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**Option: Didactics**

**EFL teaching strategies and students' apprehension in learning  
the English language.**

*Dissertation submitted to the department of English Language and Literature in  
Partial fulfillment of the Requirements for the Degree of Master*

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## **Declaration**

We hereby solemnly declare that the work we are going to present in this thesis

**EFL effective classroom strategies and students' apprehension in learning English language for first year university students of Mohamed Al Bachir Al Ibrahimi.**

Is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at El Bachir El Ibrahimi university of Bordj Bou Arreridj, Algeria.

**Date:**

**BOUGUERRA Hadil Zohra**

**BOUKHALFA Lina**

*Dedication 01*

*To my father who was longing to see me in the white apron  
and passed away.*

*To my mother, the source of my security and strength.*

*To my second father, my lovely Riyadh.*

*To my sweet sisters Radia, Abrar and Khanssa.*

*To my soul friend Chahrazed.*

*To my second half, my constant supporter.*

## Dedication 02

*This work would not be done without some people motivation.*

*I offer this precious work to my beloved parents Smati and Salima for their prayers, love, support and encouragement. I also thank my dear grandmother for her precious and prayers that accompanied me during my entire journey. I owe a special thanks to my lovely sister Meryama for his prayer, love, support and encouragement I, dedicate this work to all my friends and special gratitude goes to my beloved friends Aya, Cherifa.*

*A special thanks to our supervisor Dr. Abdelmadjid BENRAGHDA for his encouragement, his cooperative.*

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Thanks to God, who has facilitated the path for us to reach this stage, which will be the end of the educational journey for some of us to practical life and the beginning of a new journey for others.

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Our last thanks are to ourselves for our cooperation in this work

## **Abstract**

This study attempts to investigate EFL teachers' effective classroom strategies and first year university students' apprehension in learning the English language. It focuses on the effectiveness of classroom strategies made by EFL teachers and the students' apprehension in learning English language in first year university ' classes. This study has contained two parts, theoretical part which tackles the dominance and spread of the English language in the world and its ability to take a prominent place in the societies of other countries. Several EFL teaching strategies that are used in the first year English classes and their effectiveness to make learning more successful and discussed the problem of apprehension in learning English. Also it investigates the causes and factors behind this problem as well as, concluded by trying to find solutions for this issue. The second part is a practical one for collecting data in which we used the quantitative questionnaire for first year university students at Mohamed Al Bachir Al Ibrahim (169 students). And an interview was addressed to first year English teachers of BBA University (3 teachers with different experiences in teaching). The aim of this study is to know which classroom strategies EFL teachers use to teach first year English university students. How could the strategy be effective? What are the causes and factors of student's apprehension? How does a first year university student overcome his / her apprehension in learning the English language? While both of EFL teachers and learners have to develop the teaching and learning process. While the great responsibility rests with the teacher as he/she is the monitor, the instructor and the guide. When teaching English as a foreign language, teachers should teach the English language by using various strategies to increase the motivation of the students to study the English Language. Moreover, they should work to increase the interaction between them and the students. We hope that this study will be useful to both first year English teachers and students of BBA University and find support for them.

**List of acronyms**

EFL: English as a foreign language.

ESL: English as a second language.

TEFL: Teaching English as a foreign language.

DVD: Digital Versatile Disc.

SPSS: Statistical Package for Social Sciences.

TPR: Total Physical Response.

HSS: Human and Social Sciences.

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### المخلص

# General Introduction

## **1. Introduction:**

Learning a new language pushes people to know exclusive cultures and different points of view. It can supply them with high-quality attitudes that may enhance their usual well-being. Thus, gaining knowledge of a new language offers psychological benefits, and develops distinct approaches of thinking. Although English is neither the leading language, nor is it the language spoken by all the world's population, it is still the official language of fifty three countries, where it is considered as the primary language of 400 million speakers, and this is not all. If for instance, you met someone from another country, both of you will be able to speak English, as it may open many doors in the field of work, study, and may also promote cultural exchange. In Algeria, the English language is considered a foreign language. Students start studying it from the pre-secondary stage, unlike the French language, which is considered a second foreign language that students begin to study at the primary level. With regards to the beginning of studying the English language, at that level student studies this language three times a week with professors specialized in this subject, they take two interrogations in each semester and an exam at the end of it. In fact, the new curriculum is consistent with the school system in Algeria. The first four years at school are about promoting the discoveries and the development of the child, emotionally, physically, as well as socially. However, the learning phase does not stop here; they will continue to study this language even though their academic path has ended.

Teaching English in Algeria should follow the goal mentioned below, which helps the community to recognize and use this language almost on a daily basis, in order to live in harmony with the ongoing developments, this can be achieved by providing students with linguistic tools that play a key role in effective communication. Supporting national and shared values, developing students' cultural criticism and tolerance between them and worldliness.

To be fully aware of the importance of the English language at the national and global level, it is crucial to pinpoint that the world has become a small village, and people who developed the Algerian curriculum must indeed consider English as another important foreign language alongside French in order to be integrated into the educational system. In other words, language analysts should aim at conducting a brief exploration of the teaching of this language as a foreign language in the Algerian concept, and it should also aim at shedding light on the curriculum and goals proposed by the Algerian authorities (June 1999) for both teaching system of the middle and secondary Schools.



If you imagine that you are a student sitting with a stranger in the classroom who speaks a foreign language that is difficult for him to understand, you can understand how frightening it can be when the teacher begins his lesson directly with no ice-breaking activity. One of the things that the teacher should know is that the student does not study and does not like to study with people he does not like and does not feel comfortable with. Every teacher at the beginning of the school season has to know who his/her student is, how to deal with him/her, and what he/she likes. In other words, it means it is crucial to know the student before engaging in the actual teaching/learning process. Teachers must help their students to study well and to create an atmosphere of comfort to increase their interests in studying the subject of the module, motivate them to create new ideas and improve their ability to practice the English language comfortably. They also correct their mistakes by themselves, and this is due to the effective strategies, work and effort. Therefore, teachers should spread a positive atmosphere when correcting them and giving them any exercises. This actually requires patience from the teacher, it is also important that teachers bear in mind that they need translation and repetition and repeat the question to make it more clear for them to understand and also give them a chance to think.

Teaching English to students with a limited explanation of the language makes learning difficult and seems like a daunting task for them. Teaching fluent speakers of the language are not that different from teaching foreign students, one just has to put some basic factors to be tackled for any section and lesson. The lessons should be organized to make the students understand simply and make them share their ideas and all their needs.

Teaching a group of students from different cultures with different methods, can trigger the language barriers that can be a daunting, which may also take some time overcoming them, however, it urges the learner to search and find the proper strategies. There are two strategies for teaching English to learners, teachers play a key role in organizing the department. The professors are very well known for their primary role in educating students under their attention and beyond that they play other roles. They create music for study and create a good class to enable students to study comfortably. Teaching knowledge to students is the primary role that the teacher plays, so he must make sure that he communicates it to them so that the process of understanding becomes easy. All knowledge must be clear to the students by creating a good environment for study which is important, as this plays a key role in determining the environment in which the student studies. Making a positive environment is important, for example: when a student is nervous and in a state of anger for some reason, here he will make the department's environment negative, in other words, motivation is an

important factor in a student's success in learning English and teachers have an important role in helping students develop this motivation. Offering different types of exercises to perform, highlighting successes, encouraging students to ask questions, demonstrating a passion for the course and showing student progress are actions used by teachers who aim to develop students' motivation.

Different types of exercises:

How can they display different types of exercises that are practical and also have an effect on motivating students to study any language?

To motivate students to learn a language, teachers at your language school may offer different types of exercises and encourage small steps. But the question is: how does valuing success affect the motivation of students in your language school?

Learning a new language is not always easy and fast, sometimes it may be even slow. Even adults love to pat themselves on the back when they do a good job.

Congratulating the students of your language school when they achieve something is a good way to motivate students to persevere in their learning.

Open space for questions

How does encouraging students to ask questions motivate them to want to know more about the language they are learning?

Questions are a great way for students to show some misunderstandings or motivation to learn more about the concepts and to learn about a new language. Teachers should therefore encourage students to ask relevant questions in order to motivate students in your language school. Passion and Positive energy spread fast, but how does a teacher's passion affect students' motivation in a language class?

A teacher's lessons are often much more interesting when the teacher shows students a great passion for the language he teaches. This passion transmits to the students and will eventually motivate them to want to learn more about this language and they will want to take more courses at your language school. Track and recall student's progression, how can showing a student's progression motivate them to want to learn more? Students learn new content with each lesson. Sometimes they may forget that they have seen certain materials. The teachers can show the progress that the pupils have made in order to inform them that they have already learned this subject and this can also motivate them because these pupils will see that they have acquired new knowledge of this new language and they will have the feeling that

they have achieved new things in your language school. These tips will motivate students to come and learn new languages at your language school. Moreover, if they have been well motivated by your language school, they will tend to share this great experience with other students who also wish to learn new languages. When a teacher knows the topic that he will present, he will know what they are talking about, what he is delivering, how they attract the attention of the students, and also the extent of his interest in the topic. It takes a lot of time to think about the questions that the audience asks, and here, of course, he will definitely have the answer. The teacher should be very organized most of his time, and he should be keen to present a sufficient amount of information that he presents using audio-visual tools. He then visits the place where he will present his research to find out where he is conducting his research, and where the challenges arise. When someone is afraid of something, he/she can overestimate the likelihood of horrific things that could happen. List your precise worries. Then without delay venture them by capacity of identifying and analyzing, therefore, tackle them and overcome them.

### **1.2. Background:**

Brophy (1988) defined lecture room administration as an action taken to create and preserve a study surroundings conductively to the attainment of the desires of practice arranging the physical environment of the classroom, establishing guidelines and procedures, keeping interested to lessons and engagement in educational activities.” (p. 21). Classroom management is a set of methods and capabilities that permits a trainer to manipulate students correctly to create a high quality learning environment. Liv and Bobchuk (2018) declared that lecture room management is associated with the problematic and dynamic interplay between students and teachers in the procedure of merchandising academic, social, and emotional improvement in a study room setting. This is why “teachers must deal with surprising activities and manage the college student’s behavior using fine school room management strategies.

### **1.3. Statement of the problem:**

Frequently hinge about being anxious whilst getting to know to learn English as a foreign language in oral expression classes and declare to have an intellectual blockage against learning this overseas language. This difficulty needs a deep investigation and a careful data analysis on the phase of the researchers. Other researchers in our department have previously taken this location of research, however, there had been necessary points that have not now been dealt with, like the signs and symptoms of FL anxiety; In addition to taking the learner into consideration as a vital exaggerated element in the studying process. For these reasons we

divided to conduct this research to seem for the motives of EFL apprehension, and the strategies that ought to be used by way of the teacher to minimize these affective factors.

#### **1.4. Research objectives:**

This study aimed to check out the role of teaching strategies That English teachers use in the classroom, when they teach first year students of English at Bordj Bou Arreridj University. This study also has a huge importance on using these strategies to reduce students' apprehension.

#### **1.5. Research questions:**

This research includes these questions

1. What classroom strategies do EFL teachers use to teach the English language?
2. What reasons and factors are behind the apprehension of the English language for first year university students?
3. How effective are these strategies for first year university students?

#### **1.6. Hypothesis:**

Based on the research questions, this study hypothesizes:

1. EFL learners have a big problem in learning English which is apprehension and that letter has many reasons.
2. There are strategies and techniques can help students to face their apprehension in classroom.

#### **1.7. Significance of the study:**

This learns about was earn about to show teachers the significance of the use of Different strategies in teaching English. It furnished the teachers with Different techniques that they can use in the lecture room to teach English and Their effects on the disappearance of students' apprehension. The researcher hoped that this Study supplied the curriculum designers with techniques that need to be used.

#### **1.8. Research scope:**

This research includes EFL effective strategies for organizing the classroom and the fears that the student may face from the language skills. The research will intentionally focus on finding and supplying solutions to assist college students in creating their learning, also finding out the causes of apprehension that have an effect on the students' learning skills, and finding out the strategies that help teachers manage the classroom.

## 1.9. Definition of terms :

EFL- EFL learner- Teaching- EFL teaching strategies- Students' apprehension.

EFL: English as a Foreign Language (EFL) is the term used to describe the study of English via non-native speakers in countries where English is not the dominant language. This is now not to be pressured with English as a Second Language—also referred to as English as an Additional Language—which is the practice of getting to know English in a predominantly English-speaking country. For example, students in Algeria who are learning English are considered EFL students because English is not the country's official language. According to Gebhard (2006), EFL can be defined as find out about of English by people who continue to be in places in which English is now not used as a capacity for first language communication.

EFL learner: "EFL meaning: English as a Foreign Language is mastering English in a non-English-speaking country. For example, college students in China who are gaining knowledge of English are regarded as EFL students because English is not the country's reputable language. According to Faizal (2011) "English as a foreign language, indicates the. Use of English in a non-English-speaking region." English as a foreign language (EFL) refers to the use or learn about of English through audio system with one of kind native languages.

Teaching: the profession of those who supply instruction, specifically in a fundamental faculty or a secondary faculty or in a university. In much cutting-edge usage, the words 'teaching' and 'teacher' are wrapped up with education and schools. One way of coming near the query 'What is teaching?' is to seem to be at what those called 'teachers' do – and then to draw out key traits or activities that set them apart from others. The problem is that all kinds of matters are bundled collectively in job descriptions or roles that can also have little to do with what we can sensibly call teaching. As John Brubacher (1939), "Teaching is association and manipulation of a scenario in which there are gaps or obstructions which an individual will seek to overcome and from which he will analyze in the course of doing so". B.O. Smith defined teaching as "Teaching is a machine of actions intended to induce learning.

EFL teaching strategies: Teaching strategies are techniques and methods that a teacher will use to support their scholars or students through the gaining knowledge of process; an instructor will chose the instructing strategy most suitable to the theme being studied, the degree of expertise of the learner, and the stage in their gaining knowledge of journey. In one lesson an instructor may also use many extraordinary instructing strategies with one-of-a-kind give up goals. The most high-quality instructing strategies are those validated to work over massive scale trials. There is no requirement for a teaching method to be revolutionary even though of route some of them are. As Lawton defines, "teaching approach is a generalized

design for a lesson(s) which encompass shape favored learner behavior in terms of desires of directions and define of planned tactics quintessential to enforce the strategy.

Student's apprehension: is a pattern of anxiety, mounted often in the basic grades, which can profoundly affect lots or all of a student's oral communication, social skills, and self-esteem. This digest examines some reasons and penalties of conversation apprehension and ways in which it can be diminished. As Horwitz, and Cope (1986) in their popular research define foreign language anxiousness as "an awesome complex assemble of self-perceptions, beliefs, feelings, and behaviors associated to school room language studying bobbing up from the strong point of language learning process' and according to Clement (1980) described foreign language anxiety as a complex assemble that offers with learners' psychology in phrases of their feelings, self-esteem, and self-confidence. Emphasizing the unique feature of FLA, Young (1992) described it as an intricate psychological phenomenon extraordinary to language learning.

#### **1.10. Summary:**

This part is tackled with a general review of the topic. Teaching strategies that taught by teachers to EFL learners are illustrated in the research questions, as well as, followed by the main objectives, which aimed to discover the reasons and impacts of apprehension faced by first year English learners at Bordj Bou Arreridj University. Additionally, this study discussed the research problem, hypotheses, significance and scope of the study and concluded by the definition of keywords.

Chapter One:  
Literature.  
Review

## **2. Introduction:**

The worldwide spread of English is just one of the many different developments subsumed under the phenomenon of globalization. It is furthermore associated with boundless nobilities and, as such, is the language of globalization “Gnutzmann & Intemann (2008 p.9). Gnutzmann & Intemann (2008), see that the English language possesses the world and is termed the language of globalization, as there are over two billion people who produce the English language, which led English to become the most used language by a number of speakers that are known as Anglophones, who are more than one billion speakers and it is the third language in the world in terms of native speakers that are from Anglo sphere countries like the United Kingdom and the United States of America, where this language is natively produced by the largest number of the population about 375 million of English native speakers. In addition, English has also created a prestigious position in the world of business and trade as an official language of this domain in the whole world countries in order to facilitate the process of import, export, and trade cooperation. And the fact that the English language is the language of the American continent which in turn presides over the world in all walks of life and is the center of administration, business, commerce, and marketing. It is obvious that this language is dominant around the world. To illustrate, the first thing that companies and business owners address when applying for a job is your English language skills because it is a global language that you will need at work sooner or later. Moreover, it is the language of media and communication. Starting from the establishment of Google in 1996, which is located in California (the United States of America). It is purely an English company that helped in the spread of the language, as it is imposed on Google users to master social media applications which are also made by an American person, so it is obvious that it is purely English. Hollywood (USA) is considered the center of scientific entertainment, so it is natural that it is presented and produced in the mother tongue (English language). The latter are sometimes translated into several languages to be easy to follow by non-English speaking people, in the other side, this process makes significant contributions to the spread of American culture through films, whereas, it becomes a little awkward if they are presented in their first language in which they have made their work.

This language has successfully placed its position in the world in several domains and cultures as it is considered the language of research, communication as well as business.

Because English is not a language or something that can be overlooked especially since it is considered as the language of the world. Thousands of countries are keen to include this language in their daily life and in their curriculum. On top of that, with deep spread of this



language in Asian countries, the English language has thrived in many Asian countries, on its head, Indonesia, the Philippines, Singapore, Malaysia, and India. This language has taken its own suitable status there. As is said by Rintaningrum (2016), the spread of the English language in Asian continents is not a big surprise to make it considered “an Asian language”. He argues that despite the multiplicity of Asian countries and the diversity of languages in them, the English language has gained a high position in those countries and has become an integral part of the Asian continent.

In addition to the keenness of other countries from different continents across the world to incorporate this language into the curriculum to use it besides to their mother tongue, for example, middle east countries produce English as their second language (ESL) and that is going back to the old English colonialism, Fllavel Rogger and Geoffrey (1980, p. 2) said that, the existence of the English language in the daily life of most of the countries over the world is due to the British colonies. They see that this language remained as an effect of the English colonization, and this remained firmly established until it became considered the second language for these peoples that cannot be dispensed off. Especially since it has become the global language. In the same vein, the Cairo Egyptian Gazette declared that English is not created only for Americans, but for the whole world. By this, he meant that the English language is not limited in scope or based only on English-speaking countries, it is the worldwide language that everyone could produce and speak and master it.

North African countries cannot do anything without this language, because they use it as a foreign language (EFL). For instance, Algeria, Tunisia and Morocco produce the French language as their second language which takes a good part in their life so much so that they dispensed in their conversations with some words of their Arabic dialect. While English is just a foreign language. These countries were once victims of French colonialism and that is the reason why the French language remained entrenched in their own people like any language belonging to any colonization. Despite the fact that French has a narrow and a limited range as it is mentioned in the second edition of Teaching English as a foreign language book by Geoffrey Broughton & Rogger Fllavel (1980 p. 4); the English language proved its existence on its own in several parts in the wide world, by contrast to the French language which wanted to be concentrated in only certain places. This saying shows that the English language was able to take the leadership of the speaking world and replace other languages such as French, which was once a part of colonialism, just as the English language was. However, English did not stop there, it continued to spread and participate in all life sectors.

### **2.1. English language in Algeria:**

A few years ago, the English language did not take up much space or wide scope in the Algerian social life where people combine French and Arabic in their daily conversations. It is just a basic subject in the educational curriculum that students start to learn at the middle school divided into three or four sessions a week. Students take the first step of learning a language, including form, grammar, and vocabulary, oral and written expression. But today the spread of English in Algeria has become a reality, especially among the new generations that came to learn it as a foreign language by taking up private lessons and going to language schools. They can also learn it through the Internet from people of all ages, as this language seeps into everyday life as a foreign language first along with the Arabic language that is spoken by new generations by virtue of it expressed, while, the French language became the case of a gradual decline.

Therefore the English language is in a conflict with the French language in Algeria about who will be the second language in Algerian schools and the center of Algeria as a whole. This will have a positive impact on the Algerian state and the Algerian people because languages contribute a great deal to the development of the country and people. One of the Chinese proverbs describes learning a new language as like adding a window from which the learner would have a clear sight of the world. In another expression, learning a new language opens up new horizons for one to look around the world as much as possible, with its different cultures and beliefs. Because language is more than the transmission of information and the reception of another, the two parties understand what the speaker conveys to one another.

### **2.2. English as a foreign language EFL:**

EFL is an abbreviation for 'English as a foreign language'. Yoko Iwai (2011) defined EFL as the process of learning English language in non-English speaking countries. (E.g. Algerian people that learn English in schools are called EFL learners). EFL is designed for students, whose native language is not English in order to develop English speaking, writing, reading and listening skills of learners. EFL develops the study of the English in a country where English is not the major or the dominant language, in other words, acquiring and producing the English as an additional language inside a non-English speaking country.

### **2.3. Teaching English as a foreign language TEFL:**

Language learning is not limited to the most intelligent people, but to the ones who love to learn a new language and who has the will to master and practice it, children from six years old can learn a new language and master it through practice. Singer (1981, p 295) states that the language ability of children appears at the age of six. At this age, they can control their

syntax in a sophisticated manner, and in their linguistic lexicon, approximately 5000 words, using them, they can express most of their needs in an understandable way. In addition, Roger Fllavel and Geoffrey Broughton (p, 168) argued that there is no difference in the nature of young children' process of learning a language. The teacher can do his role in educating students to the fullest with different children from several countries and cultures by using the same methods and psychological principles. By this age of childhood; children are able to acquire a new language besides their mother tongue in many different ways, for example; YouTube channels for children (children's songs in English can teach them numbers and letters and how to pronounce them correctly), or a private teacher is able to teach them the most important vocabulary that a child needs at the age of six. Teachers could also use the oral methods to urge them to get good results which may motivate them to improve their pronunciation and this can be achieved with just a little effort. Twenty to thirty minutes present a perfect and ideal period for learning English daily. In Holland, France, and Sweden, it is obligatory for children to start learning the English language at school between 7 and 9 years old, at this age, it is appropriate to have a period of forty-five minutes to take a course in the English language. On the other side, in the Algerian school, the second language (French) is introduced into the school curriculum from the age of 8 and the foreign language (English) from the age of 11 or in the first year of the middle school.

English as a foreign language (EFL) is studied for a full hour, three or four times per week, starting with how to pronounce the letters and then how to write them, for example, the teacher pronounces the letter in front of learners and writes it with the pronunciation /ei/. Another example, B /bi/

Learning English as a foreign language (EFL) does not take the same path or the same methods, rather, it follows the age and experience of the learner. Christopher Brumfit, Roger Fllavel, Peter Hill & Antia Pincas, Geoffrey Broughton (1980) claimed that children learning the English language was not very common, as is common in the following other stages. The nature of the young learner may affect the content of the lesson and the way it is presented, for instance, adults, secondary school learners and university students do not need to listen to children's songs in order to learn numbers or letters. They need to listen to the radio or watch DVD, movies that may be helpful in acquiring new words and terms, thus helping to improve their listening and speaking skills. Weaver (1990, p. 26-27) said; the role of the student in the classroom is not only limited to listening and receiving information in a passive manner. They learn to think critically and how to process the ideas they receive, not just keep them in their minds in order to turn it to the teacher as a correct answer in the exam. Weaver argued that EFL learners are regular people who are aware and have learned the basics of the

language, they cannot always rely on information provided by the teacher in the class. Therefore, it is crucial for them to rely on their abilities to be thinkers and fluent in the language as well as strongly face their fear and apprehension, they do not stop at the information given by the teacher only. The first stage in learning a foreign language, such as English, is similar to the first stage of a young child's walking, as he relies on his parents in his first steps and then moves freely depending on himself.

#### **2.4. EFL teaching strategies:**

Teaching strategies have been defined in many several ways by researchers. According to Herrell and Jordan (2004: p.5) teaching strategies are "the approaches that can be used across curricular areas to support the learning of students". Wandberg and Rohwer (2010, p.164) define teaching strategies as a set of different structures, methods, techniques, procedures, and processes which the EFL teacher uses to present a lesson. This latter use all of these strategies to deliver clear and correct information to the learner. Additionally, (Picard, 2004), claimed that: The EFL teacher can provide lessons using these strategies, whether he is providing them alone or with other colleagues in his/her profession. The choice of using these strategies is up to the teacher, as he is the most knowledgeable of the strategies, most appropriate to the needs of his students and their intellectual level. EFL teaching strategies are a set of methods, approaches, procedures and techniques the teacher uses to convey information to the EFL learners, strategies are so many, the English teacher chooses the strategy that he or she sees fit and effective for the lesson and for the needs of the student. Ikhfi, Yudhie (2017, p.16) see that teachers are free to choose appropriate strategies for teaching students and are encouraged to use the strategy they see fit to the students' needs. Moreover, Marzano (2003, p. 6) shows the importance and difference of all the roles of the EFL teachers in the classroom. As their role is not limited only to presenting the lesson to the students, but also to organizing all the details of the semester because no teacher can present his work in a poorly organized class. Furthermore, an EFL teacher has to raise the morale of his student and make him/her love learning the language. He should also respect the student's prior knowledge to encourage his understanding of the lesson and the language. Vance (1990, p. 175).

#### **3. Types of EFL teaching strategies:**

Researchers differ in the classification of the teaching strategies between traditional and Non-traditional strategies (Nabors et al, 2012.) and those who said that the teaching strategies have to include the four language domains which are: reading, writing, listening and speaking. (Wandberg & Rohwer, 2010).

### **3.1. Traditional and Non-traditional teaching strategies:**

In the view of some researchers, EFL teaching strategies have been divided into two types:

#### **3.1.1. Traditional EFL teaching strategies:**

These are group of strategies that have been used in the past and are considered as the primary teaching methods employed in the earlier of the modern educational system (1800-1930s). Where parents pay a teacher to teach their children because there were no classrooms or schools as we know them today and classes were held in churches, halls or outdoors. Traditional teaching relies on methods that use textbooks, memorization, recitation techniques and lecture notes.

##### **3.1.1.1. Drill and Rote strategy:**

Drill and rote is known as the process of memorizing new items and every word by the student for future use; for example, students memorize before coming to an exam or a play. Teachers used to use it most of the time, so students can only master speaking and get better at pronouncing words that they have practiced for few times. It is also an effective strategy for improving phonics activities by repeating words or songs after the teacher. The teacher also can punish the students on their mistakes by making them repeat the wrong word five or more times to let them be aware of the correct pronunciation of the word. Rote and Drill activities remained to this day despite of the ongoing evolution, and the big difference between traditional and modern teaching, but its name was modified and some contemporary touches were added.

##### **3.1.1.2. Lecturing strategy:**

Lecturing is the most comprehensive traditional EFL teaching strategy at all levels which can be used among a big large number of students as most teachers prefer to use the lecture strategy because it helps in providing a large amount of information to students in a short time, and this contributes to the development of the study process. On the other hand, the students prefer this strategy because it is convenient for them, as they only listen to what the teacher says, who has the big role in the classroom. (Cashin, 2010) the latter also likes this strategy because they prefer to be passive not active, since they feel familiar and comfortable (Diekelmann, Swenson, & Sims, 2005). As well as, Nabors et al (2012) said that EFL teachers see that lecturing strategy as a more comfortable way to convey ideas as it saves a lot of effort as it is transmitted to the mind of the student directly in a short time so that he can gain the most information. According to this strategy, the students are only receivers of the information given by the teacher.

### **3.1.2.1. Advantages of traditional EFL teaching strategies:**

- Helps students know large vocabulary.
- Students can speak words fluently.
- Improve students' listening skills.
- Develop the strength of attention and intensity of focus with words of the teacher.

### **3.1.2.2. Disadvantages of traditional EFL teaching strategies:**

- Make the student become lazy.
- The student lacks emphasis on larger concepts and structures.
- Students lacks of interactivity.
- Let the student always depend on the teacher because he is always a receiver.
- Do not give importance to the writing and the reading skills.

### **3.1.2. Non-traditional EFL teaching strategies:**

In contrast to the traditional teaching strategies, Non-traditional strategies are known as “innovative, modern methods” which involve the use of technology and make the student active and more energetic to be part of the process of learning and getting into education.

Principally, Nabors et al, 2012, Paulson & Faust (1998) put that active learning is not just the transmission of information of what a teacher says and what the learner receives, but puts all the focus on enhancing learners' language skills and increasing students' concentration and attention in the classroom. Group work is one of these strategies in which the teacher orders students to work in pairs or in groups to do research or a project, this method promotes a spirit of cooperation between them. In addition, proposing some games and plays for them to act in the classroom or in the school yard in front of students with different levels to build confidence in their selves and discussion where students have the opportunity to discuss topics with each other in the classroom. Lecture strategy can also be considered as one of the non-traditional strategies but with some modifications which add energy and vitality in the classroom such as taking the role of the teacher from time to another and ask different questions throughout the presented lecture.

### **3.2. The four language domains strategies:**

English language can be divided into four domains, listening and reading which refer to the willing of the student to receive information or speech, these two are called receptive

domains by how information is received and processed in the mind of the recipient or listener. Speaking and writing are the ability to produce information, these are productive domains which present the act of how people express and exchange information. Each of which has its characteristics and skills that can appear clearly in the activities for each one.

### **3.1.1. EFL listening strategies:**

Listening is the student's ability to understand what is heard to achieve comprehension. O'Malley, Chamot, and Kupper (1989) define it as "an active process in which the listener has the ability to translate the meaning of what it said to him or her." Yaoko Matsuoka (2009, p. 32). And they added that the listener must be able to guess what is addressed to him, in addition, the listener must be competent to know the alerting power of the speech directed to him or her.

It is obvious that listening takes precedence over speech, because it is impossible for the student to produce a strange sound or letter that does not belong to his mother tongue. In order for a student to master a word or a letter from a new language, he must first hear it so that he can acquire its pronunciation.

Listening strategies contain a mixed number of skills. According to what Holden stated in (2004), all of English language skills are playing a major role in the language acquisition process and the development of relevant language skills. Researchers declared that listening teaching strategies are four types; Cognitive, metacognitive, social and effective strategies. Whereas, according to the view of Malley and Chamot (1990) and O'Malley et al (1985) "listening strategies are divided into three types of strategies, that is to say, metacognitive, cognitive, and social strategies".

#### **3.2.1.1. Metacognitive strategy:**

It refers to the reaction of the listener when listening to a part of speech or when giving attention to the speech. For example, deducing of the meaning of a word from the context can give a definition of this skill. It deals with knowing what you are learning while monitoring or memorizing.

#### **3.2.1.2. Cognitive strategy:**

It includes repetition, summarizing meaning, and practicing, analyzing and guessing meaning from the context. According to O'Malley and Chamot (1990), cognitive strategies perform a reverse process in order to manipulate roles.

### 3.2.1.3. **Social strategy:**

This strategy is different from the previous two strategies. It is concerned with the student's learning in the school environment with his colleagues and the questions posed by the students to the teacher in order to understand the subject they learned and to overcome anxiety.

### 3.2.1.4. **Effective strategy:**

This strategy is connected with the social one because it deals with the student in an environment not individually. Dat Bao (2019, p. 2) stated that the latter is linked to the strategy before it because it relates to the student's situation among his colleagues in an educational community. When the learner is in a classroom with his colleagues, he can overcome anxiety and confusion while listening, because confusion causes distraction.

## 3.2.2. **EFL reading strategies:**

Reading is a complex skill, it is the relationship between the reader and the text to create meaning and understand the context. It is the ability of a student to understand an information printed such as letters.

### 3.2.2.1. **Previewing:**

Learners have to read the text silently to have an idea about the topic tackled in this text.

### 3.2.2.2. **Predicting:**

Learners predict what they are about to read in this text at the same time, they may expect other similar texts they read before.

### 3.2.2.3. **Identifying the main idea:**

The learners after reading a text will be able to know the whole context and identify its general idea as well as summarize the text ideas.

### 3.2.2.4. **Questioning :**

Teacher use the questioning strategy to make students focus and understand well the whole meaning of the text.

### 3.2.2.5. **Making inferences:**

Learners deduce ambiguous information in the text that is explicit. Inference with the student's prior knowledge and learn about the clues in this text.



### **3.2.2.6. Visualizing:**

Students who are able to visualize when reading are more efficient at remembering than others (Pressley, 1977). The students imagine in their mind or draw the events and information written in the text.

### **3.2.3. EFL speaking strategies:**

(Communication strategies) it is the ability of a student to talk and express ideas and say what they want anywhere without confusion. Wandberg & Rohwer (2010). It is the process of conveying ideas and messages.

#### **3.2.3.1. Pair works:**

A teacher gives some activities that need two students to work in like preparing dialogues.

#### **3.2.3.2. Role plays:**

It is a massively fun strategy to do with student to help them achieve their communication skills.

#### **3.2.3.3. Preparation tasks for homework:**

It is by making students think of questions and activities about a specific topic.

#### **3.2.3.4. Learn their names:**

Addressing students by their names and directing a speech or a question to them, for example, the teacher says: "EVA, what do you think about JESSY'S answer? This is one of the strongest strategies that most teachers do not give importance to it, in addition to its role in building confidence in their selves.

### **3.2.4. EFL writing strategies:**

Geoffrey and Fllavel (1980) stated that the act of writing is unlike speaking and producing words, at first, Leki argued that teachers have to tell students that there is no native speaker for the language to write, (1992, p. 10). Because writing is the ability of the learner to communicate with others through written or printed words and information that any student needs to achieve.

Silva (1990) claimed that teachers motivate students to write and determine the form rather than the content and correctness. Because they want to encourage students to write so that they become proficient in it and then master it in terms of connections, correct sentences, and the overall meaning of the written piece. This strategy of teaching is considered as one of the most difficult strategies to teach EFL learners. Teachers must guide students and teach them

how to go hand in hand with the good writing steps and explain the objective behind students' writing, in addition to planning of some activities. Teachers also have to ensure that students do recognize the academic writing functions.

Teaching Writing (2016, p.14) Yin Ling Cheung claimed that the writing sub-processes are as follows: "Traditionally, linear process had been explicated by so many of writing teachers" (Grabe & Kaplan, 1996). Additionally, Paltridge, et al. (2009) declared that writing processes are divided into four distinct sub-processes. At first, the conceptualizing stage, writers choose the way and the words they need to compose an understandable and a coherent article in terms of ideas and structure. They meant by structure any piece of writing should contain an introduction at the beginning, a body paragraph in which the topic has to be tackled and a conclusion at the end to give a summary about the topic. The second sub-process is known by formulating or transferring ideas from the writer's mind into an orderly and a correct sentence. Revising is the third sub-process of writing, in this stage; writers take a look on their essays in order to correct and modify some points related to the content, grammar, and mechanism. Reading is the fourth and the last sub-process divided by researchers. Writers focus on their essay's instruction. They read to gather information for the essay topic. Then re-read their writing to confirm that they are answering the essay's prompts.

By the other hand, Cope & Kalantzis (1993) confirm that the Australian's teaching and learning cycles for genre instruction outlines the teaching of writing in three distinct stages: modeling, joint construction of text, and independent construction of text. Modeling stage presents the act of a teacher in presenting all information about the text, type, objective, context and the structure (grammar and vocabulary). The second stage includes negotiation of the text ideas between teachers and students using some activities in order to help students gather information and ideas about writing, whereas the last stage is called independent construction of text in which the teacher has to tell students the goal of writing essays and paragraphs. Teachers have to provide feedback and peer reviewing to the written essay, this process can effectively affect the quality of the student's writing. Roscoe, and McNamara (2014) suggest that "Successful writing cannot be defined simply through a single set of predefined features. Rather, successful writing has multiple profiles" (p. 184), this means, writing is not an easy process that everyone can master, it is an act which needs both time and patience to reach the point of successful writing.

### **3.2. Effective classroom strategies:**

By the words of Picard (2004), EFL teachers are responsible of choosing which strategies to use in teaching EFL learners according to their needs and ability to understand what they are

learning and what strategy can go hand in hand with the presented lesson. Strategies differ according to the type of the lesson and the subject. EFL effective strategies are also defined as the approaches used in various fields that motivate the student to study a foreign language (Herrell and Jordan, 2004: p.5).

Back to Wandberg & Rohwer (2010) EFL teacher should select the suitable strategies that can help to engage EFL learners to learn the language skills (listening, reading, speaking and writing)

### **3.2.1. Cooperative learning strategy:**

Teacher selects students to work in groups with each other according to their ability in different activities in order to get them used to the school environment.

### **3.2.2. Collect words from letters:**

This strategy used to achieve EFL English students' vocabulary by giving them several letters that are chosen for random to collect different words, nouns, verbs, adjectives, adverbs... For example the teacher gives this list of letters; (I.S.T.E.N.A.D.L). The student can collect different words by these letters, instead (preposition), list (Noun), listen (Verb), tend (Verb)

### **3.2.3. Group summarizing strategy:**

Students read a particular topic in groups and summarize it orally or in a written way.

### **3.2.4. A to Z taxonomy:**

Students write letters, and then select one of the letters; they have to say a word starting by the letter they choose related to the topic they study. For instance, the lesson is about Regular and Irregular verbs, the student may nominate the letter G, then think of a verb started by G and give a complete and simple sentence contains of a verb starting with G. e.g., give, gave

### **3.2.5. Numbered student strategy:**

Instead of calling students by their names, teacher gives a number to each students and ask those questions for example the teacher says: ' number 04, give me a definition about... (A question related to the topic they are learning) '.

### **3.2.6. Role playing strategy:**

Teacher suggests a topic which can be performed by students in a form of a play and each one would take a role.

### **3.3. Advantages of using EFL teaching strategies:**

According to Hismanoglu (2000) and Macomb's and Whistler (1997) see that diversity in use of teaching strategies open up great opportunities for students to learn and makes them energetic and highly motivated to learn a foreign language. Shull (1986) adds that, teaching strategies contribute to increasing students' participation during the lesson, which means they understand it so they can recall things that they did not memorize because they have already understood. Kumar (2007) stated that teaching strategies are the only way for creating an active classroom which paves the way for students to be active because the activity of students depends on the vitality of the medium in which they are taught. Moreover, Bernaus et al (2009) claimed that EFL teaching strategies affect the students' motivation, when teaching strategies are motivating, the student will be motivated and willing to learn the foreign language.

Lerner (2003) argued that any EFL teachers do not use the same strategy to teach the four language skills, whereas, they should use several strategies to teach each of speaking, listening, reading and writing skill and these later have to be reflected by the teaching strategies. In addition to Neo (2005) who believes on including both group works and pair dialogues while teaching is a helpful strategy for students to learn by interacting with each other. In the view of Cheesman (2006), the increase of the critical thinking of students and their motivation to be part of every session by participating and sharing ideas in the class is due to the teacher use of teaching strategies.

### **3.4. Disadvantages of using EFL teaching strategies:**

In 2010, Eison sees that most teachers prefer lecturing because they see that this strategy is comfortable for both the teachers and the students. They also believe that using strategies takes a lot of time in which they could not be able to continue the whole program of the content or the module. Additionally, using strategies to teach EFL learners is difficult and requires teacher's attention and time for thinking about which strategy they will use by contrast to the lecturing which goes with all lessons and sessions without any expectation; reading, writing, speaking or listening. Al - Zu'bi and Kitishat (2013) some of the strategies are not appropriate for all the students especially with different levels like STAD ( Student Teams Achievement Divisions ) strategy because high level students will take the role and they will finish the activity whereas low level students need more time to finish. Also, Facella and Rampino (2005) agree with teachers that see that choosing EFL strategies makes the teaching process most difficult, so they prefer to avoid them. However, Eison (2010) proposed some solutions to avoid all these problems, at the same time helping teachers and facilitating teaching activities, using them as they are doing short activities to gain time, and

in form of discussion to avoid the danger of not covering the material. Also, students do all the work in the classroom so this will help the teacher and decrease their energy in the classroom.

#### **4. Students' apprehension in learning English language:**

English has usually been a laborious mission for college students of English, it is viewed in the textual content of books net computers, cell phones, tabs and everything. Foreign Language Anxiety is the feeling of uneasiness, tension, nervousness, and dread experienced by non-native speakers or those who use a second or a foreign language. These feelings may stem from any second language context whether they are related to productive skills in speaking and writing, or receptive skills such as reading and listening. [1] The fear of learning foreign languages is a form that psychologists describe as a specific dysphonic reaction. Some people experience anxiety more than others and may feel anxious in many different situations. Although the anxiety of learning foreign languages is a special case, it can also affect individuals who feel very anxious in the more general situations mentioned above. Although all aspects of the use and learning of foreign languages The causes of anxiety about learning foreign languages were divided into basic elements, which are fear of communication, anxiety about exams, and fear of negative evaluation. [2] Feel the individuals who are talking about the individuals who are talking to him. And the form of everything from the forms of poetry in the performance. The fear of a negative evaluation is the anxiety associated with the learner's perception of the possibility of being seen by others; teachers, classmates or others; negative view of his/her language abilities. Horwitz (1986) divided studies on anxiety in the study of foreign languages into 3 sections: fear of communication in the English language, Fear of exams and negative evaluation and shyness and lack of students' self-confidence.

##### **4.1. Definition of apprehension:**

Apprehension in general is the feeling of fear of something, whereas, apprehension in learning English language as a foreign language is the fear of students of not being able to learn well and produce the language in a good manner.

##### **4.2. Types of students' apprehension:**

Students' apprehension in learning English as a foreign language EFL can be divided into several types and because of different reasons.

#### **4.2.1. Fear of communicating with the target language:**

Fear of communicating usually appears due to the student's inability to express his thoughts clearly. It is one of the many human universal experiences. Your difficulties with communicating are not a reflection of you. However, they are your responsibility to overcome them. You are going to have a hard time in lifestyles if you do not analyze to overcome them! Realizing that you are not by yourself in your struggle can help. Fear is made worse when it feels like you are isolated in your experience. Know that anyone may feel the same thing from time to time. You do not seem to be the only one sitting out to break through your fears! As well as the self-preserving mechanism of fear is beneficial in threatening situations. When it comes to most fear conversations, though, the scenario is not definitely threatening. Communication fear tends to stem from the concern of judgment through the character you want to talk to. Understanding whether or not your fear is rational or irrational can be helpful when attempting to work via it. For example, maybe you lately started a relationship and want to let them understand great things about you. You care about this character and you want to preserve them in your life, however, you fear that sharing vulnerably could scare them off. Any individual well worth maintaining round will desire to hear what you have to say, though, maybe you choose to ask your boss at work for a raise. You might worry that they may not take you seriously, that they will brush you off, or that you may rock the boat. In reality, the worst component your boss could say is no. It is hard to put yourself out there but you are solely getting in your personal way.

#### **4.2.2. Fear of exams and academic assessment:**

Fear of getting low grades in the subject and concern about people's negative evaluation of the student's language and his inability to leave a positive impact on the listener. In addition to Hurwitz's speech, shyness could be considered as one of the reasons which make students afraid of producing the language, being less self-confidence also prevents them from learning English and producing it.

#### **4.2.3. Fear of evaluation :**

That is considered to be a hallmark of social anxiety. Cognitive theories posit that this concern may end result from biased data processing, specifically when waiting for a nervous event (Clark and McManus, 2002). Socially anxious individuals showcase maladaptive appraisal of social situations, which is characterized by the selective retrieval of poor statistics about themselves (Rapee and Heimberg, 1997). This based on statistics is then utilized to make bad self-evaluations (Rapee and Heimberg, 1997; Clark and McManus, 2002). Rapee and Spence (2004) proposed in their influential mannequin that social anxiousness can be viewed as mendacity on a continuum: the decreased end of this continuum displays a whole

lack of social anxiety, the middle of the continuum marks a sturdy desire to be positively evaluated, and the perfect stop of this continuum is marked via an intense worry and avoidance of social life.

#### **4.2.4. Shyness and lack of self-confidence:**

Shyness may have an impact when learning involves proactive social conduct in a school room or a group, because they lack self-confidence. Shy students are often reluctant to ask questions when they do not apprehend something, and they avoid sharing their thoughts and opinions. Their abilities can go overlooked as a result, and they fail to gain the experience and competencies that are essential for skills and improve their college performance. What can teachers do to help shy children? In many cases, instructors attribute a student's vulnerable classroom participation to a lack of pastime and motivation. If they comprehend that the student's passivity is rooted in social anxiety, they will exhibit extra understanding. Shy youth do not like to be the center of attention. They can without problems lose control of their conduct in such situations; in excessive cases, they may also even suffer from a nervousness attack. It is consequently unfair to force shy teenagers into such situations except for suitable preparation. Shy college students need to be given a danger to progressively turn out to be accustomed to the social challenges they come across at school. Most importantly, they need an excessive stage of "felt security." Insisting on policies like "It's okay to make mistakes" and "We don't snort at each other in this class!" can assist shy kids reap self-confidence in the school setting.

Anxiety (apprehension) has been categorized into positive anxiety and negative anxiety (Lowe & Road, 2008, p. 39). Zheng says, "Positive anxiety is one that appears when there is a difficult task to try to control, but, although a certain level of anxiety may be beneficial, too much of it can lead to debilitating effects, which may lead to avoidance of work or performance inefficiency. (2008, p.2). So, anxiety can contribute positively to students' learning by giving them a slight boost to good results. On the other hand, excessive anxiety leads to a hindrance and disruption of learning. Too much anxiety can cause students to lose focus, forget what they have learned, repeat mistakes and neglect, and even choose wrong answers even though they know the right ones. Linguistic anxiety is a psychological condition related to the use of a foreign language, in which a person becomes unable to communicate in the language, despite his competence and control to some extent in the rules of language and acceptable pronunciation. There are three states that form the basis of linguistic anxiety on which the theoretical model of linguistic anxiety is based on, and these states are mainly related to performance. Within social contexts, language anxiety may be experienced due to

extrinsic motivators (Schwartz, 1972; cited in Shovel, 1991: 16), such as the different social and cultural environments.

## **5. Summary:**

The English language has largely occupied and spread throughout the world. It also has taken a significant place in the Arab world, especially as the Arab countries are competing in embracing this global language, which has become a standard for peoples' culture. It has also become one of the main subjects in educational institutions, as in Algeria, it is considered as one of the important foreign languages, which needs to be learned. Most of the students in the Algerian community prefer English EFL to French to consider as their second language ESL. To teach English as a foreign language, teachers follow specific strategies according to their students' needs and apprehension which present an obstacle to the learning and teaching process and have to be totally removed.



# Chapter Two: Methodology

### **3 Introduction:**

This chapter presents the practical side of this research; it aims at collecting data about the effectiveness of EFL classroom strategies and the problem of apprehension that first year university student's face in learning English as a foreign language. In order to achieve that, the investigation is a way to get to know the teaching strategies that EFL teachers use in teaching first year students of English at El Bachir El Ibrahim (Bordj Bou Arreridj University). This research also tries to investigate the problem of fear faced by some freshmen students of English. The following study tried to highlight the reasons behind this fear and the factors that lead them to be afraid of learning English language and then it tries to collect some solutions according to the articles of previous researchers and the classroom observation at hand. To conduct this investigation, a close-ended questionnaire of 12 questions was designed and addressed to 169 first year students of English at El Bachir el Ibrahim University. From 300 students, according to Krejcie and Morgan's table for determining sample size of a known population (1970), the questionnaire was designed to highlight the reasons and factors behind their apprehension about learning English as a foreign language. In addition to a qualitative interview with three of English teachers of first year in order to know what the different EFL strategies are employed to teach first year university students of the English branch and how this is done effectively. As well as, the classroom observation to ensure the validity of the answers provided by both teachers and students by attending two sessions with two different teachers and two different groups containing 25 students for each group.

#### **3.1. Research design:**

This approach has been chosen, because it goes hand in hand with the nature of the following study. This work adapted a descriptive approach to defining the reality about the true situation (what strategies can the teacher use in classroom and how can bring student's apprehension), and thereby to explain the use of strategies that can reinforce the student's understanding. In addition, using strategies is one of the suitable advants to treat with student's apprehension in the classroom.

#### **3.2. Sample of the study:**

##### **3.2.1. Students:**

First year students of English language major at Mohamed El Bachir El Ibrahim University of Bordj Bou Arreridj were taken as a sample for this study. The reason for choosing to work

with them is that they are in a transitional phase which is considered as the beginning of their academic journey and learning the English language goes deeper than it was in previous stages. In other words, English in secondary schools is easier than at the university; and the latter is considered as a substance, unlike at the University; it is a major and divided into modules such as grammar, phonetics, oral expression, etc.

From a population of about 300 students, 169 of them were selected randomly as the sample of this study. According to the table of determining sample size of the unknown population by Kregcie and Morgan (1970).

### **3.2.2. teachers:**

The English department of Al Bachir Al Ibrahimi University of Bordj Bou Arreridj has many EFL teachers. Having said that, three of first year English teachers were randomly chosen since the case study is first year, while the first one has a long experience in the field of teaching, the second was an average experience, and the third was experienced beginner in this field, they were two males and one female.

### **3.3. Data Collection:**

The objective of this data is related to the objective of the whole study. It tackled with the use of EFL teaching strategies in teaching first year university students. And the reasons of making students apprehend in learning English as a foreign language, furthermore, using checklist observation to find more accurate results and to see how teachers could make their strategies effective and how to deal with students' apprehension.

## **4. Instrument of the study :**

### **4.1. Description of the questionnaire:**

The questionnaire was distributed to first year students of English at Al Bachir Al Ibrahimi University. 169 students have participated in answering this questionnaire, they were from two groups where they were 96, and the rest of the answers were gained through the online Google forum.

The questionnaire aims at exploring the three major reasons for first-year university students' apprehension about learning English as a foreign language. The latter was divided into three sections, and each of these explores a reason that makes students feel fear of learning the English language. The first section contains six items; the first, second, third, fourth, fifth, and the sixth items, all of these present the students' situation in facing some difficulties in learning English because of their hesitation to share their ideas and the fear of being laughed

at. This can lower their affective filter which may pose/trigger other issues that can lead them to be afraid and despise learning The English language. In addition to their fear of making mistakes while learning; these reasons cannot be separated, they all are arbitrarily related to each other, each one completes the other, and students' confidence is affected by both shyness and fear of making mistakes. On the other side, the lack of students' self-confidence could make them feel confused and stressed so they can easily lose focus and make mistakes, then feel shy themselves. For this reason, they prefer to keep their ideas to themselves and the item which is definitely suspicious is whether they think that a language can be only mastered by its native speakers. The second section aims at exploring another reason for students' apprehension presented in the seventh, eighth, ninth, tenth, and eleventh item which is the fear of first-year English students of communicating with each other's using the English language. Avoiding English conversation, because they are afraid of not being able to decipher some parts of speech directed to them while they are part of the conversation or the inability of conveying a correct and clear idea. So that the second part of the dialogue may showcase what they want to say. It also aims at knowing if they can express their ideas and thoughts in a clear manner and confirm their fear of communicating in the English language. Another item added to this section is to define their preferences between reading, writing, speaking, and listening skills. The third section is presented in form of one item, the twelfth one, aimed at exploring whether the first-year students of English at Bordj Bou Arreridj University have apprehension of exams and evaluation.

#### **4.2. Description of teachers' interview:**

The interview aims at exploring the EFL teaching strategies that are used by the teacher to teach first-year students of English at the University of Bordj Bou Arreridj. The beginning of this interview aims at taking a brief definition of EFL strategies by each one of the three interviewed teachers, the second item is to explore the different EFL strategies used by each teacher in the class of first-year students. The third item aims at knowing the most important strategies that no EFL teacher can explain a lesson without using them, then, the fourth item is done to explore the way or the method, the EFL teacher uses to know whether the used strategy was effective or not and how they could differentiate between the effective and non-effective strategies. The two last items are about the EFL teaching strategies for students who have apprehension about learning the English language. The first one aimed to find if the teaching strategies are suitable for all first-year English students and the other is to explore the specific strategies used to teach those students who are afraid of learning the English language.

### **4.3. Description of classroom observation:**

Three sessions were sufficient to explore the different usage of EFL teaching strategies for first year English students. The observation lasted a couple of days. This was an attempt to verify their answers on the questionnaire and the interview. The classroom observation was based on a grid that was pre-prepared (See Appendix C) to determine the points which are needed to explore. Firstly, the explanation of the session by the teacher at the beginning of the lesson, teaching strategies used by EFL teachers to instruct first year English students, which strategies are used to teach students that fear of learning English language, how effective are these strategies in first year English language classes and how these strategies reflect students learning. The first session lasted for one hour with the oral expression class to explore the specific strategies that are used by the teacher to instruct them and how these strategies affect students. The second session was with teacher of written expression, lasted for forty-five minutes it also depends on a grid to make the observation more organized and to point out the effectiveness of the EFL teaching writing strategies. The last session also took forty-five minutes with the teacher of Human and social sciences in the lecturing hall number 1 with a large number of students, we sat in the back of the hall, taking the grid and filling all the necessary data for our research.

## **5 Data collection:**

### **5.1. Questionnaire Data collection:**

This questionnaire contains 12 items(see Appendix A) which is divided into three sections addressed to first-year university students of the English major, dealing with the factors and reasons that led them to be afraid and have apprehension in learning the English language. It was delivered online where only 73 of them have responded and the other 96 filled out the questionnaire at the end of their session, it takes from seven to ten minutes to respond.

### **5.2. Teachers' interview Data collection:**

This interview is conducted to answer the first research question which aims at exploring the EFL teaching strategies used by first year English language teachers at Mohamed Al Bachir Al Ibrahimi University. The interview consists of six items in order to gain information about the EFL teaching strategies used by EFL teachers to teach first year English students at Mohamed Al Bachir Al Ibrahimi University. It was directed to three of first year English teachers, two males and one female with different experiences in teaching at Mohamed Al Bachir Al Ibrahimi University. (See Appendix B).

### **5.3. Classroom observation Data collection:**

Classroom observation is a tool for collecting data used to support the principal tools, namely the questionnaire and the interview. The observation took place at the department of English. The latter lasted for 3 sessions: Oral expression, written expression and Human and social sciences. This tool helped us collect extra data on some EFL teaching strategies that have been used by teachers and how they were employed in each session.

## **6. Data Analysis :**

In this section, the answers of members were collected at first through quantitative method and then the qualitative method was used to assemble more tested information (perspectives) to support the previous answers (questionnaire). For the data analysis, learners' questionnaire was analyzed using SPSS. On the other hand, the interview was analyzed manually and thematically to discover and provide more different points of views of participants toward teaching strategies.

### **6.1. Questionnaire Data Analysis:**

The study that is used is descriptive statistics to analyze data. It aims at inspected the influences of apprehension on student's learning EF. The total number of the participants was 169 as a sample of 300 student of first year English branch, according to Krejcie & Morgan's table of determining sample size of population (1970). The vast majority of answers explain that the most of students suffer from shyness and less self-confidence, fear of communication and negative evaluation and exams in learning and producing English language.

### **6.2. Interview Data Analysis:**

The interview aimed at answering about what teaching strategies that teachers used when they teach EFL to first Year university students, which sought to find of the impact of teaching strategies on student's learning. The data from interviewees were analyzed manually and thematically after transcribing the participant's recordings.

### **6.3. Classroom Observation Data Analysis:**

The objective of the observation is to describe and to qualify the effectiveness of teaching strategies on student's learning EFL. This tool helped us collect extra data on some EFL teaching strategies that have been used by teachers and how they were employed in each session.

## **7. Summary:**

The evaluation was carried out using a questionnaire with students and an interview with professors. The observation that we made in the classroom allowed us to know the teaching strategies employed in the classroom and how students of English perceived them.

A Likert scale-based questionnaire on students' attitudes towards instructing strategies helped us understand how University students are scaffold to enhance their apprehension. The 37 items questionnaire was distributed to gather freshmen students' viewpoints on the difficulties they have with each module. However, the results indicate that they encounter endless difficulties. Teachers play a critical position in motivating and encouraging college students to study. In addition, instructing methods can provide them with opportunities to speak freely and make blunders to examine these mistakes. Concerning students' speaking difficulties; college students in the first year have many difficulties such as the fear of making mistakes, lack of lexical items, and being ridiculed. On the other hand, the teachers' interviews highlighted that our total participants believe in using instructing techniques in faculty classroom activities. Teacher's thoughts that college students of the First-year faced many challenges and difficulties when performing orally, and instructing techniques can be one of the ways to deal with language apprehension. In the same vein, students are not aware of how to face their apprehension clearly, and a solution needs to be found. Therefore, instructing methods might be useful for English learning; this exercise can be used with University students of exclusive tiers to defeat their apprehension easily. Secondly, cautious coaching and motivation from the teachers play a very crucial position in helping university college students to feature well. To conclude, it is quite essential to promote students' strategies and how they overcome their apprehension difficulties.

# Results and discussion



### **8.2.1. Shyness and less self-confidence:**

## **8. Introduction:**

This chapter is aimed at presenting and discussing the research findings. The statistical data were analyzed using the Statistical Package for Social Sciences SPSS version. The data were collected through both quantitative and qualitative methods, in addition to classroom observation. The questionnaire contains twelve items addressed to 169 from 300 students of first-year English students, according to Krejcie and Morgan's table of determining the sample size of the population (1970). The twelve items were used to explore the reasons and factors behind first-year English students' apprehension at Mohamed Al Bachir Al Ibrahim University - Bordj Bou Arreridj. The interview was designed for three EFL teachers from the same university who dealt with EFL teaching strategies used to teach first-year English students. The classroom observation checklist tackled the effectiveness of EFL teaching strategies for first-year students of BBA University. This chapter discusses the findings of the analyzed data and relates them with the previous research.

### **8.1. Results of the study:**

The purpose of this study is to investigate the use of EFL teaching strategies on freshmen students of English at Mohamed Al Bachir Al Ibrahim University and their effectiveness on English students. Also to know the several factors and results behind students' apprehension in learning the English language. This study examined the relationship between the effectiveness of EFL teaching strategies and student's apprehension in learning the English language.

### **8.2. Results of the Quantitative Data:**

As mentioned before, the questionnaire contains twelve items which are divided into three sections aimed at finding the reasons and factors behind students' apprehension in learning the English language. It shed light on the difficulties faced by students in learning English. In other words, what reasons and factors are behind the apprehension of learning the English language for first-year university students? After analyzing the data, the findings revealed that the majority of first-year English students have a negative sight of learning English, and they cannot be comfortable or be at ease at producing and learning this language because of different reasons. 1. Shyness and less self-confidence. 2. Fear of communication. 3. Fear of exams and evaluation.

Results of the first section of the questionnaire, which was addressed to first year English students show that the majority of first year university students of Borj Bou Arreridj suffer from shyness and less self-confidence in learning and producing English language.

**Table 01: Shyness and less confidence:**

<b>Item 1</b>	<b>Answer</b>	<b>N</b>
<b>1. Do you feel afraid of making mistakes and getting into an embarrassing situation in front of your classmates</b>	YES	93
	YES %	55,03
	NO	76
	NO %	44,97
	Total	169

<b>Item 2</b>	<b>Answer</b>	<b>N</b>
<b>2. Does shyness prevent you from speaking English language fluently?</b>	YES	134
	YES %	79,29
	NO	35
	NO %	20,71
	Total	169

<b>Item 3</b>	<b>Answer</b>	<b>N</b>
<b>3. Does the tension and confusion overcome you during your practice of the English language?</b>	YES	132
	YES %	78,11
	NO	37
	NO %	21,89
	Total	169

<b>Item 4</b>	<b>Answer</b>	<b>N</b>
<b>4. Do you think that a language can only</b>	YES	125

<b>be mastered by native speakers?</b>	YES %	73,96
	NO	44
	NO %	26,04
	Total	169

<b>Item 5</b>	<b>Answer</b>	<b>N</b>
<b>5. Are you ashamed to share your thoughts with your colleagues and participate in the class?</b>	YES	101
	YES %	59,76
	NO	68
	NO %	40,24
	Total	169

<b>Item 6</b>	<b>Answer</b>	<b>N</b>
<b>6. Do you feel no confidence in yourself when you fall in errors and mistakes while learning English?</b>	YES	98
	YES %	57,99
	NO	71
	NO %	42,01
	Total	169

As it is said before, this section contains six items directed to first-year English students at Mohamed Al Bachir Al Ibrahimi University of BBA. The table above presents the results of the six items after gathering students' responses to each item, while each of them reveals the percentage of the participants who answered YES and answered NO. This was done to confirm that shyness and less confidence are one of the major reasons behind students' apprehension in learning English. According to the previous research, these two are the main causes of students' apprehension in learning the English language. Most of them see that learning a foreign language must be difficult and no one could master it except native speakers. Also, most of them avoid participating in the class because they are afraid of making mistakes and that can lead others to laugh at their mistakes and make them feel shy,

which may affect their psyche and their self-confidence. Additionally, most of them declare that shyness makes them stammer in producing the language well.

### 8.2.2. Fear of communicating:

Results of the second section from the questionnaire which was addressed to first year English students, contains five items to explore students' fear of communicating through the English language.

**Table 2: Fear of communicating:**

<b>Item 7</b>	<b>Answer</b>	<b>N</b>
<b>7. Do you like participating in group discussions?</b>	YES	84
	YES %	49,70
	NO	85
	NO %	50,30
	Total	169

<b>Item 8</b>	<b>Answer</b>	<b>N</b>
<b>8. Do you feel comfortable while writing or reading English language more than listening or speaking it?</b>	YES	162
	YES %	95,86
	NO	7
	NO %	4,14
	Total	169

<b>Item 9</b>	<b>Answer</b>	<b>N</b>
<b>9. Do you avoid dialogues because of fear of not being able to leave a positive impact on the listener?</b>	YES	96
	YES %	56,80
	NO	73

	NO %	43,20
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Item 10	Answer	N
<b>10. May you feel embarrassed not being able to decipher an audible piece or speech directed at you in English language?</b>	YES	129
	YES %	76,33
	NO	40
	NO %	23,67
	Total	169

Item 11	Answer	N
<b>11. Can you express your thoughts clearly in English class?</b>	YES	67
	YES %	39,64
	NO	102
	NO %	60,36
	Total	169

By showing results of these items of the second section, majority of first year English students at Mohamed Al Bachir Al Ibrahim see that English is easier in writing and reading domains, whereas, speaking and listening could be one of the big issues which they want to avoid. Large number of first year English students fear to speak and produce English Language in front of the public. They avoid English discussions because they afraid to communicate a particular idea and could not convey a clear and correct information. They may also hesitant of not being able to understand an idea directed to them and be unable to complete the dialogue with the speaker. Horwitz said, ‘scare of communicating with the foreign language that appears because of student's inability in expressing their thoughts and ideas in a clear way’.

### 8.2.3. Fear of exams and negative evaluation:

**Table 3: Fear of exams and evaluation.**

Item 12	Answer	N
12. Do you have concerns about tests and negative evaluation?	YES	87
	YES %	51,48
	NO	82
	NO %	48,52
	Total	169

This section contains only one item that refers to the students' fear of exams and being judged by others. The question was asked in a direct manner, so students can think and answer, 51.48% said that they are really concerns about exams and afraid of the negative feedback of the teacher and their classmates. Whereas 48.52% say that exams are not something that the student should be afraid of and evaluation is part of the study, Horwitz said: "Fear of exams and academic assessment (getting low grades in the subject).

### 8.3. Discussion of Quantitative Data:

Results revealed that the majority of first year English students of Mohamed Al Bachir Al Ibrahimy suffered from learning English language because of their fear of different reasons and shyness as well as the lack of self-confidence. Results of the quantitative data confirm Horwitz point of view (1986) in dividing types of apprehension in learning a foreign language that are presented in fear of communication which is the inability of student to produce the language in a correct way, fear of exams and evaluation that leads students to be stressed and messy and could affect their learning negatively based on Rapee and Heimberg, (1997). In addition to Rapee and Spence (2004) who related fear of evaluation with social anxiousness which prevents from doing anything with the feel of freedom. Furthermore, shyness and lack of self-confidence that most of students suffer from, Zheng speech (2008) confirms the answers of first year English students of Bordj Bou Arreridj University about their fear of making mistakes, most importantly, they need an excessive stage of "felt security." Insisting on policies like "It's okay to make mistakes" and they do not snort at each other in this class!" can assist shy kids reap self-confidence in the school setting.

### 8.4. Perception of students' apprehension in learning English language:

#### 8.4.1. Negative perception:

The data results represent the negative perception of the questionnaire which aimed at exploring the reasons and factors lead the students of first year English language branch to be fear of learning this language. Most of the responses prove that first year English students of

Bordj Bou Arreridj university fear of learning English language because of several reasons which are represented in shyness and lack of confidence resulting from their apprehension of making mistakes, in addition to their fear of communicating in English language and fear of exams and negative evaluation (see appendix E). Each one of these reasons is related to the other one

#### **8.4.2. Positive perception:**

Few of the questionnaire responses of first year English students of Mohamed Al Bachir Al Ibrahim were positive, while the minority of 169 students declares that learning English language does not need any type of apprehension.

### **9. Results of Qualitative Data:**

This interview was specified for English lecturers at Bordj Bou Arreridj University, in order to explore the teaching strategies used for teaching first year students, the respondents are three lecturers, and this section shows the results that were obtained from this interview.

#### **9.1.1. Teaching strategies:**

The aim of this question is to know what teaching strategies are. Two of the interviewed teachers define them as they are groups of techniques and methods for teaching EFL learners. While F1 stated that it refers to teaching English language in a non-English speaking country.

As it is mentioned by M1,

‘They are the strategies that the professor uses in teaching English as a second foreign language in order to motivate them and run the department. Resist their fear of studying a new language’. (M1)

And the second view of M2,

‘In my view, EFL teaching strategies are a set of methods that the teacher uses to introduce English as a foreign language not as a mother language, these strategies are differ from one teacher to another’. (M2).

While the third answer was,

‘EFL teaching strategies are Techniques that an EFL teacher uses to teach English language to the students, there are many of them, the teacher chooses the more suitable and helpful to present the lesson’. (F1)

### **9.1.2. classroom strategies for teaching first year English students at university:**

The data revealed that all the respondents M1, M2, F1 agreed that the audiovisual strategy has to be used in teaching first year students of English at the University of Bordj Bou Arreridj, in addition to the TPR method which the second interviewed teacher M2 sees as an important teaching strategy.

As it is mentioned by M1 who declared that:

‘strategies are many and different, for first year university, the strategies should be suitable for students that are good at producing this language not like strategies using to teach beginner students of middle or secondary school such as using online tools to assist both students and their language needs. Diversity in using modalities while the presentation of the lesson’. (M1).

The second teacher said,

‘Clarifying the meaning indicated by means of pictures or by using data show and using TPR method when some vocabulary which seem new for them to facilitate their understanding’.  
(M2)

While the third,

‘Teaching strategies go hand in hand with student’s needs. One important thing is that any teacher should prepare the lesson before coming to present it and give time to answer students’ questions. in addition to tell them stories from one time to another to promote their listening skills. And use visual aids like pictures and videos which contribute to the success of the lesson. The teacher should be careful to take his or her student seriously and never underestimate their capabilities and capacities’. (F1)

### **9.1.3. the most important strategies used by EFL teachers:**

The objective of this question is to discover the difference between the most important strategies for each teacher to teach EFL learners of first year university, the first teacher declared that he can never dispense of vocabulary building to teach his students while the second one sees that using multiple strategies (modalities) is necessary to teach, the third said that the most important one is the well preparation by following specific steps.

As it is mentioned by the M1:

‘For me knowing more vocabulary to which is considered basic measure. Important for any English language section, this strategy focuses and relies more on discovering new vocabulary in each lesson’. (M1)



The second answer was like:

‘Me myself, as a first year English teacher at university, I can never give up the strategy of using several modalities to present my lesson. Firstly to do not make my students feel bored on my style of explanation and secondly to get them excited to the lesson’. (M2)

The third one,

‘In my opinion, the most important one is to set typical steps that are appropriate for the lesson, the module in addition to the well preparation of the lesson. (F1)

#### **9.1.4. The effectiveness of teaching strategies:**

The aim of the question is to explore the effectiveness of the used teaching strategy, two interviewed teachers (the first and the third) argued that evaluation is the best method to see the effectiveness of the teaching strategy used in the lesson while the second teacher uses the interaction of his students to see if his strategy was effective during the lesson or not.

As it is mentioned:

If the test results are better, if the students are motivated, they will read, if the students are learning better than before, this means that the strategy is done effective and vice versa. (M1)

‘In every lesson I strive to make my strategy of teaching much better. I see the effectiveness of my strategy in the questions asked by students, especially when someone asks me and his colleague answers the question. (M2)

‘If you want to know if the strategy is done effectively you had better to measure its performance and check whether it will achieve your objectives by asking questions about the lesson they have learn with you and give them an activity which collect the most necessary points you have talked at the session’. (F1)

#### **9.1.5. The use of teaching strategies:**

This question aimed at discovering whether the EFL teachers have the same teaching strategies at first year English classes. According to the findings, the use of teaching strategies differ according to the difference of the modules whereas, one teacher (the third one) said that all strategies can be used with all modules.

As it is mentioned:

‘Not the same, because every year I try to develop my strategy to be more suitable for them, without forgetting that the basics of the module must stay the same’. (M1)

‘Of course no, the teaching strategy depends on the type of the lesson and the module; for sure I would not use the same strategy for teaching Oral- expression and for teaching Grammar as an example’. (M2)

‘Yes, all strategies play the entire role as it helps students to Begin to understand the process of learning’. (F1)

#### **9.1.6. Specific strategies for teaching students who have apprehension in learning English language:**

The data revealed that all the respondents (M1. M2. F1) stated that they have some specific strategies to deal with students who have apprehension in learning English language.

As it is mentioned:

‘I am still discovering new ways to get to that, for example, I used a method in one semester, which was teaching the module purely in English, and I found many students struggling with it. New domains that they know nothing about it, Plus the language, so I tend to use the mother language in many occasions, especially when I get a negative feedback on some terms or issues’. (M1)

‘Yes, in each session I watch the students who are participating in the session and the students who are silent throughout the session. I am trying to find out the source of this silence, if it is because of fear of language or because they do not understand the lesson. That is why I rely on asking questions and choosing them directly to answer it.’ (M2)

‘Yes, in my previous Years of teaching, I have some cases that they had apprehension, I remembered that I used a technique that made their apprehension totally disappear. Which was the use of active listening to give her or him to express their ideas and give their opinion and share in plays and dialogues with their classmates? That way was absolutely successful’.

(F1)

## **9.2. Discussion of Qualitative Data:**

The data obtained revealed that the strategies that lecturing is the most comprehensive traditional EFL teaching strategy at all levels which can be used among a big large number of students because the teachers talk most of the time, while the students only listen. This means that students are passive learners (Cashin, 2010) while these later also prefer this strategy because they like to be passive, since they feel familiar and comfortable (Diekelmann, Swenson, & Sims, 2005). As well as the group work is considered one of this strategies in which the teacher ordered students to work in pairs or in group to do a research or a project, this method represents a spirit of cooperation is born between them. In addition, proposing some games and plays for them to act in the classroom or in the school yard in front of students of other levels to build confidence in their selves and discussion where students have the opportunity to discuss topics with each other in the classroom.

## **9.3. Perception of teachers' interview :**

According to the data collected we found that, this perception was positive because all of the interviewed teachers work with teaching strategies and supported them, and wanted to develop in them because they help teachers in teaching as well with students who have apprehension in learning English as a foreign language.

## **10. Results of the Classroom Observation:**

The classroom observation took place on April 2022 with first-year English classes, it was scheduled for three sessions in two days with different teachers and different groups of first-year English students. The first session lasted for one hour of oral expression class, they were about thirty-five students. The second lasted for forty-five minutes with another group of thirty students learning the writing expression module and the last one was in the lecturing hall number one with a large number of students, more than 150, attending the Human and social sciences module.

While attending with the oral expression teacher, we stayed at the end of the classroom to observe the teaching process and not disturb students. The oral expression teacher divided his session into two parts, at the first quarter-hour he wrote a piece of separated letters that were chosen randomly and ask the students to collect the largest number of words they can, these words (verbs, nouns, adjectives, adverbs, etc.) By the second part of the hour, about three quarters, we observed his use of the Role playing strategy where students perform a specific role.

### **10.1.1. Collect words through letters:**

It is a strategy used to develop students' vocabulary and gain large number of concepts and words so they can use them in producing the English language.

### **10.1.2. Role playing strategy:**

By using this strategy, the teacher aimed at promoting the first year English students ability to communicate with others. He suggested a simple topic that does not take too much time to think about, they prepare the speech between each two or three students, each group is given a topic to present as a dialogue and they start group by group discussions.

### **10.1.3. Cooperative learning strategy:**

The second session was in the afternoon. The first day of our classroom observation, we attended with other group while they were learning written expression. The whole session lasted for forty five minutes in which we observe the strategy used by the teacher to teach a lesson from this module, where she ordered them to collect pair groups. Each group start writing the beginning of a story from their imagination in forty minutes, then she ordered them to stop and randomly fold the paper of their beginning of their stories and throw it in the air until another group picks it up to complete it from their imagination. The teacher focuses on making students work in pairs even they can do it individually. The aim behind this strategy is to let them feel comfortable with sharing their ideas in front of others without shyness and without fear of their mistakes, as well as to encourage them to work with each other.

### **10.1.4. Lecturing strategy:**

The last session was with the Human and social sciences module, we attended it in the lecturing hall and we sat at the end of it, with a large number of students, unlike the other classes, which consisted of 35 and 30 students. During the whole session, the teacher was just explaining, because this lesson did not require writing on the board and is related to the humanities and social sciences. We saw that there was a type of student who did not seem to have any interest in the lesson, unlike the other types of students. From the beginning of the session, the teacher repeated the explanation many times. He began to utter words in the Arabic language, and sometimes he gave realistic proverbs to bring the meaning closer to them 'teacher here used the traditional strategies which relied on lecture notes, lecturing is the most comprehensive traditional EFL teaching strategy at all levels which can be use among a big large number of students because teachers talk most of the time, while the students only listen. Lecturing is the most comprehensive traditional EFL teaching strategy at all levels which can be used among a big large number of students because teachers talk most of the time, while the students only listen. This means that students are passive learners (Cashin,

2010) while the latter also prefer this strategy because they like to be passive learners. Diekelmann, Swenson, & Sims (2005).

### **10.2. Discussion of Classroom Observation :**

The data obtained revealed that the most teaching strategies used by EFL teachers are first, Lecturing which is the most comprehensive traditional EFL teaching strategy for all levels and can be used among a big large number of students as the role of the teacher is to talk most of the time explaining the lesson, while students only listen and take notes. This means that students are passive learners (Cashin, 2010). The latter also prefer this strategy because they like to be passive since they feel familiar and comfortable (Diekelmann, Swenson, & Sims, 2005). Additionally, the group work is considered one of the useful teaching strategies in which the teacher ordered students to work in pairs or in groups to do a research or a project or even write a passage, this method represents a spirit of cooperation that is born between them. Using some strategies like building words through random letters can be a fun way for students to not feel bored of the session at the same time, the purpose of using this strategy is to achieve their vocabulary. As well as, proposing some games and plays for them to act in the classroom or in the schoolyard in front of students of other levels to build confidence in their selves and discussion where students have the opportunity to discuss topics with each other in the classroom.

### **11. Summary:**

This chapter includes discussion of the results we gained from collecting data. The majority of the findings were similar to what we expected and to what previous researchers stated. Results of the questionnaire, which was addressed to first year university students of English. The latter presented the reasons behind students' apprehension in learning English language that they presented in form of questions divided into 3 sections. Each one of these sections described the image of apprehension that the student faced in learning English as a foreign language. The first section of the questionnaire contained both of direct and indirect questions about shyness and lack of self-confidence. After collecting data and analyzing students' responses, we found that the majority of them cannot learn English and produce it in a comfortable way because of their shyness of making mistakes and losing confidence because of these mistakes in the several English domains, they even believe that any language can only be mastered only by native speakers. The second section shows the results of students who are afraid of communicating with others. Other reasons include fear of not being able to leave a positive impact on the second part of the speech, fear of not being able to convey the idea clearly than the listener may not understand well and also they become afraid of the

inability to understand what is said by the other part of a dialogue. These reasons make them prefer avoiding any English dialogues and not putting themselves in an embarrassing situation. The last section was about students' fear of exams and negative evaluation. All of these reasons are related to each other and negatively affect students' language. First-year English students must overcome these difficulties to develop their English language as it is an easy language to learn and an important one as it is a worldwide language. By analyzing the interviewed teachers' responses, we find their answers similar to previous research about the EFL teaching strategies which English teachers use to teach first-year University students at Mohamed Al Bachir Al Ibrahimi according to the students' needs and the type of the module they are teaching. At last, the results of our classroom observation confirm all the answers of teachers and students as well as, the previous research. We saw the different teaching strategies used by first-year English teachers and we observe how they were careful in choosing the strategies according to the students' needs and the lesson they teach as well as, the specific strategies for students who have some fears and difficulties in apprehension in learning the English language.

# General Conclusion

## **12. Introduction:**

The current study presented the EFL teaching strategies used by first year English teachers of university and the students' apprehension in learning English as a foreign language. Mohamed Al Bachir Al Ibrahimi University of Bordj Bou Arreridj opens the door for us to go further with this research and collect the research Data. This chapter includes a summary for the whole study. The general conclusion with some of recommendations in order to give a support to EFL learners to overwhelm all types of fear while learning the English language and helps teachers in teaching them using several and specific strategies which push the teaching and learning process to be succeeded.

### **12.1. Conclusion :**

This study summarizes the use of different strategies in the department of English. The results of this study show us the positive signs that all professors have signed on to using teaching strategies in the department, and this technique can assist students to overcome their fear of studying the language. Depending on the results achieved by this research, we reached several results. All professors agree on using different strategies that fit different students' needs. To collect the data, questionnaires were drawn up and allocated to first-year university students at the department of English – at Bordj Bou Arreridj University. The oral interview was with different professors. The observation was based on the results that were taken from the referendum, and we concluded the following: Teachers and students have a positive view towards using different teaching strategies, and in general they agree that the use of strategies helps in instructing and teaching English as a Foreign Language. In addition, I made sure that the majority of first-year college students have many reasons to be apprehensive. First-year university students want to build self- confidence in their abilities, and they also want to improve their pronunciation, in addition, Research effects show that education techniques are a high-quality exercise, and college students have advantageous attitudes toward using it as a learning activity. Therefore, based totally on the findings of teachers' and students' responses, we hope that the suggestions and recommendations proposed in this work will be beneficial and useful for elevating instructors' focus on the importance of education techniques as an integral undertaking that set up in the disappearing of college students apprehension. –Teachers ought to make a clear outline of their presentation of teaching strategies before delivering it in class. -Have a big apprehension in learning due to the fact of many reasons we advocate that trainer can provide his/ her college students' activities to help them to limit that anxiety – Students research well and well so that their apprehension will disappear totally. Teachers must attempt to deal with students' worry about making errors by encouraging them to talk. This will lead them to build self-confidence in their speaking. In



addition, when college students have self-belief in their abilities, they will now not be afraid to speak in public. -Students truly do no longer comprehend how to use physique language (eye contact, gestures, and facial expression) which is fundamental for effective teaching strategies. Therefore, the instructor can assist his/ her college students to enhance these components of performance by way of giving them extra practice. Teachers ought to teach their pupils how to reply truly without taking the worry about their classmates in order to describe themselves, and their opinions. -Assessment of instructing strategies can present a challenge in students' production. -Teachers should give time to students for questions and comments.

### **12.2. Suggestions and Recommendations:**

Both of EFL teachers and learners have to develop the teaching and learning process. While the great responsibility rests with the teacher as he/she is the monitor, the instructor and the guide... When teaching English as a foreign language, teachers should teach the English language by using various strategies to increase the motivation of the students to study this language. Moreover, they should work to increase the interaction between them and the students. Furthermore, teachers are obliged to invent and create an active environment in the department that can use strategies that are more intuitive. Additionally, the teacher should take into consideration the factors and reasons of apprehension, teachers are advised to give more strategies to students that have any type of apprehension. As well as, EFL teachers are recommended to avoid students' apprehension by giving them more tasks as putting them in group works ... etc.

- The teachers should teach the English language by using various strategies to increase their motivation. That letter is considered an integral part in students learning, as it is essential to the learners to gain their goals. Dornyei (1994) three stages of motivation will take region in this manner the language level, the learner level, and the gaining knowledge of state of affairs level.
- The teachers should work to increase the interaction between them and the students, the interaction between the teacher and the students is a very necessary factor. Mentoring refers to the way teachers information students to enhance their level. This also consists of supporting students to revel in what they do. When teachers talk with students, hear to what students say and guide them, this helps the students to construct confidence and encourage them to success in the classroom future.

- Teachers are obliged to invent and create an active environment in the department that may use a combination of strategies as the environment of the class room performs a great position in the educating mastering process. Teachers are responsible to create the splendid local weather for the learner. They are responsible to support their students both positively or negatively. Teachers are accountable in helping their students; they may additionally motive either a fantastic or bad environment. Students imitate their teacher's actions. If a trainer behaves with the scholar in an aggressive way, the student may react negatively which can result in an adverse academic setting. So Teachers have to create a fine encouraging environment for the scholar to sense pleased and calm. (VanBaren, 2018).
- The teacher should take into consideration the factors and reasons of apprehension, as this latter has a big impact on the students' performance , for example there is type of student who have a fear of concerns of their classmates comments as the teacher gave an oral task to students and that type get anxious if the answers correct or not and if it is incorrect they fear that their classmates will criticize them, and that will reduce students participation in the classroom, so teacher here should do his best to avoid that reasons.
- Teachers are advised to give more strategies to students that have any type of apprehension. It must be referred to that teachers play a main function in inspiring anxiousness inside students and intensifying or reducing it. A study proposed that teachers, who utilize nonthreatening methods, are supportive in the direction of their students, and create favorable environment, will most probable minimize degrees of anxiety amongst students and will improve the procedure of learning, whereas teachers, who don't, will probable encounter a number blocks and the technique of learning will not be as successful as the instructors want it to be. (Price 1991; Young 1990; noted in Worde 2003).
- EFL teachers are recommended to avoid students' apprehension by giving them more tasks and putting them in group works and warm-up. Engage students in bodily and Intellectual activities before teaching as well as Use Visual Aids, provide visible aids, which will seize your students' imaginations, encouraging them to continue to be focused also encourage participation.

### **12.3. Summary:**

To conclude, this chapter was considered as a final phase that tackled with the importance of EFL teaching strategies at first year English classes of university and especially for students that are fear and have apprehension in learning English as a foreign language. The previous scholars suggested some solutions for English teachers to avoid students'

apprehension during the lesson, in addition to their smartness in choosing the specific strategies which can help both students and teachers to overcome apprehension in the English classes.

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# Appendices

## Appendix A:

### Students' questionnaire:

It would be really nice on your part if you provide answers to this questionnaire, and we will be grateful to you.

Read carefully and put (X) to the appropriate answer:

1. Do you feel afraid of making mistakes and getting into an embarrassing situation in front of your classmates?  
YES   
  
NO
  
2. Does shyness prevent you from speaking English language fluently?  
YES   
  
NO
  
3. Does the tension and confusion overcome you during your practice of the English language?  
YES   
  
NO
  
4. Do you think that a language can only be mastered by native speakers?  
YES   
  
NO
  
5. Are you ashamed to share your thoughts with your colleagues and participate in the class?  
YES   
  
NO



6. Do you feel no confidence in yourself when you fall in errors and mistakes while learning English?  
YES   
  
NO
7. Do you like participating in group discussion?  
YES   
  
NO
8. Do you feel comfortable while reading or writing English language more than listening or speaking?  
  
YES   
  
NO
9. Do you avoid dialogues because of fear of not being able to leave a positive impact on the listener?  
YES   
  
NO
10. May you feel embarrassed not being able to decipher an audible piece of speech directed at you in English?  
YES   
  
NO
11. Can you express your thoughts clearly in English language?  
YES   
  
NO
12. Do you have concerns about tests and negative evaluation?

YES

NO

*THANK YOU*

**Appendix B**

Teachers' interview:

Dear teachers;

We will be thankful if you give a few of your time to answer these questions:

A. Could you give us a brief definition of EFL teaching strategies?

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

B. What classroom strategies do EFL teachers use to teach English language for first year University students?

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

C. What are the most important strategy (Strategies) that no EFL teacher can dispense with in teaching English for first year University students?

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

D. You are as a first year English teacher of university, how could you know that the strategy was done effectively in the class? Or how could you differ between the effective and the ineffective strategy?

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

E. Do you have the same teaching strategies for all first year University English students?

Explain:

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

.....  
.....

F. Do you see that there were specific strategies to teach students who have any type of  
apprehension in learning English language?

Explain your answer:

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

THANK YOU

**Appendix C:**

Observation checklist:

Instructor:

Course:

Date:

Number of students:

Group:

Objective:

Place:

Instructor	Observed	Not observed
1. Teacher explanation to the purpose of the session.		
2. The use of teaching strategies in first year English class.		
3. Specific strategies for students that have apprehension in learning English language.		
4. The effectiveness of these strategies in the response of the students to the teacher explanation.		

**Appendix D:**

Krejcie & Morgan's table 1970 to determine the sample size of population:

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

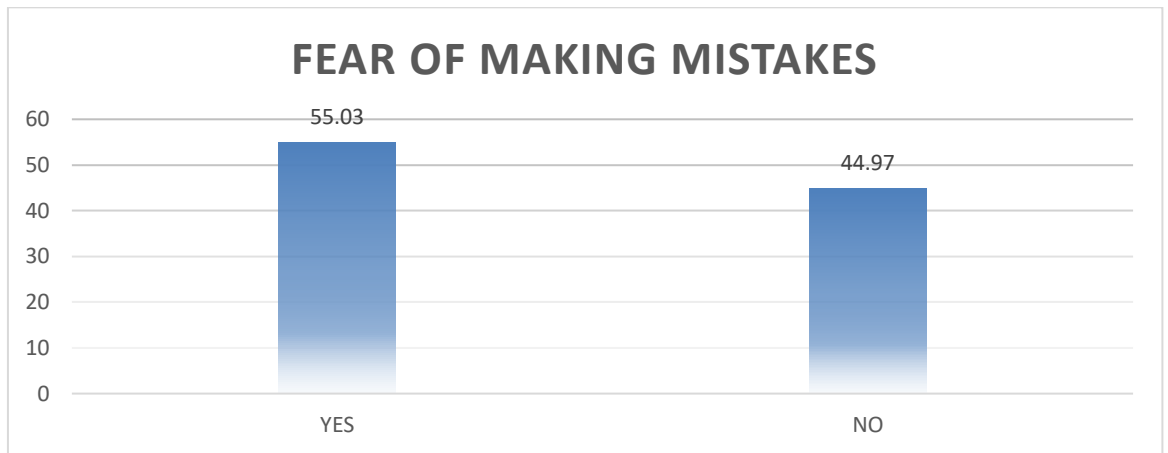
*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

**Appendix E:**

Figures present the percentage of students' questionnaire of first year English branch of Mohamed Al Bachir Al Ibrahim:

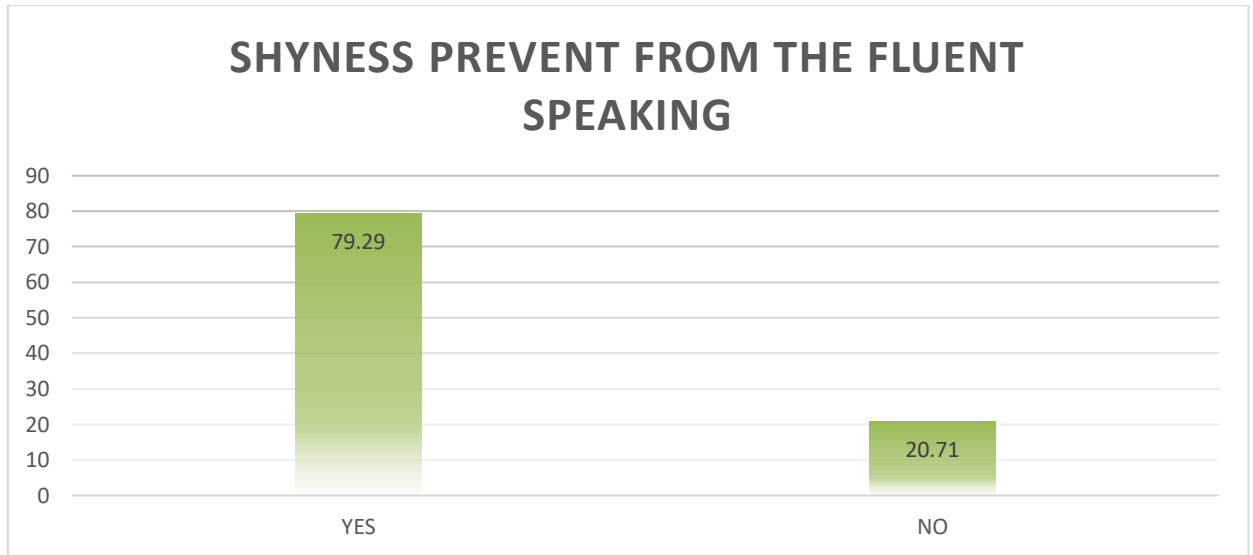
Item 1: Do you feel afraid of making mistakes and getting into an embarrassing situation in front of your classmates?

Figure 1:



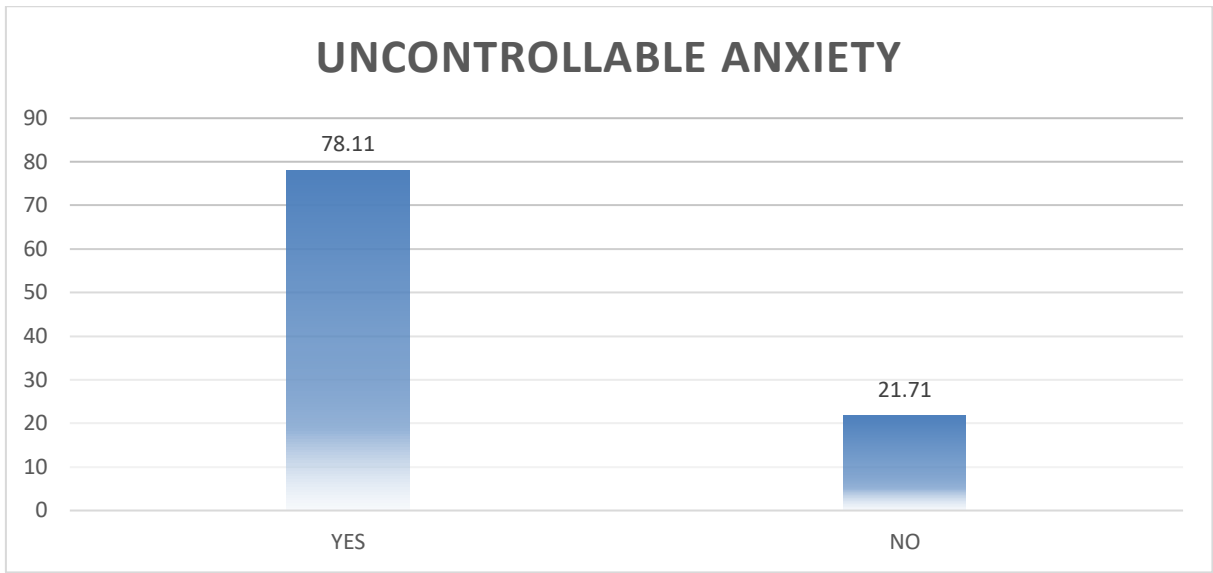
Item 2: Does shyness prevent you from speaking English language fluently?

Figure 2:

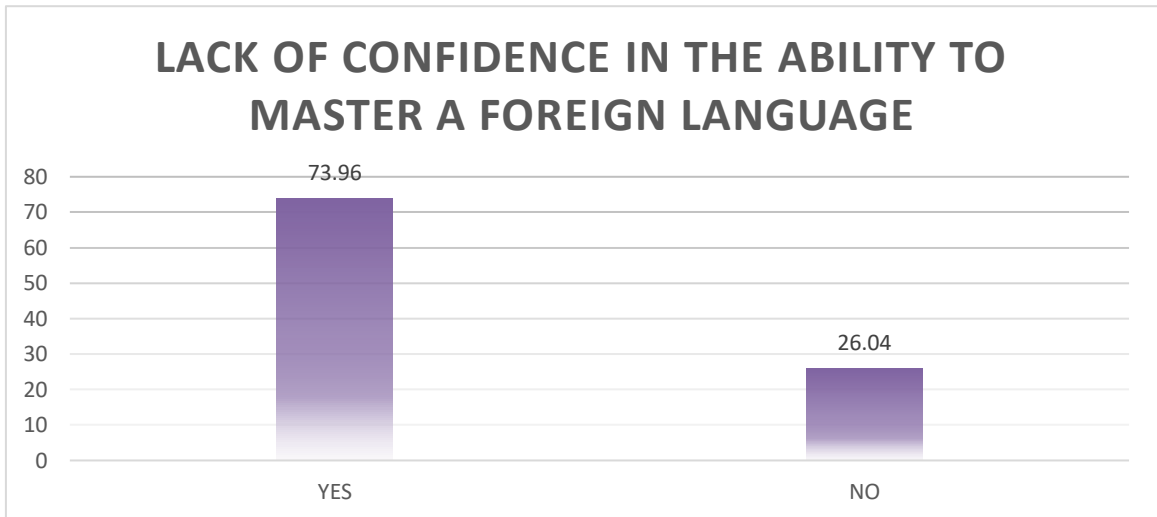


Item 3: Does the tension and confusion overcome you during your practice of the English language?

Figure 3:

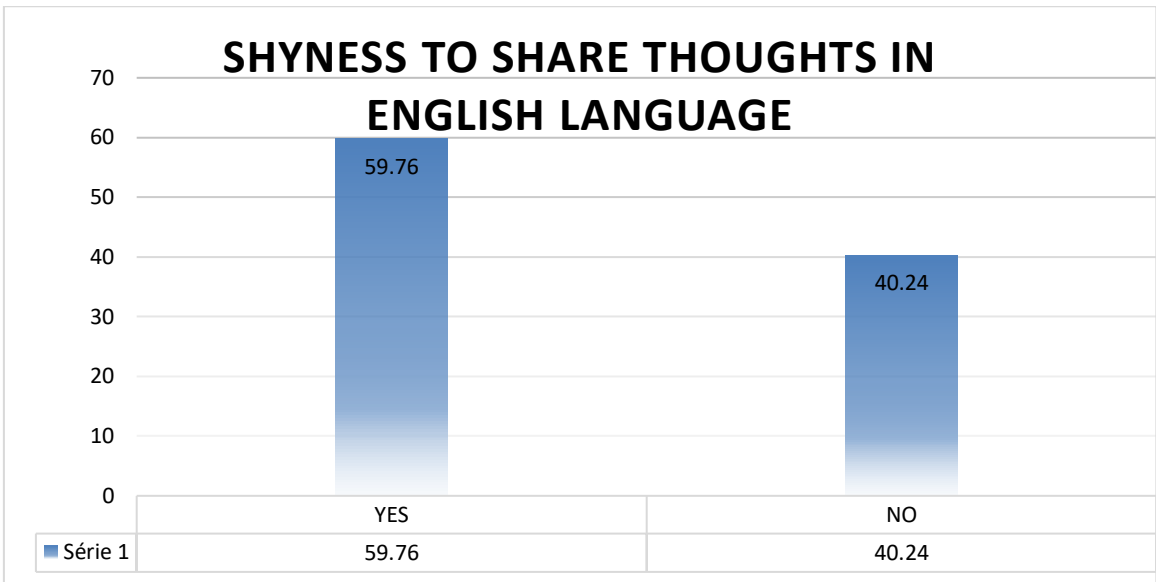


Item 04: Do you think that a language can only be mastered by native speakers?  
Figure 4:



Item 05: Are you ashamed to share your thoughts with your colleagues and participate in the class?  
Figure 5:





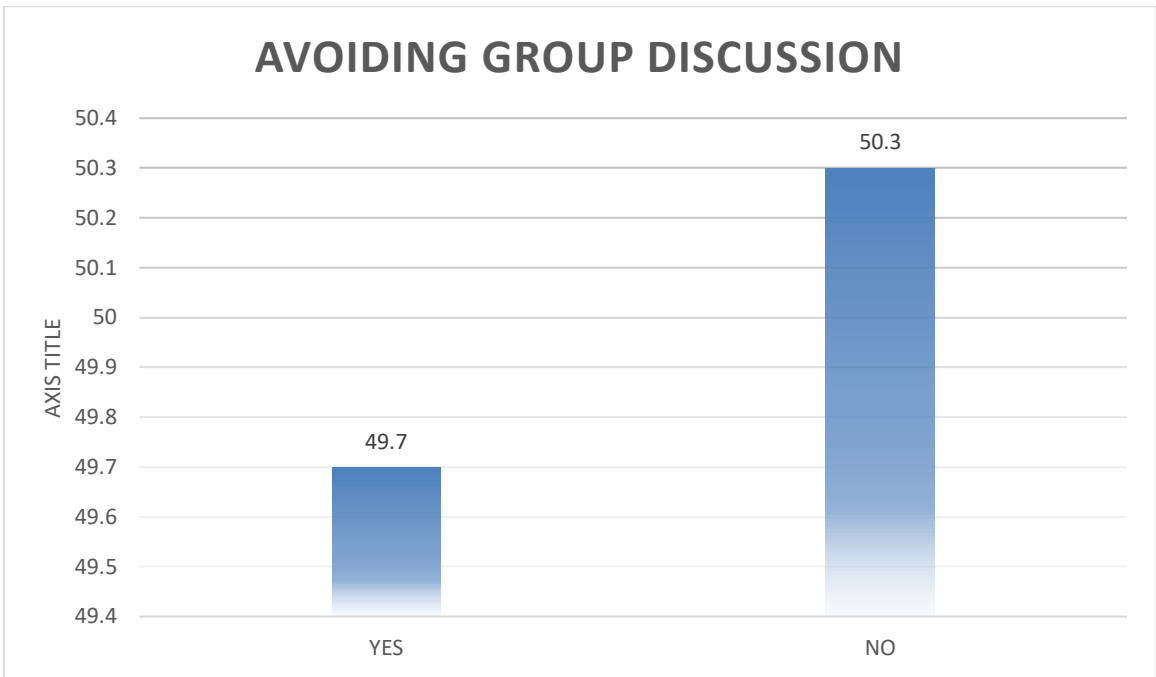
Item 06: Do you feel no confidence in yourself when you fall in errors or mistakes while learning English language?

Figure 6:



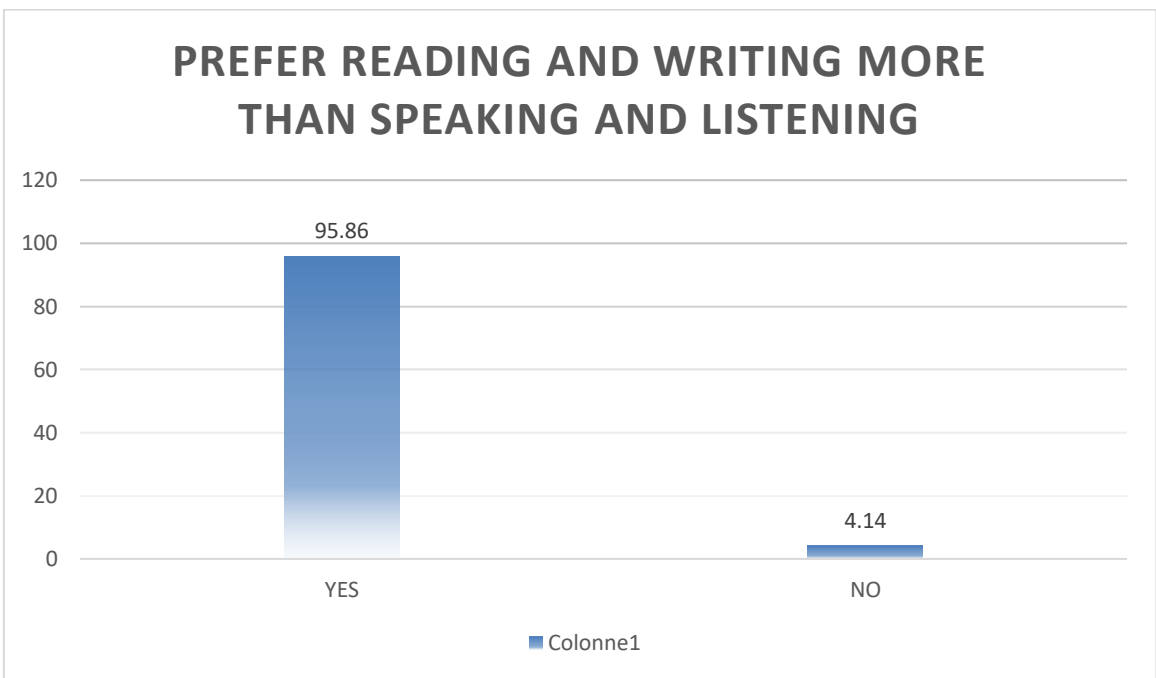
Item 7: Do you like participating in group discussion?

Figure 7:



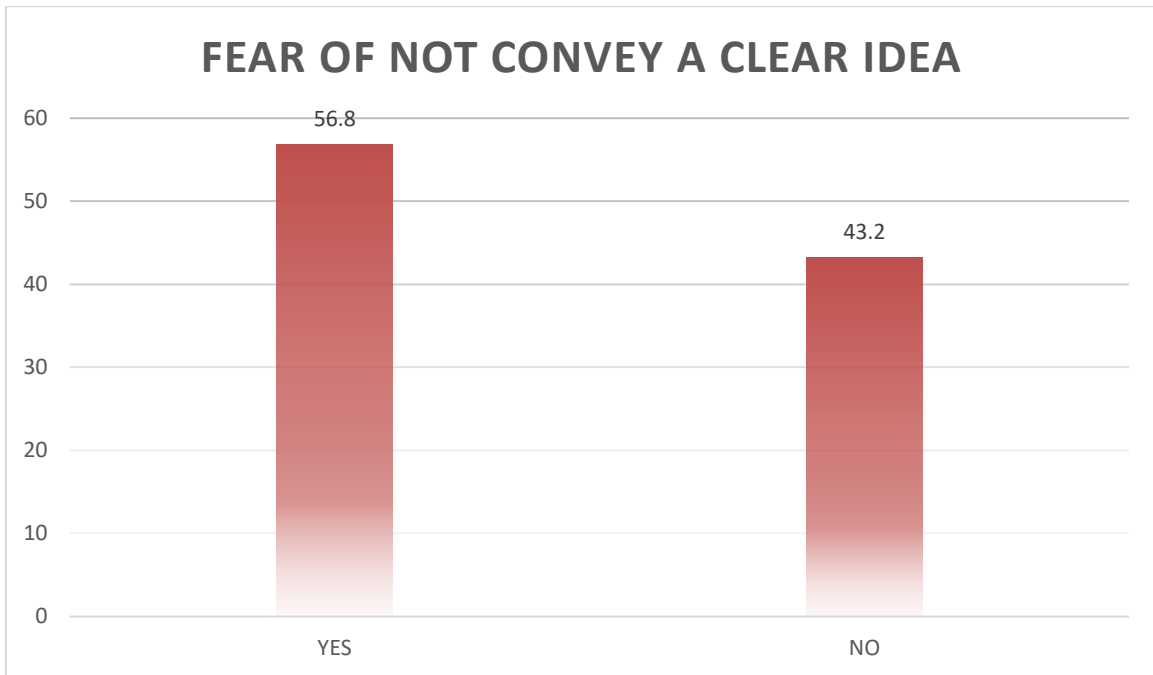
Item 8: Do you feel comfortable while reading or writing English language more than listening or speaking?

Figure 8:



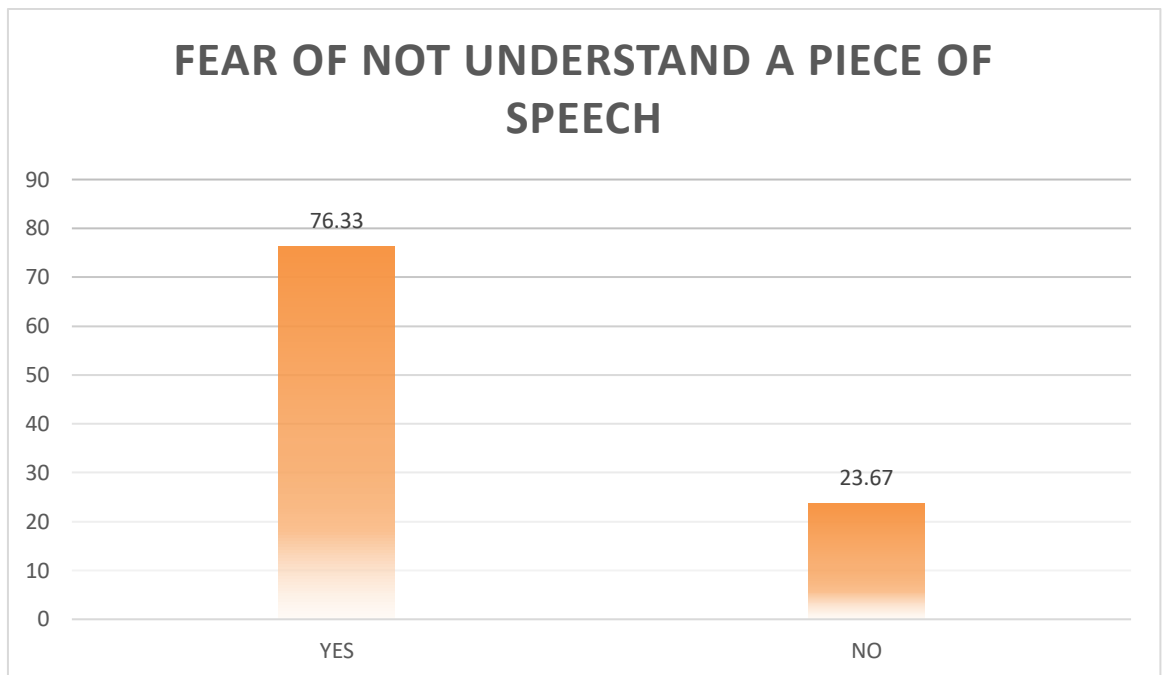
Item 9: Do you avoid dialogues because of fear of not being able to leave a positive impact on the listener?

Figure 9:



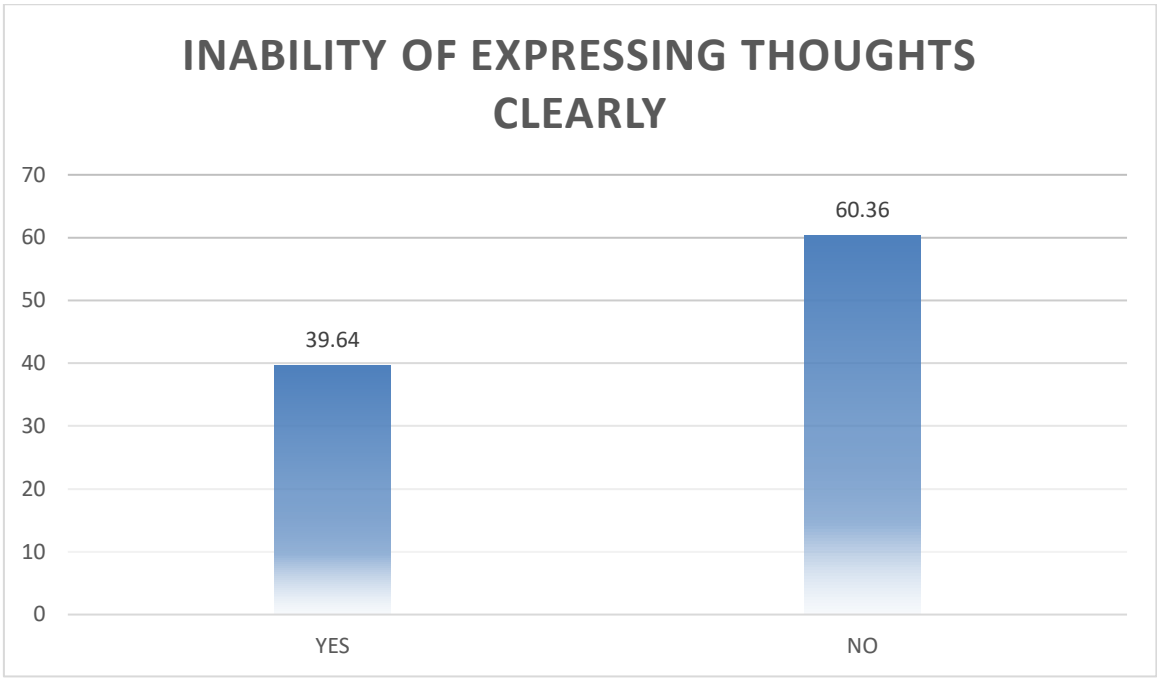
Item 10: May you feel embarrassed not being able to decipher an audible piece of speech directed at you in English?

Figure 10:

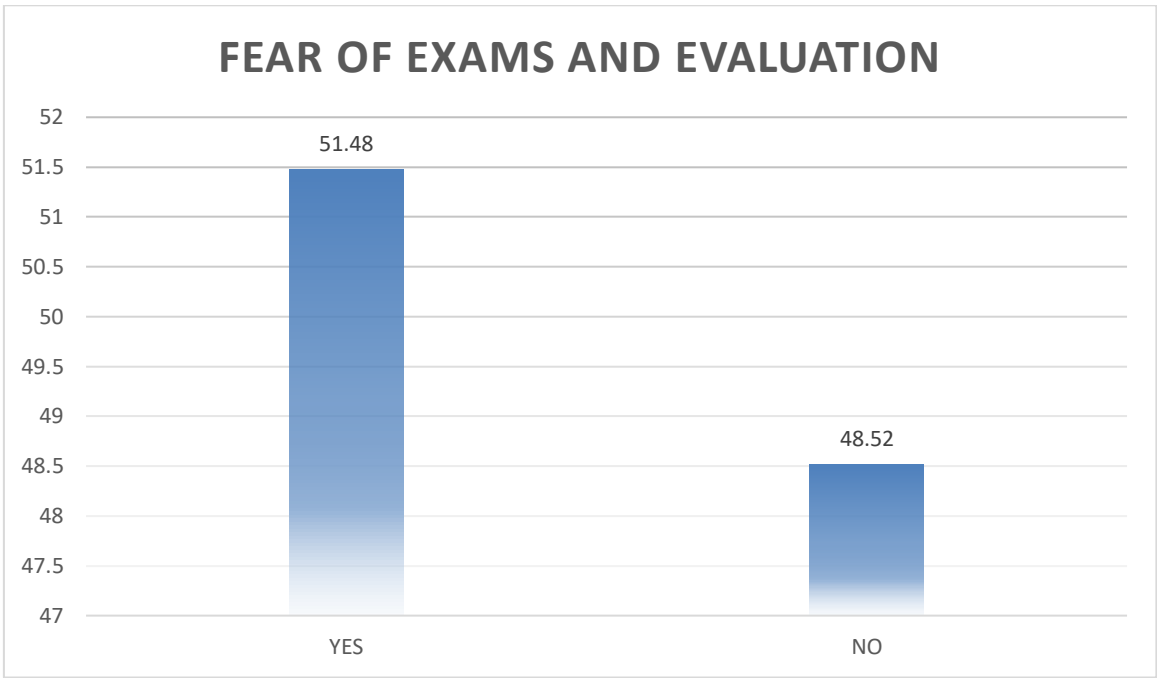


Item 11: Can you express your thoughts clearly in English language?

Figure 11:



Item 12: Do you have concerns about tests and negative evaluation?  
Figure 12:



## Appendix F:

### Plagiarism checker

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## المخلص

الهدف من هذه المذكرة هو اكتشاف دور الاستراتيجيات التربوية في إدارة القسم التي يقوم بها طلاب السنة الأولى بجامعة محمد البشير الإبراهيمي ببرج بوعريريج من أجل إزالة خوفهم من دراسة لغة جديدة. تتحدث هذه الدراسة عن دور الاستراتيجيات التربوية في القسم. ويتوقع أن الاستخدام المكلف لهذه الاستراتيجيات في أقسام اللغة الإنجليزية، وخاصة في فصل التحدث، يساعد على تحسين مهارات الطلاب اللغوية ويحسن نطقهم اللفظي للغة الإنجليزية، ويلعب دورًا فعالًا في تقليل القلق المرتبط بدراسة اللغة الإنجليزية، تحتوي هذه الدراسة على جزأين، أحدهما نظري والآخر عملي. ينقسم الجزء النظري إلى قسمين، الأول حول الدور الفعال للاستراتيجيات، والآخر حول الأسباب التي من أجلها يدرس الطالب اللغة الإنجليزية. الجانب العملي من خلال هذه الدراسة يهدف إلى التعرف على آراء الطلاب حول استخدام الاستراتيجيات ومدى أهميتها في تحسين اكتسابهم للغة الإنجليزية، وقد أجريت هذه الدراسة لـ 169 من طلاب السنة الأولى من قسم اللغة الإنجليزية بجامعة محمد البشير الإبراهيمي، جامعة برج بوعريريج. بالنسبة للمعلمين والملاحظة من خلال حضور العديد من الجلسات التي تم فيها استخدام دور الاستراتيجيات، أظهر جميع المشاركين في هذه الدراسة مساعدتهم الكاملة والفعالة. من أجل النجاح في الدراسة، إذ أن كل من الأساتذة المشاركين اظهروا مختلف استراتيجيات التدريس وفقا لاحتياجات التلاميذ. كما احتوت هذه المذكرة على توصيات واقتراحات تساعد كلا الطرفين على التطلع لمزيد من الدراسات من أجل تطوير عملية التعلم والتعليم