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**Investigating Teachers' and Students' Strategies
to Reduce Anxiety in EFL Speaking Classes
Case of 1st year students at M'sila University**

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Requirements for Master Degree**

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Dedication

“He has not thank Allah who has not thank people”

To the dearest people to our hearts, our great parents,

Who never stop giving of themselves in countless ways,

Who lead us through the valley of darkness with light of hope and support,

To our beloved brothers and sisters,

To all our family members, the symbol of love and giving,

To all the people in our life who touch our hearts,

*In the memory of our friend **Youssef Senouci,***

We dedicate this work.

Chahra Zed&Kassida

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Abstract

Due to the impact of anxiety on EFL speaking classes, there are many strategies have been used to relieve students' anxiety. This study aims to explore teachers and students' strategies to reduce anxiety in EFL settings. To build up this study a case study was conducted at Msila University, particularly the English department where first year students were selected as a sample population. The sample size was 30 students of different ages and genders. The research depends on two main data gathering tools which are an interview that was directed to six (6) teachers of English department at M'sila University, and two questionnaires one was addressed to ten (10) teachers from the division of English, another one administered to thirty (30) learners of first year LMD of English at the same division. The data collected were analyzed qualitatively and quantitatively. The study shows that most foreign language learners have a great amount of anxiety in speaking skill. The results also illustrate different strategies such as (Positive Thinking, Positive evaluation, Relaxation, Preparation, Group work, and Motivation) in which the students and teachers can rely on to minimize or alleviate foreign language speaking anxiety and help students develop and promote their oral performance.

List of abbreviations

%: Percent.

EFL: English As a foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLCAS: Foreign Language Classroom Anxiety Scale

LMD: License Master Doctorate

SL: Second Language.

TL: Target Language

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French Abstract

Arabic Abstract

General introduction:

1. Background of the Study
2. Research Statement
3. Research Question
4. The Aims of the Study
5. Hypothesis
6. Significance of the Study
7. Methods of Research
8. The Structure of the Study
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1. Background of the study

The success in learning any language can be measured by the ability to carry out a conversation in the target language. However, learning foreign language has been always influenced by many factors among them anxiety. Almost everyone has anxiety especially when the individual is speaking in front of an audience. Speaking is the most provoking anxiety factor, and the most negatively influential aspect. Nearly all students express their stress and feeling of uneasiness against learning second language; students experience some level of anxiety in speaking when they face audience; in fact, speaking skill is the greatest fear for many students. Therefore to understand learning process and to gain better achievement, teachers and learners need to take some solutions in order to reduce anxiety in EFL speaking classes

Since speaking is the backbone of learning process; students always seek to convey a clear message and determine their level of self-confidence to face audience. The present study tends to investigate students' anxiety in speaking, more specifically the study is looking to figure out teachers' and learners' strategies to reduce anxiety, to explain what is anxiety, its theories, its sources and types also to shed light on the impacts of such phenomenon; eventually, to discover the used techniques.

Numerous studies (McCrosky, Horwitz, Yussi, Aida...ect) on general foreign language anxiety show that speaking is the most paramount aspect of language learning and it is really necessary to highlight how anxiety can hinder learning negatively. McCrosky described speaking anxiety as "a broadly based anxiety related to oral communication" (McCrosky 1993, p.279).

According to Horwitz(2001) "Teachers of EFL classes should realize that some students viewed foreign language learning particularly oral production as stressful situation and that the tension and discomfort related language learning call for the attention of the language teaching profession" (Horwitz, 2001, p. 122). Teachers would be better contributing successful solution to limit this factor from their classes. Thus, bearing much of responsibility by critically evaluating their own manners; identifying students' needs and applying suitable

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treatments. Therefore scholars and foreign language teachers have been attended to discover how students can reduce anxiety in speaking.

Another study was conducted in the University of Oslo by Alessia Occhipinti (2009) to determine the feeling experienced by students when speaking in classroom, in which Alessia established detailed description of Foreign Language Anxiety among students. Students and teachers should be aware of the dangerousness of such debilitating feeling and should be open to constant collaborations in order to put learners in a more positive condition to take all the advantages from the Foreign Language learning process (p07). Students turned to be anxious when they start talking in classroom due to many reasons. Thus teachers should take into account how can they make learners overcome this problem using different teaching techniques.

In treating anxiety fear a discomfort in situations, some techniques have been found beneficial to reduce anxiety. Yusi Chen's study in Marshall university Students' Language Anxiety in in-class oral performance 2015 shows that students' oral performance and presentation are affected by anxiety. An attention is given to show the ways or strategies created in reducing anxiety in speaking classes, in which he sheds light on several anxiety reduction methods used to overcome this factor in the public speaking classroom.

Over all, each study concluded that any increase in anxiety correlated with a decrease in performance, and it should be reduced to help students achieve best results.

2. Statement of the problem

The problem in this study concerns the methods and techniques that are used by teachers and learners to reduce anxiety in EFL speaking classes. Many learners may experience anxiety because of shyness and fear they express when using foreign tongue in communicative situations or because, they are afraid of being judged negatively or not being socially accepted. Since anxiety always arises in educational settings, anxious students may have difficulties in learning, transforming their thoughts, and even in demonstrating their knowledge on presentation. As a result, this study has to be tackled and investigated some solutions that may reduce its occurrence among EFL students at the Department of English at M'sila University.

3. Research questions

In accordance with the stated problem, this study stands to answer the following questions:

1. What causes students' speaking anxiety in EFL classes?
2. What are the best ways adopted by teachers and students to reduce anxiety in EFL learning classes?

4. The aim of the study

The aim of the given research is to shed light and give attention to how can teachers and learners produce effective strategies to help anxious students overcome anxiety in EFL speaking classes, also to understand the nature of anxiety, its sources, theories, and its types, then to determine the impacts that anxiety produces in EFL students speaking skill. Eventually to investigate the used solutions by both teachers and students to reduce anxiety in EFL speaking classes.

5. Hypothesis

On the basis of the main research questions we assume that in order to relieve the issue of anxiety in speaking , there are many techniques that are useful and worthy for EFL students. Therefore, to perform well and gain high self-confidence students need to manage their anxiety. However when they feel anxious they would not perform well.

6. Significance of the study

The findings of this study will be of great benefit to teachers and students. The given data would guide teachers on what to do with students that suffer anxiety in speaking. Furthermore the results will provide students with some strategies to overcome their anxiety and how to avoid it, it will also give them a realization that anxiety can reflect on their achievement and affect their performance as well.

7. Methods of Research

In this study, we would direct two main questionnaires, and interview. The interview is only for teachers while the questionnaires are: one questionnaire will be designed to teachers, who have been teaching different modules, and the second questionnaire will be directed to first year learners, at the department of M'sila in order to investigate their solutions to overcome anxiety and to be guided by their answers in analyzing our research. After collecting the required data, reported by teachers and learners for our research, we would analyze them quantitatively and qualitatively to shed more light on the strategies of anxiety on the progress of learning.

8. The Structure of the Study

This research is basically divided into two (02) main chapters. Chapter one is devoted to the theoretical background and chapter two which is concerned with the analysis of both quantitative and qualitative results obtained from teachers' and learners' questionnaires and the interview for teachers only. The first chapter is concerned with a brief theoretical overview of anxiety, types of anxiety, and the main sources of anxiety, then the effects of anxiety, in addition to the relationship between speaking and anxiety in EFL classes. To conclude with the main strategies used by teachers and learners to reduce the anxiety in speaking, in order to improve students' performance. The second chapter of the proposed research is basically an investigation of the main strategies used by first year English learners to minimize anxiety in speaking.

9. Research Limitations

As researchers, we could face many challenges along the way. Time limit is the biggest obstacle we can face; even though we were able to finish our work by the decided deadline, more time could have been really helpful for even better outcomes. In terms of resources some books were very difficult to obtain. There was also the difficulty of collecting the questionnaires from the teachers and the students; some teachers did not provide us with any strategies and some students did not reply to our questionnaire and others left out some question.

Chapter one: Theoretical Background

Introduction

1. Overview about Anxiety in EFL classes

1.1 Definition of Anxiety

1.2 Types of Anxiety

1.3 Sources of Anxiety

1.4 Effects of Anxiety on Students' Speaking

2. The Relationship between Speaking and Anxiety in EFL Classes

2.1 Definition of speaking

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2.4 Foreign Language Anxiety

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3. Strategies used to Reduce Anxiety in EFL Classes

3.1 Teachers' Strategies to reduce Anxiety in EFL Classes

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Conclusion

Chapter one: Theoretical Background

Introduction

English language is the most widely used language; it is currently the most often taught as a foreign language. Moreover, the success of learning any language is measured by the ability to carry out a conversation in the target language TD. Speaking is one of a key aspect of learning a second or foreign language FL. For many students speaking skills is a challenging task since it needs interactions. However, they get nervous when the speaking is in front of audience. Nearly all of the learners express their stress and feeling of uneasiness against learning English as a foreign language EFL. So Public speaking anxiety is very common among EFL students.

The problem of speaking anxiety is not only found in beginners but also in university students who deal with English. Foreign language classroom anxiety is quite possibly the affective factor that most widespread obstructs the learning process. As a result many researchers posited that in order to have a well understanding of learning process and to gain better achievements there should be strategies to help students overcome this factor. In this chapter we will shed light and have an insight to what anxiety is and what its types, sources, theories are and its relationship with speaking. Then, we will highlight the effects of anxiety on students' speaking and set some strategies to reduce anxiety.

Chapter one: Theoretical Background

1. An overview on anxiety in EFL Classes

1.1 Definition of anxiety

Anxiety is one of those significant topics on which different definitions can be found. In term of definition; anxiety is an unpleasant feeling and a complex construct that deals with one's psychology. Some researchers as Spielberger (1983) defined anxiety as: "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Awan et al. 2010, p.33). While others such as Skinner (1998) claimed that anxiety is the feeling of not knowing what to do, but to this bit of wisdom we must add that anxious people must also think that there is something to be done, or else they would shrug and move on. Therefore, anxious people need to accept that something should be done but indeed they just shrug and move on. Anxiety is almost the negative alarm or multisystem response to a threat or danger that people face. Thus anxiety is a kind of troubled feeling and state of unease in the mind marked by excessive uneasiness.

Anxiety is a psychological or physical state that can affect behavior, emotions and cognitive process; it is simply a feeling of fear, uneasiness, dispersant or stressed reactions toward situations. Students express or feel different emotions when they face situation which is not immediately tested. Horwitz defined anxiety as "a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language" (1986, p.113). She also defined anxiety (1986) as "a distinctive complex is more inclusive of affective factors in relation to this construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Anxiety is a state of central nervous system or a mental disorder and illness; it is a response to imagined danger.

Mussen et al. (1974, p. 387) concluded that:

"Anxiety is not a pathological condition in itself but a necessary and normal physiological and mental preparation for danger ... anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results."

Chapter one: Theoretical Background

1.2 Types of anxiety

Foreign language classroom can sometimes be a traumatic area for some learners since they have been impacted by many factors, anxiety is one of the most broadly discussed psychological factor that may affect foreign language learning due to its relation with learners' psychology. According to MacIntyre (1999) "Even if one views language anxiety, specific to second language contexts, it is still instruction to explore the links between it and the rest of anxiety literature (p28). Thus, Anxiety can be categorized as: State and trait anxiety, situation specific anxiety, and facilitative versus debilitating anxiety.

1.2.1 State anxiety

The first type of anxiety is known as state anxiety; it is named state anxiety because anxiety arises in particular event or situation. It is considered as an obstacle and interruption of individual's emotional equilibrium. According to Spielberger (1983) state anxiety is "a transitory emotional state or condition of the human organism that varies intensity and fluctuates over time. This condition is characterized by subjective consciously perceived feeling of tension and apprehension and activation of the autonomic nervous system".

Simply, state anxiety is a temporary condition in response to some perceived threat; people with state anxiety experience anxious feeling at the moment; i.e. is an anxious state of mind or the feeling nervous or worried that something bad is going to happen. An everyday example include, when a mother listen that something bad happened to her child she becomes very anxious just at the moment. A learner who experience state anxiety is more likely to feel stress and nervousness or unable to react positively in any situation. Thus, this kind of anxiety may affect the learners' behaviors in general and their performance in specific.

1.2.2. Trait anxiety

Trait anxiety is a form of anxiety that is relatively stable aspect of the personality; it reflects the existence of stable individual differences in the tendency to react with state anxiety in the expectation of threatening situations. Trait anxiety tends to fbuidl up overtime and may be result of neurosis. According to Spielberger (1983); trait anxiety is "relatively stable individual differences in anxiety-proneness, that is, to differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such

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situations with elevations in the intensity of their state anxiety reactions” (p.1); it is also “an individual’s likelihood of becoming anxious in any situation”.

Therefore; trait anxiety refers to stable predisposition to become nervous in a wide range of situations and it is a general characteristic of an individual’s personality. Thus, trait anxiety is the disposition to respond with state anxiety situations which appraised by the individual as threatening; it arises in response to perceived threat and describes a personality characteristic rather than a temporary feeling. Individuals with high trait anxiety are much more prone to reflex to a large level of stimuli and will be more able to become nervous in less dangerous and hard situation. MacIntyre and Gardner (1991, p.87) described trait anxiety as the more permanent feeling of anxiety, i.e. a learner who suffers from trait anxiety is likely to be highly apprehensive in a number of objectively non-threatening situations.

1.2.3 Situation specific anxiety:

The third type of anxiety is more related to the general orientation of anxiety and certain situations. It is aroused by a specific type of situation or event such as public speaking, test-taking, or class participation (Ellis, 1994). As MacIntyre and Gardner defined situation-specific anxiety “The probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety)” (1999,p.87) .Situation specific anxiety occurs in EFL classes when learner does not find themselves capable to be proficient in second language speaking or reading passages. MacIyre (1999) also adds that situation specific language anxiety is negative reaction arousal when learning or using second language”.

Therefore, this type focuses on the situations in which anxiety is aroused. It refers to the fear experienced by EFL learners in oral expression session in some learning contexts. Situational anxiety is caused by new situations, changing, or uncomfortable events such as foreign language classroom. However, one individual may be influenced by a certain situation and experience anxiety while another is not affected at all. 0

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1.2.4 Facilitative and debilitating anxiety:

Anxiety is the unique emotion that can be positive and negative in the same time. Foreign language anxiety can itself have opposite views when the effects are positive, it is referred to as facilitating anxiety and when the effects are negative, it is referred to as debilitating anxiety. Alpert & Haber (1960) claimed in their paper in which the key point was the “description of a new achievement-anxiety scale which has been devised to indicate not only the presence of or absence of anxiety, but whether the anxiety facilitates or debilitates test performance” (Alpert & Haber, 1960: 207). Anxiety can be facilitative when keeps the person alert and provides learner with motivation to improve the progress of learning and performance. Facilitating anxiety occurs when the difficulty level of the task triggers the proper amount of anxiety, i.e. it is a little anxiety that can spur students into action. For example, it can make learners go to class, read the textbook, study for exams and home works; it leads them to approach their class work carefully and to reflect before making a response.

According to Scovel (as cited in Arnold 1994), language anxiety “facilitates students’ learning and also keeps students on alert” (p.61). He adds also that anxiety can play a role to keep students aware of what will happen in their performance in the foreign language (Scovel 1978 as cited in Arnold, 1994). Therefore; facilitating anxiety generally associated with enhanced and proactive problem solving coping improves learning and performance; motivates learners to combat the new learning experiences, and it pushes the learner emotionally for approval behavior. This type Make learners use extra efforts and work hard to prevent their feeling of anxiety. Thus, it also enables learners to push themselves further to get their homework or assignment done. .

Anxiety can be also debilitating and significantly hampers one’s performance through motivating learners to assume an avoidance attitude and therefore tends to escape from the learning task (Scovel, 1978 as cited in Moira, 2000, p.1-2). It is the most common anxiety experienced by students; it motivates students to withdraw from the foreign language tasks and drives them to escape from the learning tasks to hide their worry. Debilitating anxiety is associated with decreased problems solving coping and decreased academic exam scores; it can also be associated with poor learning and performance. It is considered as the harmful type of anxiety because it has a negative impact on student’s performance and may lead him to forget several issues during exams.

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This kind of anxiety has been considered by number of researchers because all their studies indicated the negative side of anxiety especially one associated with performance in speaking and writing tasks (Young, 1986). This factor may not only affect the performance of learners in the target language, but it could also have an effect on the learners' personalities and has negative affect and impact on students' performance. Facilitating anxiety improves learning and performance, while debilitating anxiety deals with poor learning and performance.

Dörnyei (2005) concluded that anxiety does not only hinder achievement but in some cases improves and develops it. In addition; the work of Bailey (1983), concluded that those two types of anxiety are closely related with the self-image of language learners and the learners to compare themselves constantly with others and respond emotively to such comparison, wish to perform the best results and evaluation (Bailey, 1983, p. 96, Cited in Graham 1997). For example failing to answer the question will only hinder the future performances of the learner, and makes him less and less capable in classroom.

1.4 Sources of anxiety:

Generally there are many causes and sources of anxiety. However; Horwitz et al (1986) distinguished foreign language anxiety from the other varieties of anxiety, so she classified three components or sources of second language anxiety: communicative apprehension, fear of negative evaluation, and test anxiety. Thus it becomes so obvious that foreign language anxiety can be distinguished from other academic anxieties, such those associated with science or mathematics (Horwitz et al, 1986)

1.4.1 Communicative Apprehension:

Communication apprehension is a kind of shyness and fear that may occur in several communicative situations or in public speech when using mother tongue or foreign language or in both cases. Communication apprehension is “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1984 as cited in Barraclough et al., 1988). It has been demonstrated that speakers who are usually relaxed in their first language may become embarrassed or even silent when communicating in the foreign language (Lucas, 1984: Horwitz et al.1986). To

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illustrate, this source of anxiety is related to communicative situations in which persons feel fear, uncomfortable and unwilling to speak.

Through studies; communication apprehension has been defined by different terms such as, shyness (Buss 1984 in Daly et al, 1997a), reticence (Tsui, 1996), and social anxiety (Schlenker& Leary, 1985). Schlenker and Leary claimed that social anxiety appears when people are motivated to inspire a desired impression on an audience but doubt they will do so (1985, p. 171). In the foreign language class, apprehensive learners unwillingly talk in front of the teacher and in front of their classmates, they tend to wait until the end of the lecture to ask a question, not raising their hands, and hoping that somebody else asks the question (Daly et al, 1997).

1.4.2 Test anxiety:

The second component classified by Horwitz et.al. (1986) is test anxiety; it is described by Horwitz et. al. (1986) as relating to EFL “a type of anxiety stemming from fear of failure”. Test anxiety also is an effective variable that holds negative correlations with language learning process. It is bound with apprehension, fear, unreleased feelings towards academic evaluation, being evaluated by grades, which is built on the concern of failure (Horwitz& Young, 1991 cited in Aydin, 2009, p.129

Test anxiety affects speaking skill extremely and hinders communication when students' works are to be graded by their teachers in the communicative activities such as asking them to perform a dialogue. Furthermore, it has a negative impact on the achievement and performance of the students since these two dimensions are strongly related to the communicative ability of the students. In this case anxiety is appeared by student's thinking of failure in exam, because after exam he/she remembers that he/she made mistakes and remove the correct answer then puts down the wrong one due to his /her nervous during exams. Young argued when teacher treats students with the greater degree of evaluation and difficult tasks, automatically students produce high degree of anxiety (Young, 1991, p. 429).To illustrate more, students have to achieve high marks and perform speaking tasks when they are tested, but test anxiety hinders them to succeed in this communicative message. Thus, it is noticed that student experience test anxiety during a given and future tests when they treated with questions they never heard before.

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1.4.3 Fear of Negative Evaluation

The third main component determined by Horwitz et al. (1986) as characteristic of foreign language anxiety is fear of negative evaluation. He defined it as “apprehension about other’s evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one-self negatively” (ibid. p. 128). Similarly, Watson & Friend (1969, p. 448) define this component as the “apprehension of other’s evaluation, distress over their negative evaluations”. Fear of negative evaluation is unlike test anxiety because its tension is not restricted to testing situations; it may occur in any social evaluative context, like job interview and public speaking (Horwitz et al. 1986).

Students fear and become more anxious since they are constantly being evaluated in the foreign language classroom, an evaluation usually contains criticism from peers and more experienced persons. Young (1991) found that anxious learners thought their skills in language were weaker than their peers’ and they were looking down at them. Therefore people who fear negative evaluation rarely initiate conversation and give volunteer answers, they are afraid to speak out aloud in front of their teachers and in front of their classmates. Language students who experience this anxiety tend sit passively in the classroom, withdraw from activities that could increase their language skills, and may avoid class entirely, 2000; Horwitz, Horwitz & Cope 1986).

1.5 The Effects of Anxiety on Students’ Speaking:

Many students are interested in developing their ability in speaking as their primary goal for learning a foreign language. Therefore; this process leaves some students in a hard situation due to the complex feeling they face while speaking and most of them experience some level of anxiety when they have a speech in front of; in fact public speaking is many students’ greatest fear.

Furthermore when students experience a severe; anxiety it can affect them negatively in several ways; they may be terrified of taking foreign language courses. Psychologists have investigated the effects of second language anxiety in which most of them indicate that anxiety can affect students’ performance negatively. Researchers such as (Horwitz, MacIntyre, Kitano ... et al) claimed that anxiety can have many impacts on students (social impacts, personal impacts, and academic impacts).

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1.5.1 The social effects

Students can learn and acquire a foreign language effectively through classroom communication but due to language anxiety that they suffer from, sometimes they show their unwillingness to communicate and act passively in classroom. Students may go to great lengths and come up with many excuses to avoid giving oral presentation, participation or group discussion. They fear of making mistakes and will be embarrassed or humiliate because they feel that they are the centre of attention and no chance to make mistakes. In this context Horwitz et al. (1986) mentioned that learners tend to be “silent” in class when they feel anxious. (p.127). so, it can be said that anxiety affects negatively students’ social interaction in class.

1.5.2 The Personal Effects

Learners’ personalities can be easily affected by anxiety. According to many researchers speaking anxiety is closer to what psychologists and psychiatrists refer to as a phobia rather than a free- floating anxiety. Language anxiety sometimes becomes traumatic to some students which may affect their personalities. Students may suffer from trembling, tenseness, rapid heartbeat, and excessive due to language anxiety.

Anxious students may think “I am going to fail! My heart is going to stop!” and think that the audience probably is going to laugh. This situation becomes embarrassing and learners get occupied by the thoughts of being strange, being a failure, etc. Anxiety affects one’s behavior in which the common behavioral trait is to try to avoid any speaking activities in front of the group. According to Horwitz et al. (p. 126, 1986), anxious students become, “freeze” when they use a foreign language. So, it can be said that language anxiety may affect students’ personalities negatively and they may suffer from different psychological problems.

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1.5.3 The Academic Effect

Anxiety can affect learning a foreign language in academic context positively and negatively. The positive effects of foreign language anxiety can be defined as facilitating anxiety which is a beneficial anxiety for learners, it motivates them to learn the second language and do their efforts to complete the target language tasks. Therefore, a lack of anxiety may result in an “I don’t-care” attitude that, in fact, may increase the potential for failure. Moderate levels 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 feelings so intense that effective use of energies towards achieving a goal becomes impossible” (Binti Abdul Aziz, p. 06, 2007).

While the negative effect of anxiety can be cited in debilitating anxiety which occurs when students have excessive amounts of anxiety, students with debilitating anxiety face serious difficulties to learn the target language TD. It can influence their efforts to learn English and may consequently inhibit their learning and affect their motivation and discourage them to learn. This type of anxiety focused on students and impacts on their performance in a negative way. Therefore learners should avoid this type of anxiety due to its impacts which threaten their learning process.

Anxiety seemed to affect students’ abilities in speaking and performance. Students are always concerned about forgetting things because of the fear of speaking in front of audience and not being able to convey a clear message. It also determines the level of their self-confident; in other words, the feeling of being judged negatively.

2. The relationship between Speaking and Anxiety In EFL Classes

2.1 Definition of speaking skill

Speaking skill has several meanings, but in its broadest sense is a human product and a basic productive skill that Language Learners should master with the other language skills. It is defined as a complex or interactive process of constructing meaning which involves sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. It is also defined as the process of combining background and linguistic knowledge in order to build an oral message to be conveyed to the intended audience (Chastain, 1988). In other words speaking is the act of

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expressing someone's feeling in speech. Hedge (2000, p. 261) points out that speaking is "a skill by which they [people] are judged while first impressions are being formed". Speaking is an important skill among the other language skills, reading, writing, listening and speaking, because through which learner can interact and communicate with others to achieve his goals or to express opinions, intentions, and viewpoint. It deserves more attention in both first and second language because it reflects people's thoughts and personalities.

2.2 The importance of speaking

Speaking skill is of great importance in EFL/ESL classroom and programs, since it is probably the language skill that most language learners wish to perfect as soon as possible. Nunan(1999) and Burkart and Sheppard(2004) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the target language. Therefore, speaking deserves much more attention in learning first and second languages; since in EFL classrooms, teaching speaking plays a great role for the learner's good oral achievement. Bygate (1987) quoted that:

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

Moreover, speaking skill has two main purposes, and they can be either transactional or interactional; under transactional purpose, language is used essentially to inform or to communicate rather than interact. Language serving this purpose is "message" oriented rather than "listener" oriented (Nunan, 1989, p.27). One of the most well-known examples of language being used primarily for transactional purpose is: news broadcasts. However language can also be used for interactional purposes, since some conversations are interactional with the purpose of interacting and establishing relationship (Yule.1989, p.169). Greetings, interviews and dialogues are the most common examples of interactional language.

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2.3 Language Anxiety:

An attention has been always drawn to the students' feeling of anxiety when they speak English as foreign language in class. Many researchers have been studying foreign language anxiety as an important aspect that affect language learning. According to Hashemi and Abbasi (2013); anxiety when is related to learners' second or foreign language learning process is known as second or foreign language anxiety. Young (1991) claimed that language anxiety involves a complex, multifaceted reality which may affect the learners in terms of their culture, previous language learning process, learners' characters, and classroom environment (1991, p. 434). Therefore foreign language anxiety may affect students' behavior, first language, culture, and classroom atmosphere. In many cases students feel anxious and have a mental blockage when they learn a foreign language.

Horwitz et al. (1986) explained the definition saying that language anxiety refers to 'a distinct complex of self-perceptions, beliefs, feelings, and behaviors' which are connected to learners' language learning system (1986, p.128). That is to say language anxiety is always related to the learning of foreign language process. She also added a psychological dimension to language anxiety saying that it is a factor that creates a negative effect on learners' psychology (p.114). Generally language anxiety is taken to consideration as an effective factor which threat language learning; also it refers to psychological tension that students experienced when speaking a foreign language, and it is an emotional state and negative feeling that learners express when use a language. In another explanation Horwitz (1986) claimed that students suffering from foreign language speaking anxiety report feelings of apprehension and worry and also feel uncomfortable about speaking in class. Thus learners feel anxious, stressed and less relaxed when using the second language in classroom.

Language anxiety according to MacIntyer and Gardner (1994, p.284); is a type of anxiety that can be defined as "the feeling of tension and apprehension specifically associated with second language context, including listening, speaking and learning". Many studies describe "why" and "how" language anxiety affects second language learning. Therefore foreign language anxiety is a complex feeling that students express when dealing with second language mainly in all skills. Anxious students usually show some "signs of panic" such as "panic stare, white face and cold trembling hands" (Ganschow & Sparks, 2001, p35). Students with language anxiety usually show some common physical and emotional reactions; students may suffer from cognitive and physical symptoms such as headache, trembling, shaking,

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worry, hesitating...etc. The fear of speaking in public is related with anxiety or communication apprehension, with physical and emotional sensations that are all too painfully familiar to those affected symptoms.

Many studies show that speaking skill is extremely anxiety-provoking in many language students and it is generally seen to arouse more anxiety than the other skills. Indeed, Daly (1991) reported that in some individuals “fear of giving speech in public exceeded such phobias as fear of snakes elevators, and heights” (1991, as cited in Von word, 2003, p.3). Many students suffer anxiety reactions when speaking or when being asked to speak by the teacher in the foreign language classroom include “distortion of sounds, inability to reproduce the intonation and rhythm of the language, ‘freezing’ when called on to perform, and forgetting words or phrases just learned or simply refusing to speak and remaining silent”.(Young, 1991,p.430)

Second language anxiety is usually related to the usage of English as a foreign language. It can be defined as distinctly complex self-perceptions, feelings and behaviors that are related to using a foreign or second language for communication beyond classroom. Anxiety in learning English as foreign language is associated with students’ variables, with overall proficiency and with performance on oral presentation. Many psychologists have drawn an attention to how students feel when speaking a foreign language in classroom in front of the teacher or classmates in which students thinking is always on “I hate English class because it is very difficult for me” , “I just believe that I have certain disabilities” , “I cannot learn a foreign language how matter I try”.

Many scholars in the domain of language education and psychology have been asserted that second language anxiety has been almost totally correlated with oral performance of language use (Horwitz, Horwitz and Cope, 1986, p.125). Horwitz et al (1986) stated that students said that they had most problems in the listening and speaking skill “difficulty in speaking in class being probably the most frequently cited concern of anxious foreign language students”(p.126).Students claimed that they fell too anxious if they had to speak spontaneously without any practice or preparation. However, they did not fear of speaking, if they had time to plan their spoken interventions.

The different symptoms of foreign language anxiety prove that the construct of anxiety has a remarkable impact on the learning process in general and more specific when it crosses

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the speaking skill. Thus, it is noticed the negative relationship between anxiety and oral performance. This is confirmed by Allright and Baily who have concluded that “the more anxious learners are, the less likely they are to do well at speech skills” (p.173). So, scholars and educators perceive foreign language anxiety as a hindrance to language learners’ achievements in the learning process. Although, it is not clear yet whether it is the increasing anxiety which prevent learners from improving the speaking skill, or whether it is the weakness in speaking skill that provoke anxiety (Allright& Baily, 1991, p.173).

1.5 The Relationship between Anxiety and Speaking

Speaking is defined as the process of combining background and linguistic knowledge in order to build an oral message to be conveyed to the intended audience (Chastain, 1988 cited in Arnold, 2000). Therefore, speaking is the basis of learning any languages since speaking a language means knowing that language. Language anxiety is the worry that learners feel when they use second or foreign language they find it very difficult to involve themselves in an unfamiliar language situation (Spielberger, et.al.1995). Thus, anxiety has a correlation with speaking the foreign language.

Similarly, the production of speech has passive relation with anxiety in the foreign language classrooms. However, many students indicate that they are interested in improving their communicative competence, but foreign language anxiety hinder their abilities to achieve good speaking. The basics of the communicative language approach indicate that language is built on the communicative functions such as conversation and dialogues. Besides, effective communication is the main goal which demands a sense of good speaking abilities.

3. Strategies Used to Reduce Anxiety Factor in EFL Speaking Classes

With the increasing number of factors that may impact foreign language learning such as anxiety, there is a great interest in finding solutions to cope with this problem. Teachers would always rather see their students having the best results, in which there is much can be done to enable learners feel more relaxed and less stressed in their learning environment. Young suggests “Recognizing learner manifestation of anxieties related to speaking, negative evaluation, and foreign language learning-generated anxieties are important first steps in coping with language anxiety” (p.429).

3.1 Teacher’ Strategies to Reduce Anxiety in EFL Classes

To minimize anxiety in foreign language classes; most investigation findings brought similar suggestions, that teachers have vital role to reduce their students’ anxiety in speaking. The primary role in reducing speaking anxiety is definitely associated with the teachers who organize, conduct the tasks and evaluate students’ performance. Yet, their manners have also been reported to be the main cause of oral anxiety along with those of their peers (Riasiti, 2011; Subaşı, 2010). Price (1991) also suggested that the teacher plays an important role in increasing or decreasing student anxiety in the foreign language classroom.

Creating a positive atmosphere in second language classrooms is one of the most successful strategies that help in reducing anxiety among foreign language learners. Dorneiy (2001) stated that teachers need to create a pleasant and supportive classroom Atmosphere. Classroom atmosphere is considered as a motivational tool that learners need to be less worried to communicate with the foreign language. The role of teacher is to establish and maintain an environment that is positive, tolerant, and supportive since relaxed climate helps to reduce student’s anxieties in foreign language classes and obtain good results in students’ performance. According to Dorneiy (2001), teachers should apply norm of tolerance especially with students' mistakes. They should put into consideration that mistakes are a part of language learning “students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake” (p. 41).

Avoiding direct, on the spot correction in speaking activities, since it can undermine student’s confidence and because it discourages the learners especially anxious ones. (Lightbown and Spada, 2006). Therefore; even when students make errors teachers should

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tolerates their mistakes and provides relaxed atmosphere so that they have opportunity to continue speaking. In addition to this Dorneiy (2001) also claimed that effective teachers have a good sense of humor, which is a relaxed attitude from the teacher, and if students can feel that the teacher allows a healthy degree of self-mockery, they will be more comfortable in their learning. Encourage learners to personalize the classroom environment according to their taste is also beneficial to minimize anxiety. Many researchers suggest a similar idea concerning the use of humor in the classroom, so according to them addressing students with first names, non-verbal praise such as giving a big smile and sufficient wait time for answers. Such small steps might be as icebreakers in the fight against speaking anxiety. Thus; create a pleasant and supportive atmosphere in the classroom can support and urge students to use the target language at ease.

Many studies show that developing positive relationships between a teacher and student is a fundamental aspect of quality teaching and student learning, it can influence the classroom climate positively, and therefore affect students' performance and engagement. Pianta (1999) claimed that psychologically close relationship between teacher and learner supply students with a feeling of security in the classroom atmosphere that lowers the level of anxiety which leads to well achievements. Furthermore, the strong link between teachers and students promote a sense of school belonging and encourage students to participate cooperatively. Similarly, Birch and Ladd (1997) asserted also that students who had closer relationships with their teachers were better adjusted academically than students with conflicted teacher-student relationships.

Consequently, supportive classroom environment results students with greater degree of self-confidence and relaxation so they are not restricted by fear of failure. Teacher is able to assist students with motivation and goal setting, and students can turn to them for advice and guidance. Therefore, according to Hamer and Pianta (2001) students who feel a strong personal relationship to their teacher, talk with them, and receive more constructive guidance. The student is likely to trust the teacher more, and achieve at higher levels academically. Positive teacher-student relationships are an important aspect in the learning process.

Educators can apply another strategy which is varying speaking activities that should be organized and designed to help students feel comfortable in the foreign language classrooms. So, the selections of activities are also so important in reducing the level of anxiety, as some activities tend to cause apprehension and distress on students. Therefore

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teachers can lower their students' anxiety in speaking classes by using different speaking activities. The activities should be centered on students' interests and be appropriate for their proficiency levels. Harmer (1984) assumed that simulations are very helpful for student; they develop the self-confidence of anxious students. They are similar to role plays but what makes simulations different from role plays is that they are more elaborate. In simulations, students can bring objects to the class to create a realistic environment. So, they will have different roles do not have to take the same responsibility. While in role play, students generally take on a new persona with pseudo names. This allows them to save their self-image by disguising their true self with a new identity and this can, somehow, limit their fear of negative evaluation and assessment, and perception of low ability

Moreover, another type of speaking activity which is brainstorming, within this activity students inspire creativity and generate new ideas quickly and freely in a limited time. Dunn and Kenneth (1972) stated that the advantage of this activity is that the students are not criticized for their ideas. So, students will share their new ideas without any fears. Such activities might create more space for anxious learners to participate, since there is no right or wrong in what is said. Thus these real life communication activities can improve learners' self-confidence and reduce their anxiety in speaking.

Group work is considered as an important technique for reducing students' anxiety in speaking. So many researchers confirmed this kind of activity. Dornyei (2001) believed that cooperative environments have more positive attitudes in the learning process and develop higher self-esteem and self-confidence “which is due to the fact that group interaction is seen in modern language teaching methodologies as a prerequisite to building the learners' communicative competence”(p.100). Tsui (2001) claimed that students' collaboration has successful objectives to reduce anxiety among foreign language learners. Group work can be a successful technique to motivate students, encourage active learning, communication, decision-making skills and develop key critical thinking. In addition to all the mentioned group work advantages students will achieve better achievements in their performance and in their learning.

Dornyei (2001) also asserted that group work has many advantages that may help learners fulfill good achievements in their foreign language learning “Cooperative situations generally have a positive emotional sense, which means that they generate less anxiety and stress than other learning formats. Cooperation fosters class group cohesiveness.” (p.101).

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When students work together they will motivate each other, assist, encourage, and support the participation of their members of the group work. This is because in cooperative situations students are relying on each other and share common goals, which in turn create a feeling of unity. Therefore, group work or cooperative learning is the best method of instruction since learners motivate and encourage each other to participate in the class without fear. So, this activity is one of the best procedures that teachers can establish in the classroom to alleviate learners' anxiety in their language classes.

3.2 Students strategies to reduce their Anxiety in EFL Classes

In addition to teachers' role in reducing students' speaking anxiety; students also play a vital role in minimizing this factor, so they should understand that anxiety has negative aspect in their performance, and know how to cope and reduce their fear about speaking.

Due to the fact that oral exams are the most stressful situations in the learning stage, students should be aware about any feeling that may prohibit or influence their performance. It is found the effective ways that may help learners to cope with their anxiety in oral performance are practice and preparation, because they develop learners' self-esteem in speaking which can minimize the level of anxiety. Learners should try to practice at least once in their homes before presentation or in the similar environment as possible, such as the classroom by presenting in front of their classmates. Kanar (2011) argued that preparation and practice are the keys to feeling confident about giving a speech or presentation (p.293). So, practice and preparation play a major role in decreasing student's anxiety,

Bassett (1989) believed that self-talk can be useful, especially for dealing with State anxiety, which refers to learner's anxiety because of a specific evaluative situation, eg. a test, a competition, an oral performance. Positive self-talk is viewed as a Smart technique for students to overcome their speaking anxiety. According to Young (1991) positive self-talk is a strategy which anxious students use to help themselves. For example, "I can handle this Just relax. .. Take a deep slow breath and I'll start as I rehearsed it". (p. 431).

In addition, Bassett also (1989) asserted that learners have to stop their negative thinking "To begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts" (p.3-1). Furthermore, students with positive-self talk are encouraged to omit their negative thoughts and replace them by positive ones. Thus, they should learn how to talk to themselves in a more relaxed way by using positive dialogues.

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Relaxation techniques are another effective strategy that may be used by students to overcome their anxiety and worry during presentation; there are many relaxation techniques used by learners and among them taking a deep breath before the talk. According to Bryan (2001); there are several relaxation techniques learners can use. For instance, anxious students should breathe deeply with relaxing the muscles which may help them feel more comfortable, and they can also use visualization as a relaxation way of speaking anxiety. Lloyd (2010) defined it as a mental image that students draw in which they see themselves more confident when speaking the foreign language “See yourself performing as a confident presenter who is enjoying the performance” (Bryan, 2001, p.44). They can also feel comfortable by forgetting everything and repeating words such as: I am calm, I am good and relaxed, I can finish my work easily, I can present it effectively etc. Therefore, learners should use these techniques at least to be able to control their speaking anxiety.

Finally, minimizing a fear of making mistakes is another successful strategy which helps students to reduce their oral performance anxiety. Bassett (1985) assumed that to have some fear of mistakes can be an effective thing which can help learners to improve their performance, but exaggerated fear causes problems. Thus, fear of making mistakes sometimes is beneficial for students’ performance but not always, because such negative ideas about making mistakes can lower students’ self-confidence. In addition to that, students must understand that making mistakes is essential part of their learning, and it is not a sign of weakness. Bassett (1985) also said: “mistakes are opportunities for growth nothing more” (p. 3-9). Therefore, learner will never be able to develop a new skill in their learning without making some mistakes because making mistakes is a necessary step in the learning process, but they have to focus more on transferring the information without being anxious. They also have to understand that people learn from their mistakes, and making mistakes is a normal aspect of the human nature

Conclusion

Due to the importance of foreign language anxiety; it has been studied by many researchers and scholars from different aspects .Second language anxiety comes from three main sources; communicative apprehension, fear of negative evaluation and test anxiety. Researchers have been asserted that language anxiety influence learning process in general and oral performance in specific. Thus, there is strong link between the different types of anxiety and speaking skill; since speaking skill is considered to be the most anxiety-provoking skill.

Moreover, the majority of the researches have been trying to see how anxiety prevents learners to succeed in their learning in general through various theories. Therefore, the most important study that has been conducted on foreign language anxiety is: Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, which proved that anxiety has a great role in preventing learners to succeed in learning the foreign language. Despite the fact of anxiety's influence, there are many strategies to cope with this factor.

Chapter two: Field Work

Section one: Methodology and Research Design

Introduction

1. Method
2. Participants and setting
3. Data collection tools
 - 3.1 Questionnaire
 - 3.2 Interview
4. Data collection procedure

Section Two: Data Analysis and Interpretation

1. Teachers' Questionnaire Description
2. The Analysis of Teachers' Questionnaire
3. Students' Questionnaire description
4. The Analysis of Students' Questionnaire
5. The Analysis of the Interview

Conclusion

Introduction

In this chapter we aim to investigate the strategies used by teachers and students to reduce speaking anxiety in EFL classes in the Department of English at M'sila University. The chapter is devoted to the analysis and interpretation of the conducted data from the questionnaires given for teachers and learners as well as an interview for teachers only. Since our research is based on teachers and learners their views and opinions are very important to and the most appropriate tool to answer our research questions.

Section one: Methodology & Research Design

1. Method

Since this study is an investigation that is intended to merely describe the teachers' and students' strategies to reduce anxiety in first year EFL speaking classes at M'sila University it follows descriptive research method. Therefore, in this descriptive study, we analyze data qualitatively and quantitatively by using a questionnaire oriented to teachers of English and another to first year students at Msila University. Another research tool is the interview with teachers to see their views about speaking anxiety and the strategies to reduce this phenomenon. We found it relevant to use descriptive method as it is less time-consuming than quantitative experiments also it gives the opportunity to integrate the qualitative and quantitative methods of data collection in addition to these, the descriptive method may allow a possibility to observe the phenomenon in a completely natural and unchanged natural environment.

2. Participants and setting

This study took place at the department of English at M'sila University, during the second semester of the academic year 2017/2018. The participants in this research were forty-six (46) of male and female can be divided into two categories:

- 1) EFL learners.
- 2) Experienced ESL/EFL teachers at Msila University.

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2.1 The Teachers

Teachers at the University of M'sila make up the whole population. We dealt with the Sample of sixteen (16) teachers selected randomly, from the entire population. The participants in this study were (doctorate, and magister teachers). The reason behind such a choice was to investigate teachers' used strategies in order to reduce anxiety in EFL classroom.

2.2 The Students

The participants for the study consist of thirty (30) students. All participants in the given study were EFL classes' students at the University of M'sila department of English. Students were briefly informed about the problem of language anxiety before taking the questionnaire. In this study participants were selected from different classes. The learners' age ranged from eighteen (18) to twenty-four (24) or more years old. The reason behind choosing to work with this level is to discover students' used strategies to minimize anxiety.

3. Data collection tools

The researcher designed questionnaires and interviews as the main of the data collection instruments for this study. The content of the instrument was based on the findings of the interviews and questionnaires conducted with the EFL teachers and students at M'sila University.

3.1 Questionnaire

Since the main purpose of this study is to investigate the used strategies to reduce speaking anxiety we found it relevant to chose questionnaire to collect data due to their advantages. Moser and Kalton (1971) state that the questionnaires are easy to analyze and not expensive. The current study questionnaire (See Apendixes...) was based on Horwitz FLCA Foreign Language Classroom Anxiety Scale to determine speaking anxiety and the used strategies to reduce the given phenomenon of First year EFL students of Msila University. It is a Likert-type questionnaire with five scale responses and modified to three scale points because the aim of the study is not to determine the degree or the existence of students'

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anxiety but it aims to discover their opinions about the used strategies to reduce anxiety. Moreover, the 3-points scale is as good as 5-point scale in terms of answer quality and it is quite simple for the questioner to read out the complete list of scale descriptors ('strongly disagree equals disagree, strongly agree equals to agree and neither agree or disagree equal undecided...').

The questionnaires have three sections: A, B, and C. Section "A", is on personal information of the respondents; section "B", is on anxiety in speaking 3 items (teachers' questionnaire) and 5 items (students' questionnaire), and section "C" contains questions about strategies to reduce anxiety. It has 10 items (teachers' questionnaire), 15 items (students' questionnaire) and one open-ended question for both teachers and students.

3.2 Interview

The purpose of choosing the interview as second research tool is to explore teachers' views about anxiety in speaking and how it can be reduced. (See Appendixes...). Moreover, interviews provide a 'deeper' understanding of such phenomenon; therefore they are also appropriate for exploring sensitive topics. The following interview was made up from 6 questions including open ended questions with 6 teachers of English at Msila University; teachers were interviewed in different times and different places. The questions were aimed at eliciting relevant information concerning language anxiety and the used strategies to reduce students' anxiety.

4. Data Collection Producers

Since this study is concerned to Investigate teachers' and students' used strategies to reduce speaking anxiety in EFL classes First Year LMD. Several steps were taken to achieve the objectives of this study. First a pilot study of the FLACS questionnaire (Horwitz, 1986) which is composed from 33 items and was modified to 22 items. It was also conducted by experienced teachers to check if it is appropriate to be used with first students in terms of difficulty.

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After the pilot testing and all necessary modifications, the questionnaires were distributed to one hundred and twenty (120) students of first year LMD and fifteen (15) copies were given to teachers. Therefore, in order to collect our data we have attended sessions of oral presentation and in the last ten minutes we have handed out the questionnaire, so the questionnaires were done during class hours. For teachers we have given them the questionnaire and waited for them to retrieve back the papers. The possibility of retrieving back all the questionnaires was successfully completed. After collecting data and retrieve all papers, sample of thirty (30) students from five (5) groups and ten (10) from fifteen teachers were selected randomly. The coming section is devoted for the analysis and interpretation of the obtained data from different research tolls.

Section two: Data Analysis and Interpretation

1. Teachers' Questionnaire Description

This questionnaire is administrated for teachers of English at university of M'sila. It consists of (16) items. The questionnaire is divided into three main sections: section one "Personal Information" which includes (03) simple questions, section two "Speaking anxiety" with (03) questions, section three "strategies to reduce anxiety" includes (08) optional questions that are closed questions requiring from the teachers to choose "agree", "undecided" or "disagree" answers. Only (1) open-ended question concerning any other suggested strategies used by teachers to overcome speaking anxiety.

2. Analysis of Teachers' Questionnaire

Section one: background information about teachers

Statement1: Teachers' Gender

Gender	Number	Percentage%
Male	05	50%
Female	05	50%
Total	10	100%

Table1: Teachers' Gender

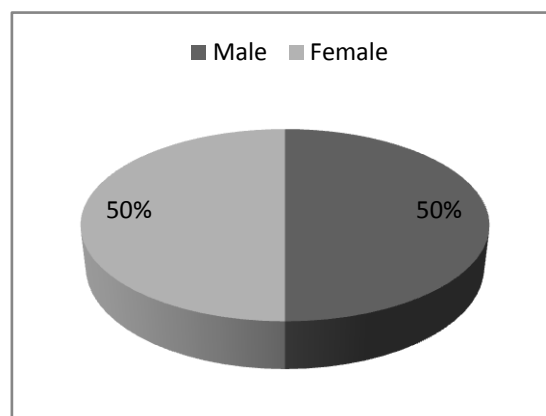


Figure1: Teachers' Gender.

As it is noticeable that teachers who were given the questionnaire both male and female take the same percentage with (50%) of the total number.

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Statement 2: Degrees held

Option	Number	Percentage%
License	0	0%
Master	1	10%
Magister	7	70%
Doctorate	2	20%
Total	10	100%

Table2: Teachers' Qualification

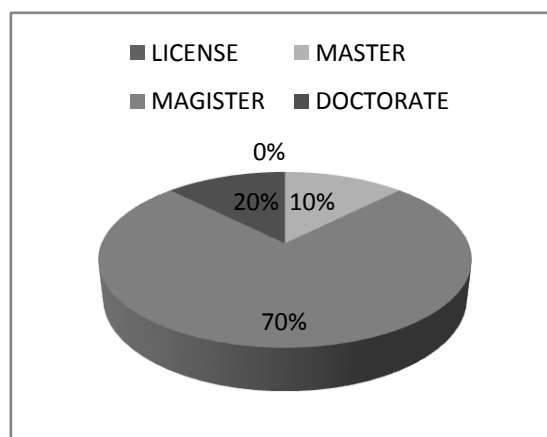


Figure2: Teachers' Qualification.

From the results in the table above we notice that the majority of teachers (70%) of the total population has Magister degree and (20 %) of them have PHD Doctorate, (10%) have master degree. while none (0%) of teachers have BA (license). This is may be because that English department in M'sila has been existed recently and teachers are preparing their PHD Doctorate.

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Statement 3: How many years have you been teaching English at university?

Years	Number	Percentage%
01-03	2	20%
03-06	3	30%
06-10	5	50%
Total	10	100%

Table3: Teachers' Experience in teaching English at university.

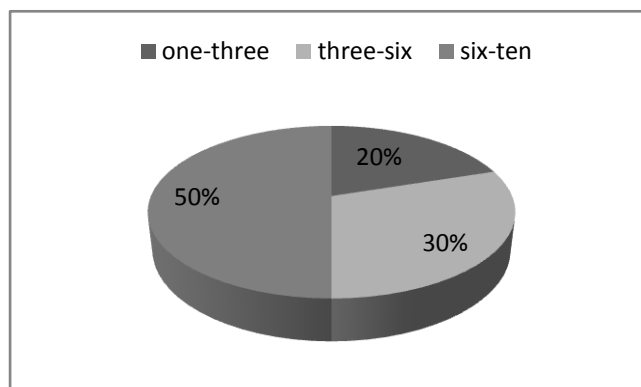


Figure3: Teachers' Experience in teaching English at university percentage.

In this item, teachers were asked to state their years of experience in teaching English at university, (50%) of teachers said that their teaching expertise extends 6-10 years and (30%) of teachers who are experienced for 3-6 years, teachers who have 1-3 years of experience covered the same percentage (20%) of the total population. Thus, our sample of teacher is mixed of old (experienced) and new teachers in teaching English at university.

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Section two: Speaking anxiety

Statement4: What are the main challenges you face in teaching speaking?

Option	Number	Percentage%
No sufficient time.	2	20%
Lack of motivation.	2	20%
Lack of students' self confidence and anxiety.	6	60%
Others (specify)	0	0%
Total	10	100%

Table4: Teachers' Opinion about the challenges they face in teaching speaking.

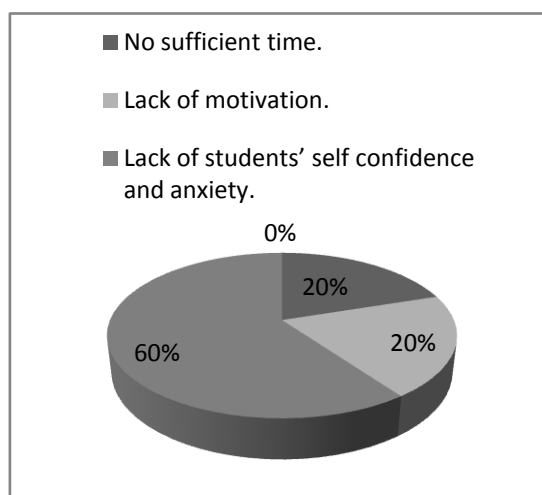


Figure4: Teachers' Opinion about the challenges they face in teaching speaking.

The results of the table above show that the main challenge teachers face in teaching English is lack of the students' self-confidence and anxiety, this answer takes the largest percentage of (60%) and (20%) of them said that the challenge they deal with is the lack of motivation, another (20%) of teachers claimed that they have difficulties with time. This means that time

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is an obstacle to teach speaking skill and speaking skill cannot be developed in short time. While none of the teachers (0%) added extra suggestions.

Statement5: Do you think that anxiety facilitates or inhibits learning?

Option	Number	Percentage%
Inhibits	10	100%
Facilitates	0	0%
Total	10	100%

Table5: Teachers' Perception on whether anxiety inhibits or facilitates learning.

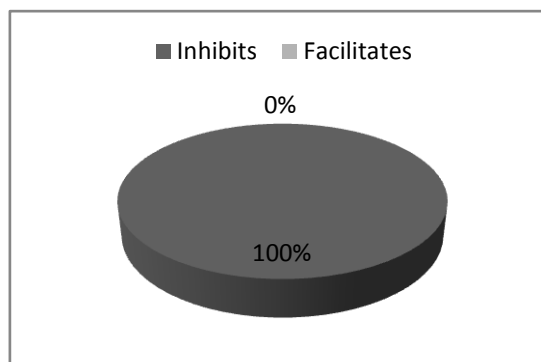


Figure5: Teachers' Perceptions on whether anxiety inhibits or facilitates learning.

In this item all teachers argued that anxiety inhibits learning with percentages of (100%). And none of them assumed that learning can be facilitated by anxiety. From this we retain that students with anxiety face a serious difficulties to learn and this may consequently inhibit learning and discourage them.

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Statement6: Do you think that students fail to speak in classroom because of:

Option	Number	Perception%
The difficulty in speaking task.	0	0%
The feeling of low self-esteem.	1	10%
The fear of making mistakes.	3	30%
All the above.	06	60%
Total	10	100%

Table6: Teachers' Opinion on what makes students fail to speak.

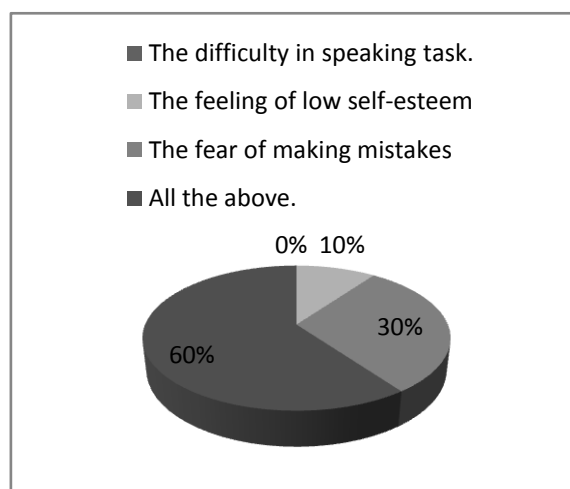


Figure6: Teachers' Opinions on what makes students fail to speak.

The obtained results show that (60%) of teachers ticked in the option of all the above, in which they think that student fail to speak in classroom because of all the given choices. While (30%) of them have chosen the fear of making mistakes and is the cause that makes students fail to speak. Thus, may be students are not good in speaking English they feel that their mates laughed on them when they spell word in wrong way or make mistakes. Only

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(10%) of them said that because of low self-esteem students fail to speak in classroom. And none of them (0%) ticked on the difficulty in making task.

Section three: Strategies to reduce anxiety.

Statement7: Participation in a supporting group helps reduce students' anxiety.

Option	Number	Percentage%
Agree	8	80%
Undecided	2	2%
Disagree	0	0%
Total	10	100%

Table7: Teachers' Opinions about Participation in Supporting Group in classroom.

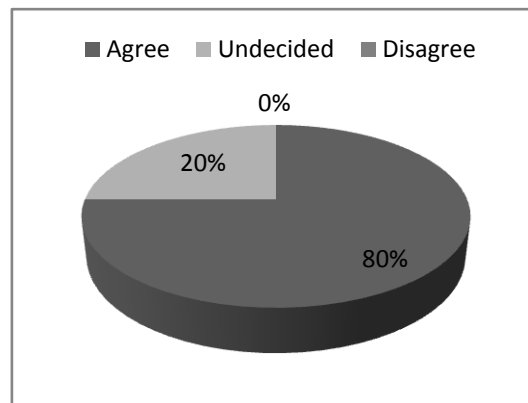


Figure7: Teachers' Opinions about participation in supporting group in classroom.

In this item (80%) of teachers assumed that participation in supporting group helps reduce students' anxiety. However; (20%) of them have not decided whether they agree or disagree about this idea. None of the teachers (0%) disagree about this strategy. Therefore, it is noticeable that students encourage each other and feel more relaxed when they are participating in supporting group, because in cooperative situations students are relying on each other and share common goals, which in turn create a feeling of unity.

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Statement8: Students feel more relaxed when teacher does not interrupt them while speaking.

Option	Number	Percentage%
Agree	7	70%
Undecided	1	10%
Disagree	2	20%
Total	10	100%

Table8: Teachers' Views about Teacher's Interruption during Speaking.

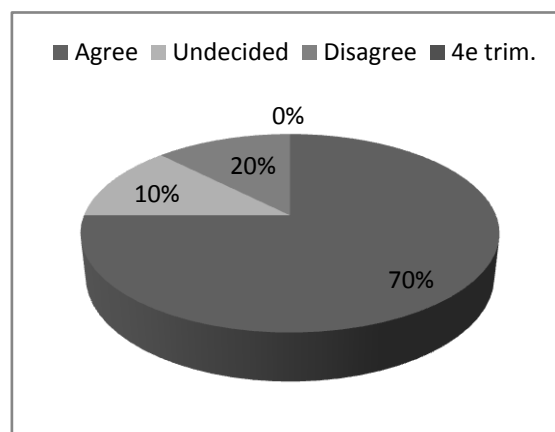


Figure8: Teachers' Views about interrupting students while speaking.

The results in the table show that the majority of teachers (70%) said yes, students have less tension when teacher does not interrupt them while speaking. Besides (20%) of them said no and (10%) have no decisions about the given idea. Thus, it can be concluded from these findings that interrupting students during speaking or presentation have a negative impact on their performance, and may block their generation of ideas and may also lead them to keep silent. Therefore, teachers have vital role to reduce their students' speaking anxiety.

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Statement9: Teacher’s encouragement makes the students feel less anxious and more relaxed when speaking.

Option	Number	Percentage%
Agree	10	100%
Undecided	0	0%
Disagree	0	0%
Total	10	100%

Table9: Teachers’ Perceptions about their Encouragement to make students feeling less anxious.

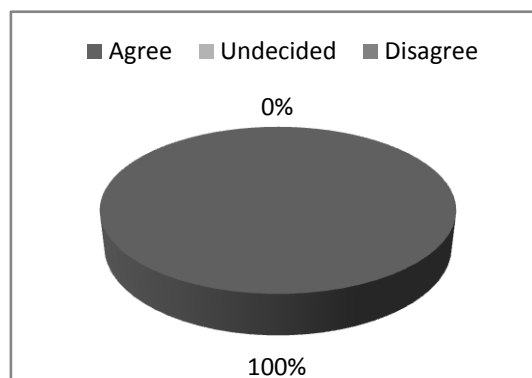


Figure9: Teachers’ Perceptions about their encouragement to make students feeling less anxious.

Teachers’ encouragement was viewed by all teachers (100%) as the most important technique that helps student to reduce anxiety while none of them (0%) were disagree or undecided about this statement. Therefore, students feel more relaxed, develop self-confidence and perform well when teacher motivates them. This is due to the fact that motivation is seen in language teaching methodologies as a precondition to building the learners’ communicative competence.

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Statement10: A humorous teacher helps reduce students' anxiety.

Option	Number	Percentage%
Agree	7	70%
Undecided	1	10%
Disagree	2	20%
Total	10	100%

Table10: Teachers' Opinions about being humorous in classroom.

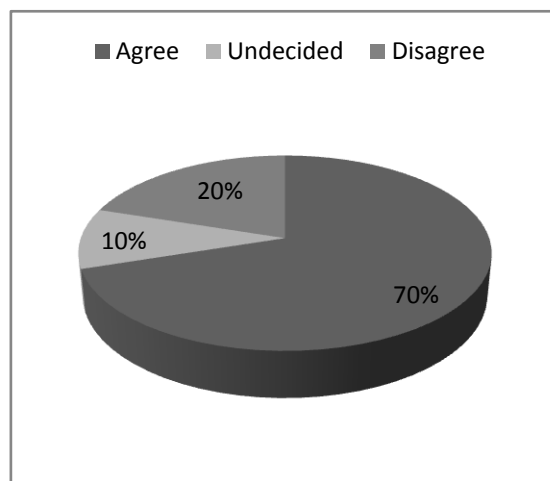


Figure10: Teachers' Opinions about being humorous in classroom.

A humorous teacher was viewed by (70%) of teachers as a major strategy to reduce anxiety. However, (20%) of them disagree on that and (10%) of teachers were undecided about this idea. Which means that using a sense of humor is successful strategy to create comforted atmosphere and therefore helps students to deal with any threatening situation including all the psychological factors.

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Statement11: Students feel more relaxed when they know that mistakes can be done by everyone and are part of learning foreign language.

Option	Number	Percentage%
Agree	10	100%
Undecided	0	0%
Disagree	0	0%
Total	10	100%

Table11: Teachers' Perceptions about students' feeling when they know that everybody can make mistakes.

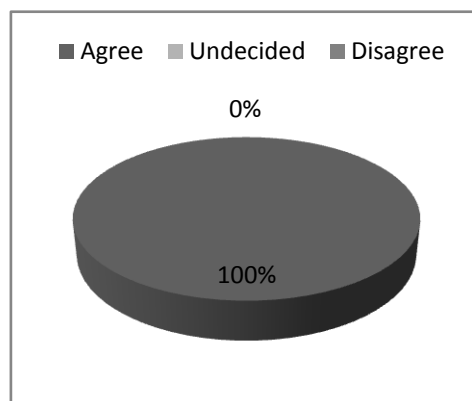


Figure11: Teachers' Perceptions about students' feeling when they know that everybody can make mistakes.

According to this distribution all teachers (100%) said that students feel relaxed when they know that mistakes can be done by everyone even those who are experienced sometimes they do mistakes. None (0%) of them ticked disagree or undecided about this item. So, the results show that mistakes are a part of learning and to error is human.

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Statement12: Playing language games helps reduce student's anxiety.

Option	Number	Percentage%
Agree	7	70%
Undecided	0	0%
Disagree	3	30%
Total	10	100%

Table12: Teachers' Opinions about playing Language Games in classroom.

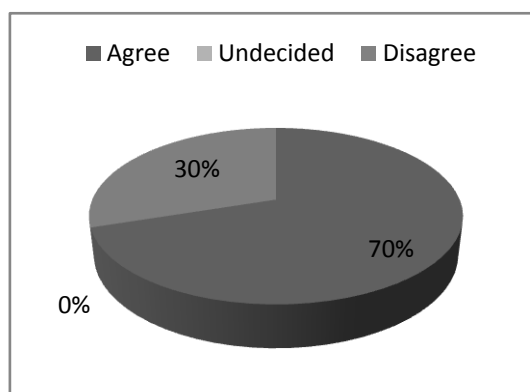


Figure12: Teachers' Opinions about playing language games in classroom.

As can be seen from the table above that the majority of teachers (70%) assumed that playing language games are suitable technique to reduce anxiety. While (30%) of them disagree on that, and none (0%) of the teachers were not decided about this statement. Therefore, as it is noticeable language games may offer learners a fun-filled and create positive atmosphere, students seem to learn quickly in a stress-free and comfortable environment. In addition language games can promote communicative competence.

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Statement13: Having a group work in class helps reduce students' anxiety

Option	Number	Percentage%
Agree	10	100%
Undecided	0	0%
Disagree	0	0%
Total	10	100%

Table13: Teachers' Perception about Group Work at Classroom.

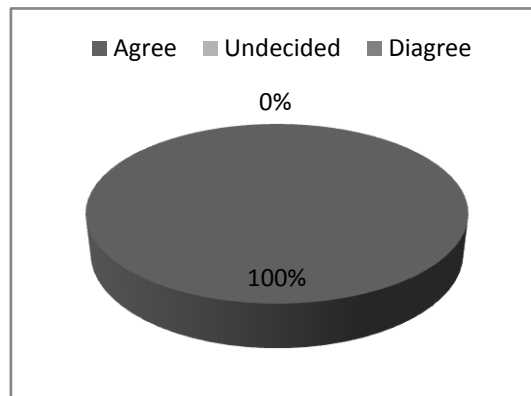


Figure13: Teachers' Perceptions about group work at classroom.

As it is shown, all teachers (100%) believed that group work in class helps to manage students' anxiety. While none of them (0%) were undecided or disagree on this item. This question reveals that is necessary to emphasize a certain strategy to engage students easily to the lesson and reduce their anxiety. Moreover, by establishing group work all students have chance to speak, so they will feel more comfortable when using a foreign language. It is likely that learners can learn more effectively if they were put into groups helping one another in learning. Since group work helps to create supportive environment, students are not much stressed and have reduced anxiety in class.

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Statement14: Students feel more relaxed when teacher tolerates their mistakes.

Option	Number	Percentage%
Agree	8	80%
Undecided	0	0%
Disagree	2	20%
Total	10	100%

Table14: Teachers' Views about the Feeling of students when they tolerate their mistakes.

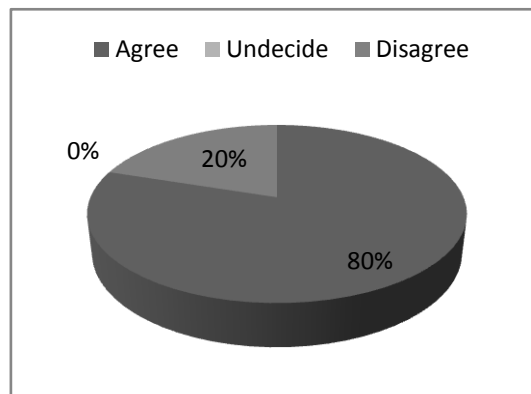


Figure14: Teachers' Views about the Feeling of students when they tolerate their mistakes.

According to the conducted results (80%) of teachers argued that a tolerated teacher can create comforted atmosphere for students. (20%) answered with undecided, and (0%) of them were disagree. From the results we may say that teachers are aware of their important role in making students feel less stressed when using a foreign language by tolerating their mistakes. Learning to tolerate is an important part of managing anxiety.

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Statement 15: Preparation helps to reduce learners' anxiety.

Option	Number	Percentage%
Agree	10	100%
Undecided	0	0%
Disagree	0	0%
Total	10	100%

Table15: Teachers' Perceptions about preparation as a technique in reducing students' anxiety.

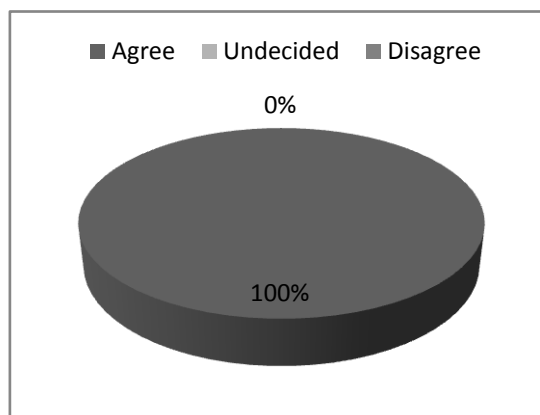


Figure15: Teachers' Perceptions about preparation as a technique in reducing students' anxiety.

In this item all teachers (100%) stated that preparation helps to reduce learners' anxiety. While none of them answered undecided or disagree about this statement. So from the results we deduce that preparation plays a significant role in managing students' anxiety, and practice makes performance perfect. Preparation is one of the effective ways that may help learners to cope with their anxiety in oral performance, because it develops learners' self-confidence in speaking which can minimize the level of anxiety.

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Statement16: Here teachers are asked to give some techniques to reduce anxiety, so their answers are as follows:

- Giving students topics about how to overcome anxiety by presenting them in classroom.
- Doing pair and group work in which this may help them to establish a communicative environment.
- Trying to encourage EFL students before each presentation by letting them bear in mind that no human's product is perfect and that they should learn from their errors and to error is human.
- Positive evaluation helps students to relax.
- Not to interrupt students while speaking and use indirect correction in order to make learners feel free and more relaxed.
- Oral presentation to be presented in viva classroom as an obligatory task.
- Internal motivation.
- Training students to face audience and to deliver public speaking.
- Topics that raise debate and discussion.

3. Students' Questionnaire Description

This questionnaire is administrated for first year students at M'sila University. It consists of (22) items, these items are divided into three main sections: section one "Personal Information" it includes (02) simple questions, section two "Speaking anxiety" with (05) questions, section three "strategies to reduce anxiety" includes (14) questions, almost all the questions are either closed questions requiring from the students to choose "agree", "undecided" or "disagree" answers. Only one open-ended question concerning any other suggested strategies used by students to overcome their speaking anxiety.

4. Analysis of the Students' Questionnaire

Section one: Background information of students

statement1 : Age

Age	Number	Percentage%
18-20	21	70
20-22	3	10
22-24	2	7
24-more	4	13
Total	30	100%

Table1: Students' Age

Chapter two: Field Work

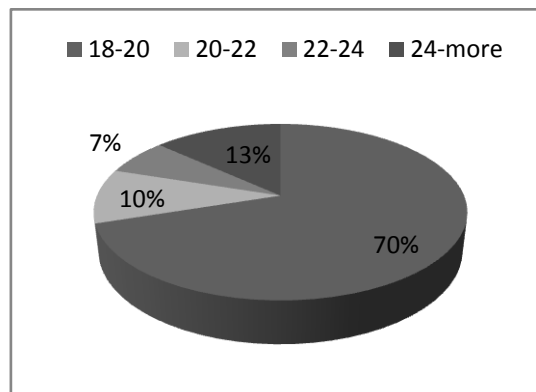


Figure1: Students' Age

The table above shows that there are four (4) age groups in the selected sample. Students' age vary from 18-24 or more years old out of total number of the sample (30). We have 21 subjects who are between 18-20 years old and who represent a numerical majority 70%. Moreover, 4 students 13% (24-more years old). Besides, 3 subjects 10% their age vary from (20-22 years old).then come the age of (22-24) in the last class with the percentage of 7%. So, from the results we notice that most learners are adolescents.

Statement2: Gender

Gender	Number	Percentage%
Male	8	27%
Female	22	73%
Total	30	100%

Table2: Students 'Gender

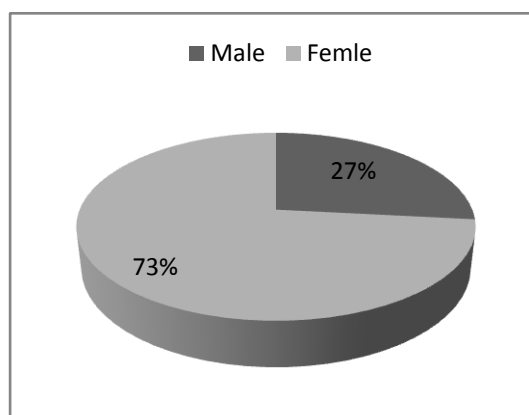


Figure2: Students' Gender.

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The table above shows that females take the largest space with (73%) of the students' total number, while males take a small space with only (27%) of the students' total number. This may be because females are more interested in the field of foreign language than males do

Section two: Speaking anxiety

Statement3: I feel anxious when I speak in front of my teachers and classmates.

Option	Number	Percentage%
Agree	19	63%
Undecided	3	10%
Disagree	8	27%
Total	30	100%

Table3: Students' feeling about speaking in front of their teacher and classmates.

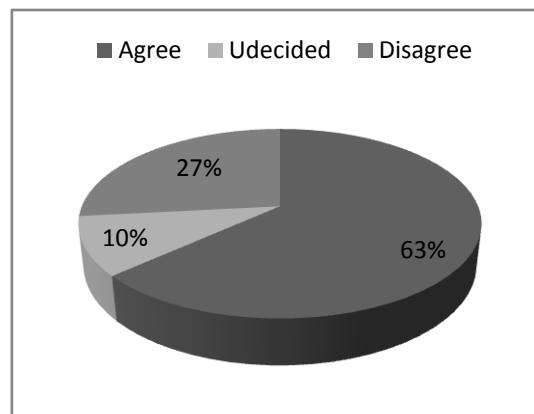


Figure3: Students' feeling when speaking in front of their teacher and classmates.

The results in the table above indicate that (63%) of students feel anxious when speaking in front of teachers and classmates, while (27%) of them do not fear or feel stressed from speaking in public. Only (10%) of students are not decided yet about their emotional situation they have when talking in front of audience. Which means that the majority of

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learners fear from talking in front of others may be because they lack of self-confidence or just afraid to fail when speaking.

Statement 4: I feel nervous when teacher gives us a lot of things to do in so little time.

Option	Number	Percentage%
Agree	21	70%
Undecided	1	3%
Disagree	8	27%
Total	30	100%

Table4: Students' Emotional Symptoms when teacher gives them many tasks in a short time

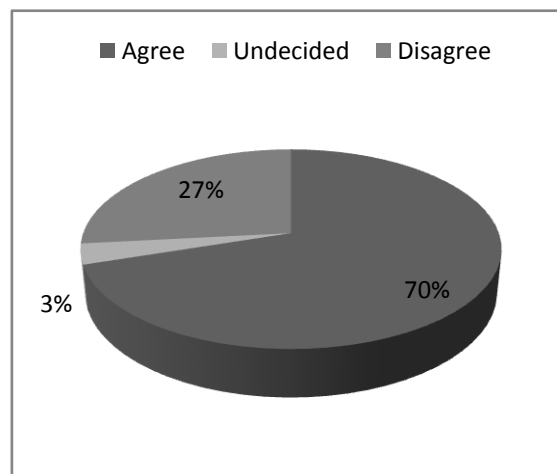


Figure4: Students' Emotional Symptoms when teacher gives them many tasks in a short time.

It seems from the results obtained in the table above that (70%) of the students being given the question feel anxious when the teacher gives them a lot of things to do in a short time. So, almost all learners become confused when they are limited by time to do such tasks; may be because they are regularly losing focus during challenging tasks. Whereas (27%) of the respondents do not feel stressed when the teacher asks them many activities in so little

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time, which means that they do not consider time as a hindrance to their abilities. Only (3%) of students are not decided about the given item.

Statement 5: I shake when the teacher of English language calls my name in the class

Option	Number	Percentage%
Agree	7	23%
Undecided	9	30%
Disagree	14	47%
Total	30	100%

Table5: Students' Feeling when teacher calls their names in the classroom

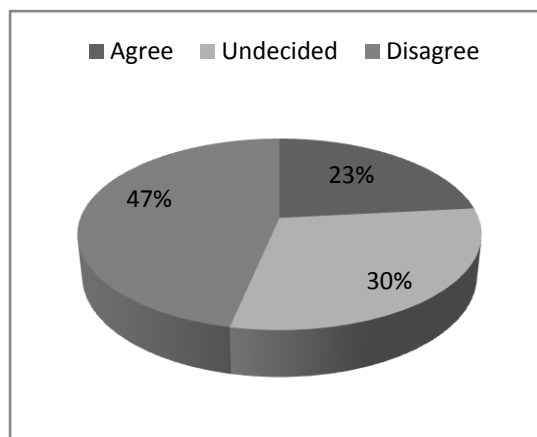


Figure5: Students' Feeling when teacher calls their names in the classroom.

The results of the table above indicates that (47%) as the highest percentage of the subjects who participate in this questionnaire said that they do not shake when the teacher of English language calls their names in the class. Whereas (23%) of participants said that they do shake when the teachers of English calls their names in the class. (30%) have no decision about this statement. So from the finding it is noticeable that the majority has no problem when calling their names in the class, may be because they do not afraid to fail when speaking or they have a great amount of self -confident.

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Statement6: I feel afraid that other students will laugh at me when I speak the English language.

Option	Number	Percentage%
Agree	12	40%
Undecided	5	17%
Disagree	13	43%

Table6: Participants' Perceptions when other students laugh at them while speaking English.

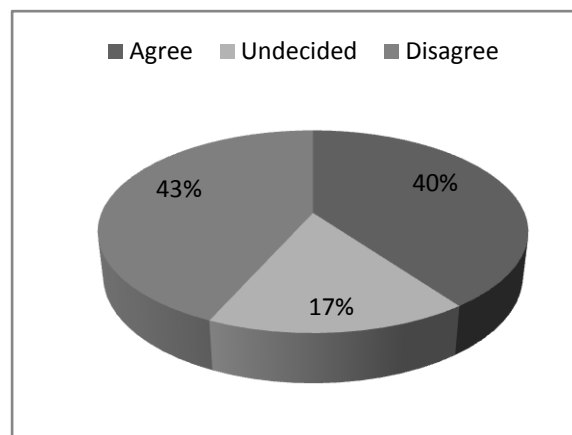


Figure6: Participants' perceptions when other students laugh at them while speaking English.

The highest percentage of learners (43%) do not afraid that other students will laugh at them when speaking may be because they know making mistakes is a part of learning and they are not care about the others opinion. While (40%) of them feel afraid of being the laughing state by others. So; they remain silent. And only (17%) are neither agree nor disagree about this item.

Chapter two: Field Work

Statement 7: My heart beats very fast just as I start speaking English

Option	Number	Percentage%
Agree	20	67%
Undecided	6	20%
Disagree	4	13%
Total	30	100%

Table7: Students' Feelings during speaking English.

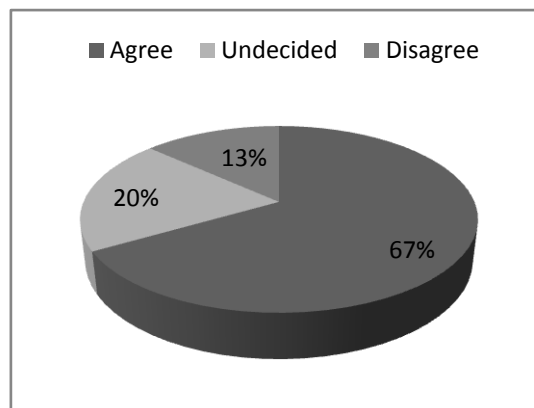


Figure7: Students' Feeling during speaking English.

Through analyzing the collected data, the majority of population (67%) agrees that their hearts beat very fast just they start speaking English, because it is foreign language and they fear of making mistakes. However (20%) have not decided about their physical symptom when speak English and only (13%) of students feel relaxed when they start speaking English.

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Statement 8: When I am well prepared I do not feel anxious.

Option	Number	Percentage%
Agree	25	83%
Undecided	2	7%
Disagree	3	10%
Total	30	100%

Table8: Students' Perceptions when they are well prepared.

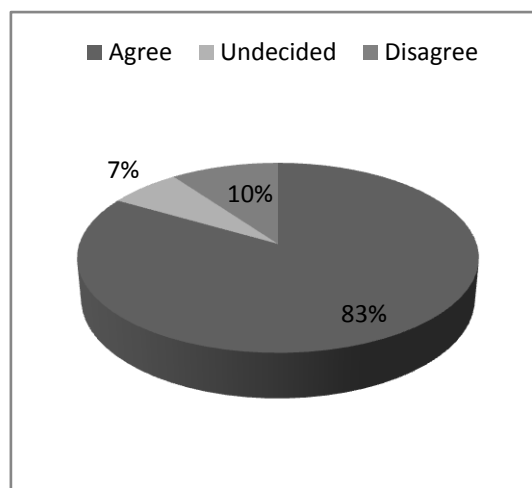


Figure8: Students' Percentages when they are well prepared.

In this item most students (83%) agree on that preparation is a key of feeling less anxious. While (10%) disagree on that, and only (07%) are not decided on this statements. Form this we retain that preparation is a key to overcome any psychological factor which may inhibit the learning process.

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Statement 9: I think self-talk helps in reducing anxiety.

Option	Number	Percentage%
Agree	25	83%
Undecided	3	10%
Disagree	2	7%
Total	30	100%

Table9: Students' Opinions about self-talk in reducing anxiety.

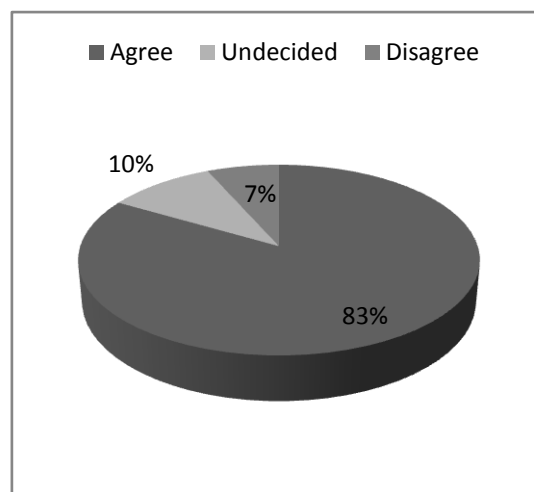


Figure9: Students' Percentages about self-talk in reducing anxiety.

From the results obtained in the table above we notice that the highest number of students (83%) assume that self-talk helps in reducing their anxiety. Whereas (10%) of them are undecided about that, and only (07%) of students disagree on this statement. Thus, such words as “I can do it, I am able to do it” encourage students to overcome anxiety and achieve better results.

Chapter two: Field Work

Statement10: I think having group work in class helps reduce my anxiety when speaking.

Option	Number	Percentage%
Agree	20	67%
Undecided	3	10%
Disagree	7	23%
Total	30	100%

Table10: Students' Perceptions about group work strategy to reduce anxiety.

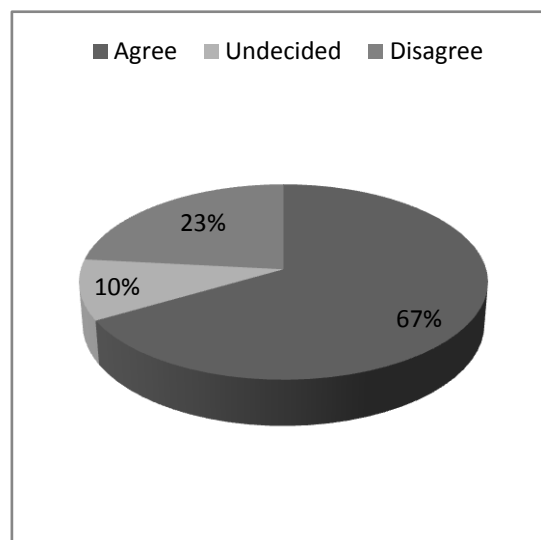


Figure10: Students' percentages about group work strategy to reduce anxiety.

For this item (67%) of students said that the idea of having a group work in class helps reduce their anxiety in speaking. However (23%) of them reported that group work is not suitable option to reduce anxiety. Only (10%) students who have no decision about this idea. From the obtained results it is noticeable that the majority of learners enjoys group work and considers it as helpful strategy to overcome their anxiety.

Chapter two: Field Work

Statement11: Talking about the fears of speaking a foreign language with my classmates helps reduce my anxiety.

Option	Number	Percentage%
Agree	23	77%
Undecided	5	17%
Disagree	2	7%
Total	30	100%

Table11: Participants' Opinions about the strategy of talking about the fears of speaking foreign language to reduce anxiety.

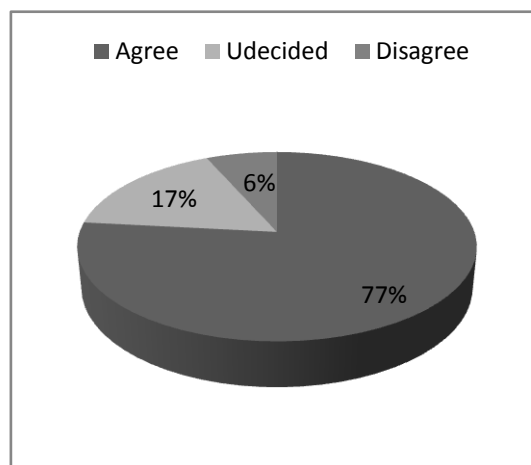


Figure11: Participants' Opinions about the strategy of talking about the fears of speaking foreign language to reduce anxiety.

Most of participants (77%) believed that talking about fears of speaking a foreign language with their classmates is helpful may be because this will manage their fear and encourage them to speak, the (17%) of them are neither agree nor disagree on this view. So only (7%) of students disagree to talk about what scare them in front of their classmates and consider it as inappropriate solution.

Chapter two: Field Work

Statement12: Participating in a supporting group helps reduce my anxiety.

Option	Number	Percentage%
Agree	24	80%
Undecided	1	3%
Disagree	5	17%
Total	30	100%

Table12: Students' Perception about participating in supporting group to reduce anxiety.

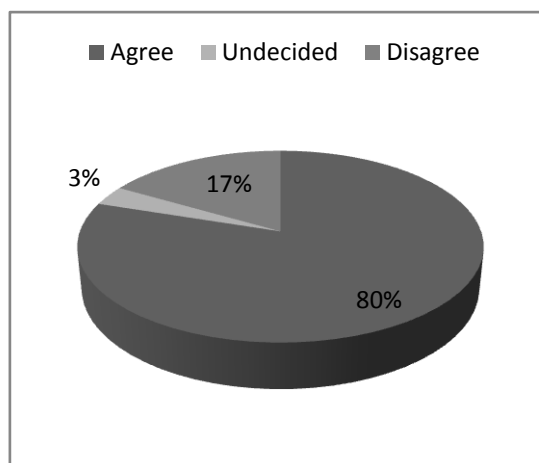


Figure12: Students' Percentages about participating in supporting group in class to reduce anxiety.

As it appears in table 12 that (80%) of students find the strategy of participating in supporting group is an effective strategy in reducing speaking anxiety since they forget about their fears the time they have engaged in communication with each other. While (16%) find the opposite. Only (03%) of them have not decided yet about this statement.

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Statement13: Teacher' encouragement makes me feel less anxious and more relaxed when speaking.

Option	Number	Percentage%
Agree	24	80%
Undecided	3	10%
Disagree	3	10%
Total	30	100%

Table13: Students' Views about Teachers' Encouragement during Speaking English.

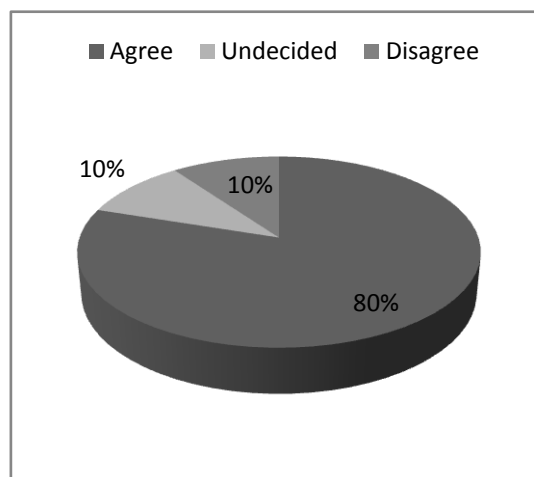


Figure13: Students' Views about Teacher' Encouragement during Speaking English

In this question the findings show that (80%) of students view teacher's encouragement as an effective instrument to overcome speaking anxiety. However (10%) of students said the contrast and other (10%) of them have not decided on this statement. From the obtained results it is noticeable that the majority of students needs teacher's encouragement because they become more relaxed when teacher use positive evaluation and motivates them.

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Statement14: A humorous teacher helps reduce my anxiety.

Option	Number	Percentage%
Agree	26	87%
Undecided	2	7%
Disagree	2	7%
Total	30	100%

Table14: Students' Perceptions about the Humorous Teacher in the classroom.

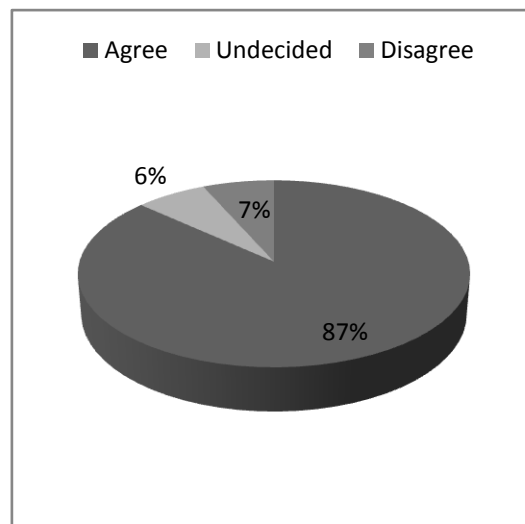


Figure14: Students' Perceptions about the Humorous Teacher in the classroom.

Table 14 indicates that the majority of students (87%) agreed that the humorous teacher play an important role in helping students to reduce anxiety, Nevertheless (07%) of them are neither agree nor disagree, and (07%) fail to agree with this item. Thus, using a sense of humor inside the classroom is an essential element in managing students' anxiety.

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Statement 15: I feel more relaxed when I know that mistakes can be made by everyone.

Option	Number	Percentage%
Agree	24	80%
Undecided	4	13%
Disagree	2	7%
Total	30	100%

Table15: Students' Perceptions about Making Mistakes

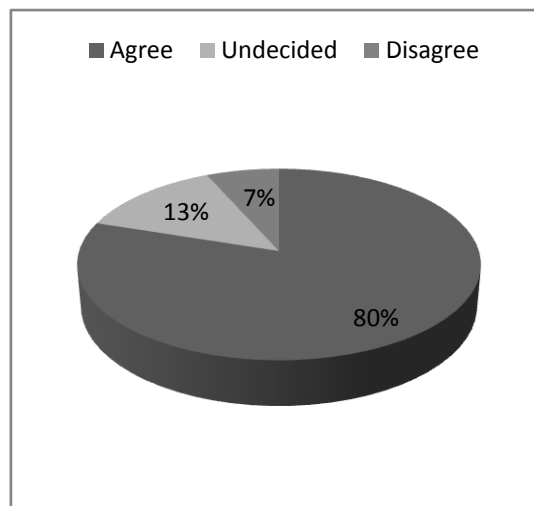


Figure15: Students' Perceptions about Making Mistakes.

For this question a large number of students (80%) reported that they feel less stressed when they know that mistakes can be done by everyone. (13%) of students are undecided. (07%) of students disagree with this fact. So it is commonly agreed that to error is human.

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Statement16: Playing language games helps reduce my anxiety.

Option	Number	Percentage%
Agree	23	77%
Undecided	5	17%
Disagree	2	7%
Total	30	100%

Table16: Participants' Opinions about Playing Language Game to Reduce Anxiety.

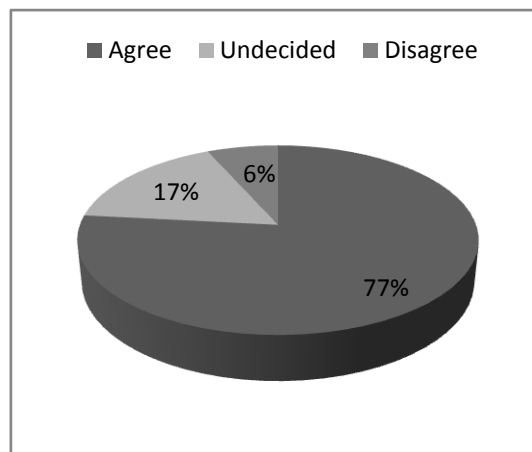


Figure16: Participants' Opinions about Playing Language Game to Reduce Anxiety.

For this Item, students have different views about the role of language games in reducing anxiety. The highest percentage was (77%). While (17%) of them are neither agree nor disagree about the idea, and only (07%) ticked in the option of disagree. Thus the results indicate that the majority of students enjoy learning by using language games since these games usually with fun.

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Statement17: I think staying positive helps reduce my anxiety.

Option	Number	Percentage%
Agree	25	83%
Undecided	4	13%
Disagree	1	3%
Total	30	100%

Table17: Students' Perceptions about Staying Positive to reduce their anxiety.

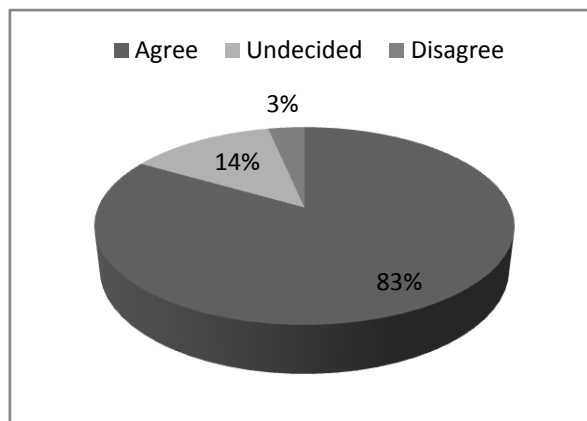


Figure17: Students' Percentages about Staying Positive to reduce their anxiety.

The result in the table above reports that the majority of students (83%) believe that staying positive is one of the best strategies to reduce anxiety. (13%) of them are yet to be decided on this statement and only (03%) totally disagree on this idea. So from the results we can say that positive thinking can change the shape of one's brain and help to stop anxious thoughts.

Chapter two: Field Work

Statement18: I feel more relaxed when the teacher tolerates my mistakes.

Option	Number	Percentage%
Agree	24	80%
Undecided	3	10%
Disagree	3	10%
Total	30	100%

Table18: Students' Perceptions about tolerant teacher.

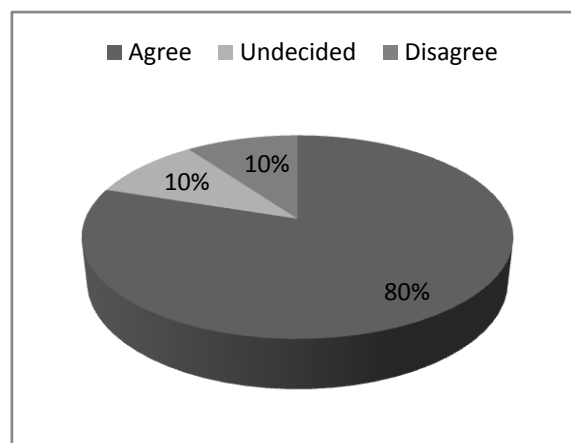


Figure18: Students' Percentages about tolerant teacher.

In the table above, participants were asked if they feel more relaxed when the teacher tolerates their mistakes. Almost all of them (80%) said yes that they feel less anxious when allow making mistakes without punishment. Whereas (10%) of them disagree and another (10%) are not decided. The results show that tolerance is a part of teaching and teacher needs to recognize that he needs to play a father role in treating his students.

Chapter two: Field Work

Statement19: I think practicing helps reduce my anxiety

Option	Number	Percentage%
Agree	28	93%
Undecided	1	3%
Disagree	1	3%
Total	30	100%

Table19: Students' Views about practicing as strategy to reduce their speaking anxiety.

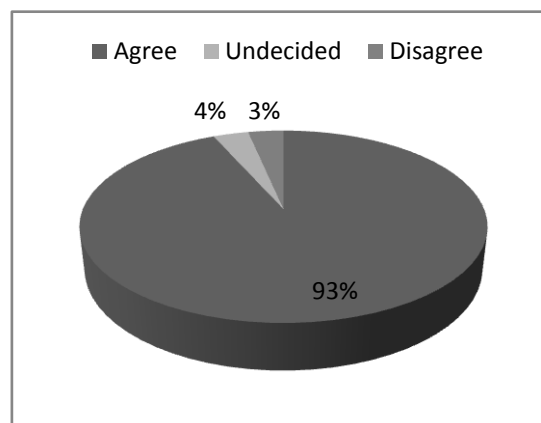


Figure19: Students' Views about practicing as strategy to reduce their speaking anxiety.

Concerning this item, students whose answers “agree” have the highest percentage (93%), and the percentage of (03%) is for those who answered on “disagree” and other (03%) also for neither agree nor disagree. So according to the majority of our population practicing is the key to overcome stress and feel more comfortable, in addition practicing in classroom can improve students' performance and establish directions for continued learning and growth.

Chapter two: Field Work

Statement 20: Share worries helps reduce my anxiety.

Option	Number	Percentage%
Agree	20	67%
Undecided	8	27%
Disagree	2	7%
Total	30	100%

Table20: Students' Perceptions about sharing their worries with each other.

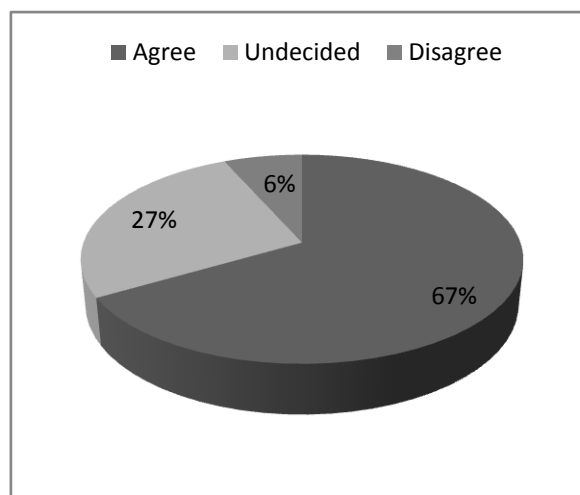


Figure20: Students' Perceptions about sharing worries with each other.

More than the half of students (67%) claimed that figuring out what scares them helps reduce their anxiety. However (27%) of participants have ticked on the option of undecided. Only (07%) of students have selected the disagree option. Therefore; putting a worry into words makes the students more manageable. Students must be aware that it is natural to talk about what scares him/her and it is “ok” to open up.

Chapter two: Field Work

Statement21: I feel more relaxed when teacher does not interrupt me while speaking

Option	Number	Percentage%
Agree	26	87%
Undecided	3	10%
Disagree	1	3%
Total	30	100%

Table21: Participants' Opinions about teacher' interruption during speaking.

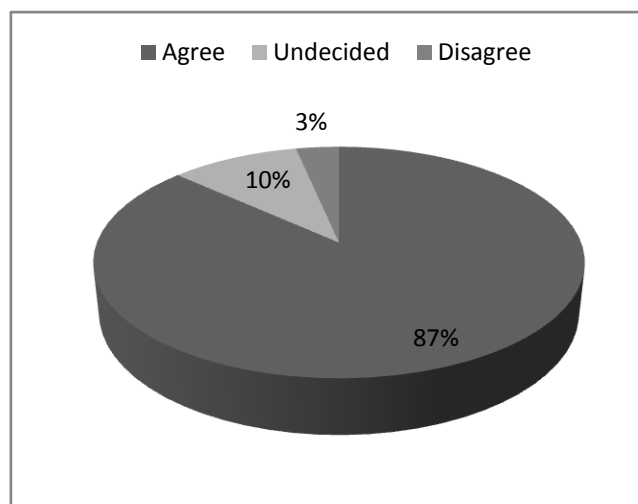


Figure21: Participants' Opinions about teacher' interruption during speaking.

The finding above reports that nearly all the students (87%) assume that they feel more relaxed when the teacher does not interrupt them while speaking, because when teacher interrupt them while speaking they may forget words and ideas. Whereas (10%) of students are unsure about this item. And only (03%) of them disagree.

Chapter two: Field Work

Statement22: Here students are asked to give some techniques to reduce anxiety, so their answers as follows:

- When teacher use sense of humor and be less strict students will be more relaxed.
- Preparation is a successful strategy to overcome anxiety.
- Practice makes perfect.
- Self-confident helps to overcome anxiety.
- Practice relaxation strategies such as a deep breath and positive imagination.
- Tolerant teacher helps to reduce the student's anxiety.
- Teacher's encouragement is a helpful technique.
- Positive teacher-student relation.
- Provide a calm atmosphere.
- Self-talk helps learner to fight anxiety.

5. The Analysis of Teachers' Interview

Interview guides for teachers of English at M'sila University

Since one of the main intention with this study was to investigate teacher and learner used strategies to reduce anxiety factor in EFL classroom and also how teachers can deal with speaking anxious students. So; we found it relevant to speak with teachers about this phenomenon. The following interview was made up from six questions with six teachers of English at M'sila University in different times.

The questions are like the following:

1. Many students think that oral English is the most important in language learning. Do you agree or not? Why?

The majority of teachers agreed about the importance of oral English in language learning; the first teacher justified his answer by saying that oral English is the only thing or the only medium through which they can show of what they really know and it is the only index through which we can decide whether such learner is really proficient, fluent and knowledgeable in English as a foreign language or not. The second teacher thought that if the student has achieved or mastered the ability to speak, writing become a matter of course so the more you feel that you speak English the more you encouraged to do other tasks, besides oral language is the origin so there are many things which are oral not written and writing is only reflection to speaking. The third teacher asserted that oral English is the most important because when knowing how to talk everything will be easy including understanding others, collecting information easily, doing business and transmit the message rapidly. The last teacher assumed that students thought writing is not needed in their future careers. Another reason is that for most of them learning oral language is easier than learning writing. However, two of them disagreed and argued their answer by saying that written English is as important as the oral one, as students are supposed to write also.

Chapter two: Field Work

2. How do anxious students feel when they use English in speaking?

Teachers almost answered in different ways, the first teacher argued that the feeling of student depends on the student himself, in the situation, in the module and even on the environment itself. Student who are anxious or sometimes they seem to be anxious tend to be frightened because they did not trained enough, they might look perplexed, they might show inability and incapacity to handle information to answer or to act or react on the spot, they might also show their anxiety through sleeps of the tongue and misuse of tenses and word. While the second teacher reported that anxious students generally hesitate to speak, they afraid of making mistakes. The third teacher argued that anxious people feel frustrated, they stammer, they lose words and sometimes they feel blocked. The fourth teacher declared that he does not know their feeling, but he can guess that they can feel demotivated to speak at all or may be keep silent. The last two teachers reported that anxious students feel upset, embarrassed and they are always in panic when using English in speaking.

3. Are students feel anxious when they are in front of their teacher? Can you set some physical and emotional reactions?

The teachers have different views about this question. The first teacher reported that this statement depends in the students themselves, they sometimes afraid from the teacher because they do not know may be his experience before, they have been blamed, inhibited and they may generalized all teachers would be the same and they would sanctioned. So they feel anxious because the situation itself and the topic they are going to present. The second teacher noticed that students feel anxious when talking in front of him, so he tried to tell them keeps on, do not stop, keep cool and told them that learning comes through making mistakes. The other teachers also reported that many students feel anxious when speaking in front of them. Concerning some emotional and physical reaction all teachers answered in the same way, all teachers argued that students hesitate, cannot express the idea clearly, try to rend, rush to finish, clicking fingers, shaking voice, hard breath, making mistakes, repeating ideas, and forgetting ideas.

Chapter two: Field Work

4. How does anxiety affect language learning in general and oral performance in specific?

The first teacher said that anxiety effect would appear in students' performance, slips in the tongue with mistakes, because they consciously hunted by certain pressure that does not let them express themselves at ease or present their work at ease, the second thing sometimes if this anxiety intensified, it lead to catastrophic results, they will back slide word little by little, they lose everything. The second teacher thought anxiety is something which is neglected and something serious, it seriously affects the learning process and makes students perform in bad way . The third teacher asserted that anxiety is a terrible psychological impediment, it hampers the flow of ideas, makes the speaker confused, cannot let him think and it immediately affects the way he learns, he feels annoyed, a state of discomfort and cannot concentrate; hence his oral production is not appropriate, unable words and unchained strips. The rest teachers asserted that anxiety prevents students from learning and students who are anxious about oral expression will not speak or even have a motivation to improve their oral skills.

5. Do you consider any helpful strategies?

The first teacher assumed that the best way is to integrate them with role plays because in role plays people get learn and forget about their fears, teacher should avoid inhibition even student hesitates and makes mistakes and errors, teacher needs to use indirect correction to make students feel at ease, avoid interruption in the spot because students makes mistakes when they are in panic and panic is the result of this learning anxiety. The second teacher thought that the classroom management in this way will never grow to reduce anxiety, according to him the teacher should make an atmosphere of discussion like making change in classroom management to a circle, So; we should as teachers vary the methods and make them more interactive. The rest teachers argued that preparation is a helpful strategy for anxious learners to overcome anxiety.

6. Can you provide us with your own used strategies?

All teachers have been answered in the same way since they almost have the same strategies. According to them teachers should not interrupt their students while

Chapter two: Field Work

speaking and ask them to feel free, if there are any comments they leave them until the end of the presentation of the session, so they encourage them to speak even they have wrong ideas, because they consider errors in EFL classroom as part of learning. They do not also comment their mistakes or pronunciation. If someone from the students interrupts his classmate when speaking, they just stop him and ask the speaker to finish. Teachers also sometimes help students by standing next to them if they are in front of their classmates, they try to tell jokes and talk friendly in a way that encourages them and helps them to relax; teachers should ask learners to feel free, take breath and carry on, generally teachers help students by reducing the correction to their oral mistakes.

Therefore, teacher needs to be facilitator in professional way not only to help students to learn but even to overcome all the psychological fears they bring with them in class.

Conclusion

This chapter presents the analysis and interpretation of the data gathered from different stages of the research. The collected data was consisted of two questionnaires, one for students as well as another for teachers, and the interview is only for teachers. The results of both the interview and the two questionnaires were carefully analyzed, interpreted and represented statistically and descriptively in figures and pies. From these results, we found suitable strategies which are used by teachers and students to overcome anxiety in EFL speaking classes in order to enhance students' speaking skills. To conclude with, this chapter provides to confirm the hypotheses suggested in the beginning of the research that in order to overcome the issue of anxiety, there are many techniques that are useful to take into consideration for EFL students. Therefore to perform well and gain high self confidence students need to manage their anxiety.

General Conclusion

General Conclusion

Some students come across with many difficulties when learning a second or foreign language. It is believed that there are some emotional factors in foreign language learning which affect learning abilities. Anxiety stands out as one most influential factor for learning foreign language. Both teachers' and students' questionnaire results of this study revealed that learners' fear speaking English language in public. Although the existing research provided teachers and students' used strategies to reduce students speaking anxiety in EFL classes, this study was attempt to apprehend the nature of anxiety from different perspectives.

However our research is a total of two chapters. The first chapters is considered as the theoretical part, while the second chapter is the practical part, in last chapter we have chosen two questionnaires one for students and another one for teachers and the interview is only for teachers. The first chapter outlines on overview about anxiety with its definition, types, sources and effects, then the relationship between speaking an anxiety in EFL classes and eventually strategies which are used by teacher and learners to overcome anxiety in speaking. The second chapter is divided in two main sections; section one is concerned with the methodology and section two dealt with analyzing data which we have collected from the students and teachers answers and opinions about the techniques that they used to reduce anxiety in students' speaking. Thus, the study suggested some effective ways to manage learners' anxiety of speaking English based on teachers' and students' opinions. Finally, the results showed that language learners can help themselves to alleviate their speaking anxiety by making friendship with classmates, sharing the feeling of anxiety and practicing English language with them, and by having a positive self-talk. Teachers can also help learners with their friendly, facilitative and positive attitude and by creating a positive atmosphere in second language classrooms also by using different activities like group/ pair works, language games such as cross words and guess that language in class to limit learners' English speaking anxiety.

Recommendations

Recommendations

Based on the findings and conclusion presented, the following recommendations are suggested:

- The researchers recommend that students should know that speaking is an important task in learning a foreign language.
- Students should focus on improving their speaking skills through practice, good preparation and the use of the speaking activities.
- Students should know that feeling anxious is a normal aspect while performing in front of others, and anyone can experience it.
- Students should know that they may make mistakes, errors, but they should not be shy about this, also they should not mock on others' mistakes.
- Teachers should encourage and give the opportunity for their students to speak more in class in order to enhance their speaking skills.
- Also teachers should motivate students to work in pairs and groups in order to exchanges ideas and thoughts with each other.
- Teachers should prepare the appropriate atmosphere in class for the students to feel comfortable.
- Teachers should be aware about the techniques that help students to reduce and overcome anxiety.

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Appendices

Appendix A

Foreign language speaking anxiety classroom scale

M'sila University

English department

Teachers' Questionnaire

Speaking anxiety has been always a provoking factor for students, for that our research is aimed to find out some strategies to help learners to overcome this serious problem. This questionnaire is delivered for master two degree and designed to collect data about teachers' strategies to reduce students' anxiety. The researchers will be grateful for your answers.

Please dear teachers tick the option that best matches your feeling about each statement.

Section one: Personal information

Gender: Male

Female

Degrees held: A-BA (License) B-MA (Master/magister)

C-PHD(Doctorate)

How many years have you been teaching English at University?.....

Section two: Speaking anxiety

1. What are the main challenges you face in teaching speaking?

A. No sufficient time. B. Lack of motivation.

C. Lack of students' self confidence and anxiety.

D. Others specify.

2. I think that anxiety facilitates or inhibits learning:

a. Facilitates.

b. Inhibits.

3. I think that students fail to speak in classroom because of:

A. The difficulty in speaking task B. The feeling of low self esteem

C. The fear of making mistakes. D. All the above.

Section three: Strategies to reduce anxiety.

1. Participating in a supporting group helps reduce my anxiety.

Agree Undecided Disagree

2. Students feel more relaxed when teacher does not interrupt them while speaking.

Agree Undecided Disagree

3. Teachers' encouragement makes me feel less anxious and more relaxed when speaking.

Agree Undecided Disagree

4. A humorous teacher helps reduce students' anxiety.

Agree Undecided Disagree

5. Students feel more relaxed when they know that mistakes can be done by everyone and are part of learning foreign language.

Agree Undecided Disagree

6. Playing language games helps reduce students' anxiety.

Agree Undecided Disagree

7. Having a group work in class helps reduce their anxiety when speaking.

Agree Undecided Disagr

8. Students feel more relaxed when teacher tolerates their mistakes.

Agree Undecided Disagree

9. Talking about the fears of speaking foreign language with classmates helps reduce students' anxiety.

Agree Undecided Disagree

10. Doing relaxation exercises help to reduce anxiety.

Agree Undecided Disagree

11. If you suggest any other solutions please provide us with them.

.....
.....

Thank you for your participation

Appendix B

Foreign language speaking anxiety classroom scale

M'sila University

English department

Students' questionnaire

Speaking anxiety has been always a provoking factor for students, for that our research is aimed to find out some strategies to help learners to overcome this serious problem. This questionnaire is delivered for master two degree and designed to collect data about students' strategies to reduce their speaking anxiety.

Please dear students tick the option that best matches your feeling about each statement.

Section one: Personal information

1. Age:.....

2. Gender: Male

Female

Section two: Speaking anxiety

3. I feel anxious when I speak in front of my teachers and classmates

Agree

Undecided

Disagree

4. I feel nervous when teacher gives us a lot of things to do in so little time.

Agree

Undecided

Disagree

5. I shake when the teacher of English language calls my name in the class

Agree

Undecided

Disagree

6. I feel afraid that other students will laugh at me when I speak the English language.

Agree

Undecided

Disagree

7. My heart beats very fast just as I start speaking English

Agree Undecided Disagree

Section three: Strategies to reduce anxiety

8. When I am well prepared I do not feel anxious.

Agree Undecided Disagree

9. I think self-talk helps in reducing anxiety.

Agree Undecided Disagree

10. I think having group work in class helps reduce my anxiety when speaking.

Agree Undecided Disagree

11. Talking about the fears of speaking a foreign language with my classmates helps reduce my anxiety.

Agree Undecided Disagree

12. Participating in a supporting group helps reduce my anxiety.

Agree Undecided Disagree

13. Teacher' encouragement makes me feel less anxious and more relaxed when speaking.

Agree Undecided Disagree

14. A humorous teacher helps reduce my anxiety.

Agree Undecided Disagree

15. I feel more relaxed when I know that mistakes can be made by everyone.

Agree Undecided Disagree

16. Playing language games helps reduce my anxiety

Agree Undecided Disagree

17. I think staying positive helps reduce my anxiety.

Agree Undecided Disagree

18. I feel more relaxed when the teacher tolerates my mistakes.

Agree Undecided Disagree

19. I think practicing helps reduce my anxiety.

Agree Undecided Disagree

20. Share worries helps reduce my anxiety.

Agree Undecided Disagree

21. I feel more relaxed when teacher does not interrupt me while speaking.

Agree Undecided Disagree

22. If you suggest any other solutions please provide us with them.

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

Thank you for your participation

Interview guides for teachers of English at M'sila University.

1. Many students think that oral English is the most important in learning language Do you agree or not ? why?

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

2. How do anxious students feel when using English in speaking?

.....
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3. Do you think your students feel anxious when speaking in front of you or their classmates? Can You set some emotional and physical reactions?

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4. How does anxiety affect one's language learning and oral performance?

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5. Do you consider any strategies in order to reduce students' speaking anxiety?

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6. What are the strategies used by you as a teacher to reduce students anxiety?

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Résumé

Cette étude vise à examiner les stratégies des enseignants et des étudiants pour réduire l'anxiété de parler dans les classes du ELE. Basé sur des études antérieures menées par des divers chercheurs sur l'anxiété langagière en tant que ligne directrice théorique pour la collecte et l'analyse des données. Cette étude est divisée en deux chapitres: le premier chapitre qui vise à identifier l'anxiété en langue étrangère, et à discuter les types d'anxiété et d'enquêter sur quels sont les facteurs qui causent l'anxiété langagière des apprenants et quels sont les l'apprentissage des langues, en plus de ceux-ci le chapitre vise à déterminer la relation entre parler une anxiété dans les classes d'ELE. Le deuxième chapitre, qui tente de découvrir quelles sont les stratégies appropriées que les enseignants et les apprenants peuvent suivre pour réduire l'anxiété des élèves dans les cours de langue ELE. La recherche dépend de deux principaux outils de collecte des données qui sont une entrevue dirigée à six (6) enseignants du département d'anglais de l'Université de M'sila, et deux questionnaires ont été adressés à dix (10) enseignants de la division de l'anglais, un autre un administré à trente (30) apprenants de première année LMD d'anglais à la même division. L'étude montre que la plupart des apprenants en langues étrangères éprouvent une grande anxiété à s'exprimer. Les résultats illustrent également différentes stratégies telles que (pensée positive, évaluation positive, relaxation, préparation, travail de groupe et motivation) sur lesquelles les élèves et les enseignants peuvent s'appuyer pour minimiser ou atténuer l'anxiété de langue étrangère et aider les élèves à développer et promouvoir leur langage oral parfaitement.

المخلص

تهدف هذه الدراسة إلى فحص استراتيجيات المعلمين والطلاب للحد من القلق في التحدث في أقسام اللغة الإنجليزية. استنادًا إلى دراسات سابقة أجراها العديد من الباحثين حول الاضطراب اللغوي كمبدأ توجيهي نظري لجمع البيانات وتحليلها. ينقسم البحث الحالي إلى فصلين: الفصل الأول الذي يهدف إلى التعرف على القلق في اللغة الأجنبية، ومناقشة أنواع القلق أيضًا للتحقيق في العوامل التي تسبب القلق لدى المتعلمين وما هي تأثيرات عامل إثارة القلق على المستوى الثاني لتعلم اللغة، بالإضافة إلى ذلك يهدف الفصل إلى تحديد العلاقة بين التحدث و القلق في الإنجليزية كلغة أجنبية. الفصل الثاني الذي يحاول اكتشاف الاستراتيجيات المناسبة التي يمكن للأساتذة والطلاب إتباعها للحد من قلق الطلاب في فصول التحدث للغة الإنجليزية كلغة أجنبية. يعتمد البحث على اثنين من أدوات جمع البيانات الرئيسية منها مقابلة موجهة لستة (6) من مدرسي قسم اللغة الإنجليزية في جامعة المسيلة ، واثنين من الاستبيانات كانت موجهة إلى عشرة (10) معلمين من قسم اللغة الإنجليزية ، وآخر واحد قدم إلى ثلاثين (30) متعلمين السنة الأولى LMD للغة الإنجليزية في نفس القسم. تُظهر الدراسة أن معظم متعلمي اللغة الأجنبية لديهم قدر كبير من القلق في مهارات المحادثة. وتوضح النتائج أيضًا استراتيجيات مختلفة مثل (التفكير الإيجابي ،التقييم الإيجابي ،الاسترخاء ،الإعداد ،العمل الجماعي والدافع) التي يمكن للطلاب والمدرسين الاعتماد عليها لتقليل أو تخفيف القلق الناطق باللغة الأجنبية ومساعدة الطلاب على تطوير وتعزيز أدائهم.