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EFL Learners' Anxiety in Oral Skill Performance

The Case of 1st year LMD Students of English at Ahmed Zabana University
Center of Relizane

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Dedications

I dedicate this modest piece of work to
The precious persons to my heart. My beloved father “Bekhadda” and my lovely
mother “Naima” .for their support and encouragements.
My dear brothers “Mohamed” and “Noureddine”
My cousins “Amine” and “Nesrine”.
My dearest family “Bekhairi” and “Belhouari”.
The Memory of my gandfather “Mahdi” And my uncle “Abdelkader”.
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Abstract

Anxiety is considered as a very important issue that most foreign language learners suffer from during the oral expression subject. The current study is conducted in order to investigate the issue of anxiety and its effect on learners' oral performance. The main purpose of this study is to explore the negative effects that hinder students' speaking performance. Then to look for effective activities and techniques that teachers can use in order to reduce anxiety and develop students' foreign language speaking skill. The research depends on three main data gathering tools: questionnaires, classroom observation that was conducted with three groups of First year students during the academic year 2016-2017, and experimental study. Questionnaires were administered to twenty five students of first year LMD of English and nine teachers of oral expression at Ahmed Zabana University Center of Relizane. The classroom observation was carried out with the same first year group of first year at English Department. The results obtained from the questionnaires, the classroom observation and experimental study confirm the hypothesis set for this research that most foreign language students tend to be anxious while they asked to speak. Thus, games, discussion and role play were effective activities that can help learners decrease anxiety and enhance their speaking performance.

Key words: affect, anxiety, foreign language learner, speaking performance.

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List of abbreviations

EFL: English as Foreign Language.

ICT: Information Computer Technology.

L1: First Language.

CLT: Communicative Language Teaching.

TL: Target Language.

LMD: license/master/ doctorate.

General Introduction

Learning English requires mastering the four micro skill (listening, speaking, reading and writing). However, a great number of English foreign language learners aims to master the speaking skill in order to use the language effectively and accurately in communication. Most of these learners, regarded speaking skill as one of the difficult aspect of language learning, since, English language is completely different from their first language. Moreover, oral expression sessions are designed specially to improve learners' oral performance because, it serves as a useful time for practicing English language.

During the different oral session teachers provide their learners with a wide range of activities, to enhance and develop their speaking skill. While, many of them do not participate, or get nervous whereas, speaking in front of their class mates make them feel afraid and they are unable respond appropriately nor correctly. Furthermore, those learners find it difficult to express themselves in the spoken language. A serious factor that most English foreign language learners suffer from to achieve a successful conversation, is anxiety ,which makes them feel afraid and anxious. As result, they fail to express themselves in the target language correctly. The matter which has attracted a number of researchers like Brown(2007) and krahan(1982).

The present study is conducted to investigate the phenomenon of learners' anxiety in oral communication, more specifically, is to clarify the affect of anxiety on speaking performance and achievement ; moreover, to make teachers and learners aware about this issue. Then, to look for effective activities for both teachers and learners, to help them reduce or overcome anxiety and develop the speaking skill.

Since, some EFL learners have problems in speaking skill, and face many obstacle that hinder them to speak; they are shy ,express anxiety and have low achievements when they are called to speak. As result, the current study aims to find out an answers to the following questions:

- How can anxiety affect learners' speaking performance in oral communication and to what extent?
- What are the suitable activities that can reduce anxiety?

On the bases of these questions the following hypothesis are assumed:

- ❖ Anxiety affect negatively learners' oral performance and achievement.
- ❖ It affect learners' speaking skill to great extent.

- ❖ The most appropriate activities that can help learners to reduce anxiety are: information gap, group work, games.

In order to conduct this study and investigate the issue of EFL learners' anxiety in oral communication, the mixed method was adopted. The quantitative method was introduced through questionnaire administered to nine teachers of oral expression, because they are aware about the issue of anxiety that students face especially in this module. Whereas, the other questionnaire administered for twenty-five first year students at university center of Ahmed Zabana of Relizane, since it is impossible to deal with their total number of students. The qualitative was used in observing students' speaking performance. In addition to teaching experiment by applying different types of activities in oral session.

This study is divided into three chapters' two theoretical parts and the third chapter field work of this study. The first chapter is devoted mainly to discuss the main psychological factors that prevent students to succeeded in speaking, such as: motivation, self-esteem, shyness , foreign language anxiety and anxiety that have an effect on learning foreign languages to identify their definitions types and their role in the learning process.

Second chapter provides with an overview about the speaking process in EFL classes; it looks carefully at the speaking skill. First, it identifies the speaking skill because it is very important to understand the meaning of the concept. Second, it highlights the major criteria of this skill than the challenges that prevent students to achieve this skill.

The third chapter is a practical one, which is entitled "Research Methodology". This chapter aims to investigate the affect of anxiety on learners in oral communication. To gather data questionnaire, classroom observation and experimental study were used.

Chapter One

The Psychological Aspects Affecting Oral Performance

1.1 Introduction

Language learning has known considerable changes in the recent years, where the emphasis was giving the importance to learners' personality that affects their learning and reduces their achievement. Since, learners have different learning style and a certain style cannot fit all the students as result, their learning will be affected. This led researchers to focus on understanding learners' personality for better development of learning because; they think that psychological factors may affect achievement in learning foreign language. Moreover, learners are influenced by the psychological factors negatively or positively. They may support learners to learn or they may hinder their development in language learning. This why many researchers had been conducted many research in studying this issue.

This chapter is devoted mainly to discuss the main psychological factors, namely; motivation, self-esteem, shyness, foreign language anxiety and anxiety that have an effect on learning foreign languages to identify their definitions types and their role in the learning process.

1.2 The Psychological Factors that Affect Oral Performance

The essential steps and key elements in learning foreign languages are to master the four micro skills listening, speaking, reading, and writing in order to be competent language learner. Yet, learners do not perfectly master those skills, they still find problems in mastering them because, the four micro skills need abilities, competencies and many efforts to do. Most students evaluate their success in language learning as well as the effectiveness of their English course; on the bases of how much they feel they improved their speaking performance since, they think that to learn a foreign language means to speak it.

Moreover, Speaking is one of the four skills that require specific and certain abilities to be mastered, not only the linguistic ability but also the ability to use it appropriately in different situations. As a result, foreign language learners find speaking difficult since, it is discouraged in classrooms. Speeches in the class are used only when EFL learners are called upon to repeat or respond to a question. There are some EFL learners who keep silent on the whole session of oral expression and they do not interact and involved in any contribution. For this reason and for the importance of speaking, oral classes' teachers provided students with chances to practice speaking in the classroom. The use of a wide forms of activities and tasks that require speaking the English language in different situations automatically help learners have an outcome in English. Learners still

face difficulties in speaking English during oral classes, for example: they forget words or hesitate what makes their speech inappropriate.

As a result, learners' failure in speaking is not only a result of the lack of linguistic rules but also their psychological factors that affect their speaking. This should be taken into consideration from the part of the teacher. Accordingly, the low achievement in speaking production is a problem of great number of EFL learners claim to have a mental block, a barrier, a real wall against learning a foreign language, although they are good learners in other disciplines, strongly motivated, and hold a positive attitude towards the target language speakers.

What, then, is the main obstacle that blocks their desire to reach successful language learning? Foreign Language researchers and theorists like Mac Intyre and Gardner (1993, 1994) have long explained that those students who cannot speak in their English class may have many factors which prevent and so delay their ability to achieve success in a foreign language class.

Language learning changes continuously over years, moving from the emphasis on teaching tasks to giving importance to learners' needs and personality factors that affect their learning. Learners have their own attitudes and beliefs towards learning. They are also influenced by their previous experience with teachers and learning. According to Hurd (2008, p.1) '*affect is about emotions, moods, attitudes, anxiety, tolerance of ambiguity.*' he notices that affective factors such as learners' mood, self-confidence and anxiety have a significant effect on language learning. This domain is an essential element in learning because; it may be one of the causes of success or failure.

In addition, affective domain is what is related to our feelings towards learning and our views and opinions about it. Moreover, learners are influenced by the psychological factors negatively, means that shy learners and those who have low level of self-confidence will failure in achieving a well performance. As result, these factors dominated them and affect their success. Personality has a great effect and direct impact on learners learning and those psychological factors affect their performance and achievement in language learning. Therefore, there are different psychological reasons why many learners cannot speak. According to Burns, Jouce, and Billard argue that motivation, self-esteem, shyness and anxiety are the main psychological factors that affect learners' oral performance. Moreover, learners generally feel that those factors defeat and combat in learning to speak a foreign language.

Researcher and theorists argue that psychological factors have an important role in the learning process. Which are considered as the main causes that prevent students to speak easily in foreign language class, authors have revealed that those factors have an influence on language learning and strongly hinder success in second or foreign language.

When learning English, psychology is very important. To succeed as an excellent English speaker, learners need to learn how to control their emotions, by using different type of activities that can overcome some of the psychological factors that prevent them from success. They need develop a positive side of their psychology of success. In fact, the most important element of success is psychology. Therefore, most of EFL students in class speaking activities are fairly stressful and this due to those following factors.

1.2.1 Motivation in Foreign Language Learning

Motivation is a very important factor in learning foreign language; it is a kind of internal factors, which pushes the individual to achieve a specific goal. Motivation is essential to success and without motivation, learners will almost fail to realize their aims. This is why it is the main concern of many researchers for years because of its important role in language learning.

According to Madrid *‘motivation is something inside the individual’* (2002, p 371). For him motivation is an internal process in people within the individuals. Harmer describes motivation as: *‘this desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act.’* (2007, p 20). Emotions influence learners’ motivation to learn and vice versa. Being motivated to study the language provides good attitudes and feelings towards learning to perform activities and achieve a better result in the target language.

Many researchers consider motivation as an aid to achieve a goal Robbins and Judge claim that *‘motivation is the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal’* (2015, p 4). In other words, motivation is a desire, which support learners to learn or perform task and if learners are motivated they can control their emotions for example, when teacher praise learner for correct answer this pushes them to gain another positive comment i.e motivate learners reinforce their abilities and making them involved in the learning process . In addition, Harmer (2000, p.51) stated that people succeed because they have an internal urge which encourage them to perform things successfully. Moreover, Pritchard and Ashwood claim that *‘motivation is when you are interested to realize your anticipated target’* (2008, p 6). In other

words it includes having the motive, the aim, and the support to perform something or to change the existing ones competencies.

Others consider it as a support to change our existing behavior to another as proposed by Gorman ‘‘ *motivation is concerned with goal-directed behavior, what it is that pushes us towards certain forms of behavior and not others*’’ (2004, p 1). Furthermore, motivation is a kind of supports that moves people to achieve a certain expected goals, these urges and motives may come from the love and the enjoyment of what we are doing, for example learners who study English because, they love it; therefore, they are more motivated than others who have no other chance and learn it. As a result, those motivated learners are likely to succeed in their learning.

However, there are learners who are not motivated at all to study or to perform tasks, but teachers can raise their motivation by explaining for them the benefits of learning or involving techniques to motivate them, such as, pictures, videos, and other authentic aspects of language to make them enjoy learning. Consequently, motivation has an explicit effect on language learners in terms of their attitudes toward learning and their willingness to learn the language. This is to say that there are some learners who are not motivated and are obliged to learn English language. They can be involved through using techniques such as integrating ICT in classroom or flipped classroom and this make learning enjoyable as result, learner will be engaged. Furthermore, it is one of the most important keys to success. When there is a motivation students obtain greater and better results, development and achievement

Generally, motivation is divided into two types extrinsic motivation is caused by outside factors such as, the need to pass an exam or a job. Then, intrinsic motivation that comes within the individual as a result, this two types should be involved in learners to achieve better learning (Harmer, 2001,p. 51). In the one hand, lack of motivation reduces learners’ desire of learning foreign language and lower self-confidence in speaking activities in front of classmates.

a-Intrinsic Motivation

The first type of motivation is the intrinsic motivation; it is the internal power or energy that pushes towards performing and engaging an activity because that activity is enjoyable or satisfying to do such as learning a foreign language which refers to the influence of the inside aspects of individuals, intrinsically motivated learners are those who want to fulfill an individual need as it is stated by Dorney (1998,p.162) ‘‘*those who learn for their own self-perceived needs and goals are*

intrinsically motivated.” (Deci1975, p.23) proposed another definition in which he assumes that learners perform tasks not for the need of compliment but for the accomplishment of tasks.

(Harmer, 2008) describes *”a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better.”* Another definition stated by Harmer *”intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher’s methods, the activities that students take part in, or their perception of their success or failure”* (2007, p 20). Additionally, Dorney says: *“intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable.”* (2011, p 62). This means that intrinsic motivation is teachers’ techniques, strategies and all what happen in classroom have a direct impact on learners’ motivation toward learning ; it can positive when teacher praise their learners or can be negative. Learners who are intrinsically motivated enjoy learning what gives them have the chance to improved and succeed.

b-Extrinsic Motivation

The second type of motivation is extrinsic motivation which comes from the outside in other words, extrinsic motivation is each external thing that gives you the desire to learn or to speak a foreign language, such as, effective syllabus, the feedback of the teacher, home reinforcement, and good teaching method; it is motivation that is concerned not with internal process in individuals but rather to the external factors that affect our attitudes toward learning, for instance our aim of learning is in order to have a job, money, grades. As stated by (Harmer2007,p.20), this kind of motivation which comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society, family and peers to is often referred to as extrinsic motivation, the motivation that students bring into the classroom from outside.

Moreover, learners who expect compliment and good rewards from doing such tasks are extrinsically motivated, for example, some learners study hard only for getting job and others seek for grades or the fear of punishment from the part of parent. All those factors push the learner to study hard. Jordan, Carlile, and Stack said that *‘extrinsic motivators: factors external to the individuals that motivate them to respond, e.g. high grades, praise or money.’* (2008, p.157). According to (Dorney, 2011) *‘extrinsic motivation, which refers to doing something because it leads to a separable outcome’*. It means that extrinsic motivation is an external process in which, learners perform tasks because they are anticipating an external result i.e learners have other external factors and purposes that push and lead them to achieve a good result and success.

Learners have many different reasons for studying a foreign language; sometimes learners study a language for practical reasons while others have a special love for the language and its people. Language teachers are often very aware of the job advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree. Since the seminal work of Gardner and Lambert in 1972, language teachers and researchers have recognized the important role that motivation plays in language learning. Gardner and Lambert are responsible for proposing the most commonly used another framework instead of extrinsic and intrinsic for understanding the different motivations that language learners typically have. They are instrumental motivation and integrative motivation.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a money bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They need to fulfill a college language requirement! Integrative motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. Lambert claims, *“an instrumental outlook, reflecting the practical value and advantages of learning a new language, and an “integrative” outlook, reflecting a sincere and personal interest in the people and culture represented by the other group”*(1973, p 13). Both instrumental and integrative motivation has an effect on achievement in language learning (Lin & Warschauer, 2011, p.59).

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

1.2.2 Lack of Self-Esteem

Self-esteem is the individual self-image and when it comes to language learning, persons' self-esteem is threatened by the tasks that are unguaranteed to success. In the language classroom, learners' conceptions of their capacities in the foreign language are much related to the way they interact and the way they see themselves. This self- evaluation is the result of continuous

comparison between the learners themselves, friends and others like teachers and their classmates when evaluating them. Sometimes, learners do not have the desire to participate in the classroom to protect their self-image also to avoid making mistakes as Allwright & Bailey argue “*self-esteem is the way that individual feel about himself it is determined by how to evaluate abilities, reflects, feeling of being accepted and valued by others*” (1991, p 178)

Having the confidence to speak in front of others or being able to perform tasks successfully all of these, a learner could not do if he/she has not self-esteem. This psychological factor that have greatly influence on EFL learners’ achievement. Self-esteem is the belief in your capacities that you are capable to do things successfully that is to say, when a learner perform activities with confidence and without fear of failure. Barksdale ‘*self-esteem, on a subtle often unconscious level ,is an emotion, how warm and loving you actually feel toward yourself, based on your individual sense of personal worth and importance*’(1989, p 6) for him a person appreciated his individual abilities as being able to charge of his work. Coopersmith wrote:

“*By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self - esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself*”. (1967,p 45)

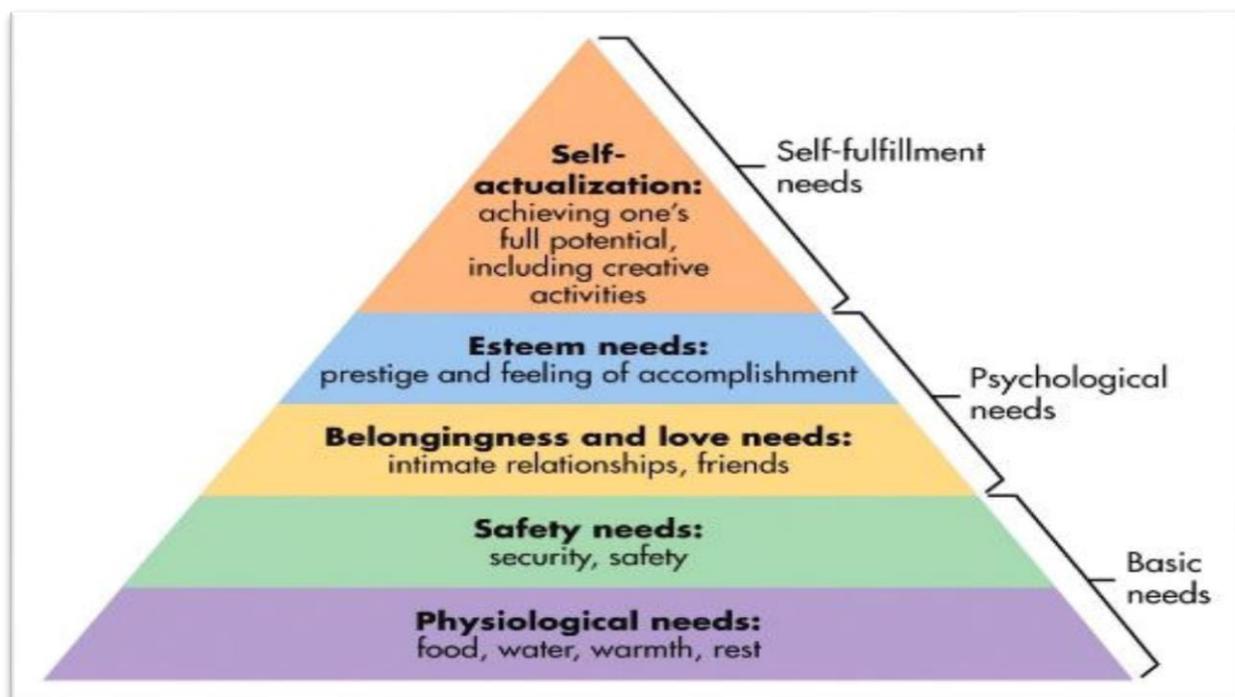


Figure: Hierarchy of human needs

Researchers claim the importance of self-esteem in language learning, Abraham Maslow in his hierarchy of human needs stresses the need for esteem. He organized them from the lowest to the highest in which he differentiate "deficiency needs" and "growth needs", the deficiency needs which is divided into four sides that: the physiological needs; i.e. need for survival (hunger, thirst, sleep...), safety needs (need for security, protection, stability, freedom from damage...), belongingness and love needs (needs to belong to and feel loved by family, friends, colleagues at work place...), and esteem needs (needs for appreciation, status, confidence, self-respect...). " However the "growth needs" keep growing and are by no means fully satisfied. As " growth needs". These needs include: cognitive needs (needs to know, understand...), aesthetic needs (needs to appreciate), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization. In addition, Mruk says, " *self-esteem is often mentioned in regard to various mental disorders, such as depression, anxiety, and learning problems.* " (2006, p 2). Everyone is capable and has a desire to move up the hierarchy toward a level of self-actualization.

1.2.3 Levels of Self-Esteem

In order to have a clear understanding of the nature of self-esteem, researchers have identified three levels of self-esteem namely; global, situational, and task self-esteem. First, global self-esteem is the general view of value a person have about one-self through his own life, experiences, and situations and that is fixed in humans, as claimed by Brown (2000, p 145) " *self-esteem is the general or prevailing assessment one makes of one's own worth over time and across a number of situations.* " It is self-acceptance and respect that learners have.

According to Guindon (2010,p 12) " *self-esteem composed of all subordinate traits and characteristics within the self.* ". According to the Irish National Teachers' Organization (1995,p.15) " *global Self Esteem is an individual's feeling of overall self-esteem which should be relatively stable over a period of time* ". Besides, Brown; Dutton; and Cook,(2000) assert " *Global self-esteem is mostly commonly used to refer to the way people characteristically feel about themselves* " whereas, this term used to refer to the way abilities and attributes are evaluated Brown(2000,p 145) define those two types as follows:

Situational Self-esteem is the sort of self-esteem that concerns with a specific situation or subject matter, for instance, in home, work place, and education. Thus, it is a general assessment of one's own worth over time and across a number of situations. According to Brown ' *it refers to one's*

appraisals in particular life situation'' (2000,p 145). The degree of specific self-esteem a person has may vary depending upon the situation or the trait. Task Self-esteem refers to self-esteem that is related to certain and specific area of a situation, for example, in learning some learners have confidence in speaking the language while others are good in playing football or any other kind of task and skill in any aspect of life.

a-Self-esteem and Self-Efficacy

In order to understand the meaning of self-efficacy we must know distinctions between self-esteem and self-efficacy. Self-esteem is self-respect, love, and appreciation one holds towards oneself as a wonderful person whereas self-efficacy is an expected feelings of effectiveness in doing a specific domain or achieving a given goals or levels. "Self-efficacy is a belief about what one is capable doing" (Schunk, 2012, p.146). According to Bandura expectations about our abilities and skills as being able to perform or unable to perform such things (qtd.in Personal confidence and motivation book, (2010, p.15).

Moreover, self-esteem is how a person feels about oneself as an individual in all life domains but self-efficacy is the effectiveness of a person in a certain domain. In addition, students get their sense of self-efficacy from their experiences of success; therefore, past success for students in a particular task or domain increases their self-efficacy. Another cause of self-efficacy is people who consider as models we follow their success, also support from family and people around us is very helpful in developing our self-efficacy. Dembo (2004) claimed that people are persevere and devote their potentials in attempts to achieve their goals.

b-Self-Esteem and Oral Performance

In recent studies, the relationship between self-esteem and oral performance has attracted much attention because the self-esteem 'role in developing learners' performance in oral classes. "*No successful cognitive or affective activity can be carried out without some degree of self-esteem*" (Brown, 2000, p.145). Since, the self-esteem has a great importance and crucial role in the spoken language whilst, learners without self-esteem learners are not able to produce language because when learners hesitate in their abilities to speak they are not motivated to speak at all or may they do not participate in classroom activities that need more spoken language. In addition, some learners miss some oral classes in order to avoid speaking; those behaviours indicate learners fear and hesitate in their abilities.

Therefore, it is important to pay attention to this problem and attempt to help learners build their self-confidence by supporting and motivating them through the use of a variety of activities that attract their interest and relax them, for example, ask them to express their feelings and speak. Besides, teachers over correction have a negative effect on learners' self-esteem.

c. Shyness

Learners in classroom situation are not the same, and different personality types such as motivated, unmotivated, anxious, introverted, extroverted, and shy persons participate in the same class. In an EFL classroom, based on communication purposes, where students need to use English language as a tool for communication, other shy students are at a great disadvantage and face many difficulties to interact and communicate with teachers and classmates in the target language. Speaking in front of others is a difficult task for them. They have a negative picture about themselves that will effect on their motivation to speak. The same situation happens when they want to speak a foreign language or asked to answer a question in foreign language. Shy persons may hesitate, make a lot of pauses, forget speech or even escape from the situation. As a result, they receive low and bad appreciations in speaking classes. many teachers ignore shyness as an affective factor in EFL classroom

Shyness is an important factor that should take into consideration while learning a foreign language. Moreover, it is an emotional state that many EFL students suffer from at some time when they are either required to speak or answer a question in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of oral skill teaching. Therefore, paying attention to this aspect is also very important in order to help the students do their best in improving their speaking performance in the speaking session.

With the same line of thoughts Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory supported that most of students fail to achieve a good oral performance as they say that their capacities in speaking skill are influenced by the feeling of shyness; this means to say that shyness plays an important role in speaking performance.

Many researchers define shyness, according to Pilkonis (1977, p.596) "*shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations*". In other word, it means the propensity to loneliness and avoids any contact to speak with others. Zimbardo (1982

p.467-468) defined shyness as " *a heightened state of individuation characterized by excessive egocentric pre-occupation and over concerned with social evaluation, with the consequence that shy person inhibits, withdraws, avoids and escapes*", in EFL classes English is used as tool of communication ; shy students are at great disadvantages. Speaking in front others is difficult task for them. Henderson defined chronic shyness "*a fear of negative evaluation that was sufficient to inhibit participation in desired activities and that significantly interfered with the pursuit of personal or professional goals*" (Henderson, 1992) students have a negative evaluation about themselves whilst, may hesitate, make a lot of pauses or even escape from the situation as result, they will receive low marks. Cheek & Melchior mentioned "shyness is the ordinary language term most often used to label felling of anxiety and inhibition in social situations. It is remarkably common experience".

Shyness is a matter that has a crucial and direct impact on speaking in learning a foreign language. Therefore, it is very important to have a possible solution to overcome shyness. According to Pesce (2011) says that it is urgent and obligatory for teacher to create a friendly and kind atmosphere as well as an open classroom environment. By doing this, shy students are hoped to feel at ease and fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar and motivate them to learn. Consequently, with regard to solving the shyness problem, Chinmoy (2007) suggests that in order to build students' confidence we need first to look upon their shyness and convince them to do not worried about the result whether they fail or successes. In this case, they need guidance from their teachers.

1.3 Foreign language anxiety

In each learning situation, human psychology plays an important role. Foreign language learning is also one of the domains that is highly affected by human psychology the reasons that make foreign language learning a problematic area is the fact that personal differences affect the learning process. In a broader sense, many researchers demonstrate that there are some important variables that have influence on the foreign language learning such as learners' expectations, attitudes, beliefs and affective states .Anxiety is an affective variable which makes an obstacle for learners to success in learning speaking. Anxious learners are afraid of being laughed by their classmates when engaged in any discussions.

Foreign language anxiety is considered by many researchers, teachers, and learners as the most important effective factor influencing foreign language learning. Students in FL classrooms

generally report that speaking in the target language is the most anxiety producing experience. According to Young (1990), speaking activities requiring, in front of class and on place, performance produce the most anxiety from the students' perspective and learners experience more anxiety over speaking than other language skills. Several research studies have been accomplished, related to students' foreign language speaking anxiety. In his study, Price (1991) finds that speaking in front of their peers is a very anxiety provoking activity for the foreign language learners because the learners were concerned about making mistakes. Foreign language anxiety can have a negative effect in foreign language learning, and it can be considered as one of the factors that controls students' success in the foreign language. Anxiety is the main factor that affects the learning process and learner's results.

Based on many researches' views there is one common definition of anxiety in which it refers to an unpleasant emotional condition characterized feelings of tension and apprehension (Spielberger, 1983). With these negative connotations, anxiety is one of the main factors in all kinds of learning. For that reasons, it can be associated with foreign language learning which is a process highly dominated by affective changes. This association leads to a new term called foreign language anxiety. Foreign language anxiety, which is a complex and multidimensional phenomenon ;it can be defined as "*the subjective feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning*" (MacIntyre & Gardner, 1993, p. 284) ; this is to explain that foreign language anxiety is an important factor that has a direct impact on learners' achievement in target language; it is different from the general feeling of anxiety in which keeps learners from accomplishing their purposes and hinder them from successful performance .

Horwitz, and Cope (1986) suggest that, language anxiety is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning which arise from the uniqueness of the language learning process. While, Gardner and MacIntyre (1993) describe the concept as apprehension experienced when a specific situation requires the use of a second language in which the individual is not fully proficient. Consequently, language anxiety falls under the category of situation-specific anxiety.

Foreign language anxiety appear when EFL learners are exposed to different negative situation in the target language as result, it makes learners lose confidence in their capacities and avoid participating in classroom session. Therefore, Horwitz classified this theory under three interrelated elements: communication apprehension, fear of negative evaluation, and test anxiety. Communication

apprehension is defined by Horwitz et al. (1986,p127) as “*a type of shyness characterized by fear of or anxiety about communicating with people*” i.e the learner cannot interact and communicate in the target language in the classroom because they are shy and have difficulties to speak. It is an individual level of fear or associated with real communication with another person.

Fear of negative evaluation refers to the “*apprehension about others’ evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.*” (Kitano, 2001) This is to say that some learners do not speak or answer a question in order to avoid any negative feedback or assessment and as a result they will lose respect and be inferior, for example, some learners get nervous when the language teacher asks questions because they haven’t prepared in advance.

Finally, test anxiety covers the tests and examinations of the language learning process and is defined as “*a type of performance anxiety stemming from a fear of failure*” (Horwitz 1986,p.128). Students who feel test anxious often put unrealistic demands on themselves. And test anxiety, for example, a student usually feels at ease during tests in his language class.

1.3.1 Definition of Anxiety

Most of EFL learners experience the feeling of anxiety in the language learning process, yet the degree and severity of this feeling differ from one learner to another. Many definitions have been suggested to identify the meaning of language anxiety.

In general, anxiety is defined as a psychological construct that is described as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard, Atkinson, & Atkinson, 1971). The Longman dictionary described anxiety as an effect variable categorized under the “constantly fluctuating states” (p. 16). Oxford Dictionary (2015) states that “Anxiety is quite possibly the affective factor that most perversely obstructs the learning process”.

According to Scovel (1978: p134) “anxiety is a complex affective concept associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry”. Moreover, it is a mind-body reaction that occurs instantaneously, and its effects are felt physiologically, behaviorally, and psychologically all at the same time. From above definitions anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning

a foreign language. It makes language learners nervous and afraid, which may contribute to poor oral performance and bad classroom achievement .

1.3.1 Types of Anxiety

According to McIntyre and Gardner (1991) there are three types of anxiety: trait anxiety, state anxiety and situation specific anxiety .

a. Trait Anxiety

Trait anxiety is a continual feeling; it is seen to be an aspect of personality and person, it refers to individual differences in reaction toward perceive threat in the environment in general. It is «an individual's likelihood of becoming anxious in any situation" (Spielberger, 1983, cited in MacIntyre & Gardner, 1991, p. 87). Trait anxiety is a part of a personal 'character and it is permanent feeling of anxiety, i.e. a learner who had this type of anxiety tend to be highly apprehensive in a number of objectively non-threatening situations. It is provoked by the confrontation with threat. Through many research conducted in high school and university, it has been found that Trait Anxiety reflects the stable tendency of the person to respond with nervousness in any threatening situation. following studies (Young, 1990;MacIntyre & Gardner, 1991b) have confirmed such conceptualization of trait anxiety Spielberger (1983)states that “*Trait anxiety may be defined as an individual 's likelihood of becoming anxious in any situation.*” adopting also avoidance behaviours (Eysenck 1979 in MacIntyre & Gardner, 1991b: 87) learners with high level of trait anxiety are nervous and lack emotional stability. While, learners with low level are emotionally stable, calm and relax. Learners with high level of trait anxiety are likely to become anxious and stress in different situation. Therefore, trait anxiety is a part of personal character.

b. State Anxiety

State or situational Anxiety as the name implies, arises in a particular situation and it is not permanent .It occurs because the learners are exposed to a particular situation that is stressful for them .For example ,there are some learners who feel afraid when they are called by the teacher to speak or answer a question in the classroom. Spielberger (1972, p39) defined state anxiety as: “*a transitory state or condition of the organism that varies in tendensity and fluctuates over time*”. If a person perceive a situation as threatening , irrespective of presence of real danger he would respond to it with an evaluation gives as an example of state anxiety, the apprehension experienced before taking

examination, and he claims that state anxiety is “*apprehension experienced at a particular moment in time*” (MacInyre & Gardner, 1991b, p. 90). State Anxiety is a sense of uneasiness that may be experienced at a particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger, 1983).

A person who experienced a state anxiety is more likely to feel stress and nervousness or unable to confront any event. Moreover, people with a high level of Trait Anxiety (i.e. Learners who are anxious in general) are usually likely to get an increase of State Anxiety. So, it is the moment to moment experience of anxiety.

c. *Situation-Specific Anxiety*

This type of anxiety is aroused by a certain kind of situation or event such as public speaking, examination or class participation. It refers to the apprehension experienced by EFL learners in oral expression skills in some learning contexts. Spielberger (1983, p. 8) defined this type of anxiety as “*a personal predisposition or tendency to become anxious in one type of situation*”.

It can also be defined as “The probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety)”. Situation Specific Anxiety (Tobias, 1986; Young, 1991; Aida, 1994; Bailey & Nunan, 1996), originated from the occurrence of well-defined circumstances. “*Studying anxiety means studying the interaction of the person in the situation producing that anxiety.*” (Endler, 1980) it refers to the situation i.e learner may be nervous in one situation but not the others.

For others, however, speaking in front of their peers in the classroom may cause a high level of anxiety (Price, 1991; Phillips, 1992). In 1999, new types of anxiety were added: facilitating and debilitating anxiety that characterize the negative and positive types of anxiety.

Anxiety has a negative impact on learners' performance as Goshi (2005) reported that there is a negative relationship between anxiety and achievements when anxiety is higher the performance is low. Therefore, it stands to be a main obstacle for effective language learning, students who have anxiety are less likely to participate in class and hesitate in showing their ideas whilst, a proper understanding of this issue will help learners to avoid harmful feelings and failure. The best way to reduce anxiety is to think about the situation differently for example: it is not a scary presentation it is a little chat with a few classmates.

1.4 Conclusion

To conclude the present chapter reviews psychological factors in terms of concept, types, affects, and impact on learners' performance and achievement in addition to the main issue that most EFL learners suffer from "anxiety". As there is a very strong link between mentioned factors and speaking skill. It is obvious that most of students experience a certain types of those factors in speaking activities. Moreover, EFL learners and teachers should be aware of the psychological factors as a concept, and as a negative factor that impedes the learning process especially in the speaking skill. They should also realize that language learning is a potentially stressful process for some learners. Those factors are clearly an issue in language learning and have a debilitating effect on speaking English to some students.

Furthermore, positive emotions will improve learners' achievement in language learning. When teachers know learners' problems, they could provide an appropriate and enjoyable atmosphere through lowering those factors, developing learners' self-esteem, and finding what motivates them to learn. Consequently, students will trust their abilities and feel comfortable to speak. When learners in classroom feel happy to learn English, they are motivated and self-confident it is easy for them to improve their language learning, and oral performance. Since there is relation between those factors and speaking the next chapter will be as an overview about the speaking skill.

Chapter Two

The Speaking Skill

2.1 Introduction

Speaking English is very essential in language learning because it is a way of expressing your ideas, thoughts, and feelings. This makes it the main concern of many researchers who try to improve the speaking skills through implementing different class activities. Therefore, it is the most favorable skill by students than any other language skill. However, in teaching speaking learners faced many obstacles which prevent them from communicating using this skill. For them, it is a bit thorny, yet they keep challenging the obstacles they face every now and then, to reach their desired aim. This chapter is mainly discussing some details about the speaking skill; it looks carefully at the speaking skill. First, it provides with a definition of speaking because it is very important to understand the meaning of the concept. Second, it highlights the major criteria of this skill than the challenges that prevent students to achieve this skill.

2.1.1 Defining Speaking

Teaching or learning English language has the purpose of focusing students so that they are able to use English for communication and as a tool for advancing in their studies and researches. In the learning process, the four language skills (listening, speaking, reading, and writing) are performed at the same time. Since, EFL learners do not have a direct interaction with native speaker. As result, they do not use the language in real context. Therefore, this may leads learners' lack of self-confidence and avoidance of talking English with native speaker. Based on many researches the ability to speak in foreign language learning is the most important skill to be developed as well as the most difficult for many EFL learners. In particular, EFL learners always stammer when speaking English. This happen due to learners' lack of exposure to the appropriate English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers i.e for EFL learner living in non-native speaking English country is totally different from English speaking country since, they do not share the same language, the same culture and they lack the real situation to use target language this why they find speaking skill difficult to be master since it requires different aspects.

Some EFL learner find difficulties to understand everything concerning the target language, unless the speaker is talking about things he is observing, or unless the language being learned is closely related to his language. Moreover, the purpose behind learning a foreign language is to speak and communicate in that language. They speak for various reasons: to express our feelings and thoughts, to exchange information with other people when we want something, and so on.

It seems that the concept of speaking is quite familiar to everyone; however, not anyone can give the exact definition of speaking. In order to define this concept, the researchers give a lot of definitions as: Luoma argue that: *“speaking is hard skill to be mastered by the learners’ speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”* (2004, p.1). The speaking skill is quite different from other skills in its typical grammatical, lexical and discourse patterns and also its process. Moreover, the target language speaking differs from first language speaking in terms of vocabulary knowledge and the lack of grammar of learners. Hedge (2000, p.261) defines speaking as: *“a skill by which they (people) are judged while first impressions are being formed”*. That is to say speaking is an essential skill, which deserves more attention in both first and second language because it reflects people's thoughts and personalities. According to Cora and Knight, (2000, p.261) Speaking is act of performing and producing the oral language to convey a message in different situation and in appropriate context. In EFL classroom learners need to acquire the ability to interact or respond to teacher or classmate even though, to know how to deal with different situation. Therefore, speaking skill is the appropriate skill for putting all the elements of language together to perform or transmit a message. Speaking is an interactive process of constructing meaning, involves producing, receiving, and processing information.

According to Bygate.M

“Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners need always to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a means through which much language is learned, and which for many is particularly conducive for learning” (1987: p.57) .

Consequently, EFL learners need to develop and enhance their speaking abilities to achieve a good performance, since it is a skill that judge their performance and abilities in foreign language learning. Hedge (2000, p.162) States, that *“learning to speak competently in English is a priority”*. In teaching and learning foreign language many learners think that having a lot of words may help them to speak English. However, there are learners know many words but they still have problems in using it. In addition Ur (2004, p.121) says that *“the speaker must be aware with vocabulary, grammar, intonation and pronunciation at the same time”*. Also the learners must be an active listener because when they say something this is responds for something else. In addition to enhance, their speaking skill students do not only learn how to speak but they should be aware of how to use this language in given situation.

All in all, Speaking is not like the other skills; it is more complicated than it seems at first. It is an essential skill in which mastering this skill illustrates that the speaker possesses a precise knowledge of language and most of EFL learners regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

2.1.2 The importance of Teaching Speaking

In the traditional approaches of language learning and teaching (Grammar Translation Method), the speaking skill was neglected in many classrooms, where the emphasis was mainly on reading and writing. Whilst, little or no attention is paid to speaking and listening. While the communicative approach, give more interest and importance to speaking competence. Language is a tool for communication with other people, to express our ideas, and to know others' ideas as well. The use of language is an activity which takes place within the confines of our community. We use language in different situations. So, in the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are supported to talk more in the classroom.

Of the four micro language skills speaking, as most researchers agree, seems to be the most important. Wilson (1997) claim that children who can translate their thought and ideas into words are more likely to succeed in school. He also point out that speaking skill does not need to be taught as a separate subject, but all the skills can be smoothly integrated. Pattison (1992) confirms that when individuals learn a language, their aim to be able to speak that language .In addition, Bygote (1987, cited Inurrtia and vegacely, 2006, p.15) "*speaking is a skill which deserves attention as much as the literary skills in both native and foreign language.*" The aim of learning a second or foreign language is to be able to communicate. EFL Learners should have confidence in their abilities to produce correct statements. However, when learners have not a fair of using the target language, in this case they can use this language in contacting with real daily life situation i.e using the TL in daily life and with their classmates outside classroom .

Moreover, having a communicative competence in any given language can be easily with proficiency in the speaking skill. Therefore, speaking help learners to explain their ideas. So speaking has used as tools to influence listeners and reach their goals. According to Nunan (1991, p.39) "*To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the*

language". Furthermore, most of EFL learners give the speaking skill priority in their learning process, because they believe that if they mastered this skill, then they will be considered as if they have mastered all of the other skills moreover, learners are expect to do more the speaking skill since it is language in use. Furthermore, Celce-Murcia (2001: 103) argues that for most people "*the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication*". It indicate that most of people refer to speaking skill as synonym of language this to say that if learner speak a given language means that he know this language, while, , the main question often given to foreign language learners is "do you speak English?" or "do you speak French?" , but not "do you write English?" this means that people who know a language are referred to as "speakers" of the language, as if speaking included all other kinds of knowing i.e speaking means knowing the language in this case.

Moreover, the importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to enhance their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, views; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Even in the future career speaking skill has a great role to deal with, for example, many companies and organizations look for people who speak English very well for the purpose of communicating with other people. Consequently, speakers of foreign languages have more opportunities to get jobs in such companies. This supported by Baker and Westrup (2003, p 05) "*a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.*" He confirmed that a good speaker of English language has a great chance in finding jobs.

In sum, learners in EFL classes expect to do the speaking skill more than to do the other skills, because, speaking is language in use. Therefore, speaking successfully provides learners with different advantages.

2.1.3 Elements of Speaking

In order to have the ability to speak fluently and accurately, learners must know some basic elements in second and foreign language which are very important to develop and enhance this skill. Harmer (2001, p.269-271) mentions and gives a clear explanation for these elements that are represented through language features that learners should have knowledge about, in addition, to the processes of language and information in the same time when an interlocutor interacts with them.

Those elements of speaking are very important since help EFL learner to develop their abilities and competencies to speak and perform a target language as well as native speaker, those elements are as follow:

a. *Language Speaking Features :*

For an effective speaking in the foreign language. Language speaking feature includes the following important elements that learners should be acquired and known about the language.

➤ *Connected Speech*

Is spoken language that's used in a continuous speech in a normal conversation, also, called connected discourse there is always a significant difference between the way words are pronounce in isolation and the way they pronounce in the context and when EFL learners have the ability to use and to produce the connected speech which can be modified (assimilation) omitted (elision) added (linking) or weakened (through connection and stress patterning). For these reasons the teacher should give the students activities to develop their connected speech to be able to speak effectively such as: drilling recoding script and board using to show students how words together. (Harmer 2001,p. 269).

➤ *Expressive Devices*

Native speakers of English use specific devices and elements to convey meanings more expression of emotion, and volume, speed, physical, and nonverbal (paralinguistic) means. Students should have knowledge about these elements and devices and use effectively the phonological rules which refer to stress in a particular part of utterance vary volume and show how they are feeling during their speaking production to be communicated effectively.

➤ *Lexis and Grammar*

Refer to the learners' ability and knowledge to use a number of lexical phrases during the performance of a specific language function such as agreeing, disagreeing, and expressing surprise, shock, or approval, which can be used in various stage of communication with others (Ibid, p. 269) The teacher' role is to provide their students with different phrases which carry different function so that they can use them in various stages of communication such as: agreeing or disagreeing.

➤ *Negotiation Language*

Students benefit from the negotiation language Harmer (2001, p.269) claims "*effective speaking benefits from negotiating language we use to seek clarification and to show the structure of what we are saying*". Learners always ask for clarification when they are listening to others. Therefore,

teachers have to provide them with necessary expression they need when they ask for clarification from other speaker. Moreover, they should know how to produce an organization and structure utterances, because if their speaking have well-structured the listener will understand their discourse. In addition, learners of second language should formulate their utterances to be clearer especially when they feeling that the listener did not understand them (Harmer, 2001, p.269-270). Also, learners need to well perform their utterances if they seek to be understood and clear.

b-Mental Social Processing

The information process is important as well as the knowledge of language features to get success in speakers' productive ability.

➤ *Language Processing*

Refers to the ability of EFL learner to process the target language in their mind through putting it in cohesive and coherent so that the other interlocutors can understand it and get the intended message. Speakers also, should be able to restore words and phrases from their memories to use them when they are interacting with others. According to Harmer (2001, p.271) “ *effective speakers need to be able to process language in their Owen heads and put it into coherent order so that it comes out forms that are not only comprehensible*”.

➤ *Interacting with Others*

It is the ability and the knowledge of learners and how they interact with others .In addition to get effective speaking, learners should listen carefully and understand the others 'speech then responds through taking turns.

➤ *Information Processing on the Spot*

Information process is the learners' ability to process the information simultaneous when they get it i.e the time speakers get information they should be ready to respond to other's speech. Is not effective when the learners take a long time to processing information.

2.2 Students' Challenges in Learning Speaking Skill

The main purpose of EFL learner in English as a foreign language is to achieve a successful interaction and use language fluently, whilst, some learners encounter a various problem that prevent them to reach their goal. The main problem that hinder learners in improving their speaking performance are as follow:

2.2.1 Linguistic Problems

Foreign language learning occurs in the formal situation of a classroom, and the learners have hardly any access to the target language beyond the classroom door (Brown 2001). And in this formal situation, they receive instruction and practice in the items entirely related to the basic skills of the target language- (listening, speaking, reading and writing). That is, the items taught and learned are linguistically related to and considered at different levels- phonetics, phonology, morphology, syntax, semantics and pragmatics. While learning the foreign language, the learners usually encounters varied linguistic problems that evidently handicap and hamper their learning and eventually negatively affect their general proficiency as well. Therefore, it is the main goal of any speaker and EFL learner in particular.

a-Fluency

It's the ability to produce speech without hesitation or making pauses. According to Hedge (2000:p261) who claims that: "*Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation*". This to say that the most difficult challenge in learning English is speaking fluently, following certain aspects which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of students cannot rich it. According to Trunbury (1999:p93) "*fluency is a skill, it is the ability to process the language speedily and easily*". In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

b-Accuracy

It is the ability to produce grammatically correct sentences; it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner need to devote some attention to the form i.e. "getting it right". It is always difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter need to time. Researchers suggest that learners are more accurate the more time they have available (ibid: 93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002, p 27) "*intelligible comprehensible pronunciation of*

speech is crucial and it's considered as a key to avoid pronunciation errors which frustrate successful communication".

2.2.2 Psychological Problems

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. This problem happens when learners try to practice language but have a negative feeling about making mistakes while performing. There are many factors prevent them to do this in a good way. According to Littewood (1999, p. 93), *"it is too easy for a foreign language classroom to create inhibition and anxiety."* The fear of making mistakes is one the reasons of why students are not able to communicate with use of English. Students fear to make mistakes increase when they speak to a critical audience. Ur (2000 p.111) claims that: *"learners inhibited about trying to say things in a foreign language in the classroom Varied about making mistakes, fear full of criticism or loosing face, or simply shy of the attention that their speech attracts"*. In teaching speaking skill when we asked student to express themselves in front to their classmate this lead them to express the stress in speaking. Stress can stop them to practice confidently. We can claim that inhibition is a bridge to the psychology of the students to be shy, fearful, and feel embarrassment when they try to speak in the classroom.

2.2.3 The Social Problems

No one can deny that students who share the same native language have different perspective and styles . The use of L1 is a problem because many students keep or prefer to use their mother tongue rather than English to perform such tasks in their classrooms. This habit happens when one of the students is explain something important to his classmate using L1 to express the real deep meaning that they cannot express it in target language since, if they express it in target language the sense will change. According to UR (1998:p121): *" mother tongue use in classes where all or a number of learners share the same mother tongue they tend to use it because it's easier, it feels unnatural to speak to one another in foreign language and because they feel less exposed if they are speaking their mother tongue"*. The social environment has a great impact on the learning process, as well as, the use of the language to express their ideas; many students go back to their mother tongue to speak because they have a deep knowledge of their language and feel more comfortable.

2.2.4 Cultural Problems

Speaking overlaps with other areas which control and determine the structure of the conversation, according to Harmer (2001, p247) speakers from the same cultural background know how to speak with each other, any kind of language they can use. Such cultural habits that shared by all people determine behaviours in such conversation situation. It also determine how women and men speak to each other, how conversation is framed when the participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Socio cultural rules and attitudes change overtime but at any a given moment they exist in the public conscious. It is assumed that that the cultural background determines the perspective, personalities, the conversation style, and attitudes; as result, there are different kinds of students. Such as; talkative ones, silent, and others who feel shyness to speak in front of their classmates

2.2.5 Nothing to Say

Some students keep silent when they have asked to practice in given topic due to, the lack of motivation in expressing himself or herself or the chosen topic is not interesting, or they have not anything to say about it. River (1998, p.192) says, *“The teacher may have chosen a topic which uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language.”* Learners have not anything to say about a given topic because they have only some ideas or do not know how to use words or correct form of sentences. In addition, some learners do not interest to discuss the topic.

2.3 Speaking Skill Activities

The main purpose of foreign language teachers, more precisely, teachers of oral expression, is to increase the performance of their students speaking skill. Many activities can be used by teachers to enhance students speaking skill. Now many linguistics and EFL teachers agree on the fact that students learn to speak in the foreign language by «interacting». Communicative language teaching and collaborative learning serve best for this aim. Therefore, the activities used In Communicative Language Teaching have an important role in creating opportunities for students, to use the language for communicative purpose, generally communicative activities are “fluency based activities”. (Teat, 2001, 1) role play task, information gap, gaming interaction with others are the common activities of CLT which encourage students to use target language in an interactive learning. However, for a successful implementation of communicative activities the classroom must be “students centered” and the activities must be interactive and authentic (Richard and Rodgers, 1982, 163). According to

Finocchiro and Brumfit,(1983:141-2).students should be encouraged to work with each other as well as with their teacher specific tasks to develop their speaking skill.

Speaking is an active skill which requires speakers' abilities to think about everything, the ideas, the words, and the grammar. Finally, all of the words and grammar must be pronounced clearly, this is much more difficult than listening. The following activities type underlies the specific speaking tasks listed above:

2.3.1 Role Play Activity

Role plays are very useful type of activities that are used by many teachers in EFL classes to develop students' oral competence. The students may be asked to perform dialogues using the foreign language, this will help them to know how to perform in a particular social context and provide a good atmosphere in the classroom which gives learners opportunities to practice the language and improve it. According to Livingstone (1983:3) role play is "a classroom activity which gives the student the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom." Furthermore, "*role play is a good technique for providing interaction in the classroom*", Revell (1979:60) sees role play as "*an individuals' spontaneous behaviour reacting to others in a hypothetical situation*" this indicates that the learner creates a new identity with new views. Willinks (1976:81) illustrated the importance of role play in the classroom by pointing out that Role play is likely to be a most important technique in teaching to a notional, and particularly a functional syllabus. It will insure that all utterances are properly contextualized and it will require the learner to exhibit the very language behaviour that we have defined as the principle objective of language learning. Furthermore, Role-Plays are one of the preferable speaking activities for students because they bring situations from real life into the classroom. In role-plays students act upon a script that they wrote. Moreover, role-plays raises learners' imagination, enriches learners' vocabulary, and enhances learners speech acts because in role-plays students perform many speech acts, for example, apologizing, requesting, complaining, and thanking.

Role plays are also good activities for speaking the target language in different social contexts and in a variety of social roles. Role-plays reduce fear and anxiety in class. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels. Harmer(2000,p.274) claimed that "*role-play can be used to encourage general oral fluency.*" Moreover, it maximizes the students' activity and increases the possibility of effective learning and motivation to learn.

2.3.2 Group Work

Group work is a form of cooperative learning, it helps in developing the communicative ability and it provides learners with a total freedom to express ideas, knowledge where the learners correct each other mistakes because they engage in a debate with their friends. Teachers can provide learners with variety of roles and responsibilities to motivate them to work in groups in orders to reinforce their confidence and develop their different skills (Baker and Westrup, 2000:p135). Brown (2000:p177) defines a group work as *“a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language”*. Nunan (1998: 84) argues that; *“Group work is essential to any classroom that is based on principles of experiential learning”*. Through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom. Consequently; Group work has great potential for the following reasons:

- Students are encouraged to become active rather than passive learners
- It encourages the development of critical thinking
- Students have the opportunity to learn from each other.

2.3.3 Gaming Activity

Another communicative activity, which is considered as the best way to reduce the stress and fear inside the classroom. A game is *“activities in which people agree to involve by a set of conditions in order to achieve a desire state or end”* (Shirts, 1972, cited in Sharan, 1976: 188). Many writers have agreed on the importance of using games in the classroom. Finocchiaro and Brumfit (1983) insist that *“games can be used as an enjoyable change of pace while reinforcing language”*. McCallum (1980:p4) argues that When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives.

Students in the formal atmosphere of game play are less self- conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition games automatically stimulate students' interest a properly introduced game can be one of the highest motivating techniques. On the whole; game activities are used to learn in an enjoyable way particular

forms and vocabulary and to encourage students to interact fluently with each other when they are using the target language. Icebreakers are from the best games which are playing inside the classroom. Icebreakers are used to break the barriers among the students, this type of game help students to increase confidence and corporate with each other.

2.3.4 Conversation Activity

Conversation activity is a communicative activity which stimulates students to speak using the target language and it helps them to use “verbal strategies in natural situation”. (Wall, 1987, p.6). Conversation activity is very important in enhancing students’ oral performance. Wilkins (1976,p 81) claims that: dialogues in teaching are far more crucial than is the case in synthetic approach, that such dialogues should be based much more closely on the kinds of linguistic interaction that take place in real language use and should not be treated simply as ways of context utilizing particular grammatical structures, and that the contribution of the learner should be to play those roles in the dialogues that we can predict he will take subsequently in real context of communication. Usually, conversation can be used when students are practicing giving views and showing agreement or disagreement. And they help students to be responsible for their own learning and to feel confident when they are using the target language.

2.3.5 Information Gap Activity

Transmitting information is considered to be one of the important aspects of CLT and it provides student with extensive talks where the students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Harmer (2001:85) described information gap activity as “*a key to the enhancement of the communicative purpose and the desire to communicate.*” information gap activity is defined as; “*A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information...etc.*”(Gower.et al. 1995,p 211). In information gap, the learners are given different information that all other students may not have. This gap cannot be completed only if the learners use the language. Each learner has an important and specific role in this activity because the activity cannot be achieved unless all the participants give the pieces of information they have. This activity is effective because everybody has the opportunity to talk extensively in the target language

2.3.6 Discussion

It is best way to give students opportunities to speak English. In discussion activity, the students share ideas about an event, it is can help students to solve problem or find solution. Students can work individually or in groups. In addition, it is an exchange of ideas, views, experiences, and feelings about different issues; every one gives his/her opinion on a subject matter by providing the opinion with arguments to support your opinion. Holmes comments "you can do unstructured, informal discussion, going around the class in a circle and asking each person to say what he/she thinks or structured debate, dividing the class in two groups and hearing arguments alternatively for or against, followed by a question session afterwards". Consequently, it helps students speak more fluently and to develop their listening and speaking abilities. Hedge(2000,p.277) states, " *Free discussion can provide important opportunities for developing certain aspects of fluency*" , free discussion activities will involve students in talking about different of topics which engage their interests, opinions, histories, and experiences. As a result, teachers should pay attention to bring enjoyable topics and not to limit their students. For Harmer (2000,p.273), "*some discussions just happen in the middle of lessons they are unprepared for by the teacher ,but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes.*"

2.4 Conclusion

To conclude, this chapter has provides an overview about the speaking process in EFL classes; its concept, its elements and the importance of this skill. It is remarkable some EFL learners in oral classes see speaking as anxious and stressful skill. Whilst, they do many effort and hardly work to speak English, since speaking reflects their capacities and abilities and considered as the most difficult skill among the four skills to be acquired in learning the target language. This chapter identifies the main challenges that stand as an obstacle in their learning process and prevent learners form a successful performance. In addition, many studies provide teachers with a valuable and helpful strategies and techniques, which can help them to involve their learner in different type of activities that can enhance learners 'performance and achievement. Therefore, this second chapter shed some light on the main tasks that improve learners' speaking skill. Since, this chapter is deals with the speaking skill and has a strong relation with anxiety on learning the next chapter will be as an investigation about the effect of anxiety on EFL learners' performance.

Chapter Three

Research Methodology

3.1 Introduction

This chapter aims to investigate the effect of anxiety on EFL students' oral performance at the Department of English in the university center of Ahmed Zabana. Since teachers of oral expression and first year students are the main variables of this study. Their views and opinions are very important to answer the research questions, and confirm the hypothesis, and the most appropriate tools to answer our research questions are questionnaire, classroom observation and experimental study. The major tool of collecting data was the questionnaire which was addressed to both teachers of oral expression and first year LMD students, the classroom observation and experimental study are used in order to collect more information and answer the research questions.

3.2 Research Methodology

The choice of the method is determined by the nature of the study. This work adapted the mixed method. The quantitative method was introduced through questionnaire administered to nine teachers of oral expression, because they are aware about the issue of anxiety that students face especially in this module. Whereas, the other questionnaire administered for twenty-five first year students at university center of Ahmed Zabana of Relizane, since it is impossible to deal with their total number of students. The qualitative was used in observing students' speaking performance. In addition to experimental study.

3.2.1 Population

In order to get answers for our questionnaire we dealt with 25 students, those students were chosen randomly among the number of first year students at University center of Ahmed Zabana. The selection of such sample was based on this level because it is the first time they face anxiety while learning English as foreign language and how to overcome this obstacle that may prevent students from success.

3.2.2 Learners' Questionnaire

The questionnaire is designed in order to collect data and opinions from students. The student's questionnaire consists of sixteen questions. They are either closed questions requiring from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a multiple choices or open questions requiring from them to give their own answers and justify them or open questions requiring from them to give their own answers and justify them.

The questions are divided into three categories as follows: Personal Information about students included four (4) questions; it is designed to have an idea about how students view their English language. This category aims to see if they like English as foreign language and if it their personal choice and to check the kind of difficulties that may have. Then, kinds of obstacles that students face in learning English language , included nine (09) questions about the main difficulties that may face while speaking in oral session students' level in speaking, their opinion about oral expression module and their knowledge about communication strategies in addition to students' attitudes towards their ability to cope with communication breakdowns. After that, teacher encouragement included three (03) questions about identifying the atmosphere of the session and the opportunities given by the teacher.

a) Learners' Profile

The results obtained from the students' questionnaire; the majority of them are teenagers and adult, in which their ages range between 17 to 21. Moreover, female were the dominant gender and female were only few. This means that female are more interested to learn English language. Furthermore, this data might have some effects on the results of the study; it can help to discover whether anxiety exist among one gender or both

b) Learning Motives

Response	Percentage
Personal choice	68%
Parents' choice	12%
Administrative choice	20%

Table 3.1: learning Motives

The table presents the choice of the study English in the university level. The students who have chosen English freely present the majority with (68%) this means that they are not obliged to learn, so they are highly motivated, have a positive attitude toward learning English language, and have a low level of anxiety. Some students (20%) study English because they were oriented administratively, which could be their general average that did not fit their personal desire to study another branch instead of learning the English. While, only (12%) of students have chosen English according to their parents' choice and advice.

c) Students' Self Evaluation

Response	Percentage
Good	32%
Average	52%
Weak	16%

Table 3.2: Students Self Evaluation

This question aims to assess the students' speaking abilities. They are asked to evaluate their levels in speaking. Most of students (52%) answered that they have an average level. Whereas, (32%) of students say that they have a good level and only 4 students from (25) represents (2%) have low level. So that, we observe that the majority of Students' Level of English From the analysis of the students' answers we noticed that most of them (78%) think that their level in English is medium. The last (6%) think that it's weak; this may be as a result of the lack of self-confidence.

d) Learners Feeling Toward Oral Expression Course

Response	Percentage
Yes	72%
No	28%

Table 3.3: learners' feeling

The result obtained in the table revealed that an important proposition of students say "YES" with 60% because they see that oral expression course is the best module to develop their language, enhance their abilities in speaking and improve themselves, having a certain capacity in oral skill make them interesting and love the module. While, 28% say "NO" and they do not seek any pleasure in oral lecture because they cannot speak well and often are afraid when they are called to speak or answer a question and majority are shy.

e) The Students Participation in the Classroom

This question presents students' participation in oral expression session. From the table above, it is noticed that the majority of the students (49%) respond with "sometimes" however, (32%) of them "always" participate. While (8%) "rarely" participate and only (4%) of them "never" participate. A considerable number do not participate in the class which

means that they are showing hesitation to participate and talk may be because of their shyness and nervousness or because of their lack of knowledge and preparation.

Response	Percentage
Always	32%
Sometimes	56%
Rarely	8%
Never	4%

Table 3.4: Students' Participation

f) Students' Grammar Level

In this question we attend to highlight if their grammar knowledge allow them to build any sentence they want to speak . The results indicate that most of students (56%) think that they do not have good grammar knowledge they may have a good ideas but they cannot share it due to the lack of vocabulary. While (44%) of students have the good knowledge and they can construct any sentence they want.

Response	Percentage
Yes	44%
No	56%

Table3.5: Students' Grammar Level

g) Students' Voice Quality

This question is asked to highlight the quality voice of students in the classroom and to see if all of them speak up or not. The result obtained shows that majority of students about 56% speak up, this means that they are not afraid and have self-confidence. However, 44% do not speak up because they are shy stress and anxious.

Response	Percentage
Yes	56%
No	44%

Table3.6: Students' Voice Quality

h) Students' Feeling toward Speaking English

In this question students were asked if they feel at ease when they are speaking in English. The table below reveals that the majority of students above 60% feel at ease when they are speaking in English. This means that they are motivated and want to express themselves. While 40% who do not feel at ease at all because they are stress ,anxious and shy when they are engaged in speaking

Response	Percentage
Yes	60%
No	40%

Table3.7: Students' Feeling toward Speaking English**i) Students' Fluency**

This table shows that most of students 60% make pauses when they speak. However, 24%of them speak easily and fluently and only 16% they are not fluent at all, may be due to many reasons such as: lack of vocabulary, self-confidence, stress and shyness.

Response	Percentage
Not at all	16%
I make many pauses	60%
I speak easily	24%

Table3.8: Students 'Fluency**j) Students' Participation in Oral Expression Course.**

Response	Percentage
YES	48%
NO	52%

Table3.9: Students' Participation in Oral Expression Course.

The question aims at determining whether the students are afraid about speaking and participation during the oral course. Consequently, the results obtained show that the majority of students with 52% are not afraid about participation in classroom. However, they consider themselves as talkative and able to participate. While 48% % claimed that they feel nervous and are afraid about participation. This might be due to many reasons such as: psychological

problem, linguistic problems or other problems. The following suggestions are given in order to have the possible answer.

Response	Percentage
Making grammatical mistakes	50%
Making pronunciation mistakes	58.33%
Embarrassed of vocabulary	16.66%
Shyness	25%
Lack of self confidence	25%
Anxiety	41.66%
Topic is not interesting	01%

Table3.10: Students' Problems

This question highlights some of the linguistic and psychological problems that hinder the students' participation. The choices come to discuss why the students do not participate in the classroom, and they are provided with a set of possibilities from which they have to choose the appropriate choice that describe their case. Most of students, with (50%, 58.33%) do not participate because they are afraid of making grammatical and pronunciation mistakes, however (41.66%) they have an anxiety. Whereas (25%) have indicated that they are afraid due to shyness and lack of self-confidence. While only one person who said that is the topic is not interesting. The results obtained show us that the students who participate have the same problems with the students who are afraid about participation in classroom. This means that both students who participate and do not participate face the same problems.

k) Type of Classroom Atmosphere

The table below shows the different kind of classroom atmosphere. Majority of the students (60%) claimed that their teachers try to create a friendly and motivated atmosphere. This can be considered as a positive factor that can help and motivate students in learning process. While, (24%) of students say that the general atmosphere is neutral, whereas , only four students (16%) who state that their teachers create a fearful atmosphere. The latter can be a discouraged them to do not participate in the classroom.

Response	Percentage
Fearful	16%
Friendly and motivated	60%
Neutral	24%

Table3.11: Type of Classroom Atmosphere

l) Students' Opportunity to Participate

Response	Percentage
Always	56%
Sometimes	44%
Never	00%

Table3.12: Students' Opportunity to Participate

The result gained show us that the teacher gives the opportunity to the majority (56%) of them; this means that teacher do his /her best to give students during the lesson. While, the rest of students (44%) say sometimes. And no one says “never”. Despite, all of them, believe that teacher tries to give all of them opportunity to speak and participate. This means that all students have chance to participate in classroom.

m) Reasons behind their Participation

Response	Rational
Always	<ul style="list-style-type: none"> ➤ Teacher always tries to create a positive atmosphere to motivate us to speak. ➤ Teacher makes us more comfortable in order to express ourselves ➤ He teaches us to fluent and accurate like a native speaker. ➤ Teacher uses appropriate techniques and activities make us involved in the subject discussed.
Sometimes	<ul style="list-style-type: none"> ➤ Teacher talk too much . ➤ Time is not enough. ➤ The number of student do not allowed teacher to give opportunity

	<p>all of us.</p> <ul style="list-style-type: none"> ➤ To evaluate and assess our average. ➤ Teacher prefers to work with the good students who are fluent. ➤ Topic is not interesting.
Never	

Table3.13: Reasons behind their participation

n) Students' Voluntarily Participation

Response	Percentage
Always	24%
Sometimes	64%
Never	12%

Table3.14: Students' Voluntarily Participation.

The result indicates that most of students (64%) participate sometimes because they hesitate and may have some other problems that hinder them to participate. However, only 06 students (24%) who participate voluntarily because they consider themselves as good students who have a good knowledge and self-esteem. While, (12%) never participate but only when teacher ask them to speak.

o) Students 'Attitude toward Preparation to Speak

Response	Percentage
Yes	72%
No	28%

Table3.15: Students 'Attitude toward Preparation to Speak

From the analysis of this distribution we assume that students when it comes to speaking without any preparation the majority (72%) of them reported that they feel stressed and stammered very often if they had to speak unprepared. While, the rest (28%) of students denied feeling stressed if not prepared to speak, at all. This implies that preparation in anything concerning the target language matters, gives students a big self-confidence.

3.2.3 The Results of Students' Questionnaire

The results obtained from the questionnaire show that most of students are female. Moreover, they choose to study English, this means that they are motivated to learn it. Whilst from the analysis of questionnaire it is observable that the majority of students have a medium level. Therefore, there are some students who do not like oral course, because they cannot speak well and often are afraid when they are called to speak. Only few of them who participate; approximately half of them are afraid about participating and feel stress and anxious when they are engaged in speaking. Moreover, most students state that their teachers create a friendly and motivated atmosphere. Furthermore, most of students are anxious about speaking especially when they are required to speak without any preparation. As result, they suffer from anxiety that affect negatively their speaking skill during the oral session.

3.2.4 Description of the Teachers' Questionnaire

The Teachers' questionnaire aims at finding out the teachers' attitudes towards the speaking skill and to benefit from their experience by identifying the effect of anxiety on students 'learning. Moreover, to explore the techniques and activities used by teachers to reduce or overcome this phenomenon.

Our target population consists of nine teachers of oral expression in the Department of English at the University center of Ahmed Zabana. They kindly have responded to the questions and show their collaboration through the full answers. Moreover, they add comments and suggestion when it is necessary and this help a lot to complete the research study. The Teachers' questionnaire consists of (14) questions. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer, or open questions where teachers are requested to give full statements , clarification or suggestions.

The teachers questionnaire consists of (14) questions which were divided into three main sections as the follow: First section is general information includes three (3) questions. This section is to give their gender, their qualification number of years that have been teaching oral expression. The second section aims to seek students' level in speaking, the main obstacles that prevent them to speak successfully and how anxiety affects their performance. The third section is to investigating and explores the different kinds of solution adopted by teachers to reduce or overcome anxiety.

a) Teachers' Profile

According to the results obtained females take a large space. While, male are only two teachers out of the total number. This equality in gender helps to have a sincere results and reaching a different opinions from both genders. Moreover, teachers' qualification range between MA degree and PHD degree. Furthermore, the result gained reveal that most of teacher have a long experience in teaching oral expression, about five years while only two teachers who teach for two years; the aim from stating this question is to differentiate between the attitudes of teachers who have a long experience with those who have not since the experience is a very important aspect in teaching and because experienced teachers have developed different techniques to deal with learners in different situations.

b) Teacher Programme in Oral Expression.

Response	Percentage
Yes	33.34%
No	66.66%

Table 3.16 : Teacher Programme in Oral Expression

Only three teachers state that they do follow a specific programme while teaching Oral Expression to their students. They know their goals and want to reach it through applying specific program when teaching oral expression course. However, most of them (66.66%) reported that they do not follow any specific programme. They start their lesson spontaneously to give the students the opportunity to choose and select what they want to study.

c) The Objectives of Following a Specific Programme in Teaching Oral Expression

This question aims to explore teachers' objectives in teaching oral expression courses. All teachers who responded that they follow specific programme state the following objectives :

- Encouraging and motivating students to speak and express themselves freely.
- To enable the learner to communicate effectively and appropriately in various situation.
- Develop the learners' proficiency.

d) Students' Level of Oral Proficiency.

Response	Percentage
Excellent	00%
Good	44.44%
Average	77.7%
Low	11.1%

Table3.17: Students' Level

Most of the teachers (7) state that their students have average level this is due to many reasons that may prevent them to develop their oral skill. While, 04 teachers only one states that their students' level is good. Whereas, only one teacher who state that she has a mixture of level low and good and none of them states the last option of excellent

e) Students Participation during the Lesson.

The results obtained show that most of teachers (77.77%) confirm that not all of students speak during the lesson. But, only few students who participate in oral course and the others keep silent or say few words. These answers assert that they have some factors that affect their participation and hinder them from speaking in oral expression course. Whereas, two teachers (22.22%) who state that all of their students speak and interact during the session; this may be due to the atmosphere of the classroom.

f) The Students Speaking Obstacles

Response	Percentage
Fear of making grammatical mistakes	44.44%
Fear of making pronunciation mistakes	44.44%
Lack of vocabulary	55.56%
Lack of interest	22.22%
Lack of self confidence	44.44%
Shyness	77.77%
Anxiety	77.77%

Table 3.18: The Students Speaking Obstacles

In this question the results show us most of teachers 77.77% answer that shyness and anxiety are the most obstacles for the students that prevent them to participate in the oral

lecture. Then, almost all of them (55.56%) confirm that lack of vocabulary has an impact on their performance also other. However, (44.44%) teachers state that fear of making grammar mistakes as well as fear of making pronunciation mistakes are other obstacles. Moreover, Students do not participate during the session due to those psychological reasons; so they prefer to keep silent and listen rather than speaking in English. Only two teachers who state that they do not participate because of their lack of interest.

g)The Other Obstacles

The teachers suggest an other obstacles that prevent students from a successful performance such as: Lack of motivation, in addition to the mother tongue use. Moreover, most of students participate only to get marks, also Students' learning style may affect their speaking. Furthermore, the activities proposed by teacher and their complexity.

h) Techniques to Motivate Students

In order to benefit from teachers experience, this question were asked to explore the techniques used in motivating learners to speak English. The results table shows that all the teachers try to create a friendly and motivating atmosphere in their classroom to make the students feel at ease and comfortable without any problem and this is by:

- ❖ Using authentic and variable materials
- ❖ Vary methods topic
- ❖ Use ICT tools
- ❖ Show interest in all students
- ❖ Adapt different kind of activities such as : role play , discussion , making jocks ,etc.
- ❖ Choosing topics that speak to them and touch off them curiosity.
- ❖ The debate should be an invitation to all students to contribute.

i) Students' Number in Classroom

Response	Percentage
Yes	22.22%
No	77.77%

Table 3.19: Students' Number in Classroom

This question were asked to examine if number of students is appropriate to achieve teachers' goal .from the table above we notice that the majority of teachers (77.77%) confirm that the number of students is not appropriate to achieve our purposes and this number can be an obstacle that hinder learner from success .while only two teachers (22.22%) who state that the students' number is appropriate.

j) Justification of Answer

The teachers who state that the number of students is inappropriate justify their answer that, the huge number is always an obstacles to genuine communication, it so difficult for both teacher and students: For teacher; it is not easy to monitor and control over the class whilst, not all of them will have chance to talk even though they want to participate. While, teachers who said that the number is appropriate argue their answer that the small number of students makes all the students involved in any conversation or task, and Students will have an equal opportunities and chance to speak.

k) The Impact of Anxiety on the Students

All the respondents stated that anxiety has high negative effects on students' foreign language learning. It creates tension and hinders learners to express themselves. They also stated that anxiety affects learners' performance, achievement, progress, and their involvement in learning. Whereas, there only one who stated that anxiety has both positive and negative effects on students' foreign language learning. One of the positive effects of anxiety as it is claimed by one of the respondents "when learners are afraid to receive low marks, their anxiety help them to achieve better". These opinions indicate that the teachers are aware of the negative effects of anxiety on their students' foreign language learning. But, it usually has negative effects on students' learning and success .

l) Techniques Used by Teacher Master Learners' Anxiety

In this question teachers were asked about techniques used to lower learners' anxiety. All teachers agree that creating a relaxed atmosphere helps students to reduce their feelings of worry and doubt, for example, "relaxing atmosphere and friendly relationship". Another one said: "I always try to provide a relaxing and comfortable class environment so that students will feel at ease and this may decrease their anxiety". Others said they decrease learners' anxiety "by smiling" and "through encouraging and cheering them out always with funny ideas and keep smiling to send a quiet message". One of the teachers said that: "I encourage

them to speak and try not to show surprise and anger when they make mistakes”, from this answer we notice that teachers personality and in classroom may increase or decrease learners’ anxiety in other words a teacher who shows anger and disappointment to his learners this may cause anxiety. In the other hand a cheerful teacher who maintain a good relationships with students may help them to get rid of anxiety.

Suggestion to overcome anxiety: The majority of teachers respond to this question by the following suggestions:

- A. The teacher has to examine their stress, self-confidence, body language that tells a student could really stopped the idea of what and how to speak, and they started to be more impressive.
- B. Use alternative strategies of learning as; cooperative learning (group, pair work)
- C. Set sessions for personal talks with anxious students
- D. Simplify the questions
- E. Use sense of humour.
- F. Try to make a focused participation for every anxious student I. Try to make them present something in front of their classmates by giving them some tasks to be prepared at home

m) Factors that Causes Students’ Anxiety

Most of teachers’ responses agree that the psychological factors such as shyness stress, anxious, lack of self-esteem, lack of motivation and lack of vocabulary are the main reasons that cause anxiety and prevent students to success in speaking. Teachers’ answers were that learners suffer from psychological problems and linguistics that cause anxiety and hinder their performance to a great extent. Some students are very good but perform poorly because they think they are bad. Learners with low self-esteem are those who saw themselves as incapable to perform tasks. As a result these negative assumptions about themselves lead them to failure. While, motivation and self-esteem give an extraordinary power for learners to engage in tasks and perform well.

n) The Activities that Reduce Anxiety.

Most of teachers agree that there are some activities that make the students feel at ease and engaging in speaking in any topic discussed such as: Role play, discussion, information gap and dialogue

3.2.5 The Result of Teachers' Questionnaire

The results show that teachers have an experience on the field of oral expression. Most of them they do not follow any specific programme in teaching oral skill. Whilst their main objective is to develop learners' proficiency. However, most of them state that their students have an average level. Moreover, they confirm that not all of students speak during the lesson because there are some obstacles that prevent them from speaking and the most common one is anxiety, that has a great negative impact on their learning. Therefore, all teachers try to involve new techniques and activities to motivate students and reduce the issue of anxiety that affect their achievement in oral session.

3.2.6 Classroom Observation

In order to investigate the issue of the effect of anxiety on EFL learners in oral communication, it is best to be present and observe students in the classroom. We decided to attend some courses with them. Our observation was applied with three groups of first year at university center of Ahmed Zabana.

The observation was carried out during the second semester of the academic year 2016-2017. This observation involves three groups which, are chosen randomly from the whole number of groups. Each group session consists of one hour and half to explore to what extent can anxiety affect students speaking and interaction. This observation include two sections, the first section is devoted for the observation of the learners' interaction and participation inside the classroom; however, the second section is designed for observing the teacher-learner interaction by focusing on the teachers' roles and responsibilities in the classroom.

Furthermore, the first section the focus was on the students' interaction and participation i.e whether the learner hesitate and express themselves in difficult way or they are panic when they are called to speak, or if teachers correction make them feel anxious and shy. Throughout the three sessions of observation, it was observable that the learners fairly participate in the classroom; this result may be due to the subject of the session which was free discussion task. Then, the learners were hesitated and worried during this session. While, just few of them

were participating and the others keep silent and just watching. Moreover, some of them were panic and stress when they are called to speak .At the end of the session, some students had been asked about the reason of their silence, stress and non-participation, some of them that they feel shy and worry from making mistakes, also others said that they get bored and they do not have enough knowledge to respond. But, in one session which was about listening comprehension task, the majority of the learners were participating, very active, and discussing with the teacher.

In addition, most of students are involved in speaking when teacher use group and pair work this means that such activities can be very helpful in reducing stress and anxiety among students. Moreover , they encourage the integration of ICT ‘ tools to diminish their stress and enhance their speaking abilities. The second focus was on teacher _ learner interaction, this section attempt to explore the teachers’ roles and responsibilities in the classroom in order to raise the degree of teacher- learner interaction. For example, it finds whether the teacher provides his students with a comprehensible input, gives them opportunities to interact with him during the classroom oral tasks, uses some speaking activities during classroom interaction, uses some expressions as “good”, “well done” to motivate students to speak in the classroom and whether the teacher uses some strategies to correct the learners’ mistakes and gives them feedback. As result , we found that teachers try to do their best to make their students speak during the lesson and motivate them by praising them with good expression also they repeat the wrong statement of the learners but in the correct way. So, in an indirect way they corrected him without saying that he was wrong, this type of correction is very useful since the teacher does not embarrass the learner and encourage him to speak even if with mistakes. So, teacher has a crucial role to develop learners’ speaking skill and decrease or overcome anxiety.

The results of the classroom observation helped a lot in deducing that classroom interaction differs not only from one student to another, but also from one group to another. This means that in each group, the students are interacting differently according to their speaking ability and according to the nature of the task. Generally speaking, increasing the students’ classroom interaction depends on the teachers’ use of some effective techniques and strategies that will make all the students participate and enhance their speaking pro

3.2.6.1 Experimental Study

To accomplish this study, experimental study was an appropriate tool to investigate the impact of different kinds of activities on learners’ speaking anxiety. I had the chance to attend

oral session and teach first year university students at university of Ahmed Zabana, into two sessions with the students and provide them with three different activities.

This experimental study was carried out during the second semester 2016_2017 involving one group who I attended with them the classroom observation. In order, to investigate the effect of activities on learners' anxiety, two sessions were designed to provide students with three kinds of activities: role play, discussion and gaming. This teaching experiments devoted into two session. First session, is devoted to implements and teach them two types of activities; first, gaming is about 45min. second type is a discussion, it is about 45min. While, the second session is design to teach them oral expression role play.

a. Gaming

It was an interesting and enjoyable activity, in which learners were provided with different sentences and they should guess the answer. The students were asked to work in group of five member; it was as a competition, and each one of the group stand on the board, read the sentence and describe the answer, whilst, his group were required to give the correct answer. At the end of this game the students gave their feedback and suggestion about other games.

b. Discussion

It was a short discussion about learners' planning in the summer holiday or visits a new country. Since the topic was very interesting for them. Approximately most of them interact and involved in the discussion where they exchange their ideas; and their destination was to Russia. At the end of the session distributed a role play in order to be prepared.

c. Role Play

It was an interesting real story that happen in Bahriam at Brevely high school, entitles "the importance of friendship". There were six characters and the main characters were Zianab and saif . This role play highlights the jealousy between zainab and her new friend saif. It aims to address the importance of friend ship.

The students were divided into five groups. While, only two groups who perform very well, the third group did not finish the performance. Whilst, the other were not prepared

3.2.6.2 Discussion

The three kinds of activities were very beneficial and interesting to decrease anxiety while speaking or performing. First, in the gaming activity the majority of them interacts, participates and involved in the task. It is observable they show some confidence in their abilities even with some

mistakes. Furthermore, they feel at ease when are responding to the question; while, the competition motivate them to find the correct answer and gain the competition.

The second activity of discussion where half of students are involved in the task to discuss their planning, some of them they have not any plan to the summer holiday; however, they imagine the situation and start to speak.

In the role play activity, only two groups who perform very well. While, do not prepare anything at all because of their laziness. Whilst, the third group did not finish their performance because of time. Therefore, it was an enjoyable performance. All in all, the three tasks were very beneficial to reduce students' anxiety in oral communication.

3.3 Findings and Result

In Ahmed Zabana university center most of First year English students are females, which mean that females tend to learn foreign languages more than males do. Moreover, they have a medium level of language proficiency according their evaluation to themselves as well as the opinion of their teachers. Majority of students studying English as personal choice, which means that the majority of them are motivated to learn. This personal choice is a kind of motivation. However, only few of them who are obliged to study it. This affects their motivation as well as learning achievements.

English language is acquired mainly through practice meaningful conversation; for this reason oral session are designed. While from the analysis of students' questionnaire, it revealed that they do not make frequent attempts to speak English inside the classroom. Most students are shy to speak in front of their classmates. Anxiety makes the students feel nervous and afraid from teacher's evaluation and their classmates' feedback. Furthermore, students feel panic when they are requested to respond due to, lack of preparation or lack of vocabulary. In addition, there some students who have low voice' quality when they speak because they are very stress. As for speaking inside the classrooms, there only few numbers who are frequently participate. The subjects discussed in oral sessions are not always attractive, but most importantly, the students do not feel comfortable and confident to speak. The teachers stated that they prefer letting the students self-select who speaks and answers the questions; this way does not encourage the shy and anxious students to speak.

The results obtained from the questionnaire distributed to both teachers and the first year university students claim that they suffer from anxiety in the oral sessions. This anxiety,

hinder them from a successful conversation and achievements. Whilst, the classroom observation confirms that many learners face many obstacles when they are going to speak the most common one is anxiety, when they become stress, nervous and shy to speak English language. This anxiety is related to their lack of self-confidence and vocabulary and motivation to develop the speaking skill.

Since anxiety affect negatively learners' oral performance and achievement; and reduce this issue of anxiety teachers need to use different kinds of activities and techniques in which, helps learner to reduce the a issue and enhance the speaking skill. Teaching experiments' result revealed the three types of role play, discussion and games are more appropriate to reduce anxiety and make learners feel at when they speaking. Furthermore, gaming is the most activity that makes learners enjoyed and involved in the speaking skill.

3.4 Conclusion

This chapter is concerned with gathering reliable data about the fact of the students' anxiety in oral communication; throughout questionnaire which administered to both teachers of oral expression and first year university students of Ahmed Zabana, in addition to classroom observation and teaching experiments. All in all, the analysis of the results revealed that EFL students suffer from anxiety and it affects negatively their speaking performance and achievements. In addition, Teachers' questionnaire confirmed also the students feeling toward anxiety and its effects on students' speaking skill. Moreover, the results obtained confirm research hypotheses about the students' anxiety in speaking performance. This means that anxiety prevent EFL students developing their skills and achieve a successful performance. Furthermore, anxiety has a great impact on the speaking skill. Despite, the result gain from the experimental study show some appropriate activities that can reduce the issue of anxiety.

General conclusion

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

The current study shed the light on one of the most common obstacles that learners face while speaking and hinder them from a successful communication, which is anxiety that affect learners' achievements. This study aimed to investigate the impact of this issue on EFL students' speaking skill in oral communication. The results obtained from the analysis confirm the hypotheses are assumed that; anxiety affect negatively learners' oral performance and achievement and It affect learners' speaking skill to great extent. Enhancing EFL learners' speaking skill while performing is not an easy task and it is in most cases connected to anxiety that face the learners at every level, and no one can deny that. Well, the purpose of teaching oral expression is to develop communicative purposes as to empower students to express themselves, and share their ideas with their teachers and classmates; through applying the most appropriate techniques and activities that help them reducing anxiety and develop their oral proficiency.

Through analyzing data about the effect of anxiety on oral skills and achievement. The findings revealed that anxiety has a great impact on learners' progress in oral performance because most learners' problems are due to their psychological state mainly anxiety. In addition, the results obtained strengthen theoretical part and research hypothesis. However, some learners are linguistically competent in the language but they are highly anxious, and they doubt their own abilities face many difficulties in engaging in speaking activities, and in some situations they avoid participating at all through being absent of classes.

During the classroom observation it was observable that learners who has high level anxiety are hesitated, shy, stressed and had red face when they are called to speak and some of them claim that they have "mental block" when they are require to answer On the other hand, learners with high self-esteem, who have the motivation to speak English language, and who are able to get rid of anxiety can successfully achieve a high level in speaking the language. It also show that English classrooms at Ahmed Zabana university center of Relizane are crowded classrooms, hence teachers face difficulties of time constraints in treating each anxious student alone or giving each one time to prepare before speaking.

Furthermore, anxious students try most of time to reduce their anxiety and speak freely to develop speaking fluency. Moreover, the teaching experiment showed that making learners feel at ease during the session and implementing appropriate activities such as: role play, gaming and discussion during the oral session is very beneficial for learner to reduce anxiety and make learner engaged automatically without any fear of making mistakes. This motivates them to develop their oral skill and achieve a good result in the target language.

The results of this study suggest that having the willing to speak is not enough for most first year students to develop speaking fluency. This is, because foreign language anxiety influences negatively students' speaking performance. Teachers also can follow some procedures that may help in diminishing students' anxiety in their oral session by motivating them to speak, creating a friendly and relax environment, let them understand that making mistakes is part of the learning process, using variety of speaking activities, giving them the opportunity to speak, providing them with the appropriate visual aids, divided them into group works to share their ideas, giving, establishing a good relationship with them to raise their self-confidence.

To sum up, according to these results, the present study answers the research questions. Where the findings display that anxiety has a great effect on EFL learners in oral communication and shed some light on some activities that teachers and learners can follow to reduce anxiety and help them improving their performance.

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Appendices

Appendix01: Students' Questionnaire

This questionnaire is an attempt for gathering data needed to fulfil the master dissertation. So , you are kindly requested to answer the following questions by putting a tick (✓) and make a full statement whenever necessary.

1)Gender:

a) male b) female

2)Age:

3)Why did you choose to study English ?

a)Personal choice b) Parent choice c) Administrative choice

4)How do you evaluate your English ?

a)Good b) average c) Weak

5)Do you like oral expression course?

a)Yes b)No

6)How often do you participate in the oral expression?

a) Always b)Sometimes c)Rarely d)Never

7)Is your grammar knowledge good enough to construct the sentence you want to say?

.....

8)Do you speak up in oral expression ?

a)Yes b)No

9)Do you feel at ease when you talking in English?

a)Yes b)No

10)Are you fluent in English ?

a)Yes b)No

11)Are you afraid about participating in oral expression lecture?

a)Yes b)No

If "Yes" is it because of:

- a) worried about making grammatical mistakes
- b) worried about making pronunciation mistakes
- c) Embarrassed of vocabulary
- d) Shyness
- e) Lack of self confidence
- f) Anxiety
- g) the topic is not interesting

13) What type of atmosphere does teacher create in oral expression?

- a) Fearful
- b) Friendly and motivated
- c) Neutral

14) How often does the teacher gives you the opportunity to speak during the lesson?

- a) Always
- b) Sometimes
- c) Never

Why do you think so?.....

15) Do you voluntarily participate in classroom?

- a) Always
- b) Sometimes
- c) Never

16) Do you feel stress when you speak without preparation?

- a) Yes
- b) No

Appendix 02: Teachers' Questionnaire

This questionnaire is an attempt for collecting data needed to accomplish the master dissertation .
I would be very grateful if you devote your precious time by answering this questionnaire.

1) Gender:

a) Male

b) Female

2) Degree(s) held:

a) License

b) Master/Magister

c) Doctorate

3) How many long years have you been teaching oral expression?

.....year(s)

4) Do you follow any specific programme in teaching oral expression?

a) Yes

b) No

5) If "Yes" what are the objectives of this programme?

.....

6) How do you evaluate your students' level of oral proficiency in English?

a) Excellent

b) Good

c) Average

d) low

7) Do all of your students speak during the lesson?

a) Yes

b) No

8) Based on your observation's what are the obstacles that prevent your students from speaking English in oral expression sessions? (you can choose more than one)

a) Fear of making grammatical mistakes

b) Fear of making pronunciation mistakes

c) Lack of vocabulary

d) Lack of interest

e) lack of self confidence

f) Shyness

g) Anxiety

Others, specify.....
.....

9) How do you make lessons fun and engaging for your students?

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

10) Do you think that the number of students is appropriate for achieving your goal?

a) Yes

b) No

Why?.....
.....

11) What is the impact of anxiety on your students?

.....
.....

12) How do you master your learners' anxiety?

.....

13) What are the factors causing anxiety?

.....

14) What are the suitable activities that reduce anxiety?

.....

Appendix 03: Games' Sample

“I am thinking of something that we play,” (like volleyball).

“Is it a card game?”

“Is it a guessing game?”

“Is it a children’s game?”

“Is a sport?”

“Is there a ball?” “

Do they hit it over a net?”

“If we did not have it we would die quickly,” (light).

“Does it go into our stomach?”

“Do we breathe it through our noses?”

“Is it something that we drink?”

“Does it come from the sun?”

“I am thinking of something that women use,” (like lipstick).

“Can you guess what it is?”

“Is it something they wear?”

“Is it something that smells good?”

“Do they use it in the kitchen?”

“Is it a hair product?”

“Do they use it on their eyelids?”

“Do they wear them on their feet?”

“Is it something for their ears?”

“Is it a cosmetic product?”

“Is it a whitening product?”

“Do they rub it into their skin?”

“Is it something for the lips?”

“I am thinking of something in this class room,” (like the whiteboard).

“Can you guess what it is?” “Is it something everyone can see?”

“Is it something everyone can touch?”

“Can we see through it?” “

Is it smooth?” “Is it hard?”

“Does it rotate in circles?”

“Is it on the ceiling?”

“Is it on the floor?”

“Can we project a picture onto it?”

“Does the teacher write on it? “Is it on the wall?”

Appendix04: Role play Sample

Importance of true friendship

Narrator: In Bahrain there was a School named Beverly High School . In that school there was a girl named Zainab. She was really pretty and beautiful and this made her really proud. She had all the students hovering like bees around her. She was really smart and acted as a decent girl in front of teachers and so teachers thought of her as a good student

Zanaib : Saima , get my notebook from my bag. And you Atif , Get some fries from me. And Elina copy the notes for me.

Saima, Elina , Atif : Sure !! Why not! After all what are friends for?

Narrator: One day Zainab comes to school and finds out that there is a new boy in her class. His name was Saif. He was very handsome and friendly. Soon all the students started hovering around him, leaving Zainab alone. He became very popular in just a few days and this made Zainab jealous.

Saif : Do you need help doing the maths problems??

Zainab : Get lost! I am far better than you in maths and you know it! Don't just show off!

Saif (Thinking): I was just trying to help her..

Teacher: Saif can you get the notebooks from my table?

Saif : Sure mam! I will be glad to.

Zainab: Hmmpp!! He is just buttering the teachers so that they stop liking me. What an awful boy!!

Elina : OH No ! Don't say so. He is nice.

Zainab : Keep quiet! Are you with him too??? I don't want friends who don't want me.

Elina : Butbut Zainab listen

Zainab : Keep quiet and get lost ! Never come again

Atif and saima (together): You are being mean to her. She is your friend.

Zainab : So you too?? Get lost! I don't need any friends! (crying and running out)

Narrator: The teacher assigns all the students with a project. She says the best one will be rewarded. The next day ..

Atif: Hey Saif! What have you done for the project?

Saif: Important places of Bahrain .

Saima: Sounds Interesting!

Elina: I can't wait to see it!

Saif: Thanks guys for motivating me so much!

Narrator: Hearing all these Zainab couldn't resist She was burning with anger. She finally decided that she has to be the one who will get the prize.

Zainab (thinking): I don't care what people tell I know mine is the best! I am going to win the prize anyhow. And I can do anything for it!

Narrator: So Zainab came up with a wicked plan to spoil Saif's project. She blotted saif's entire project with ink.

Zainab : (thinking) Now I am sure to be the one winning the prize.

Teacher : Class take out your projects

Saima : I am sure saif's will be the best!

Teacher : Saif , your project?

Saif : here it is mam..

Teacher : what pile of rubbish is this? Is this the way you submit a project. Get out from the class and I will make sure that you get a D for project.

Saif : But bbuutt. Mam I .. I.

Teacher : keep quite and follow my orders.

Teacher : Zainab your project?

Zainab : here it is teacher.

Teacher : Very good! Very neat! Give a big hand for the winner.

Elina , Atif , Saima (murmuring) : I am sure Zainab spoilt the project.

Zainab (passing by) : I love the way my hair bounces. Ah! My head is aching.

Elina , Atif , Saima : It serves her right.

Narrator : That day by the time Zainab reached home, she had high fever and by the evening she had Chickenpox.

Zainab : Yuck! I look gross!,I am feeling so lonely. No one is going to come and see me. I have no friends.

Saif : (go to zainab 'home). I just came to know that u are unwell and so just thought of dropping in . I have got some flowers and the notes of science and English.

Zainab : Oh Saif! Thank you so much! I never thought you would come to see me.

Saif : What are friends for?