبة كما يجب عليه إتباع طرق منهجية في تصحيح أخطاء اللغوية التي يرتكبها الطلبة. كما انه لا يخلو من الأهمية مراعاة الجانب السيكولوجي للطلبة، حيث للقلق و التوتر النفسي تأثيرا بالغا في أداء الطلبة فهذه الحالة النفسية تسيطر على معظم الطلبة أثناء حصص التعبير الشفهي مما يحول دون إبراز مستواهم الحقيقي . وهذا المشكل قد يحدث بسبب طبيعة الطالب نفسه أو بسبب الوضعية التي يكون فيها، مما يجعله ينسى الكلمات، يتأني، يخجل و يتردد في الكلام. وهذه الأعراض تمكن الأستاذ من التمييز بين الطلبة الذين يعانون من هذه الظاهرة و مساعدتهم للتخلص منها من خلال معرفة الأسباب المؤدية إليها. توصلنا في بحثنا هذا إلى أن العجز اللغوي و بعض التمارين التي لا تتوافق و مزاج الطلبة وكذا الامتحانات الشفهية هي المسؤول الأول عن هذه الحالة النفسية. لذا ارتأينا اقتراح بعض التوصيات التي قد تساعد كل من الطلبة و الاساتذة للحد من هذه المشكلة.

Résumé:

Cette recherche académique discute l'anxiété concernant l'expression orale pour les classes d'anglais étant langue étrangère, l'expression orale considérée comme priorité dont les étudiants sont sensés d'acquérir le maximum de vocabulaire et d'apprendre son usage dans différents contextes. Aussi, d'éviter les erreurs de précisions pour aboutir à la maîtrise. Pour cela les enseignants doivent prendre en considération les critères de choix pour les exercices de l'expression orale pour venir au bout des besoins et préférences des étudiants. Aussi d'adopter une stratégie efficace pour la correction des erreurs de la part des étudiants en tenant en compte l'importance de l'aspect psychologique de l'étudiant puisque a été remarqué que les étudiants ressentent l'anxiété lors de l'utilisation de la langue étrangère devant d'autres étudiants, oubli de mots, balbutiement, et perte totale de la parole, et ça influe négativement sur leurs compétences communicatives. Les recherches ont trouvé beaucoup de sources d'anxiété mais l'absence de la compétence linguistique, l'auto estime, et les tests en général sont parmi les majeurs. Cette recherche propose quelques suggestions qui pourront aider les étudiants et enseignants à améliorer le module et réduire l'anxiété.