MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOHAMED EL BACHIR EL IBRAHIMI

BORDJ BOU-ARRERIDJ

FACULTY OF LETTERS AND FOREIGN LANGUAGES

ENGLISH DEPARTEMENT

END OF STUDIES' DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the

Master's Degree

Specialty: Didactics

Theme

The Effect of Language Anxiety on EFL Students' Speaking Performance

The case of Second year EFL students at the University of BBA

Submitted by: **Supervised by:**

  Benzid Yamena   **Mr. Benhamimid Abdennour**

  Bechami Madjeda

Jury Members:

Mr. Mustapha Habitouche	(APA)	President
Mr. Benhamimid Abdennour	(APA)	Supervisor
Dr. Abdelmadjid Benraghda	(LPB)	Examiner

Academic year: 2021/2022

Dedication

To my dearest parents,

To my lovely brothers and sisters,

To our family grandchildren,

To everyone who loves and appreciate me,

I dedicate this work.

Bechami

To my beloved parents,

To my brothers and my sister,

To my husband,

To my cousin nassima,

I dedicate this work.

Benzid

Acknowledgments:

First, all thanks and gratitude to Allah for giving us strenght

and patience to complete this work

We are very grateful to our supervisor Mr.Abdelnour

Benhamimid for

his guidance, support and precious suggestions

throughout this study

We would like to thank our parents Djamel, Zeyneb, Djahid,

and Lamria

For their unconditional encouragement support and love

May Allah bless you now, and forever

We are also thankful to second year students at foreign

languages

Department for accepting to read and answer the questions

And

We would like to acknowledge all the teachers of the English

Department at Bordj Bou Arreridj University

Abstract:

During the process of learning English as a foreign language, students face a problem called" anxiety". The purpose of this study is to identify the main causes behind anxiety, clarify the impact of anxiety on students' performance, and provide teachers and learners with certain strategies that either help students cope with language anxiety or will be beneficial to improve their speaking. To reach these objectives, a case study research was conducted at El Bachir El Ibrahimi university (Bordj Bou Arreridj) relying on several sources and research instruments for data collection. A questionnaire was designed for a sample of 80 students with second-year bachelor. The findings of this study have shown that the majority of learners experienced a certain level of language anxiety. The results prove the hypothesis, which states that when second-year students are aware of their anxiety and have techniques and strategies, they will cope with anxiety and we conclude our research study by giving some recommendations to students, teachers, and the administration.

List of acronyms

EFL: English as a foreign language

FL: Foreign language

List of Tables

Table of Contents

Chapter two: Data Analysis

Appendices

Résumé

الملخص

General introduction

General introduction

   1. **Background of the study:**

   The English language is considered a universal language spoken, read and written in many part of the world. Throughout history, communication is important to facilitate the exchange of information, in which people can reach some understanding of each other. The main purpose in the process of teaching and learning English as a foreign language is to work on mastering the four skills: reading and listening are called the receptive skills, whereas, writing and speaking are known as the productive skills. Nowadays, the need to communicate in English is the central aim of most EFL learners around the world. Apart from, the other skills, it is agreed upon that the only desire of EFL learners is to speak English accurately and fluently. An interactive process is done by two or more people that involves producing and processing information, expressing someone feelings, and making understandable conversations. Hosni (2014, p22) defined speaking as the dynamic use of language to express thoughts, and the device through which a new language is encountered, comprehend, experienced and learned. Indeed, being a masterful in the speaking performance, means to be competent to produce the predictable patterns of specific speech situations or to be able to determine the needed words in the situation, say them obviously, and be flexible during the discussion when a difficult situation comes out. Bada, et al. (2011) explained that speaking skill is difficult to improve as the students have a short time to respond and take into account the pronunciation and, intonation that causes students' performance difficulties.

   Whereas EFL students are required to be able to speak confidently and fluently, the classroom should be the right place where they have many opportunities to engage in real and meaningful conversation and to make connections between what they know and what they are learning, but unfortunately, several difficulties interrupt their speech. These difficulties are a result of psychological factors such as forgetting, lack of confidence, shyness, fear of making mistakes, and anxiety that can be represented as barriers for them, that limits their potential to learn English. As result, it is really important to shed the light on the factors that affect foreign language learning in general and speaking skills in specific. Anxiety appears as a crucial factor that usually influences students' oral foreign language they are required to use. It is a complex phenomenon that most learners confront in their learning process. According to MacIntyre and Gardner (1991), anxiety has a powerful hurdle for EFL students in retaining, acquiring, and producing the English language. Students considered anxiety as an obstacle that hinders them from being proficient and makes them more apprehensive when learning

basic skills. While they feel agree, they are incapable to express their ideas because they think that only perfect English must be spoken and contrast their oral abilities with native speakers of the new language. Kitano (2001) argued that "speaking skill is usually the first thing that learners compare with that peer, teachers, and native speakers. EFL learners feel nervous regardless of their good preparation for the lesson, such as they ask themselves about what the audience might think of them during the performance, and how down their accomplishments could be. Whatever the reason, we can be assured of one thing: anxiety will influence students' performance (Saito and samimy, 1996). The present study seeks to investigate the effect of language anxiety on EFL students speaking performance.

2. Statement of the problem:

EFL learners usually whisper about being angry in their learning process to speak English as a foreign language in verbal performance. The negative impact of anxiety affects most EFL learners who find it hard to engage in classroom oral communication activities because they fail to exposit ideas, or because they are frightened of performing in front of being judged negatively. Everyone gets anxious when they have to give an oral presentation even experienced learners who seem to be comfortable and confident and have simply trained how to handle their language anxiety and use it to reinforce their oral performance. From this point, we decide to conduct this research to explore the main causes of EFL anxiety.

3. Significance of the Study:

Our dissertation is going to highlight FL anxiety because most learners are encountering difficulties in developing their speaking skill. Anxiety is one of the most reasons that lead to the lack of practice because learners are usually afraid of being part of a conversation. Therefore, instructors are challenged to make students speak fluently and to be aware of developing communication abilities in the classroom atmosphere by setting effective strategies and techniques to cope with students' anxiety.

4. Objective of the Study:

The main objectives have been established to guide this research, these objectives are as follows:

1. To investigate the facto are more probable to cause language anxiety in EFL learners.

2. Finding techniques and strategies to help English students reduce their anxiety and be involved in oral classroom conversation and develop their speaking performance.

3. The study is looking to clarify the impact of students' anxiety.

5. Research Questions:

The present research seeks to address the following questions:

1. What are the causes of language anxiety in speaking performance among second-year English students at El Bachir EL Ibrahimi University?

2. Does language anxiety impact students' oral performance?

3. What are the strategies to reduce students' foreign language anxiety?

6. Hypothesis:

On the basis of these questions, the following hypothesis is formulated:

When second-year LMD English students of Bordj Bou Arreridj University, are familiar with their difficulties in the process of speaking English as a foreign language and having effective speaking techniques and strategies, they will cope with their anxiety and attain preferable results.

7. Research methodology:

Our research investigates the effect of language anxiety on EFL students speaking performance. It looks for the causes of language anxiety in an oral session, and the strategies used by teachers and learners to lessen anxiety. In this design, quantitative and qualitative data gathering techniques are used.

7.1 Sample of the study:

The sample taking part in this study is second-year EFL students in the department of art and language at Mohamed El Bachir El Ibrahimi university. To avoid any form of subjectivity, we will select the sample of this study randomly because we are not able to deal with an enormous number of students, we will take a small sample and apply the results to the total population.

7.2 Data Gathering Tools:

To answer the research questions that have been established before, a questionnaire will be administered to second-year students at BBA university. In this case, the questionnaire is a very useful and necessary research tool to collect data and it will be more beneficial in getting

a deep understanding of students' speaking difficulties in learning English as a foreign language and determining the major causes of anxiety and its effects on their oral abilities.

7.3 Structure of dissertation:

The present dissertation falls into two chapters. In the first chapter, we have attempted to divide it into two sections. The first section provides an overview of speaking skill, namely its definitions types, importance, components, and activities. In the meantime, the second section provides definitions of anxiety, its type, causes, and most importantly, the impact of anxiety on EFL students speaking performance and finally strategies used by both teachers and students to reduce anxiety. Whereas, the second chapter shows the research method and supplies a detailed analysis that was gained from the data gathering tool. Within this part, recommendations would be provided for EFL students and teachers concerning the implementation of the method in focus at Bordj Bou Arriridj University.

Chapter One

Section One: Speaking performance

Introduction:

English language occupies a great place in many sectors, including education. It is being taught and learned across the world as a foreign language. The majority of students study it to develop their speaking proficiency since speaking is a basic tool to establish social relationships with people, express opinions, make polite requests, or describe things. Therefore, it is a challenge for EFL students to overcome the difficulties they face in their process of learning. In this part of the research, we aim at giving a theoretical account of the speaking skill, by highlighting its different definitions, its various types (imitative, extensive, responsive, intensive, and interactive), and its components (vocabulary, grammar, accuracy, pronunciation, comprehension, and fluency). We also shed the light on its importance in EFL learning and teaching.

1. **Definition of Speaking:**

In English learning, the ability to speak is a necessary skill that must be mastered by any foreign language learner. The common question that is usually being asked to know one's ability in a foreign language is whether the learner can speak English or not. In this context, Nunan (1991) claimed that developing the speaking skill is a crucial aspect of learning a foreign language, and the ability to perform orally is the measure of success.

Speaking is a fundamental productive skill in building a language. It is a common way of comprehending and expressing ideas and thoughts to communicate with someone. Brown (1994) argued that speaking is a process to build meaning which involves producing, getting, and processing information. He also added that speaking comprises verbal and non-verbal messages. That is to say, it involves people's utterances and the way they deliver them with their body movements, gestures, eye contact, and other non-verbal factors (Brown 2007).

2. **The Importance of speaking:**

Speaking is considered a priority and a central goal that should be accomplished by most EFL students. They need this skill for a variety of reasons: to contact people, to start and maintain relationships, etc. As noted by Lindsay & Knight, 2006, we speak for many reasons: to be a sociable people, to exchange ideas, to form bonds with others, to ask others to do something for us, to reply to someone else, to talk about an event, or an action in the past, or the present, or the possibility of something that may happen in the future. In the field of didactics, mastering speaking is considered as mastering the other language skills.

Speaking is a significant skill inside and outside the classroom, as it helps to get a job in companies that look for people who have high speaking capacities. Baker and Westrup (2003) argued that a learner who can speak English well may have a great opportunity for further studies, finding employment, and gaining promotion. It generally helps to activate your knowledge of grammar, pronunciation, and vocabulary and transmit it from your slow to quick memory.

3. Types of speaking:

As it is known, without communication skills, the possibility to go ahead in life would be nearly impossible. Brown (2004) stated five different types of speaking which are well paramount to reinforce EFL learners' oral performance, they are as follows:

3.1 .Imitative speaking:

Imitative speaking refers to how learners can repeat words, phrases, or possibly a sentence while giving great attention to the sounds as an attempt to help students to be more comprehensible. This type is practiced through drills in which the learners try to imitate the utterances produced by the teacher using vocabulary and grammar to construct a meaningful product that fits the context.

3.2. Intensive speaking:

The second type of speaking is the intensive type which is designed to demonstrate competence through achieving certain grammatical aspects of language which help the learner to achieve a high level of performance. An example of this would be to give directed answers to a simple question, read aloud a sentence or a passage, try translating up simple sentences, and complete short dialogues. (Brown 2004).

3.3.Responsive Speaking:

Responsive speaking requires providing short replies such as notes, feedback, or comments to the teacher's and /or peers' comments or questions. However, the teacher needs to motivate and encourage learners to participate in short conversations, simple requests, small talks, or answering the teacher's questions. Brown (2001), claimed that: « A good deal of students imitated questions or comments. These replies are usually sufficient and do not extend into dialogues ». As an illustration of responsive speaking:

A: How was your holiday?

B: It was great.

3.4.Extensive Speaking:

Extensive speaking prepares students for a higher level of performance by requiring them to use prolonged expressions of ideas and thoughts such as reporting events, summarizing paragraphs, performing oral presentations, and storytelling. In this type of speaking, the language style is more formal and deliberative.

3.5.Interactive Speaking:

Interactive speaking came as a drawn-out of responsive speaking, but the distinction occurs in the complication and the length of the interaction. This latter can take either the form of transaction language which aims at exchanging ideas through conversations and dialogues or the interpersonal exchanges which enhance the student's speaking capacities through social interaction by using slang, colloquial language and other sociolinguistic conventions (Brown, 2004).

4. **Components of speaking performance:**

There are many components of speaking that should be mastered by learners to perform fully. According to Bahdi (2014), there are five elements of speaking. Which are:

4.1. Accuracy and pronunciation:

Recognizably, pronunciation in the language learning process means the production and the perception of significant sounds to achieve meaning in the context of language. Hornby (1995) explains that pronunciation is the method in which a language is spoken, or the method in which the utterance is pronounced.

Accuracy is one of the most significant criteria to measure a person's linguistic ability. The term accuracy demonstrates the ability to use the necessary grammar, vocabulary, and pronunciation correctly.

4.2. Grammar:

Grammar is one of the main language components, which is concerned with how learners organize correct sentences in conversation. Per Bahdi (2014) grammar is an internal form and a linguistic knowledge that works in the recognition and production of an adequate structured expression in the language. It implies that the use of grammar is to learn the correct way to put words together to make correct sentences.

4.3. Vocabulary:

Vocabulary refers to the suitable selection of words during speaking in communication. It is a range of words to make utterances in communication. The meaning of one word is related to other words. For instance, when we explain the meaning of cheap by saying its opposite which is expensive; we understand that full is the opposite of empty (Harmer, 2001). Without vocabulary, words cannot have meaning. So, vocabulary means a group of words and appropriate style to describe ideas either in the written or the spoken form.

4.4. Comprehension:

Comprehension refers to the ability to know the meanings of words. According to Hornby (1995), comprehension is the process of understanding and its aims to improve or test people's understanding of language in both spoken and written forms. Bahdi (2014) claims that comprehensibility is the power of understanding words sent by the speaker to the listener. In short, comprehension is significant to avoid misunderstanding between the listener and the speaker.

4.5. Fluency:

Fluency is the ability to link phrases and words coherently, speak clearly, and use intonation and efficient stress (Nation & Newton, 2009).To demonstrate, Khadija (2010) points out the criteria to evaluate fluency. They are as the following: a) lack of hesitation: learners speak continuously and smoothly; it is easy to follow up on their utterances because they do not hesitate for a long time. b) length: learners can connect sentences to form a message, and they even make complex sentences to complete the task. c) independence: students can explain and express their ideas in many ways, ask questions and keep speaking, and more importantly, keep the conversation going.

5. Speaking activities:

Under this title, we will focus on some effective kinds of tasks that would be useful for learners to show them how to express their thoughts suitably.

5.1. Storytelling:

Telling stories is emerging as a strong teaching/learning tool in foreign language classrooms. Teachers need to include this activity for learners who feel shy, anxious, and less confident to encourage them to practice speaking through sharing ideas and voicing opinions. This activity enables them to acquire new vocabulary in the target language. Moon (2010)

asserted that storytelling facilitates engagement and enhances the students' ability to present the story with confidence. Learners who used to participate in this activity could improve their oral language more easily than others. Storytelling activity is not just for helping learners to use the target language but also allows students to know each other well, so they can speak confidently with each other without any fears.

5.2. Problem-solving activity:

Problem-solving can be a useful activity to promote speaking, as well as reduce language anxiety. It is a classroom task in which the instructor proposes a given problem and the students are supposed to find appropriate solutions using the target language. Per Klippel (1983) in problem-solving activities, the language used by learners depends on the problem that is given to them; they give propositions and accept or modify others' opinions.

5.3. Brainstorming:

In this activity, students inspire creativity and bring the largest possible number of ideas in a limited time. Dunn & Kenneth (1972) stated that thanks to brainstorming students will share their thoughts freely because there will be no criticism involved. Such tasks might provide chances for anxious learners to participate without any fears.

5.4. Communication games:

Communication games are an effective strategy that aids students to improve their oral performance. To the mind of Harmer (2001), when the instructor wants to encourage learners to use the target language, he/she should include the communication games activity to emphasize the significance of language function and avoid the focus on grammar rules. Therefore, communication games create a good circumstance for the teacher to motivate students and increase the interaction among them, and at the same time, it helps the students to improve their quality of communicative competence, minimize their anxiety, and enjoyably build their self-confidence.

5.5. Role play:

Role play is another successful activity that aids learners to improve their oral performance, as well as reducing their level of anxiety. In role-play tasks, the instructor runs and organizes the learners; she/he gives them information about who they are, what they are supposed to wear, and what they have to do. They are expected to act in different social roles in an imaginary setting while pretending that they are out of the classroom. This activity gives them a sense of creativity, as well as empathy as they examine others' feelings and opinions.

Role-play activity is the best way that allows students to practice the target language and develops their oral abilities. In this regard, Jhonson & Marrow (1981) claimed that the role-play task motivates learners to practice the language and interact with others (cited in Oradee,2012,p534). When students get used to be involved in such activities, they will be more confident during the oral performance which helps them to lessen their speaking anxiety.

Conclusion:

Through this section, we asserted that speaking the English language fluently is the first aim of EFL students. To elevate their speaking capacities, they need to be able to produce the appropriate utterances and be flexible while interacting during a specific situation that suddenly happens. We have dealt with different definitions of the speaking skill, its various components, types, and great importance in the process of learning.

Section Two: A description of Foreign Language Anxiety.

Introduction:

Foreign language students and teachers should be conscious of the EF anxiety, because it is the main issue that hinders them from obtaining their goals and developing their speaking performance, particularly in the case of learning English as a foreign language.

In this section, we will try to give obvious insights about FL anxiety. We will start by giving definitions of the term anxiety to make it clear for readers to understand our research. Then we will deal with the different types of anxiety by giving full clarifications for each one. After that, we will mention the causes that bring about anxiety, and then we tackle the components of anxiety. Moreover, we will explain the effects of anxiety on the students' speaking skill. At the end of the section, we will shed the light on the strategies and the solutions adopted by teachers and learners to overcome anxiety.

1. Definition of anxiety:

Anxiety is an obstacle faced by many EFL students; it prevents them from improving their speaking performance, as well as harms their achievements. Because of its complex construct, scholars and researchers have had barriers in finding specific definitions for it.

Spielberger (1983; cited in Horwitz et. al. 1986, p. 125) explains anxiety as "an unpleasant emotional state or condition, which is characterized by a subjective feeling of tension, apprehension, and worry and by activation or arousal of the autonomic nervous system". As believed by Scovel (1991, p. 18) anxiety is a case of apprehension and ambiguous panic that is only indirectly related to an object.

When speaking about anxiety in EFL classes, we can find Horwitz et. al. (1986) define anxiety as different components of self-comprehension, beliefs, emotions, and behaviors linked to language learning in the classroom, arising from the authenticity of the language learning process. (cited in Lian and Budin, 2014, p. 40).

2. Types of anxiety:

According to Scovel (1978); Spielberger (1983); MacIntyre et al. (1991); Horwitz et al., (1986), anxiety is often categorized into three major types, which are:

2.1. Trait anxiety:

This type of anxiety refers to a person who considerably feels nervous in any situation. According to Speilberger (1983), trait anxiety refers to a steady predisposition to become anxious in a wide scope of situations. People with high plateau of trait anxiety are nervous people; they lack emotional constancy (Goldberg, 1993). On the other hand, persons with low- trait anxiety are emotionally stable and tend to be relaxed. As claimed by Levit (1980), the trait of anxiety is a fixed condition without the limitation of time. Based on this definition, people who experience this type of anxiety will tend to experiment with trait anxiety all the time in any situation.

2.2. State anxiety:

The second type of anxiety, known as state anxiety, is considered a passing fear which is triggered by a specific situation, for example, a specific significant test. In other words, the individual would experience a state of anxiety if he had an apprehension of a specific situation (e.g., reading loudly, fear of math, etc.). This means that it occurs at a particular moment in time. For instance, when learners have an examination, they feel anxious and apprehensive, which impacts their ability to succeed. Bekleyen (2004) puts forward that the type of state anxiety is experienced by a person in a particular situation as a reaction to a definite moment. Likewise, it happens when the students are exposed to a particular situation that is stressful and hard for them.

2.3. Situation specific anxiety:

Situation specific anxiety is classified by several researchers as an alternative to the type of state anxiety. According to MacIntyre & Gardner (1991), situation-specific anxiety developed the perspective of state anxiety. This type of anxiety is considered as the individuals' apprehension that rises in particular situations and times. It can demonstrate a significant role of anxiety in the process of language learning (Zhanibek, 2001). Foreign language anxiety is seen as situation-specific anxiety for the reason that in the language learning process situation-specific anxiety repeats any time the student attempts to use the language (Balemir 2009). For example, writing examinations, public speaking, etc.

3. Causes of Anxiety:

Most EFL learners confront the problem of anxiety that prevents them from achieving a high level of performance that is why finding out its causes in oral performance is one of the main goals of this research study. Since anxiety is considered as a very common obstacle in

language learning, researchers have endeavored to investigate what brings it about. And according to them, they are the following:

3.1 Linguistic causes:

3.1.1. Lack of vocabulary:

In learning a new language, students cannot separate their language from the vocabulary of the target language. According to Richards & Rndaya (2002), vocabulary is an essential component of accomplishing proficiency and assisting learners to know how to speak, write, listen and read. When Liu (2007) conducted a survey with Chinese English learners, he deduced that vocabulary is a big hurdle in learning English. He found out that the students' English is poor, particularly due to their limitations in English vocabulary. When they want to share an idea, they do not find suitable words which makes it difficult for them to convey the message well.

3.1.2. Grammar Mistakes:

Most English learners consider grammar rules as the key to being professional speakers, but unfortunately, students often make grammar mistakes during their oral performance which prevents them from improving their oral performance. David & Pearce (2000) claimed that many people avoid practicing a foreign language in front of others, because they are frightened to make grammatical mistakes.

3.1.3. Low English Proficiency:

Students' language anxiety can emerge from their low English proficiency. One of Liu's students (2007) asserts that he/she feels embarrassed while speaking English because his/her English is poor, which means that low English proficiency contributes in increasing the level of anxiety among Chinese English learners. He added that those learners avoid asking the instructors to explain or repeat something that seemed to be ambigious for them because they fear that their classmates would think that their English is poor.

3.2. Psychological causes:

3.2.1. Lack of preparation:

Good preparation is an important basis for making a successful presentation; it helps the learner to ensure that he/she has thought carefully about the information needed to communicate with others. Kanar (2011) asserted that language anxiety is a consequence of not being prepared. That is to say, learners should prepare their topics well to deliver good

oral presentations. The results of Liu (2007) in his survey with Chinese English learners confirmed that the majority of students considered the lack of preparation as a cause of anxiety. They confessed that if they prepared what to say, they would feel comfortable, confident, and less anxious.

3.2.2. Lack of motivation:

In EFL classes, practicing speaking can be a hard experience and a very annoying task for learners. They do not know how to deal with it due to the lack of motivation. This latter is an important key to success in language learning. Whenever students are motivated, they achieve a lot. Motivation energizes students and makes them conscious to do their best to obtain something they want, as well as it makes them feel more comfortable and safe with little or no worry in practicing the target language.

3.2.3. Fear of making mistakes:

EFL learners think that they should always deliver the perfect oral performance without making mistakes. This Problem is considered another factor of students' speech anxiety that makes them usually avoid experiencing speaking. Xiuqin (2006) claimed that making mistakes while performing is the weakness of most learners, as well as receiving negative feedback. This means that students may feel worried if they are afraid of making mistakes and receiving an unfavorable evaluation, for example, in Liu's (2007) survey study, one of the students confirmed that when he/she stood on the stage in front of his/her classmates, he/she would be anxious and incapable to express his/her ideas due to the apprehension of being laughed at.

3.2.4. Low self-esteem:

Self-esteem is considered as the overall evaluation we have of ourselves, including the value and the judgments we pass about ourselves. Students with low self-esteem are to have a high level of anxiety in different speaking situations since they are unconfident to perform. Xiquin (2006) asserted that learners with low self-esteem think that they have insufficient knowledge to speak English for which they usually attempt to avoid speaking or to talk as little as possible. In contrast, there are other students with high self-esteem that handle anxiety better than others with low self-esteem. Students with the desire of preserving a positive self-image are protected by self-esteem.

3.2.5. Communication apprehension:

Communication apprehension is another obstacle that prevents students from mastering speaking. Horwitz. et.al (1986) defined communication apprehension as a kind of shyness characterized by panic and fear of contacting others. Students who suffer from language anxiety are usually very quiet and passive; they prefer to be quite rather than communicate with others. Therefore, they can also receive less care and less attention from the instructors when compared to talkative students. Since these students are very calm and do not cause any discipline problems, their need for help is rarely noticed, which makes them give up very early and continue their deeper silence throughout their years in school. McCroskey (1984) asserted that when the people who receive bad feedback and a negative reaction from others in their childhood attempt to communicate, they develop a sense to stay calm and avoid engaging in conversations

3.2.6. Test anxiety:

Test anxiety is a kind of worry that takes place during or before test-taking which leads to poor performance. It is defined by Horwitz (1986) as a kind of oral performance worry that comes from the fear of failing. That is to say, students are frightened of being imperfect; they think that only perfect English should be delivered. Test anxiety is a feeling that students might have during their speaking performance when being tested because of its continuous evaluative nature.

3.2.7. Fear of negative evaluation:

Fear of negative evaluation can be broader since students are afraid of being negatively assessed by their teachers and their classmates (Horwitz, 1986). When learners perform, they will be terrified of the time at which they are going to be evaluated by their classmates and their teachers; they think that others laugh at them due to their low performance. As a result, they choose to be quite rather than practice their language to avoid being made fun of in public (Koch, A. & Terrell T., 1991).

4. The impact of language anxiety on EFL students' speaking performance:

4.1 Facilitating and debilitating anxiety:

Generally, most people have an idea that anxiety is a bad thing in the language learning process because it harms the students' speaking performance. According to some researchers, anxiety is helpful, beneficial and a facilitating factor. Maclellan (1986, p. 40) stated that:

"Anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety producing situation. A lack of anxiety may result in an "I-don't-care attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however, are beneficial. They supply motivation and added energy and increase one's ability to focus on the task at hand. On the other hand, too much anxiety can be damaging, causing "hyped-up" and jittery feeling so intense that effective use of energies towards achieving a goal becomes impossible."(cited in Binti Abdul Aziz 2007,p.06)

 Language anxiety can have both negative and positive effects on EFL students' speaking (Suleimenova, 2012). Some psychologists claim that anxiety facilitates the language learning process. Facilitating anxiety influences the students in a positive way and motivates them. It is characterized as enthusiasm before challenging function (Zhanbek, 2001). It refers to language students' desire to meet new learning tasks and helps them to improve performance and learning; it is a way to raise motivation with learners to study harder and enhance their level. Scovel (1991, p.22) points out that the facilitating form of anxiety motivates and encourages to encounter new tasks in the learning process; it gears the student passionately and emotionally for approach behavior. Furthermore, Brown (1994) states that facilitating anxiety can have a positive influence on students in achieving tasks. Bekleyen (2004) also claims that facilitating anxiety assists individuals to do their best, and it might keep the learners alert and poised.

    Facilitative anxiety of EFL students speaking anxiety can make them careful and aware while speaking (Ozturk & Gurbuz, 2014). A low level of anxiety can be useful and helpful for students to improve their learning in general and speaking performance in particular. According to scovel (1978), facilitating anxiety is a form of anxiety that keeps the students motivated and "fight" the new information and drives them to make efforts to decrease the negative effect of anxiety (cited in Ellis1994:482). Browen (2000) claims that facilitating anxiety is one of the valuable keys that drive success closely linked to competitiveness. This implies that this type of language anxiety affects the learning process positively. According to Scoval (1978), facilitative anxiety plays a great role to keep learners aware of what will occur in their foreign language performance (cited in Arnold, 1999, p.61).

    Language research discovered that language anxiety affects negatively the language learning process and inhibits learners' achievements (Doxbury and Tsai 2010:4). Since

anxiety has negative effects in the literature, it is generally interpreted by the term "debilitating anxiety" to encourage language students to escape and avoid the learning task (Alpert & Haber, 1960). Some causes of debilitating anxiety are the negative feelings that people undergo which prevent them from performing a task. Debilitating anxiety harms students' performances in many forms both directly through making overt avoidance of language and decreasing participation, and indirectly by self-doubt and worry (Oxford, 1999:60). Therefore, this language anxiety "harmful anxiety" affects students by minimizing their motivation, reducing their self-confidence, and raising their negative behavior which hinders their learning.

No one can obtain things completely without anxiety, while too much anxiety may damage learning and hinder the ability to acquire better results. Eherman (1996) stated, "debilitating anxiety inhibits learning" (cited in Takayuki, 2008, p.13). Horwitz et al (1986) claimed that speaking anxiety in classrooms has a debilitating impact on learners' language learning process and performance. This anxiety negatively influences students' speaking. Hence, Arnold (1999, p.60) suggests that students need to avoid debilitating anxiety due to its negative impact that threatens this learning process and goals' fulfillment. Chokrabarti & Sengupta (2012) explore that foreign language anxiety influences language achievements. Anxiety is the main cause of learners' lack of achievements.

Similarly, Awan et al. (2010) explored the relationship between foreign language classrooms' anxiety and learners' achievements and found that both language anxiety and achievement are negatively linked to each other. Likewise, Liu (2006) investigates Chinese EFL learners' anxiety at various proficiency levels, the results show that more proficient learners tend to be more confident and less anxious when speaking in classrooms. MacIntyre & Gardner (1999) state that speaking-anxious learners tend to regress from participating in classes. Therefore, their speaking performance will improve less.

Thus, anxiety serves both as a facilitating and a debilitating factor in the language learning process according to the level of arousal. When anxiety is high, it drives poor performance. While if it is low, students can perform well. Zheng (2008:2) explained that a certain level of anxiety leads to a negative effect, which may lead to inactive work performance or avoidance.

Speaking anxiety has a negative influence on many aspects of the learning process. According to MacIntyre & Gardner (1991), language anxiety has negative effects on learners' focusing and processing of the input in the classroom; thus, it impacts negatively their output

of the language. They added that students who feel anxious while speaking tend to avoid taking part in class, and they do not want to take risks. These behaviors prevent students from many chances to practice the target language. Consequently, their speaking will be less fluent. They state that students who speak anxiously are less motivated than others. Accordingly, their grades are affected. They explained that students' grades depend on their participation in the classroom speaking activities. Anxiety impacts the students' speaking ability.

A disturbing feeling such as anxiety will annoy students and influence their speaking performance and efforts. They will be less focused and probably make mistakes. Anxious students have to work harder before doing an oral presentation since anxiety distracts their attention during the learning process. Anxiety can be a potential problem in students ' speaking performance since it affects cognition processing. Ormord (2011) claimed that anxious learners may concentrate less and are too disturbed to pay attention to what they need to learn, process, and retrieve information. Tobias (1979) proposes that anxiety affects performance at three stages (input stage, processing stage, output stage).

4.2. Anxiety at the input stage:

Input anxiety affects students when a new piece of information is represented in memory for the first time (Bailey et al., 2000). At this stage, language anxiety acts as an obstacle that inhibits the information from getting into the cognitive process (Maclntyre, 1999). This is similar to Krashen's (1982) concept of the "affective filter". He states that anxiety can create an affective filter that prevents the input to be understood. Anxious students find it hard to speak the target language because worry hinders the processing of the information. In contrast, quiet and relaxed learners, who can perform well, can process the input and at the same time respond to the stimuli without any fears (Maclyntre, 1999).

4.3. Anxiety at the processing stage:

At the processing stage, learners' concern and fear prevent them from learning a new input since anxiety acts as a distraction. It distracts learners from processing information comfortably. The processing anxiety is linked to the organization of the exposed material and the complication of the input (Tobias, 1986). According to Maclntyre (1999), the incoming information should be related to the old information. They need to provide good processing for the new information to be a portion of their old knowledge.

4.4. Anxiety at the output stage:

Anxiety can damage language output by inhibiting recuperated information. So, output anxiety is the apprehension that the learners experience when they are required to produce the prior learned materials (Bailey et al., 2000). Anxious learners forget what they already know while writing, speaking, or taking important exams. According to MacIntyre (1999), students know the correct response, but he/she does not remember it, which is what he/she calls "freezing up".

5. **Strategies to reduce the classrooms' speaking anxiety:**

5.1. Strategies used by students to reduce their speaking anxiety:

Foreign language anxiety is one of the most difficult issues that many learners encounter in their attempt to speak. The negative feeling of anxiety can make learners less confident in their speaking performance in class. In this case, a comprehensive learner can help himself via a series of strategies and techniques to minimize FL anxiety.

Yan Ying- Ling & shinji kondo (2004) wrote in an academic journal about the techniques and the strategies for coping with foreign language anxiety. In the journal, there are five strategies that the learners should use to decrease their communication apprehension to perform in a classroom, namely preparation, relaxation, positive thinking, peer seeking, and resignation.

5.1.1. Preparation :

The first strategy is preparation. It refers to the students' endeavors to control the impending threat by progressing learning and studying strategies. It is important to note that preparation is the most used strategy. This indicates the connection between language anxiety and language incapability.

Many foreign language students find themselves anxious when they do not prepare before the class starts. There are many ways to plan, such as learners are to try to get used to using English, study hard, prepare themselves better, peruse the materials before class, concentrate, listen carefully to what the teachers say in class, check the dictionary, taking foreign language courses provided in or outside the school, ask for help from teachers and friends, try to focus on areas which might cause anxiety, try to gain perfect summaries of lecture notes, think closely about where you have trouble, and make studying English a daily habit.

The use of these strategies can lead to a decrease in the learners' anxiety related to the language class.

5.1.2. Relaxation:

The second strategy is relaxation. The key and this strategy aim to make anxiety vanish or reduce somatic anxiety symptoms by following several typical steps, such as relaxing the body by doing slow and deep breaths, and trying to calm down by having some muscle relaxation practices; this will turn the worrying energy into a positive one.

5.1.3. Positive thinking:

The third strategy is positive thinking which means that the students should think positively about their speaking performance and seek to build a positive self-image in the classroom. In this strategy, students use different methods, such as trying to build self-confidence and thinking positively. In addition, students should believe in themselves, imagine that they are giving major performances, tell themselves that they can do it, and can do better than others, try to enjoy stress, cheer up, think about something fun, and not be apprehensive about the consequences.

5.1.4. Peer seeking:

The fourth strategy is peer seeking; it is featured by learners' willingness to look for other learners who seem to have problems in understanding the class and/or controlling their anxiety… In this strategy, students try to compare themselves with their friends who have the same problem. There are many typical items of peer seeking strategy, which are: students telling themselves that the difficult problem they face is also difficult for others, that their friends must also be anxious, that they should look for others who have difficulty, that they should try to understand the lecture, ask friends if they understand the lecture, talk with friends around them, and look for others who have trouble controlling their anxiety.

Peer seeking is a good solution, especially if the students share their strategies and experiences with their learning partners; this strategy can help reduce learners' anxiety when learning a foreign language.

5.1.5. Resignation:

The last strategy is resignation. It refers to the behavior of learners to avoid the learning process in order to minimize the anxiety they experience. Resignation is the intent of reducing the effect of anxiety by rejecting to face the problem. For instance, students usually tend to

give up or choose to resign, stop paying attention and sleep in class, accept the problematic situation, and, consequently, stop trying anymore. à

Of course, this does not have a good impact on their learning outcomes and abilities although, in fact, this strategy proves to decrease the anxiety they have.

5.2.Teachers' strategies to reduce anxiety:

Teachers have an active role to minimize speaking anxiety and help learners to deal with it. They should help them to overcome this obstacle since it has a great impact on students' learning and speaking performance.

5.2.1. Creating a relaxed classroom:

Building a relaxed and enjoyable classroom is the responsibility of the teacher since lessening learners' anxiety is an essential thing to obtain good outcomes in foreign language classes. It can give learners a strong desire to practice the target language easily because the atmosphere acts as a needed tool to alleviate students' stress to communicate using the foreign language without any difficulties. According to Dornyei (2001) in the process of learning a foreign language, the role of the instructor is to create a supportive classroom atmosphere. Furthermore, some different ways may help the teacher to provide a pleasant atmosphere. Dornyei (2001) claimed that the instructors should be tolerant of the learners' mistakes, they should take into account that making mistakes is evidence that the learner is progressing and investigating the target language rules. As well, the use of humor is an important tool to have a positive atmosphere. He also stated that teachers with a good sense of humor make learners feel more comfortable in their process of learning. In this context, many researchers propose a similar idea about the use of humor in EFL classes; they claimed that calling learners by their first names, gives them sufficient time for answers, and being cheerful. These simple ways can help learners to use the target language.

5.2.2. Teacher and student relationship:

A good and strong teacher-student relationship can affect the classroom atmosphere positively and therefore influences the learner's oral performance by which students learn new subjects from the teacher, and the teacher experiences his/her teaching skills. Pianta (1999) stated that the interpersonal psychological relationships between student and teacher supply the learners with a sense of security in the classroom climate that minimizes the anxiety which leads to good outcomes.

Furthermore, the strong link between teachers and students is the best recipe for learners' success. It encourages them to participate cooperatively, as well as raises the feeling of relaxation and motivation. Birch & Ladd (1997) asserted that learners with positive links with their instructors were better adjusted academically than other learners with troubled teacher-student relationships.

5.2.3. Varying speaking activities:

Another strategy that can be applied by teachers is varying speaking activities that should be designed to help learners to decrease anxiety and tension in the classroom. Simulation is one of the important activities that can help students build their self-confidence. Harmer (1984) assumed that simulation is very useful for learners; it reinforces the speaking of anxious students and arises their self-confidence. One thing that makes it distinct from role-play is that simulation is more detailed.

5.2.4. Group work:

Group work is an effective strategy that helps students to reduce their speaking anxiety. It is a classroom situation where students are working on a certain topic in smaller groups. According to Johnson (2005), cooperative learning is an effective strategy in which mixed-level students work together in small units on a subject matter. Baker & Westrup (2003) claimed that group work refers to a social practice that happens when more than two people would achieve a common purpose. Students work cooperatively to solve a problem that is given to them by their instructor, which helps them interact with others and share ideas confidently. As Dornyei (2001) believes that cooperative learning develops high self-esteem and self-confidence. When learners work in groups, they will help, enhance, and motivate each other to speak without being afraid of others' reactions.

Conclusion:

To sum up, many scholars and researchers have been studying FL anxiety from different aspects. This section dealt with various definitions of FL anxiety, and its types (state, trait, and situation-specific anxiety). In addition to that, we dealt with the main causes of anxiety (linguistic causes and psychological causes). Then we moved to the major components of anxiety (test anxiety, communication apprehension, and fear of negative evaluation). Moreover, we explored the impact of anxiety on EFL students' speaking performance (facilitating and debilitating). The last point that we discussed in this section is some techniques and strategies used by learners and instructors in order to reduce FL anxiety in classrooms.

Chapter Two

Chapter two: Data Analysis

Introduction:

This chapter is fundamentally concerned with the practical side of the study. It aims to collect data about the effect of anxiety on EFL student's speaking skill. We used the questionnaire as a method that we believe it will fit our research. This study investigates how students of the second year of English at Bordj Bou Arreridj university are influenced by anxiety. This chapter is divided into two parts, the first part introduced the research methodology, research instrument, and sample. The second part is concerned with the data analysis submitted by the questionnaire addressed to students. Thus, the chapter serves as evidence to demonstrate that the issue exists and to confirm the hypothesis.

1. **Methodology:**

The present research work is a case study dealing with second year Bachelor's degree EFL students at El Bachir El Ibrahimi University. To achieve the objectives of the research study, and answer the research questions, the mixed method was used.

1.1. The sample:

The respondents in this study were second-year EFL students. The reason behind choosing to work with the second-year students is because they have just started to develop their oral abilities, so we believe that they are greatly affected by anxiety, so their answers will be veritable. From a population of 200 students, we dealt with 80 students selected randomly to be the research sample. This later included 55 females and 25 males.

1.2. Research instrument:

It is necessary to gather learners' views about the impact of language anxiety on English speaking. Their opinions are very important to know to what extent this problem is widespread. For this purpose, a questionnaire was used as a research instrument. It is the appropriate tool to know students' points of view and prove the hypothesis.

1.3. Description of the questionnaire:

The questionnaire was designed according to the theoretical part of the second chapter of the dissertation, it consists of 16 questions most of Them are closed-ended questions; students are required to answer by "yes" "no", "agree" "disagree" or to tick the correct answer from a set of options. Thus, there is an open-ended question where the learners are asked to provide

their personal opinions about the subject. The whole questionnaire is classified into 3 sections:

Section one:

This section is entitled "General information", (Q1, Q3), and it consists of three questions aiming to know personal information about learners such as their gender, their age, and if they find learning English difficult.

Section two:

This section is about "Anxiety and students' speaking performance", (Q4, Q12). Through this section, we try to show the most difficult skill for learners, how they feel when they are called to speak, does anxiety affect their speaking negatively, and does it impact their speaking positively, if they say yes, we asked them to say why. Furthermore, to identify the main causes of anxiety and the most motivating activities, and if affect their achievements.

Section Three:

This section is about "Reducing FL anxiety and improving speaking skill",(Q13, Q16). We attempt to investigate if reducing anxiety is important for students, does teacher encourage them to speak, and the preferable strategies that students and teachers like to work with to lessen anxiety.

2. Data analysis and interpretation of the results:

Section one: General questions

Question 01: Gender

Table01: Students' gender

Frequency	Responses	participants	Percentages
Valid	male	25	32,0%
	female	55	68,0%
Total		80	100,0%

The table above shows the rate of females and males learners in the Eglish section. As we can see 68% (55 participants) of the sample are female students whereas, 32% (25 participants) are males. This indicated that female students represent the majority of our sample because they are more interested in learning a foreign language.

Question02: Age

Table02: Students' age

Frequency	Responses	Participants	Percentages
Valid	18-30 years	69	86,0%
	over 30 years	11	14,0%
Total		80	100,0%

From the table above, we observe that the participants' age varies from 18 to 30 years and over 30 years, while most of them are between 18-30 years

Question03: Do you think that learning English is difficult?

Table03: Students' opinions about the difficulty of learning English

Frequency	Responses	Participants	Percentages
Valid	yes	22	27,0%
	no	58	73,0%
Total		80	100,0%

According to the table, the majority of participants (73%) assure that learning English is not difficult, however, those who think that learning English is difficult are 27%. This means that the number that learners who think that learning English is not difficult more than the number of students who think it is difficult. We can notice that learning English is an easy task for most learners.

Section two: Anxiety and students' speaking performance

Question04: In your experience, which of the four skills is the most difficult?

Table04: Students' attitude toward the most difficult skill

Frequency	Responses	Participants	Percentages
	listening	8	10,0%
Valid	speaking	50	62,0%
	reading	2	3,0%
	writing	20	25,0%
Total		80	100,0%

From the table, we asked students which skill is the most difficult, and the results were far in percentage. We found more than half of the participants (62%) said that speaking is the

most difficult skill. It seems it is a matter of anxiety. The rest of the students (25%) who choose writing skill may be because they have difficulty with sentence structure, poor vocabulary, and grammar. Whereas, 10% from our sample believe that listening is the most difficult skill. Finally, students who choose reading skill represents 3% from the whole sample. By this question, we can know which of the four skills is the most difficult for students.

Question 05: How do you feel when you are asked to speak in class?

Table05: Learners' feelings when they are asked to speak in class

Frequency	Responses	Participants	Percentages
Valid	Anxious	48	60,0%
	Relaxed	32	40,0%
Total		80	100,0%

The table above shows that students who feel relaxed when they are asked to speak are 32 (40), and those who feel anxious when they are asked to speak are 48 (60%). The number of participants who feel anxious when they are asked to speak is more than participants who believe that is a relaxed experience. Therefore the majority of students believe that answering questions and speaking in class is a difficult task.

Question06: Does anxiety affect your speaking performance negatively?

Table06: Students' attitude toward the negative effect of anxiety on their speaking performance

Frequency	responses	Participants	Percentages
valid	yes	54	67,0%
	no	26	33,0%
Total		80	100,0%

It is clear from the results in the table above that 54 students (67%), stated that anxiety negatively affects their speaking performance, and 26 students (33%) claimed that anxiety did not affect their speaking. These results clarify that the number of participants who considered that anxiety affects negatively their speaking performance is more than the number of those who assume that anxiety does not affect their speaking. So this asserts that anxiety has a negative influence on the oral performance of the majority of the students

Question07: If yes, to what extent does anxiety affect negatively your speaking?

Table07: participants' opinions about the extent of anxiety in their speaking

Frequency	responses	Participants	Percentages
Valid	high extent	21	26,0%
	intermediate extent	24	30,0%
	low extent	9	11,0%
total		54	67,0%

The results show that anxiety has a high extent in affecting the students speaking performance, 21 participants (26%) are of high extent. 24 participants (30%) claimed that it has an intermediate extent and 09 participants (11%) claimed that it has a low extent in their speaking. We notice from what has been mentioned above that the majority of learners are affected by anxiety in their speaking.

Question08: Can anxiety impact your speaking positively?

Table08: Students' opinion about the positive impact of anxiety on speaking

frequency	responses	Participants	Percentages
Valid	yes	14	18,0%
	no	66	82,0%
Total		80	100,0%

The table above reveals that 14 participants (18%) claimed that anxiety impacts positively their speaking while 66 participants (82%) stated that anxiety cannot affect their speaking positively. We notice that the majority of students considered that anxiety cannot impact their speaking positively.

Question09: If yes please say why?

Table09: Students' justification for the answer "why

No justification	08 participants
Justification	_ It is a way to raise motivation to study hard _ It keeps them alert and do their best _ It can be helpful for students to improve their speaking _ Positive impacts of anxiety allows for preparation, planning and practice time _ It encourages students to face the new learning tasks _ Positive anxiety increases responsibility and concentration

Question10: When you feel anxious in oral class, it is due to:

Table10: causes of speaking anxiety

frequency	Responses	Participants	Percentages
Valid	low self-esteem	17	22,0%
	grammar mistakes	31	40 .0%
	fear of making mistakes	12	15,0%
	lack of vocabulary	7	8,0%
	lack of motivation	3	3,0%
	lack of preparation	4	5,0%
	fear of negative evaluation	2	2,0%
	communication apprehension	4	5,0%
Total		80	100,0%

From the results shown in the table, 17(22%) of students referred their speaking anxiety to their low self -esteem, while 31(40%) of them referred it to the grammar mistakes and 12(15%) of students claimed that they suffer from anxiety due to the fear of making

mistakes. Therefore, 7(8%) of learners considered lack of vocabulary as the cause behind the issue, 3(3%) said that they feel anxious due to lack of motivation, while 4(5%) of them referred their anxiety to the lack of prepateachers 5(5%) of them referred it to the fear of negative evaluation, while 4(5%) believe that they feel anxious because of the communication apprehension. Moreover, the main cause of learners' speaking anxiety is grammar mistakes.

Question11: What are the most motivating activities to you?

Table11: Students' speaking activities in which they are more motivated.

frequency	Responses	Participants	Parentages
valid	group work	33	41,0%
	role play	22	27,0%
	storytelling	9	12,0%
	problem solving	5	6,0%
	communication games	6	8,0%
	brainstorming	5	6,0%
Total		80	100,0%

It is clear from the results that the number of learners who believe that group work is the most motivating activity is 33 (41%), while 22 (27%) of them choose the role-play activity, and 9 (12%) of them prefer the storytelling activity. Therefore, 5 (6%) of learners said that problem-solving activity is the most motivating activity, while 6 (8%) of them prefer communication games and 5 (6%) like brainstorming activity. We notice that group work is a suitable task for learners to enhance their speaking.

Question 12: Do you agree that language anxiety affects students' achievements?

Table12: Students' opinion about the effect of anxiety on their achievement

Frequency	Responses	Participants	Pecentages
valid	agree	60	75,0%
	disagree	20	25,0%
Total		80	100,0%

It seems from the results obtained in the table above that 60(75%) of learners agree that language anxiety affects their achievements, while 20(25%) reject the statement, they give response "disagree".

Section three: Reducing EF anxiety and improving speaking skill

Question 13: In order to enhance your speaking performance, reducing anxiety is:

Table13: Students' opinion about the importance of reducing anxiety

Frequency	Responses	Participants	Percentages
Valid	very important	40	50,0%
	important	33	41,0%
	less important	4	5,0%
	not important	3	3,0%
Total		80	100,0%

The results show that 40(50%) of learners believe that reducing anxiety is very important to enhance their speaking performance, while 33(41%) of them give the response "important".Moreover, 4(5%) of them considered decreasing anxiety to be less important and a few of them 3(3%) give the response "not important".

Question14: Does your teacher encourage you to speak?

Table 14: Learners opinion about the encouragement of their teachers

Frequency	Responses	Participants	Percentages
valid	yes	53	67,0%
	no	27	33,0%
total		80	100,0%

The table above indicates the number of students who have been encouraged by their teacher in their speaking is 53(67%), and those who do not receive encouragement are 27(33%). We deduce that the majority of learners tend to like the encouragement given by

their teacher. We conclude that a teacher should motivate, and encourage students as much as possible to practice speakin

Question15: What do you want from teacher in order to minimize your anxiety?

Table15: Teachers strategies to reduce their learners' anxiety.

Frequency	Responses	Participants	Percentages
valid	a pleasant relationship between teacher and students	41	52,0
	encouraging collaborative work	21	26,0
	using different speaking activities	9	11,0
	creating a relaxed and enjoyable atmosphere	9	11,0
total		80	100,0

According to this chart, the number of students who choose a pleasant relationship between teacher and students as the preferable strategy to minimize anxiety is 41(52%), and those who claimed that collaborative work helps them to alleviate their anxiety are 21(26%), those who choose speaking activities technique are 9(11%), and 9(11%) of them select creating a relaxed classroom and an enjoyable atmosphere. Based on these results, the most effective strategies for learners to lessen this issue in the classroom are collaborative work and a pleasant teacher-student relationship, since they gain the highest percentage among the other strategies.

Question16: What are the strategies that you use to decrease anxiety?

Table16: Students' opinion about the strategies they use to reduce anxiety

Frequency	Responses	Participants	Percentage
	practice and preparation	32	40,0%
Valid	relaxation technique	34	42,0%
	peer seeking	4	5,0%
	positive thinking	10	13,0%
Total		80	100,0%

The statistics clarify that the number of students who reported that they practice and prepare before delivering a presentation to reduce anxiety is 32(40%), and those who use the relaxation technique are 34(42%), only 4(5%) of them use peer seeking strategy and 10 (13%) of them prefer to think positively. For this reason, we deduce that learners recognize the negative impact of language anxiety on their speaking performance. Accordingly, various techniques are available to overcome this problem, they rely on them to be more relaxed.

3. The interpretation of the results:

The focus of this research is to investigate EFL students' perception of the impact of anxiety on their speaking performance. To reach this goal and answer the research questions, a questionnaire is administrated to 210 second-year LMD students, and then we choose 80 students randomly from the department of English at El Bachir El Ibrahimi University. Hence we gathered the previous data.

The analysis of students' questionnaire implies their negative attitude toward the impact of anxiety on their learning English in general, and their speaking in particular. In section one, the majority of students said that learning English is an easy task (as shown in Q3)

In section two, the obtained results reveal that a large number of students believe that speaking is the most difficult skill (Q4). Q5 implies that their speaking is affected by anxiety feeling anxious instead of being relaxed, so anxiety hinders them to show their ideas. Additionally, a large number of learners report that anxiety affects negatively their speaking performance, only a few of them put forward that anxiety does not affect their speaking (Q6). In this regard, this impact leads students to an intermediate extent of anxiety while performing orally (as shown in Q7) when most learners classify their anxiety between high and

intermediate extent. Therefore little attention is given to the positive impacts of anxiety (Q8). In Q9 students show their opinions on why anxiety can impact positively their speaking.

Most students admitted that they feel anxious because of grammar mistakes and low self-esteem (Q10). Concerning classroom activities, most students assert that group work is the most motivating activity. Therefore group work is the most suitable activity for learners to improve their speaking performance. Q12 demonstrated that the majority of students find that anxiety affects their achievements.
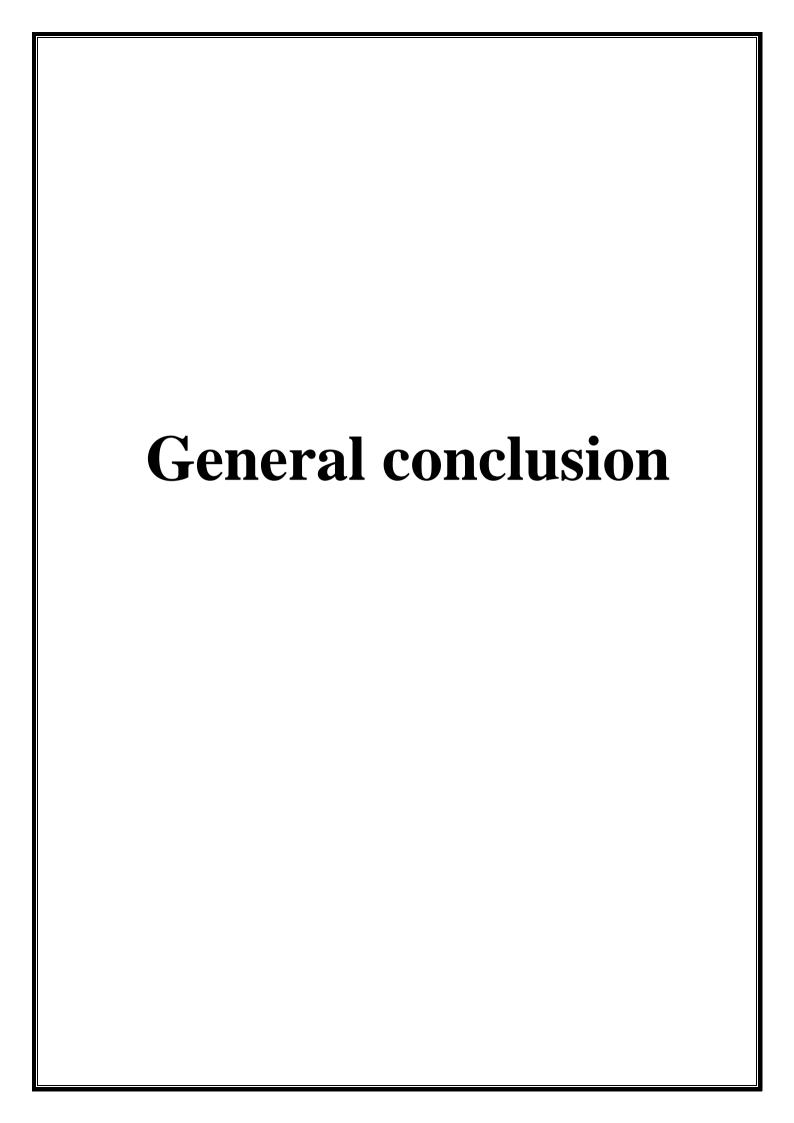
In section three, Q13 reveals that the majority of students believe that reducing anxiety is very important to enhance their speaking. Although the majority of students admit that their teachers encourage them to participate and speak. Teachers should encourage their learners to do their best to minimize anxiety and make them feel confident to enhance their speaking in learning English as a foreign language (Q14). Most students want a pleasant relationship between students and teacher strategy to decrease anxiety (Q15). So the result indicates that teachers could play a vital role in reducing learners' anxiety via using effective motivational strategies. Finally, most students use to practice and preparation strategies and relaxation techniques to reduce anxiety.

4. Implications for further studies:

The aforementioned limitations that were specified in the current study set the basis for future studies. As long as, for the future research, the researcher proposes that there should be a test speaking to make the research becomes obvious and more specific to see the symptom and reasons that cause FL anxiety in speaking. Future research is also needed to focus on the best method to cope with the anxiety felt by the learners. It is also important for future research to examine anxiety in different skills (writing, listening, and reading).

Conclusion:

This last chapter, which concerned with the major results obtained from the questionnaire. The finding revealed that most second-year students face anxiety problems due to many reasons. This problem has a great impact on students' speaking performance and accomplishment level. The existence of anxiety in FL classes can hinder the students' ability to get good results during the learning process. For that reason, anxiety has a great effect on learners' oral performance, as well as their achievement in their learning English as a foreign language.

General conclusion

General conclusion:

Our dissertation shed the light on one of the most complicated obstacles that students encounter while speaking which is language anxiety. The fundamental aim of our study was to demonstrate the problem of EFL speaking anxiety which is considered one of the most harmful and difficult psychological phenomena that the majority of students face in their attempt to communicate. Researchers' studies have shown that this issue is a big barrier that requires more interest from psychologists, teachers, and students. Furthermore, this study had a goal to explain the reasons that cause anxiety by EFL students, and more exactly in the case of speaking. Also, this research work aimed to identify strategies through which second-year English students were can easily decrease their anxiety, can interact in the classroom, and develop their speaking performance, and how it can be a solution to overcome FL anxiety. This study has confirmed our hypothesis, which stated that second-year LMD students of the English branch of Bordj Bou Arreridj University are conscious of their difficulties in mastering speaking EFL, and have a perfect command of some techniques and strategies, they will reduce their anxiety and obtain better results. And especially, if teachers use efficient motivational strategies, students' anxiety would be minimized.

To conclude this study we have used a mixed-method because it is the most appropriate to deal with this theme. Mainly, our research comprised two main chapters, the first is the theoretical part which is divided into two sections. The first section was about speaking skill; it contained the definitions of speaking, types, importance, components, and finally speaking activities. The second section was about FL anxiety and its impact on students speaking performance, it contained several definitions of anxiety, types, causes, and the impact of anxiety on EFL students speaking skill, and finally, strategies used by students and teachers to reduce anxiety and master speaking. Concerning the second chapter the practical part we have chosen a questionnaire for students, which is concerned with the analysis of this psychological phenomenon through interpreting, then analyzing data is collected from the students' opinions and answers about the two aspects of anxiety and speaking, the former was directed to a sample of second and year LMD students, at the section of English branch at Bordj Bou Arreridj University.

Limitations:

The study has some limitations that should be emphasized. Firstly, the time limit is the most important obstacle we can face. Although we were able to complete our work by the deadline, extended time could have been beneficial for better results. Secondly, there was

difficulty in collecting questionnaire from the students; some students left out some questions and others did not reply to our questionnaire.

Thirdly, the small sample size of this study is concerned only with the second year at the department of art and foreign language at Bordj Bou Arreridj University. It can not be generalized to other levels. Thus, the established inference is particular to this study, and they do not describe all EFL learning or all Algerian Universities.

Recommendations:

For the purpose to minimize language anxiety and improve students' speaking skill, here are some propositions for learners, administration, and teachers.

Recommendations for foreign language students:

Since anxiety is a difficulty that students face in their learning process, they have to cope with it.

-Learners should not be afraid of making mistakes, since mistakes are inevitable, they are evidence that learning is taking place.

-Learners should bear in their minds that anxiety is a natural feeling and anyone can experience it.

-Students should know that speaking is one of the most important skill in learning a foreign language, so they should focus on improving it through practicing.

- Learners should build a good relationship between them to be more comfortable and avoid anxiety, shyness, and fear while performing oral tasks.

-Students should respect each other and avoid laughing at their classmates' mistakes to create a friendly environment.

-Learners should have high self-esteem and self-confidence to overcome negative feelings.
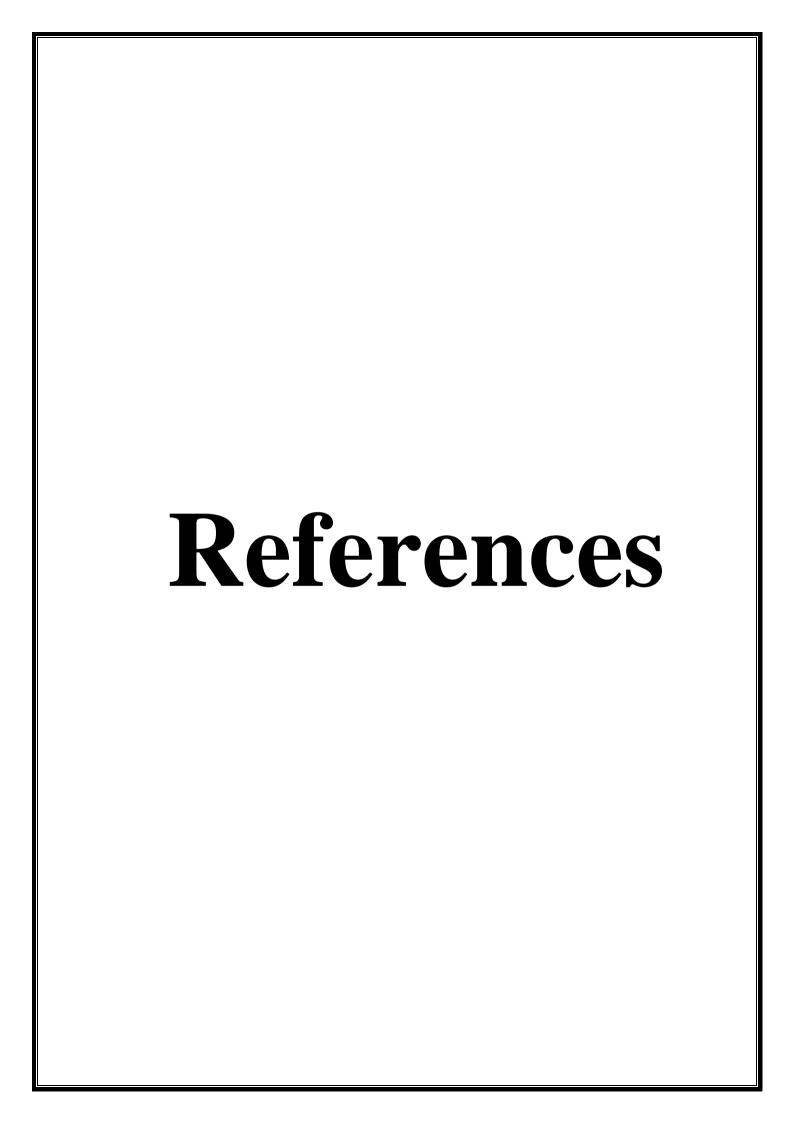
Recommendations for administration:

-The administration should decrease the learner's number in each class to achieve a high learning level.

-The administration should increase the hours of the oral sessions to give students the chance to practice the language.

-To prevent learners from frequent absences, the administration should apply the exclusion system.

Recommendations for teachers:

Teachers play an important role in helping learners to lessen their anxiety by applying some strategies that are useful and effective.

-Teachers should encourage group work activity to create interaction between learners, and motivate them to speak more to improve their speaking level.

-Teachers should ask anxious learners to share with them their learning difficulties to find the appropriate solutions for them.

-Varying the classroom activities is a good technique to make learners vital and prevent them from bored.

-Teachers should construct a good link with their learners to make them feel more comfortable while performing oral task.

References

References:

-Aida, Y. (1983). Manual for the state-trait anxiety inventory. Palo Alto, CA: Consulting Psychologists Press.

-Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, *2*(6), 22-30.

-Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *The Journal of abnormal and social psychology*, *61*(2), 207.

-Anjaniputra, A. G. (2013). Teachers' strategies in teaching speaking to students at secondary level. Journal of English and Education, 1 (2) 1-8.

-Arnold, J. (Ed.). (1999). *Affect in language learning*. Ernst Klett Sprachen.

-Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students achievement. *Journal of College Teaching & Learning (TLC)*, *7*(11).

-Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of language and social psychology*, *19*(4), 474-490.

-Bada, E., Genc, B., & Ozkan, Y. (2011). Speak the real: News articles as major source for oral competence. *English as a second language*, 121-134.

-Bahdi, M. (2014). The impact of extracurricular activities on students' academic oral proficiency. *Kasdi Merbah Univer-sity-Ouargla*.

-Bekleyen, N. (2014). Foreign language anxiety. Cukurova Universities Sosyal Blimler Enstitusu Dergisi, 13 (2), 27-39.

-Bintiabdul Aziz, N.H. (2007). ESL Students' Prespectives on Language Anxiety

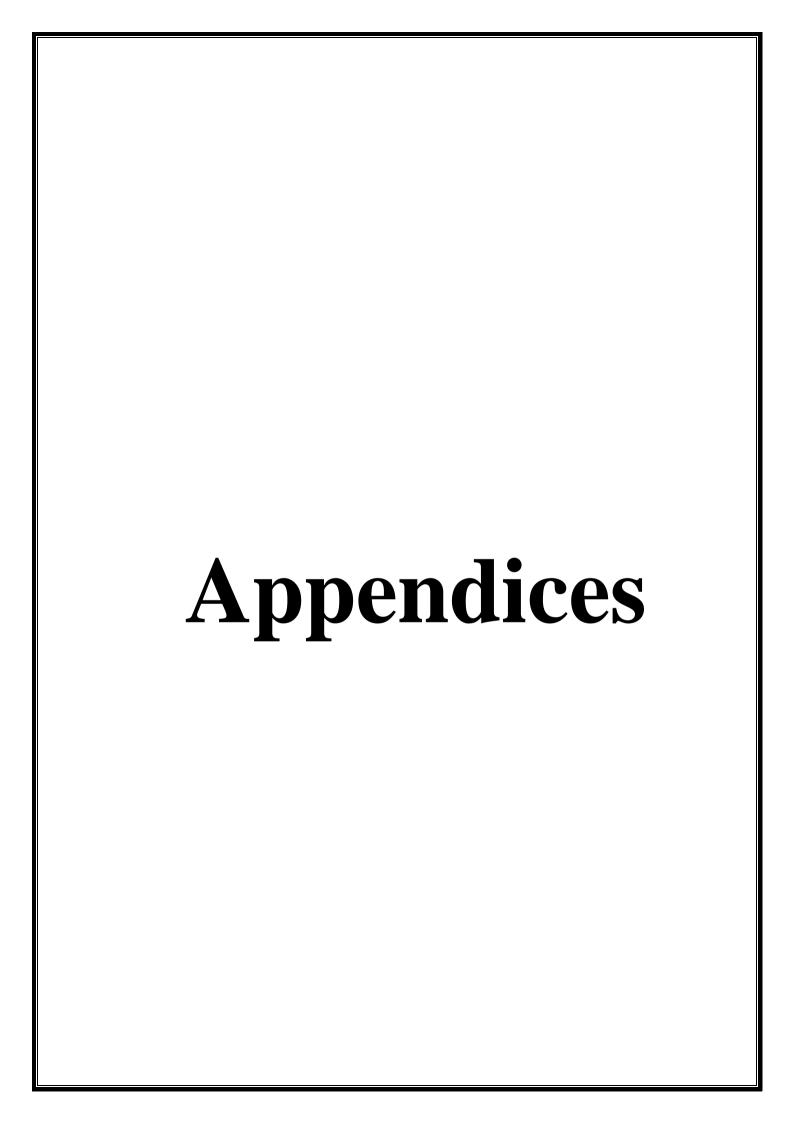(Unpublished doctoral dissertation). Putra Malaysia university

-Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of school psychology*, *35*(1), 61-79.

-Brown, H. D. (1994) Principles of language learning and teaching. London: Prentice Hall Regents.

- Brown, H. D. (2001). Teaching By Principles: Interactive approach to language Pedagogy 2nd Edition New York: Addision Wesley Longman.

-Brown, D. (2007). Principles of Language Learning and Teaching. USA:Longman

-Brown, D.H. (2004). Language Assessement. Principles and classroom Practice. UK:longman

-Bygate, M. (1987). /speaking: The cambridge guide to teaching English to speakers of other language. Cambridge: cambridge university Press.

- Budin, M. (2014). Investigating the relationship between English language anxiety and the achievement of school based oral English test among Malaysian Form Four students. *International Journal of Learning, Teaching and Educational Research*, *2*(1).

- Chakrabarti, A., & Sengupta, M. (2012). Second Language Learning Anxiety and Its Effect on Achievement in the Language.*Language in India*, *12*(8).

 -Clark, D, & Beck, A. (2012). The anxiety and worry workbook. The Guidfold publication, Inc.

-Davis, P. And pearce, E. (2000). Sources in English Teaching. Oxford:Oxford University Press

-Dornyei, Z. (2001). Moticational strategies in the language classroom cambridge:Cambridge University Press

- Duxbury, J. G., & Tsai, L. L. (2010). The Effects of Cooperative Learning on Foreign Language Anxiety: A Comparative Study of Taiwanese and American Universities. *Online Submission*, *3*(1), 3-18.

 - Ellis, R., & Ellis, R. R. (1994). *The study of second language acquisition*. Oxford University.

- Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American psychologist*, *48*(1), 26.

 -Harmer, J. 2001. The Practice of English Language Teaching. Third Edition Cambridge: Longma

-Harmer, J. (2001) The practice of English Language Teaching-Third edition. London:longman

-Harmer, J. (1984). The Practice of English Language Teaching-London:London The internet TESL Journal, 7,11.Retrieved February 15,2018 from: https//:iteslj. Org/Articles/Kayi-Teaching Speaking. Html

- Hornby, A. S., Gatenby, E. V., & Wakefield, H. (1995). The advanced learner's dictionary of English.

- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *Tesol Quarterly*,*20*(3), 559-562.

- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*,*70*(2), 125-132.

- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*,*70*(2), 125-132.

 -Johnson, D. (2005): Cooperative learning: Increasing college faculty instructional productivity. Cited: by Dr. Fasawang Pattanapichet Bangkok University

-Kanar, C.C. (2011). The confident Student (7th ed). United states of America: Wadsworth, Cengage learning.

- Kao, P. C., & Craigie, P. (2010). Foreign language anxiety and English achievement in Taiwanese undergraduate English-major students: An empirical study. *弘光學報*, (61), 49-62.

-Kitano, k.(2001). Anxiety in the collegue Japanese Classroom. The modern language Journal, 85,4, 549-566.

-Klipple, F. (1983). Keep Talking/-communication Fluency Activities for language Teaching -Cambridge: Cambridge University Press.

- Krashen, S. (1982). Principles and practice in second language acquisition.

-Koch, A., &Terrell, T. Affective reactions of foregin language students to natural approach activities and teaching techniques. In E. .Horwitz, & D. Young (Eds), language anxiety: From Theory and Research to Classroom Implications (pp. 109-126). Englewood Cliffs, NJ: Prentice Hall, 1991

-Levit, E.E. (1980). The psychology of anxiety. Hills dale, NJ: Lawrence Erlbaum Associates .

- Lindsay, C., & Knight, P. (2006). Learning and teaching English: A course for teachers (Vol. 11, No. 3). New York: Oxford University Press.

-Liu, M. (2007). Anxiety in oral English classrooms: a case study in China. Indonesian Journal of English Language Teaching, 3(1), 119-137

- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, *34*(3), 301-316.

- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, *24*, 41.

- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The modern language journal*, *91*(4), 564-576.

-MacIntyre, P.D., & Gardner, R.C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. Language Learning, 41(1), 85-117.

-McCroskey, J. C. (1984). The communication apprehension perspective. *Avoiding communication: Shyness, reticence, and communication apprehension*, 13-38.

- Moon, J. A. (2010). *Using story: In higher education and professional development*. Routledge.

-Nation, I.S.P., & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking, United kingdom Simultaneously published.

- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice hall.

-Omrod, J.E. (2011). Educational Psychology: developing learner. Pearson Education.

- Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*,*2*(6), 533.

- Oxford, R. L. (1999). Anxiety and the language learner: New insights. *Affect in language learning*, *58*, 67.

- Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of language and Linguistic Studies*, *10*(1), 1-17.

-Pianta, R. (1999). Enhancing relationships between children and teachers. Washington, DC:American Psychology Association.

- Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.

- Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35, No. 4). Cambridge: Cambridge university press.

-Scovel, T. (1991). The effect of affect on FLL: A review of the anxiety research. In Horwitz, E. K. & Young, D. J. Language anxiety. London: Prentice Hall International Limited, 15-23.

- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*,*28* (1), 129-142.

-Spielberger, C. D. (1983). Manual for the state-trait anxiety inventory. Palo Alto, CA: Consulting Psychologists Press.

-Suleimenoura, Z. (2012). Speaking anxiety in a foreign language classroom in Kazakhstan. Procedia –Social and behavioral Sciences, 93, 1860-1868.

- Tobias, S. (1986). Anxiety and cognitive processing of instruction. InR. Schwarzer (Ed.), Self related cognition in anxiety and motivation (pp. 35-54).

-Waters, A. (Ed.), (2003). Oxford learner's pocket dictionary. 3rd edition. Oxford University press.

-Westrup, H., & Baker, J. (2003). Essential speaking skills. *New York: Continuum.*

- Xiuqin, Z. H. A. N. G. (2006). Speaking skills and anxiety.*CELEA Journal*, *29*(1), 34-39.

- Zhanibek, A. (2001). *The relationship between language anxiety and students' participation in foreign language classes* (Doctoral dissertation, Bilkent University).

Appendices

Key terms:

EFL: English as a foreign language.

Anxiety: a feeling of nervousness and worry about something with uncertain results.

FL: foreign language.

Questions:

Section One: General information

1- Gender: a- Male ☐   b- Female ☐

2- Age: a- 18-30 years☐   b- over 30 years☐

3- Do you think that learning English is difficult?

   a –Yes ☐   b- No☐

Section Two: Anxiety and students' speaking performance

4- In your experience, which of the four skills is the most difficult?

a- listening☐   b-Speaking ☐   c-Reading☐   d-Writing☐

5- How do you feel when you are asked to speak in class?

   a- Anxious ☐   b-relaxed ☐

6-Does anxiety affect your speaking performance negatively?

a-Yes ☐   b-No ☐

7- If yes, to what extent does anxiety affect negatively your speaking?

a- High extent ☐

b- Intermediate extent ☐

c- Low extent ☐

8- Can anxiety impact your speaking positively?

a- Yes ☐   b- No ☐

9- If yes, please say why:

…………………………………………………………………………………………

10- When you feel anxious in oral class, it is due to:

 a- Low self-esteem☐   b- Grammar mistakes☐

c- Fear of making mistakes ☐   d- Lack of vocabulary ☐

e- Lack of motivation ☐   f- Lack of preparation ☐

j- Fear of negative evaluation ☐   h- Communication apprehension ☐

i-Test anxiety ☐

11- What are the most motivating activities to you?

a- Group work ☐   b- Role play ☐

c- Storytelling ☐   d- Problem solving ☐

e- Communication games ☐   f- Brainstorming ☐

Others:………………………………………………………………………………………

12- Do you agree that language anxiety affects students' achievements?

 a-Agree ☐   b- Disagree ☐

Section Three: Reducing FL anxiety and improving speaking skill

13- In order to enhance your speaking performance, reducing anxiety is:

a-Very important ☐   b- important☐

 c- Less important☐   d- Not Important ☐

14- Does your teacher encourage you to speak?

a- Yes ☐   b- No ☐

15- What do you want from your teacher in order to minimize your anxiety?

a-A pleasant relationship between teacher and student ☐

b- Encouraging collaborative work☐

d- Using different speaking activities ☐

d- Creating a relaxed and an enjoyable atmosphere ☐

16- What are the strategies that you use to decrease anxiety?

a- Practice and preparation ☐   b- Relaxation technique ☐

c- Peer seeking ☐   d- Positive thinking ☐

Résumé:

Au cours du processus d'apprentissage de l'anglais comme langue étrangère, les étudiants sont confrontés à un problème appelé "anxiété". Le but de cette étude est d'identifier les principales causes de l'anxiété, de clarifier l'impact de l'anxiété sur la performance des élèves et de fournir aux enseignants et aux apprenants certaines stratégies qui soit aident les élèves à faire face à l'anxiété langagière, soit il sera bénéfique d'améliorer leur prise de parole. Pour atteindre ces objectifs, une étude de cas a été menée à l'université El Bachir El Ibrahimi (Bordj Bou Arreridj) en s'appuyant sur plusieurs sources et instruments de recherche pour la collecte de données. Un questionnaire a été conçu pour un échantillon de 80 étudiants titulaires d'une licence de deuxième année. Les résultats de cette étude ont montré que la majorité des apprenants éprouvaient un certain niveau d'anxiété langagière. Les résultats confirment l'hypothèse selon laquelle les étudiants de deuxième année sont conscients de leur anxiété et disposent de techniques et de stratégies pour faire face à l'anxiété.

الملخص:

أثناء عملية تعلم اللغة الإنجليزية كلغة أجنبية، يواجه الطلاب مشكلة تسمى "القلق". الغرض من هذه الدراسة هو تحديد الأسباب الرئيسية للقلق، لتوضيح تأثير القلق على أداء الطلاب، وتزويد المعلمين والمتعلمين ببعض الاستراتيجيات التي إما تساعد الطلاب على التعامل مع القلق اللغوي، أو سيكون من المفيد تحسين مهاراتهم. تكلم. لتحقيق هذه الأهداف، تم إجراء دراسة حالة في جامعة البشير الإبراهيمي (برج بوعريريج) باستخدام عدة مصادر وأدوات بحثية لجمع البيانات. تم تصميم استبانة لعينة قوامها 80 طالباً يحملون إجازة السنة الثانية. أظهرت نتائج هذه الدراسة أن غالبية المتعلمين عانوا من مستوى معين من القلق اللغوي. تدعم النتائج الفرضية القائلة بأن طلاب السنة الثانية يدركون قلقهم ولديهم تقنيات واستراتيجيات للتعامل مع القلق.