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The Impact of Fear of Making Errors on EFL Learners' Oral Performance

The Case of Third Year (LMD) Students , Jijel University

Thesis submitted in partial fulfillment of the requirements of the Master Degree in language
sciences

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Dedication

*In the name of Allah, most merciful, most compassionate, who gave us
strength to complete this work*

I dedicate this work to my dearest parents

*To the person who illuminate my path and brighten my darkest nights my
beloved brother 'Moussa'*

To my dearest brothers: Hocine, Khaled and Yahia

To my sweetie sister Abla and her cute daughters Maram and Aya

*To all my friends especially: Wissam, Amira, Rima, Hassiba, Ibtissem, Samia,
Abla, Iman*

And to all the members of my family and people who love me

Zahia

Dedication

*In the name of Allah, most merciful, most compassionate, who gave us
strength to complete this work*

I dedicate this work to my parents

To my dearest father who educated me well

To my lovely mother who encouraged me a lot

To my dearest sisters: Ahlam, Mariam, Hadjer, Manel

To my dearest brother Amir

To all my friends especially: Soha, Zohra, Hoda, Asmahane, Nora, Sarah

And to all the members of my family and people who love me

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Abstract

This research aims to investigate the impact of fear of making errors on learners' oral performance. It depends on the descriptive method in order to describe the relationship between the two variables; fear of making errors as a independent variable and students oral performance as a dependent variable. This research hypothesizes that the more students feel fear of making errors the less they could perform effectively. As a tool of research, the data is obtained through students' questionnaire and interview. The participants of this study are the third year LMD students of Mohammed Seddik Ben Yahia University of Jijel who are 286 student. The information gathered from the questionnaire is analyzed by using statistics while the interview data is gathered, transcribed and coded. The revealed results from both the questionnaire and the interview affirm that fear of making errors affects students' oral performance negatively and also there are many factors that hinder students oral performance like shyness, anxiety, fear of negative evaluation, lack of self confidence and lack of vocabulary.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLAS: Foreign Language Anxiety Scale

I.E: In other Words

IRF: Initiation, Response, Feedback

L1: First Language

L2: Second Language

P: Page

PP: Pages

Q: Question

SLA: Second Language Acquisition

U.S: United States

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General Introduction

In fact, the main aim of studying English is to master the language and communicate with it fluently however, learners' oral production is one of the most challenging aspects that face them during the process of learning and acquiring a foreign language. Basically, fear of making errors affects their oral performance negatively. There are many factors related to the notion of fear which hinder students from speaking in the classroom such as anxiety, shyness, lack of self confidence, lack of vocabulary, fear of making errors and fear of negative evaluation. These factors prevent English foreign language learners from standing in front of their classmates and speak without hesitation and lead to a state in which a student is always keeping in mind the idea of (how if I make an error, no need, it is better to keep silent) this will make the student habituate avoiding speaking and of course this will affect the student skill negatively and decrease his or her communicative competence. Teachers and students are both responsible to find strategies to overcome the problem of avoiding speaking because of fear of making errors.

1. Statement of the problem

Learning foreign language require from learners to practice speaking in order to become proficient in the Fl. Fluency is a requirement in foreign language learning which needs from learners to give a great importance to practicing speaking but most of foreign language learners are always avoiding practicing speaking and especially in front of public because they have an internal feeling of fear of making errors during speaking as a result of some psychological problems such as: anxiety, lack of self-confidence, fear of negative evaluation, shyness or external reasons like: lack of vocabulary, communication apprehension which

affect the students level negatively and decrease their communicative competence. So, what is the impact of fear of making errors on students' oral performance?

2. Research Questions

-How can fear of making errors affect students' oral performance?

-What are the main reasons that hinder students from speaking in the classroom?

3. Research Hypothesis

To answer the research questions we hypothesize that:

-The more students of third year have the feeling of fear of making errors the less they could perform effectively.

4. Significance of the study

Communication is a necessity among mankind, the main key for human survival and inseparable part of existence because it is the means of exchanging thoughts, information, and ideas between them, for this reason it is very important to develop the speaking skill. Fluency is an important issue in learning a foreign language. Our study investigates the state of fear that the third year students of Mohammed Seddik Ben Yahia University in Jijel face and how it affects their oral production, and give some strategies and tasks that should be followed by both teachers and students, also suggest some recommendations to improve their speaking skills and defeat the problems which prevent them from expressing their ideas fluently and also support the students to overcome their internal fear of making errors in order to construct their self confidence and practice the language .

5. Aims of the study

This study aims to:

-Help students of third year of the University of Mohammed Seddik Ben Yahia in Jijel to overcome the problem of fear of making errors during their oral performance.

-Investigate the factors that hinder students from speaking in the classroom.

-Provide some strategies of communication in order to help students overcoming the problem of fear of making errors when speaking in public

6. Structure of the Study

This research is divided into three main chapters. The first and the second chapters represent the theoretical part of the research. The first chapter is a general overview of fear and errors and some related concepts and a description to these issues in foreign language classroom, it discusses the hypothesis of foreign language anxiety introduced by Horwitz, Horwitz and cope and specifies some foreign learners errors causes and sources.

The second chapter deals with the speaking skill. It gives a broad definition to speaking, shows the importance of speaking in learning a Foreign language, lists some types of speaking, demonstrates the factors that hinder students from speaking in the classroom, shows the ways through which interaction takes place in the classroom, it also gives some strategies and tasks that help learners to communicate and improve their speaking skill.

The last chapter is the field work and the data analysis for both the students' interview and questionnaire; it provides the description, the analysis and the discussion of the results.

7. Research Methodology

Method

This research is a descriptive study because it investigates the effect of fear of making errors on students' oral performance, it depends on both the quantitative and qualitative research method through the use of semi structured questionnaire and interview.

Tools of Research

In this research, we collect data through students' interview and students' questionnaire. We use the questionnaire to gather different students' viewpoints about the effect of fear of making errors on students' oral performance, and the same for the interview.

Participants

The participants of this study are the third year LMD students of Mohammed Seddik Ben Yahia University of Jijel who are 286 student in 2018. This huge number make us select 50 students randomly to answer the questionnaire and 8 students for the interview. The selection of third year students is because they study English for a long period of time and they normally have the ability to overcome the problem of fear of making errors when speaking and have some professional techniques in communication.

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Introduction

Learning foreign languages requires not only patience but also practice. During practice, students commit all sorts of errors. This generates a feeling of fear inside them, which prevents them from practicing the target language freely. In the case of foreign language learning, this fear could be called foreign language anxiety. The latter is a state of being uncomfortable and is characterized by stress, apprehension, discomfort, disturbance and worry. This state of anxiety could be triggered by different factors such as fear of making errors, fear of negative evaluation or worry of being humiliated by the teacher.

This chapter mainly deals with the concept of fear or foreign language anxiety and accordingly the errors made by foreign language learners because anxiety. First, fear and related concepts, especially in the field of EFL, are provided. Second, Horwitz, Horwitz and

Cope Theory of foreign language anxiety are discussed. Last but not least, the chapter sheds light on types of error made by foreign language learners, identifying their sources and causes. The chapter concludes with a discussion of the methods used to evaluate errors.

1.1. Fear Definition:

Fear is one of million emotions that humans feel which refers to the reaction that any person may have if he or she is exposed to specific stimuli or induced by something or someone. According to Blanchard, Blanchard, Griebel and Nutt (2008, p. 3) fear is “The motivation associated with a number of behaviors that normally occur on exposure to clearly threatening stimuli”. Fear is the physical response that takes place in individuals whenever he or she feels threatened. The Oxford Dictionary defines fear as “an unpleasant emotion caused by the threat of danger, pain, or harm.” Thus, fear can be described as an uncomfortable emotion that mankind may feel due to particular reasons.

1.2. Diagnosing Fear

Fear is a basic defense mechanism that all mankind experience and has been for many centuries the reason for human survival. Physiologically, fear works as a stimulation for human brain whenever they feel threatened which “relates to the specific behaviors of escape and avoidance” (Lawler, 2016). It starts adrenaline in one's body and helps them to focus more on the danger.

Fear can be diagnosed as a short moment of anxiety which may occur in a specific situation that an individual may happen to be in. (Lawler, 2016). Fear is not always adaptive; it serves as a weapon with two sides: a small amount of fear before presenting a speech or acting in a play may be productive. It encourages you and gives you a push to focus on your topic and avoid embarrassment. On the other hand, it might prevent you from functioning properly or from achieving your goals, affecting you negatively.

1.3. Types of Fear

According to Bassett (1985), these are some types of fear:

-“Flying”

-“socializing”

-“driving or riding with others”

-“speaking in front of people”

-“standing in lines”

-“being assertive”

-“taking medications”

-“traveling”

-“working”

-“being in any situation where you are not in control”

-“eating”

-“fear of doctors”

-“fear of illness”

-“shopping”

1.4. Fear of Failure

Bassett (1985) sees that fear of failure is similar to a state of self-refusal or self-denial. It affects one's self-confidence due to the feeling of stress, anxiety, embarrassment and the depression that comes with it.

Fear of failure represents undertakings not yet obtained and challenges not yet taken. It prevents one from making progress and becomes a stumbling-block to achievement, success, and autonomy. A successful person fails a lot along the path, but manages to get up every time he/she fails because he/she understands and believes that failure leads to success, whereas somebody who suffers from fear of failure finds it hard to learn from his failures, which become an obstacle to improvement.

Believing in your abilities and taking risks build your personality and consolidate your self-confidence and enable you to face up to challenges of all sorts.

1.5. Foreign Language Anxiety

MacIntyre and Gardner (1994) state that "FLA is the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language" (As cited in MacIntyre, 1999). Similarly, Duxbury and Tsai (2010) insist that "[f]oreign language anxiety is a universal phenomenon that inhibits students' achievement in ESL and EFL classrooms."(p. 4). Wang (2010) notes that "foreign language anxiety is one of the best predictors in accounting for individual differences in language learning success in SLA, and that it is proved to be one of the most essential and influential affective factors"(p.562). Williams (1991) affirms that FLA in the classroom is "a response to a condition in which the external element is, or is perceived, as presenting a demand that threatens to exceed the student's capabilities and resources for

meeting it” (p. 25). Hence, foreign language anxiety appears whenever a student is going to speak or communicate using the foreign language. He or she will face some physical or emotional symptoms such as discomfort, frustration, stress, fright and apprehension resulting in poor oral performance, inability to focus, reduced verbal participation inside the classroom, and slowed down language acquisition.

1.6. Horwitz, Horwitz and Cope's theory of Foreign Language Anxiety

According to Tran (2012), Horwitz, Horwitz and Cope (1986) define foreign language anxiety as a discrete emotional state, which relates to pedagogical foreign language learning. It increases due to the uniqueness of language learning syllabuses.

They also suggest that foreign language anxiety is a distinct type of anxiety and differs from other types of anxiety. Many other researchers like MacIntyre and Gardner (1989) have conducted studies that support Horwitz, Horwitz and Cope theory. They have introduced nine anxiety scales: French Class Anxiety Scale, English Class Anxiety Scale, Mathematics Anxiety Scale, Audience Anxiety Scale, Trait Anxiety Scale, Computer Anxiety Scale, State Anxiety Scale and Test Anxiety Scale by taking oral and written results into consideration.

The analysis of the scales shows that foreign language anxiety differs from general anxiety. Foreign language anxiety has an obvious relationship with foreign language proficiency but, a lean relationship with general anxiety.

Anxiety research adopts the state trait anxiety scale supposing that people with general anxiety (in tests, public speaking...) will be affected by foreign language anxiety. The results of previous studies which adopt this approach were totally differing about the effect of anxiety on the learner's performance. Tucker, Hamayan and Genesee (1976) suggest a negative attachment between four French performance indices. However, Young (1986) didn't find any relation between state anxiety and oral proficiency in French. Contradiction was also

found in German and Spanish, and was put down to problems of ambiguity, mixed definitions of anxiety and lack of anxiety measures.

Horwitz, Horwitz and Cope (1986) present the foreign language anxiety scale (FLAS) as a measurement to foreign language anxiety. The scale involves 33 statements with a clear relation with anxiety.

1.7.Errors

1.7.1 Definition of Errors

Generally, to make an error is to do something wrong. To make a mistake or make an error is naturally human. More precisely, an error refers to wrong action or statement made by a person accidentally. According to J. Richard et al., (2002), an error is “the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning” (184). In the learning process, an error shows that a learner is not competent enough and does not have a perfect language (Hendrickson 1987, p. 357).

According to Scrivener (2011), “students’ errors are evidence that progress is being made. Errors often show us that a student experimenting with the language, trying out ideas, taking risks, attempting to communicate, making progress. Analyzing which type of errors has been made clarifies exactly which level the student has reached and helps set the syllabus for future language work.” Along similar lines, Ellis (2009) says that errors in SLA are signs about the learner's development. This means that the type of errors which students make reflects the learning level which they achieve or the progression they have already realize which will help in setting future syllabuses.

1.7.2. Errors versus Mistakes

Errors and mistakes have a more or less similar meaning. However; they are not the same. According to Corder (1967), as cited in Ellis (2008), a mistake is “a deviation in learner language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems”. An error, on the other hand is “a deviation in learner language which results from lack of knowledge of the correct rule” (pp. 971, 961). Thus, a mistake can be made by both native and foreign speakers under some circumstances such as slips of the tongue, fatigue, carelessness, and so on. He or she does not give a great importance to the pronunciation or grammatical rules even if they are familiar with those rules. On the other hand, an error is made due to lack of knowledge of language rules (Brown, 2000, p205). Hence, after having made an error, the speaker is not unable to correct his /her deviant statement because he is not proficient enough to do so. To make a clear distinction between errors and mistakes, Chomsky describes the term “competence” as “the speaker-hearer's knowledge of his language” and performance as “the actual use of language in concrete situations”. (1965, p. 4). Hence, deviances may occur because of the failure in two sub systems, which are the linguistic competence and the linguistic performance. Furthermore, the first one is linked to how a learner is familiar and knows the infinite number of language rules while the second type refers to the ignorance of language rules even when learners are familiar with. In this sense the lack of competence has a relation with error while performance has relation with mistakes. (Chomsky, 1965)

Another distinction between error and mistake is that the latter is not important compared to error because it reflects how learners develop their level and the amount of acquired information.

1.7.3. Describing Errors

According to Ellis (1997) after recognizing all the errors, they could be classified into different kinds through diverse ways such as the grammatical way, for example by diagnosing the verb related errors and labeling different kinds of errors, for instance: errors in the past simple, future, present perfect, past perfect. It also could be done through identifying the learner phrases which are distinct from the target language phrases. It includes ‘ omission ’ “i.e. leaving out an item that is required for an utterance to be considered grammatical”, ‘ misinformation ’ “i.e. using one grammatical form in place of another grammatical form”, and ‘ misordering ’ “i.e. putting the words in an utterance in the wrong order.” This classification helps in identifying and solving the learner's problems to improve his/her proficiency.

The analysis of Jean's errors (in a text provided in the book) shows that the most current type of grammatical errors is the past tense because Jean makes a lot of errors when using the past tense. Misinformation is the most prevalent type of general errors “for example the use of big instead of bigger”, “the use of was watching instead of were watching” or “in the traffic rather than into the traffic”.

1.7.4. Causes of Errors

Generally, there are two essential sources of errors in second language learning. The first one is related to the interference of the mother tongue. In this situation the learners are influenced by their native language which affects their communicative skills in the foreign language. The second source is linked to utterances produced by the learner because of the incomplete exposure to the foreign language.

During the learning stages learners experience new things and make errors in order to learn. Yet errors happen because of some reasons and factors listed below:

1.7.4.1. Simplification

In this situation, the learner prefers to use only easy forms of language and avoids complicated ones. For example the learner prefers to use past simple instead of the past perfect continuous. (Touchi, 1986, p.78)

1.7.4.2. Hypercorrection

Teachers always try to correct their students' errors insisting and believing that their correction is more appropriate than the corresponding structure. In this particular issue, L2 learners will produce items incorrectly. According to Touchi (1986, p.78) "Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms". Stenson (1978) calls this type of error "induced errors." For example, the teacher's insistence that Arab ESL learners produce the Phoneme IpI correctly prompts them to always produce IpI where the phoneme Ibl is required. Thus Arab ESL learners say piTd and pattie instead of bird and battle".

1.7.4.3. Overgeneralization

This factor is one of the main reasons that cause errors. Richard (1971) states that "Overgeneralization covers instances where the learner creates deviant structure on the basis of his experience of other structures in the target language." Thus, learners may have the idea that a previous rule in the foreign language which they had already dealt with will be applicable in new contexts. An example of this factor includes the use of suffix (ed) to conjugates irregular verbs in the past tense in very much the same as regular verbs. (As cited in Ellis, 1994, p. 59)

1.7.4.4. Avoidance

Some items are deemed quite complex, detailed, and hard to use. Learners find difficulty to produce them, so they avoid such structures. An example is provided by Ellis “the Japanese learners of English have been found to avoid relative clause because their language do not contain equivalent structures”. (1997, p. 51)

1.7.4.5. Fossilization

Sometimes learners may find a difficulty to get rid of some errors like the(s) of the third person. Ellis, (1997) explains that “not all learners reach the completion stage for every grammatical structure. Many will continue to show non-target language variability in at least some grammatical features”. (p. 29)

1.7.4.6. Ignorance of the rule restriction

Richard (1971) says that in this situation errors are the result of ignorance and failure to observe or acquire the language rules and structure, a failure that leads to incomplete learning. For example “he made me to rest through ex-tension of the pattern found with the majority verbs that take infinitival complements (for example, “he asked/wanted/invited me to”). (As cited in Ellis, 1994, p.59)

1.7.4.7. Incomplete Application of Rules

In this situation, learners fail to apply a specific rule that is needed to produce acceptable and correct utterances. Richard (1971) clearly states that “Under this category we may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances” (p.209). An example provided by Richard 1971) shows that learners of L2 English observed to use declarative word order (for

example, “do you like to sing?) in place of interrogative word order (for example, “do you like to sing?”) (As cited in Ellis 1994, p. 59)

1.7.4.8. False Concepts Hypothesis

This factor refers to the wrong hypothesis that learners formed. Richard (1971) explains that false concepts hypothesis “arise when the learner does not fully comprehend a distinction in the target language-for example the use of was as a marker of past tense in on day it was happened” (as cited in Ellis 1994, p. 59). Thus, learner's errors are due to the wrong knowledge that they formed and create.

1.7.5. Sources of Errors

Brown (2000, p. 223) states that demarking the source of errors is the final stage in the process of error analysis, distinguishing between four sources of error: interlingual transfer, intralingual transfer, context of learning and communication strategies.

1.7.5.1. Interlingual Transfer

Brown (2000, p. 224) points out that interlingual transfer is a big source of errors for all learners especially in the first phases of learning a foreign language before they adjust to the new language. Before that, they depend largely on their mother tongue. For instance, English learners say “sheep” instead of “ship” or “the book of Jack” for “Jack's book;” French learners may say “je sais Jean” for “je connais Jean” and so forth. All these errors arise due to negative interlingual transfer.

The interference of a third language increases the ratio of interlingual transfer especially if the second and the third language are somehow related.

1.7.5.2. Intralingual Transfer

Intralingual transfer takes place within the target language itself. Researchers (Jaszczolt 1995, Tylor 1975) have found that the early stages of language learning are characterized by interlingual transfer, whereas when learners go deeply in the new language intralingual transfer appears in an escalated way.

Some examples of negative intralingual transfer or over generalization are: “does John can sing”, “he goed” and “il a tombé” in French.

Typical English Intralingual Errors in the Use of Articles

Richards (1971, p. 187) lists the following:

“a-before unique nouns” of nationality”	“Sun is very hot” “b-before nouns “Spaniards and Arabs”
“c-before nouns made particular in context”	“she goes to bazaar very day”
“d-before a noun modified by a participle”	“solution given in this article”
“e-before superlatives”	“richest person”
“f-before a noun modified by an of-phrase”	“institute of nuclear physics”

2-THE Used Instead of a

“a-before proper names”	“the Shakespeare, the Sunday”
“b-before abstract nouns”	“the friendship, the nature”
“c-before nouns behaving like abstract nouns”	“after the school”
“d-before plural nouns”	“the complex structures are”
“e-before some”	“the some knowledge”

3-A Used Instead of THE

“a-before superlatives”

“a best boy in the class”

“b-before unique nouns”

“a sun becomes red”

4-A Instead of a

“a-before a plural noun qualified by an adjective” “a holy place, a human beings”

“b-before uncountable nouns”

“a gold, a work”

“c-before an adjective”

“...taken as a definite”

5-Omission of A

“a-before class nouns defined by adjectives”

“he was good boy”

1.7.5.3. Context of Learning

Another major source of errors is the context of learning. “Context” in this case refers to the setting where learning takes place or “the classroom” including the teacher the materials in the case of school learning or the social setting in the case of non-pedagogical second language learning. In the classroom, the teacher or the textbook could push the learner to make errors, something that Richards (1971) called “false concepts”. Learners often make mistakes because of the deceptive explanation of the teacher, false structures or a wrong word in the in the textbook, and through inadequate forms given by the learner.

Some errors in social learning can arise due to certain dialect acquisition. For example, “a Japanese immigrant who lived in Mexican American area of U.S produced a blend of Mexican American English and the standard English to which he was exposed in the university, colored by his Japanese accent.” (Brown, 2000, p. 224, 225)

1.7.5.4. Communication Strategies

According to Brown (2000) communication strategies are related to learning processes. Learners use them to convey their messages; however, these strategies could be a source of errors. For example, an ESL learner said "let us work for the well done of our country." The sentence is incorrect even if it carries a sense of humor (p. 225).

1.7.6. The Place of Error Correction in the Foreign Language Classroom

Pawlak (2014) states that error correction in the foreign language classroom should not be addressed through the (IRF) principle: "initiation, response and feedback". The principle consists in the teacher asking a question, the student giving an answer to this question, then the teacher providing feedback. Wells (1983) says that a great importance should be given to information not to the use of the language. Feedback is largely used in these cases. It is obvious and focuses on the output and could be implied or even delayed waiting for the learner to complete his utterance.

Corrective feedback is also useful in practices to sustain meaningful communication. Recalling the correction until the end of the activity is not a right choice because it creates a sound of confusion in learners.

Error correction is broadly used in written expression in product oriented approaches through using signs or symbols to indicate the wrong forms such as red ink, underlying the wrong words or indications to clarify the type of errors while providing the Wright forms during correction.

In process oriented approaches, correction depends on the involvement of the learner in correction by indicating the source of the error and discussing the mistakes which will help the learner to correct himself. (p. 6, 8)

1.7.7. Error Evaluation

Ellis 1997 states that the main aim of error analysis is to help students in learning a foreign language. Errors do not have the same importance in the process of error analysis because some errors affect the meaning more than others. Thus, teachers will concentrate on those that affect the meaning.

Global errors are a type of errors which completely destroys the meaning if it occurs in a sentence for example Jean says: "the police man was in this corner whistle... ", this sentence is obviously wrong and carries no clear meaning. Local errors affect only a part of the sentence (as a verb) and are less problematic than global errors.

Conclusion

Fear of making errors is a serious problem that hinders students from speaking in the classroom. It makes the learner feel uncomfortable to do his classroom practices or even to speak in front of his teacher and classmates due to an internal feeling of anxiety which appears on the student's face and this of course will decrease his involvement in the course. So, this chapter is an attempt to investigate foreign learners' anxiety. Some definitions are provided and some anxiety-related notions are discussed. The chapter also sheds light on the types of errors committed by learners, explaining their sources, describing them, suggesting ways of correction, and concluding with ways to evaluate them.

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Introduction

Language is a means of communication, which is mainly based on speaking, a productive skill that plays a crucial role in the teaching and learning of a foreign language. For this reason, all the educational systems over the world make speaking part of the classroom courses. So, foreign language learners should give a great importance to practicing speaking and mastering the foreign language which they are immediately studying in order to become truly proficient and fluent speakers enjoying effectiveness and meaningfulness.

This chapter is a general overview on the speaking skill; it sheds light on many points, starting with the definition of speaking. Then, it lists some types of speaking and discusses some reasons that hinder learners from speaking in the classroom and it concludes with a number of strategies that develop learners' communication.

2.1. Definition of Speaking

Speaking is an interactive, cognitive process which means to talk, communicate and converse with others. According to Bailey "Speaking consists of producing systematic verbal utterances to convey meaning" (2007, p. 2). Speaking is the construction of sentences and utterances in a "whole unit" using personal voices using eye contact, body language, variations, pitch change, intonation in order to address particular messages (Harmer, 2001, p. 29). In addition, Chaney defines speaking as "the process of building and sharing meaning through the use of verbal or non verbal symbols in a variety of contexts" (1998, p. 13). Hedge points out that speaking is "a skill by which they [people] are judged while first impressions are being formed" (2000, p. 261). Thus, the speaking skill is the art of communication, which refers to the ability to interact effectively, as it allows the speaker to convey his messages easily. These skills are required for learners to be proficient speakers. Speaking does not only require from speakers to know how to produce correct sentence or specific point of language

such as grammar, pronunciation, or vocabulary, but it also requires to know when, why, how and to whom your speech is addressed in order to achieve the language function.

2.2. The Nature of Speaking and Oral Interaction

Brown and Yule (1983) starts the debates on the nature of speaking by making a distinction between speaking and writing. They said that language teaching is concerned with written language for a long period of time through history. The written language characterized by well structured phrases which are linked together to produce meaningful paragraphs. On the other hand, spoken language is characterized by short utterances characterized by repetition and interference between the speakers and being general in expressing things such as saying 'thing', 'it' and 'this' instead of "the left handed monkey wrench", or "the highly perfumed French poodle on the sofa", It also depends on the non accurate syntax and the use of fillers such as 'well', 'oh', 'uhuh'. In teaching spoken form of language, the teacher must take the following questions into consideration:

-“what is the appropriate of spoken language to teach?”

-“from the point of view of pronunciation, what is a reasonable modal?”

-“how important is pronunciation?”

-“Is it any more important than teaching appropriate handwriting in the foreign language?”

-“If so, why?”

-“From the point of view of the structures taught, is it all right to teach the spoken language as if it were exactly like the written language, but with a few spoken expressions thrown in?”

-“Is it appropriate to teach the same structures to all foreign language students, no matter what their age or their intentions in learning the spoken language?”

-“are those structures which are described in standard grammars the structures which our students should be expected to produce when they speak English?”

-“How is it possible to give students any sort of meaningful practice in producing spoken English?”

Brown and Yule also distinguish between two types of language function: transactional function which deals with the exchange of information and the interactional function which aims to keep social relationships.

Concerning the speaking skill, another distinction could also be made between monologues and dialogues. The former represents individual speaking such as doing an oral presentation whereas the latter is the process of interacting with others. Monologues are considered quite difficult compared with dialogues, working only on practicing short turns will not create a student who is able to produce long parts of speech, and students who couldn't take long turns should be well trained to perform these turns. (As cited in Nunan, 1989, p. 26, 28)

2.3. The Importance of Speaking

Language is a form that distinguishes human beings from other species. Speaking reflects one's thoughts and personality. The importance of speaking is related to other language skills. It provides the learner with the chance to develop and improve their writing skills, become better listeners and extend their knowledge about the language. Speaking activities achieve different aims: learners will enhance their public speaking and become more fluent; they may also learn to inform, request, converse, explain, and discuss.

Richards and Renandya (2002) assert that “a large percentage of the world's language learners study English in order to develop proficiency in speaking” (p. 201), while Baker and Westrup support that “a student who can speak English well may have greater chance for further

education, of finding employment and gaining promotion”(2003, p, 05). Thus, the better the speaker is, the more and better opportunities to get a job he or she will have.

When a president delivers a speech he can motivate, influence the listeners and inspire the audience, when an Imam preaches he helps people to strengthen their faith. Thus, words and letters reflect human uniqueness, which appear through the use of words. Each word has a particular meaning and conveys specific messages to specific people, words always have concepts and function to do for example to transfer a request, apologies and so on.

2.4. Fluency in Speaking

Fluency is the ability to speak a language without hesitation. It is greatly important in the field of language teaching and learning due to its crucial role in enhancing the learner's speaking skills. (Fillmore, 1979) states that “the primary meaning of fluency in linguistics is associated with the temporal aspect of oral language production, referring to a non-hesitant flow of continuous speech with few pauses and interruptions” (As cited in Dornyei, 2009, p. 286). Later on, Fillmore adds three further defining aspects to fluency “the ability to talk in a coherent and reasoned manner, the ability to speak appropriately in different contexts and being creative and imaginative in using language” (As cited in Dornyei, 2009, p. 287).

Hedge (2000) points out that “fluency means responding coherently with the terms of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation”(p.261).

Fluency is being able to speak fast, easily, smoothly and compatibly when interacting with others with fewer mistakes and without any translation.

2.5. Types of Speaking

Brown distinguishes between five types of speaking: imitative, intensive, responsive, interactive and extensive speaking.

2.5.1. Imitative Speaking

Is the ability to imitate linguistic structures such as words, phrases and sentences in which some grammatical, lexical, and prosodic characteristics of language are involved in order to address a message, participate in a social interaction. (Brown, 2004, p.141)

2.5.2. Intensive Speaking

It represents the learner ability to communicate orally in order to show his or her capability in the application of the language rules (grammatical, lexical or morphological rules). In this type the learner should take clear meaning into consideration. (Brown, 2004, p.141)

2.5.3. Responsive Speaking

It refers to the interaction in limited levels as greetings, short conversations, comments...in order to keep the speech "authenticity". For example:

"Mary: excuse me, do you have time?"

"Doug: Yeah, nine-fifteen." (Brown. 2004, p, 141)

2.5.4. Interactive Speaking

According to Brown (2004), it differs from responsive speaking because it is longer and more complicated and it divides into two forms: transactional and interpersonal. The former

aims to exchange specific information whereas the latter is used for maintaining social relationships in social interaction. (p. 141)

2.5.5. Extensive Speaking

It is more formal than other types of speaking. It contains: oral presentations, speeches, storytelling, and so forth. However, there is a little rate of informality as in “my vacation in the mountains, a recipe for outstanding pasta primavera.”(Brown, 2004, p. 141)

2.6. Factors That Hinder Students from Speaking in the Classroom

2.6.1. Fear of Mistakes and Negative Evaluation

According to Waston & Friend (1969, p. 448) this factor can be defined as “apprehension of other's evaluation, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively”. In other words, the stress and the fright that come with the idea what others will think about me and how they are going to judge me. In accordance meaning Macintyre explains that fear of negative evaluation is “the prospect or presence of interpersonal evaluation in real or imagined social setting” (1995, p.93). Fear of negative evaluation may occur or exist in any social situation not just testing cases for example singing in public, acting in theatre, job interview also this factor can be “observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others”(Aydin, 2008, p. 423).

Thus, those “who are highly concerned about the impressions that others form of them tend to behave in ways that minimize the possibility of unfavorable evaluations” (Gregersen & Horwitz, 2002, p. 562). A learner who faces this issue would be always worried about his

performance in oral sessions such as answering teacher questions or talking about personal opinions (Ely, 1986). So, anxiety will increase and his self confidence will decrease.

Fear of making mistakes is another reason that hinders learners from speaking in front of their classmates and teacher. A learner who is unsure that what he will say is true will be scare of making mistakes and being laughed at or being criticized and humiliated by the teacher. Aftat (2008) points out that this fear is related to the issue of negative evaluation. This correlation refers to how a learner thinks how others will judge him/her when speaking, is he/she stupid, silly, weak and so on which results he or she will be afraid to speak to avoid embarrassment.

2.6.2. Shyness

Shyness is a psychological problem that faces foreign language learners when speaking in the class; it characterized by a state of embarrassment and confusion which makes the learner avoids speaking even if he wants to. Izard, (1972) describes shyness as a deep, distinct emotion shows signs of panic and stress on the learner's face. (Henderson, 1992) defines chronic shyness as “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”; in other words fear of negative evaluation is deeply contribute in learners' shyness and confusion.

Furthermore, due to different reasons the rate of shyness is highly increased in learners. These reasons could be either internal (inside) the learner such as low of self-confidence, fear of public speaking, and lack of preparation or external as large classes and the audience critics and evaluation. So, students and teachers must work hand in hand to overcome this problem which hinders learners from speaking in the class and affects their level negatively.

2.6.3. Anxiety

“Psychologists describe anxiety as a state of apprehension a vague fear that is only indirectly associated with an object” (Tanveer, 2007). Thus, anxiety is a matter of a psychological, physical and emotional state that all humans could face. McCroskey states that speaking anxiety is “An individual level of fear or anxiety associated with either real or anticipated communication with another person or persons” (1977, p.438).

“[...] anxiety in itself is neither a simple nor a well understood psychological construct... it is perhaps premature to attempt to relate it to the global and comprehensive task of language acquisition” (Scovel, 1978, p. 132). Anxiety is linked to classroom learning. How? a learner can experience this problem whenever he speaks, presents, takes a role in a play or answers questions given by the teacher. Some symptoms could appear such as nervousness, stress, sweating, fear, shaking, rapid heartbeat and squeaky voice. According to Horwitz, Horwitz & Cope (1986, p. 128) “foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. Language anxiety highlighted as a problem that influence students' performance. Xu and Li (2010) describe language anxiety as “a negative factor resulting in low spirits for the learner” (p. 250).

2.6.4. Lack of Confidence

Generally speaking, self confidence is the feeling of trusting ones owns abilities and believing of success despite of the anticipative obstacles that will stimulate the achievement of the work. Adaliku (2012) defines self-confidence as follow: “self-confidence can be summed up as the belief that persons have in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past” (pp.5.6). Thus, the learner must believe in his or her abilities even though his or her past experiences in order to achieve

his or her ultimate goal which is success. Burton and plattes(2006) point out that “confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others”. It means that the learner should be a risk taker and participates in any activity even it seems hard or very difficult to tackle. So, lack of self confidence must be the feeling not to trust one's owns abilities and the inability to accomplish risk tasks. In accordance meaning, lack of self confidence is one of the most factors that affect human dreams, goals and make a person always afraid from future and hesitate before doing anything. Wright (2009, p. 24) mentions some characteristics of students with low self-confidence which are:

- a. “They are fearful of change”: they are worried and fear about what can happen in the future and expect only bad things.
- b. “They are pessimistic and tend to see the glass as half empty”: it means that they concentrate only on the black side of life and expect that only bad things will happen.
- c. “They have difficulty communicating what they really want from life”: they have no clear idea about their goals or objectives in life. Everything is difficult and hard to achieve.
- d. “They want to please others more than be true to themselves”: they have negative attitudes about their abilities and avoid risk taking.
- e. “They are insecure and are drawn to others who also see themselves as victims”: it means that they engage in “destructive and toxic relationships” which decrease their self value.

2.6.5. Lack of Vocabulary

Having a wealthy store of vocabulary plays an important role for EFL learners to be more fluent and to have more access to language terms, words and expressions. It builds language however, learners with limited vocabulary will have problem to put “the receptive

vocabulary knowledge into productive use” (Nation, 2001, p. 129). The learner who does not have an amount of stored vocabulary in his or her memory will not be able to speak, express his thoughts and even enhance his speaking skills inside the classroom.

2.6.6. Communication Apprehension

At the inception of the concept of Communication Apprehension, is considering as one of the main reasons that affect on learner's achievement in oral performance. According to Horwitz, Horwitz, and Cope (1986) state that communicative apprehension is “a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood” (pp. 127, 128). In accordance meaning, McCroskey defines this term as “individual level of fear or anxiety associated with either real or anticipated communication with another person or persons” (1977. pp, 78. 96). Likewise, this term is linked to learners' fear, shyness and the way student sees him or herself. Generally speaking, learners who have the willingness to speak and participate in oral sessions but they find difficulty in translating their ideas, in such case

The learner's behavior will change inside classroom being quiet most of the time. Friedman describes that “when the ability and desire to participate in discussion are present, but the process of verbalizing is inhibited, shyness or reticence is occurring. The degree of shyness, or range of situations that it affects, varies greatly from individual to individual.” (1980).

2.7. Learner's Strategies of Communication

Bygate (1987) states that studies of learners communication strategies deal with communication problems that face learners when speaking. Farch and Kasper (1983) points out that communication strategy include: "achievement strategies which in turn divided into

Guessing strategies, Paraphrase strategies, Co-operative strategies and Reduction strategies" (As cited in Bygate 1987).

Both achievement strategies and reduction strategies are used to solve obstacles that arise during learners' expression. When the speaker feels that his/her interlocutor does not get the idea, he tries to find alternative expressions to make the meaning clearer through the application of communication strategies.

7.2.1. Achievement Strategies

As we have already mentioned it includes: guessing strategies, paraphrasing strategies and co-operative strategies that the learner could use.

Firstly, according to Smith (1978) there are various types of guessing strategies that the learner could use:

- a.** The learner can "foreignize" a mother tongue word or pronouncing it like it belongs to the target language.
- b.** The learner might bring a word his native language (without changing it) wishing that his interlocutor will understand it. For example, English man saying: "ilya deux candles sur la cheminée" (from Bailystok 1983).
- c.** Or, the learner can provide a literal translation of his mother tongue word (a French man may say "crescent" instead of "croissant" and feel to be understood.
- d.** Another guessing strategy is to create a target language word depending on the learner' knowledge of the language hoping that the interlocutor will get the idea. For instance, "an English speaker might produce the verb flipper which can used to mean go insane". (As cited in Bygate 1987)

There is another type of achievement strategies which is paraphrase strategies. They basically depend on finding equivalents to the words or the expressions the speaker needs through giving synonyms or more general words which might call lexical substitution strategy or by explaining the ambiguous words which in turn might call circumlocution.

A third type of achievement strategies is co-operative strategies. These strategies are used when the speaker needs help: for example, by translation to his native language, by gestures or through miming.

2.7.2. Reduction Strategies

They refer to the avoidance of some problems or troubles that may face the learner when speaking. For instance, avoiding problematic sound sequences such as “tr” and “th” in

English. Moreover the learner might avoid some difficult structures, such irregular verbs in the past or conditional phrases.

Finally, when the learner wants to express an idea but he feels that he can't due to a lack of vocabulary thus, he should change the topic or keep silent. But, it is better to find some way to address the message in order to keep it manageable.

2.8. Learners and Teachers Classroom Interaction

Learning a FL is quite important for learners to be able to speak and communicate with others successfully. Students may interact with each other and their teachers in order to exchange information and acquire the foreign language. Interacting with classmates about the content of the course considers as a helpful way to reinforce what they have and provide opportunity to correct each other errors and construct their knowledge. The teacher is a guide and a model for his students. To achieve the learning process the instructor is required to provide encouragement, choose enjoyable and adequate activities

such as storytelling, role-plays, discussion topics that relate to learners real life and avoid boring practices and give learners the chance to express, speak, and present in oral session to improve their language acquisition without criticizing them. Bailey divides learners into “beginners, intermediate, and advanced levels” and suggests three principles for teaching and assessing speaking. Teachers of the first level should use the following principles which are “provide something for learners to talk about, create opportunities for students to interact by group work or pair work and manipulate physical arrangements to promote speaking practice” (pp. 36, 38, 39). For intermediate learners, “plan speaking tasks that involve negotiation for meaning, design both transactional and interpersonal speaking activities and personalize content of speaking whenever possible” (pp. 96, 97). For the latter level the suggested principles are “help learners to combine fluency and accuracy, encourage learners to take reasonable risks in English and provide opportunities to notice the gap” (pp. 124, 125, 126).

2.9. Tasks for Enhancing the Speaking Skill

Speaking skill is important part of the curriculum and considers one of productive skill that EFL learners want to master in order to be proficient in the future. Teachers will try to choose the most appropriate practice that help learners in their learning process and give them more opportunity to speak in order to develop and enhance their acquisition. EFL teachers should create a classroom environment where student are able to speak by using Communicative tasks that serve learners need and should be interesting and meaningful to promote oral language .there are a variety types of these activities, the preferable one's are:

2.9.1. Information Gap Activity

This activity requires from learners to work in pairs and use target vocabulary to share the information. The first student will have the information while the other partner does not have, later on they will share it. Thronbury emphasizes clearly that “there is a knowledge gap,

therefore, between them, and this can only be bridged by using language. So, in order to achieve the task outcome, the interactants have to communicate" (2005, p. 80). "Information gap activity can in fact, act as a nucleus around which a range of other task and exercise types can be constructed" (Nunan, 1989, p. 122). This kind of tasks is "focused on extracting, recording, and sharing information in various class grouping" (Nunan, 1989, pp. 122. 123).

Information gap activity that contains more details and more than two participants is called "jigsaw activity" (Thornbury, 2005, p. 80). It involves the learners to work in groups in order to solve the task. These activities are effective because all learners will have the chance to speak extensively in the target language.

2.9.2. Information-Gap Race

Thornbury states that "the teacher pre-teaches or revises nouns relating to geometrical shapes, such as line, square, circle, triangle and rectangle, as well as prepositional phrases such as on the left..., on the right..., above..., below..., outside..., inside..., so that learners can describe a design"(2005, p. 82).

2.9.3. Surveys

This task requires more speaking because learners carry out a survey of their class on a topic that their teacher has already chosen or they have in their schoolbook. Thornbury explains this type of tasks in the following example "the learners may be asked to prove or disprove the claim that men take after their fathers and women take after their mothers. The idea is the learners prepare-in pairs or small group-survey-type question, such as Is (or was) your father interested in football? Are you? etc, and then mill around, asking the question, noting the answers, before returning to their original group to collect the result. A spoken person from each group then reports the group's finding to the class, whereupon the class decides, as a group, whether the claim is justified or not" (2005, p. 83).

2.9.4. Role Play

According to Qing a “role play is defined as the projection in real life situations with social activities” (2011, p.37). In addition, Livingstone (1985) claims that role play is “a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom” (p. 6).

This kind of activities should “include situations that learners are likely to encounter when using English in the real world can be simulated, and a greater range of registers can be normally available in classroom talk”(Thronbury,2005, 96). This type of activity requires from learners to pretend a particular role or interpret a character given by the teacher. After that, they follow the instruction, revise and play their roles. “The role of the teacher in the role play activity is only to control the learner's work by giving them information and directions such as who they are and what they think or feel” (Harmer, 2001, p. 275), which means that teacher role is simple what give the learners opportunity to express themselves freely.

2.9.5. Presentation and Talks

According to Thronbury “whether or not learners, will have to give presentations or talk in ‘real life’, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real life speaking. This is especially the case if they have to respond to questions from the floor” (2005, p. 94). Chivers and Shoolbred state that “doing presentation is very good learning experience” (2007, p. 5). Thus, students who present in front of their classmates and teacher will provide chance for to prepare themselves for future, this type of activity is give learners equal chances to speak, help shy students to overcome their fear and raise their self confidence.

2.10. Criteria for Speaking Tasks

In order to raise speaking opportunities in classroom and make learners participate more to learn and avoid errors, Thronbury sets some conditions that teachers should follow during a class session:

2.10.1. Productivity

Tasks that teacher use in the classroom should focus on language production, verbalization in order to give the learner chance to speak and use language for example using information gap activity will create more opportunities for learners to exchange “isolated words” and extend their knowledge about language forms and structures (Thronbury, 2005, p. 90).

2.10.2. Purposefulness

The production of language will increase inside the classroom only if the aim of using the language is clear and learners have the desire to master the language. “Often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose” (Thronbury, 2005, p. 90). For example, making a speech and discussing a particular topic relates to real life situations, what will encourage learners to interact with each other, express their opinions and raise their critical thinking.

2.10.3. Interactivity

Clearly, activities should be the kind that needs from learners to interact and exchange information; learners should take into consideration the effects of their speech on people who listen to them in order to prepare them for future interaction outside the classroom. (Thronbury, 2005, p. 91)

2.10.4. Challenge

The given activities should concentrate on developing learners' level by using all kinds of communicative tasks to achieve learning aims also "this will help them experience the sense of achievement, even excitement, that is part of autonomous language use, of course, if the degree of challenge is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their L1."(Thronbury, 2005, p. 91)

2.10.5. Safety

Thronbury emphasizes that "while learners should be challenged, they also need to feel confident that, when meeting those challenges and attempting autonomous language use, they can do so without too much risk." (2005. P, 91)

Learners should challenge themselves and believe in their abilities; also classroom atmosphere should be comfortable and teacher should control the learning process and does not make critics or judge on his or her students' errors.

2.10.6. Authenticity

Speaking activities should be appropriate and linked to real life situations, in contrary; if this tasks are not relate to real life will result: low performance and learners will not be able to produce the language successfully, and face difficulties in the future. "Many classroom activities such as drills and language games-can be justified on the ground that they serve the need of awareness-raising or of appropriation. But, in order to become autonomous, learners will need to experience the quality of communication in the classroom that is essentially the same as communication outside the classroom" (Thronbury, 2005, p. 91). Obviously interaction is important for learners to enhance their level and select tasks that must be related to their experience and choose interesting activities make them speak and respect their needs.

Conclusion

To conclude, this chapter reviews the importance of the speaking skill for learners in order to be truly fluent speakers who share thoughts, opinions, and ideas and master the language. It also sheds light on some factors that hinder students from speaking in the classroom and prevent them from developing their communicative skills and as a solution to these problems some strategies of communication are given, also some speaking tasks can be used in class, and criteria that organize this activities and make this later useful. Teachers can help learners to improve their speaking and overall oral competency.

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Introduction

This chapter is the field work of our research it is devoted to the explanation and the analysis of the data which is collected through two main research tools which are: the students questionnaire and interview in order to achieve our objectives and to test the validation of our hypothesis which assure that the more students of third year of Mohammed Seddik Ben Yahia University have the feeling of fear of making errors the less they could perform effectively

3.1. Research Design and Methodology

The present study aims at exploring the impact of fear of making errors on EFL learners' oral performance. Hence, the choice of the used methodologies is related to the aims of the current research. To support our hypothesis we use a combination between a quantitative and qualitative research methods, consisting of a semi structured questionnaire and interview.

The use of the above data-gathering techniques is designed to achieve a valid understanding and description of the effect of fear of making errors on EFL learners' oral performance.

3.2. Students' Interview

3.2.1. Description of the Interview

This interview consists of 11 questions devoted to 08 third year students of at Mohammed Seddik Ben Yahia University of Jijel it divided into two main parts, the first 07 questions are designed to show the importance of the speaking skill and the last 04 questions are devoted to elicit students opinions about the idea of fear of making errors.

3.2.2. Participants

This interview is administered to 08 third year students of Mohammed Seddik Ben Yahia University students, they are selected randomly, answer all the 11 questions orally and we tape them.

3.2.3. Discussion of data

Question 01: was it your choice to study English?

Student 01:

“yes, it was my first choice because I simply like English since my child hood and also it was due to my teacher in high school, I really inspired by her.”

Student02:

“It was my choice because I like English since I was in a very young age.”

Student 03:

“Yes it was my first choice.”

Student 04:

“No, because my father obliged me to study English when I get my Bacculaureate degree.”

Student 05:

“Yes, it was my choice to study English.”

Student 06:

“Yes, it was.”

Student 07:

“Yes, it was my choice.”

Student 08:

“Yes.”

Most of the students report that studying English is their first choice for example student 03 says "yes it was my first choice" and the main reason that push them to study English is that they like English so much. However, only one student reports that English is not her own choice because her father obliges her to study English she says "no, because my father pushed me to study English when I get my Bacculaureate degree".

Question 02: do you feel motivated to study English?

Student 01:

"I feel highly motivated because I like it."

Student 02:

"Yes, since I talk a lot and I don't have the opportunity to talk to my friends outside because they don't give any importance to practicing speaking."

Student 03:

"Not anymore because a get board I didn't find English interesting as I was imagining."

Student 04:

"A little bit, not too much."

Student 05:

"I'm the entire time feel motivated to study English whether in the classroom, with my friends or even at home."

Student 06:

"Sometimes"

Student 07:

"Somehow"

Student 08:

"Yes, I feel motivated because it was my first choice since secondary school."

The students answers varies between those who feel motivated to study English and these who don't, one of them says "highly motivated because I like it", these students who feel motivated to study English declare that this feeling of motivation is due to their likeness to English but, the others don't feel motivated to study English a student says "not any more, I get board, it is not that interesting as I was imagining."

Question 03: Do you like the oral expression session?

Student 01:

"Yes, since we can express our thoughts and our selves freely."

Student 02:

"Yes."

Student 03:

"Somehow."

Student 04:

"It depends on the topic we deal with".

Student 05:

"uum, not too much".

Student 06:

"I like it".

Student 07:

"Yes, I do"

Student 08:

"Yes."

Some students like the oral session whereas others do not.

Question 04: in your opinion how much is it important compared with the grammar or the writing sessions for example?

Student 01:

“The oral session is more important than the other sessions because you can't say that you know a language without having the ability to of communicating with it, otherwise there is no purpose of studying it.”

Student 02:

“As a basis grammar is important but since I have the basis I see that the oral session is more important than the other sessions.”

Student03:

“Yes, I think it is much more important because for example when a baby begins to acquire his first language he listens to his parents and speaks with them, so, the way how someone talks is more important than grammar and writing”

Student04:

“Of course, the oral session is much more important than the grammar or the writing sessions because you have to communicate to defeat your shyness.”

Student 05:

“I think that grammar, writing and oral expression have equal importance but we should give more importance to oral expression to develop our communicative skills.”

Student06:

“Oral expression is my favorite one because I feel free to express myself, to show my improvement and to share ideas with my classmates.”

Student 07:

“For me it is more important it increases the learner speaking skill”

Student08:

“Oral expression is much more important than grammar and writing sessions because it is the only space where students are able to express their thoughts and ideas in public”.

All students agree that the oral session is more important than the other sessions and each one of them explains why he sees that. A student suggests that controlling the communicative skill is very important to say that someone masters a language; she reports "...you can't say that you know language without having the ability to communicate with it". Another student claims "...when a baby starts acquiring his first language he begins with listening to his parents and repeat with them..." She means that communication is the first step in acquiring language and through it every one will master a specific language. Another student argues that oral sessions has a great important than the other sessions because they see it as a space to communicate freely among each other, share thoughts and ideas, discuss different topics and express various points of view.

Question 05: How does the oral expression session improve the learner speaking skill?

Student 01:

"May be because of our teacher who makes us motivated and when we do mistakes she corrects us without humiliation".

Student 02:

"Basically when you listen to someone you will be able to repay and this will give you more ideas, for example when I have presentation, students ask me and I repay without fear".

Student 03:

"It gives the learner a space to learn, to search, to improve his accent, to express his thoughts and feelings and to practice the language".

Student 04:

"When comparing myself with the previous years I feel that I improve my level and of course this is due to practicing English in the oral session".

Student 05:

“They will be able to produce many utterances, construct well sentences and they will be able to communicate with others”.

Student 06:

“It helps the student to improve his communicative skill”.

Student 07:

“It gives students confidence to express their selves and increase their speaking skill”.

Student 08:

“It helps the student to describe their speaking errors and draw them to become fluent speakers.”

Students give different viewpoints; one of them sees that her development is due to her teacher who use various strategies in order to help them to improve their level she says “...may be because of our teacher...”, another one suggests that during the oral session students do different tasks like presentation and through it they will improve their speaking skill, build their self confidence decrease their errors and become fluent speakers.

Question 06: how do you feel when you asked to speak in front of your classmates?

Student 01:

“It depends on the type of the question if it is very difficult or complicated I hesitate but if the question is quite simple I don't”.

Student 02:

“Sometimes I avoid speaking because I feel afraid to make an error and being criticized by the teacher”.

Student 03:

“Sometimes I feel shy”.

Student 04:

“It depends on the question, if I feel that I have the right answer I will speak but if not I don't”.

Student 05:

“I used to feel a bit anxious but now I feel better than before”.

Student 06:

“Sometimes I feel shy especially when I speak in place where there a great number of people”.

Student 07:

“Actually, I most of the time feel fear and shy to speak in front of my classmates”.

Student 08:

“I feel a lot of pressure and stress”.

The first student reports that his reaction when he asked to speak in the classroom depends on the difficulty of the question, if he finds it somehow difficult or complicated he hesitates and feel stressed but if the question is quite simple he speaks freely without hesitation, other students avoids speaking because of fear of falling in errors and being criticized by the teacher, the rest of the students feel shy and avoid speaking.

Question 07: in your opinion what are the main reasons that hinders students from speaking in the classroom.

Student 01:

“It could be low self confidence, low self esteem and shyness.”

Student 02:

“Spelling error, grammar error and vocabulary error”.

Student 03:

“It could be because of shyness”.

Student 04:

“May be they feel shy, they don't have the answer or they study English just for pleasure”.

Student 05:

“I guess students who cannot speak in the classroom feel shy or they or they see their teachers quite strict”.

Student 06:

“They are always shyness and fear of others to be laughed at”.

Student 07:

“Fear of making errors or may be because of the personality of the teacher”.

Student 08:

“May be the judgment of others”.

Students see that there are many factors that hinder students from speaking in the classroom. A student reports “low self esteem, low self confidence and shyness”.

He sees that these psychological problems affect the student negatively and prevent him from speaking in the classroom. Another one declares that fear of falling in different types of errors makes students keep silent in order to avoid unwished feedback, the personality of the teacher(strict teachers) and shyness are also other factors suggested by students.

Question 08: does your teacher follows specific techniques to make you involved in the course?

Student 01:

“We do plays, communicative games which are very motivated and funny at the same time”.

Student 02:

“We do debates and plays”

Student 03:

“This year we don't study oral expression but last year I didn't feel like he is following a specific method he chooses topics randomly”.

Student 04:

“In the last year yes we follow some techniques, but this year no. Last year we do games; we watch videos and do presentations”.

Student 05:

“In the last year the teacher was very motivated, she followed a variety of techniques to make us involved in the course such as videos, games and plays but now we don't study at all the teacher is absent all the time”.

Student 06:

“It depends from teacher to another, our teacher gives us plays which we prepare a week before then we perform them in front of our teacher and classmates”.

Student 07:

“Yes, he gives us a chance to speak, asks us to prepare plays and perform them and give us time to discuss our ideas”.

Student 08:

“Yes, in the course he asks us one by one and gives us time to discuss our ideas and tries to create a cool atmosphere in which all the class can participate”.

Students report that some teachers follow different techniques to create a cool atmosphere of involvement inside the classroom. Some teachers depend on plays and games which make the learner feel active and push them to invent. Others give their students and open the space for discussion and sharing ideas and thoughts. However, there are some

indifferent teachers who are almost the time absent and when they come they depend on very simple meaningless exercises chosen randomly which have no relation with the development of the learners speaking skill.

Question 09: How should the teacher react when his students make errors?

Student 01:

“The teacher should be more comprehensive and treat the student politely”.

Student 02:

“No one has the right to criticize others because they do mistakes”.

Student 03:

“It is better to correct students because if not students would never learn and no one is perfect in this life”.

Student 04:

“Nobody is perfect and we have to learn from our mistakes so, in my opinion the teacher should corrects students' errors without interruption”.

Student 05:

“Of course the teacher should correct students errors in a way which he does not hurt their feelings”.

Student 06:

“For me, the teacher should correct students' errors in a way not to make it noticeable, for example when I make a spelling error he spells it in a Wright way without stopping me and telling me that I'm wrong”.

Student 07:

“He must correct them in a polite way.”

Student 08:

“I think that the teacher should avoid embarrassing the students and correct their mistakes without any kind of insult.”

Students agree that teachers' feedback is very important, they give clearly related view points about the topic; a student asserts that the teacher should understand the source of his students' errors and reacts to them without humiliation, another student acknowledges that the teacher do not have the right to criticize his students when they do mistakes, similarly others see that that teacher should accepts his students errors and work on finding smart techniques of correction in which he keeps the students dignity in order to decrease their fear of making errors and consolidate their self confidence.

Question 10: do you avoid speaking in the classroom because you are afraid that your teacher will correct each error you make?

Student 01:

“If my teacher is this kind of teacher he will affect me negatively and I will avoid speaking”.

Student 02:

“Actually, in my case yes because this will interrupt me”.

Student 03:

“Yes, because this will create a feeling of hesitation inside me”.

Student 04:

“Of course yes, because I don't like to be criticized in front of people”.

Student 05:

“Uuum, yes I don't like to be embarrassed each time I make an error”.

Student 06:

“No, I usually correct the teacher errors”.

Student 07:

“sometimes”.

Student 08:

“In my opinion students should take risks and be patient to learn, but also the teacher should avoid concentrating on each error a student makes because this will discourage them and make them always saying how if my answer is wrong and of course this will push them to keep silent rather speaking”.

Approximately all students are against correcting each error is done by them a student reports “actually in my case yes because this will interrupt me” so, he thinks that intensive correction is a source of stress and interruption similarly, another student claims that the student should be patient in order to achieve his goals, and the teacher have also to be intelligent enough to correct his students without embarrassing them contrarily, an over confident student utters that he has no problem with teacher correction and he used to correct the teacher.

Question 11: do you give a great importance to practicing speaking?

Student 01:

“Yes, because when you practice a language you could make errors and the teacher corrects you or you will correct yourself so, you will automatically improve your communication”.

Student 02:

“Sometimes, not all the time”.

Student 03:

“rarely”.

Student 04:

“No, at all because it was not my choice”.

Student 05:

“Of course I'm all the time speaking English”.

Student 06:

“Actually I don't practice English all the time just in few occasions”.

Student 07:

“Few times”.

Student 08:

“Of course, because speaking is the real implication of grammar and writing”.

Students' answers show that the majority of them do not give a great importance to practicing speaking, one of them claims “not all the time”, but only two of them because they see that practicing speaking is the real implication of grammar and writing.

3.2.4. The results

Depending on students' answers we concluded that:

-English is students' first choice.

-Students are not highly motivated to study English.

-Fear of making errors, lack of self confidence, low self esteem, shyness, lack of vocabulary, fear of negative evaluation are all factors that hinder students from speaking in the classroom and most of them affirm that they avoid speaking due these factors.

-Intensive error correction is unacceptable by students because it push them to avoid speaking; also they are strongly against teacher humiliation when they make errors.

-Students do not give a great importance to practicing speaking.

3.3 Students Questionnaire

3.3.1. Participants

Participants describe the persons involved in the study. The population of the study are third year LMD students at the Department of English at Jijel university during the academic year 2017-2018. The 50 subjects who are chosen to fill in the questionnaire are selected randomly from a total number of 286 students. Participants' age varies between 20 to 26 years old but the majority of them are between 21 to 23 years old. The selection of such population is based on the consideration that third year LMD students are in an advanced level. So, they have already gained certain knowledge about EFL and how fear of making errors affect their oral performance and hinder them from speaking performance.

3.3.2. Description of the questionnaire

The sixteen items included in the questionnaire are divided into three sections. The questions are varied, they are either open ended questions, closed questions or questions requiring from students to cross the appropriate answer among a number of choices, or questions that require from learners to express their personal point view and justify the chosen answers. The first section concentrates on students' personal information the first and second question represent learner's gender and age. The next statements are related to their previous years of studying English; learners' English level and their particular point view about speaking English. The second section includes three statements concentrates on students' view about oral presentations and speaking inside classroom and learner or teacher centered. The last section involves eight statements which concern with student's opinions about the reasons that hinder them from speaking in the classroom and their attitudes when they are asked to speak in the session with or without preparation. The question number fifteen is concerned with student reaction to their teacher correction of their errors and justifies their

answers while the question number sixteen, the respondents need to select yes or no and justify whatever answer they choose.

3.3.3. Analysis of the Result

Section One: Background Information

Q 01: Gender

Table 1: Students' Gender

Gender	Male	Female	Total
Subjects	13	37	50
%	26%	74%	100%

Concerning gender, most of the respondents are females; there are thirty seven females (74%), and only thirteen (26%) males. There is a great difference between the number of girls and boys. However, this does not affect our study.

Q 02: Age

Table 2: Students' Age

Age	20	21	22	23	24	25	Total
Subjects	3	18	17	5	3	4	50
	6%	36%	34%	10%	6%	8%	100%

Table 2, indicates that three student(6%) age is 20 years old, eighteen participants represent (36%) their age is 21 year old, seventeen participant(34%) is 22 years old, five

students represent (10%) their age is 23, three respondents with (6%) age is 24 and finally four students age is 25. Thus, the chosen population is broad and with different ages and levels.

Q 03: How long have you been studying English?

Table 3: Students' Period of Studying English

Years of studying English	05-10 Years	10-15 Years	Total
Subjects	38	12	50
%	76%	24%	100%

The table above shows that (76%) participants study English for five to ten years and (24%) student study English for almost ten to fifteen years.

Question 04: How would you describe your level of English?

Table 4: Student's Level of English

Level	Excellent	Very good	Good	Bad	Total
Subjects	4	3	42	1	50
%	8%	6%	84%	2%	100%

Table 4 displays that the majority of third year students (84%) consider that their level in English is good. Four participants (8%) choose excellent. Besides, three participants

represent (6 %) from the whole population consider their level as very good. Only one respondent with (2%) states that her or his level is bad.

Q 05: How do you find speaking English?

Table 5: Students' Attitude toward Speaking English

Opinions about speaking English subjects	Very difficult	Difficult	Easy	Very easy	Total
0	23	20	7		
50%	0%	46%	40%	14%	100%

The findings in Table 5 shows that students' responses reveal that (0%) consider speaking English is very difficult. similarly, twenty three students represent (46%) from the population consider it a difficult task. In contrast, twenty students (40%) consider it an easy and seven respondents (14%) consider it very easy.

Section Two: Speaking

Q 06: What do you think about oral presentation?

Table 6: Students' Opinions about Oral Presentation

Student's opinions about oral presentation	Interesting	Helpful	Frightening	Indifferent	Total
Subjects	34	12	03	01	50

%	68%	24%	06%	02%	100%
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The findings in Table 6 show that thirty four students represent (68%) from the sample consider oral presentation interesting, twelve participants represent (24%) of the population find it helpful for them while three participants (06%) consider it frightening. Only one respondent (2%) is indifferent about oral presentation.

Q 07: Do you speak English with your classmates and teacher inside the classroom?

Table 7: Students' Practicing of English with their Classmates and Teacher inside the Classroom.

Students	Always	Sometimes	Rarely	Never	Total
speaking English with their classmates and teacher inside the classroom					
Subjects	13	27	9	1	50
%	26%	54%	18%	2%	100%

The results in the table above indicate that the majority of students (54%) say that sometimes they speak with their classmates and teacher inside the classroom, whereas thirteen participants represent (26%) are always speaking inside the classroom. Then nine (18%)

students rarely speak in the classroom and only one respondent with (2%) says that he never speaks.

Q 08: Who does most of the talking during the oral expression session?

Table 8: Most of the Talking during the Oral Expression Session

Most of the talking during the oral expression session	The teacher	The student	Total
Subjects	25	25	50
%	50%	50%	100%

Students responses in Table 8 reveal that half of the students (50%) answer that most of the talking during the oral session expression session is done by the teacher while the other half (50%) answer that students do most of the talking.

Section Three: Fear of Making Errors

Q 09: How do you feel when you are asked to speak in the oral expression session?

Table 9: Students Feelings toward Speaking in the Oral Expression Session

Students feeling toward speaking in the oral	Very comfortable	Moderately comfortable	Neither comfortable nor anxious	Moderately anxious	Very anxious	Total

expression						
session						
Subjects	10	9	15	11	5	50
%	20%	18%	30%	22%	10%	100%

According to the exposed results in the table above, ten students represent (20%) from the population are very comfortable when they are asked to speak in the oral expression session, nine students (18%) declare that they feel moderately comfortable while fifteen respondents represent (30%) feel neither comfortable nor anxious followed by eleven participant go with the fourth option (moderately anxious) and the rest represent (10%) are very anxious to speak in the oral session.

Q 10: What do you think are the main reasons that hinder you from speaking in the oral expression session?

Table 10: The Reasons that Hinder Students from Speaking in the Oral Expression Session

The	Shyness	Lack	of	Negative	Anxiety	Other	Total
reasons		self		feed back		reasons	
that		confidence					
hinder							
student							
from							
speaking							
in the oral							

expression						
session						
Subjects	09	12	07	16	06	50
%	18%	24%	14%	32%	30%	100%

From the above results in table 10, the majority of participants sixteen (32%) show a clear tendency toward anxiety, twelve people represent (24%) from the sample select lack of self confidence, (18%) choose shyness and seven students represent (14%) opt negative feedback while six participants represent (12%) mention other reasons as fear of making errors lack of vocabulary, lack of knowledge, and one student says he or she does not like the module.

Q 11: I feel anxious when I asked to speak in the class?

Table 11: Students' Anxiety when they are Asked to Speak in the Classroom

Students'	Strongly	Agree	Neither	disagree	Strongly	Total
feeling	agree		agree		disagree	
of			nor			
anxious			disagree			
when						
they						
asked to						
speak in						
the class						
Subjects	8	21	10	8	3	50

% 16% 42% 20% 16% 6% 100%

Table 11 illustrates that (16%) of the participant’s are strongly agree that they feel anxious to speak in the classroom. Twenty one students represent (42%) of the sample agree with the statement. Beside ten (20%) are neutral to the statement and eight respondents with (16%) say that they disagree and three participants (6%) from the population are strongly disagree with the statement.

Q 12: I start to panic when I have to speak without preparation.

Table 12: Students' Panic when Speaking without Preparation

Students' feeling of panic when speaking without preparation	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
Subjects	13	16	13	6	2	50
%	26%	32%	26%	12%	4%	100%

Results in table 12 indicate that thirteen participants are strongly agree with the state of feeling panic when they speak without preparation. Similarly, (32%) students agree with the statement. Those who are neither agree nor disagree represent (26%) from the population. Six students with (12%) disagree and the rest (4%) are strongly disagree with the given statement.

Q 13: Even if I am well prepared, I feel afraid to speak?**Table 13: Students' Feeling of Fear when Speaking even Well Preparation**

Students' feeling	Yes	Sometimes	No	Total
of fear to speak even they well prepared				
Subjects	20	17	13	50
%	40%	34%	26%	100%

Table 13 illustrates that (40%) of student's answers are yes and (34%) from the respondents say sometimes they feel fear even they are well prepared. However, (26%) say no.

Q14: How often does your teacher of oral expression interrupt you to correct your speaking errors?**Table: 14 Teacher's Interruption to Correct Students speaking Errors**

How often	Very often	Sometimes	Never	Total
does your teacher of oral expression interrupt you to correct your speaking errors				
Subjects	6	36	8	50
%	12%	72%	16%	100%

The results in the table above show that six students represent (12%) from the sample declare that their teacher of oral expression interrupts them to correct their speaking errors very often. Beside thirty six participant represent (72%) from the population answer with sometimes and eight (16%) declare that their teacher never interrupt them.

Q 15: How do you react to this correction?

Table 15: Students' Reaction to Teachers Correction

Students reaction to this correction	Like it	Do not like it	Total
Subjects	21	29	50
%	42%	58%	100%

It is noticeable from the table 15 that (42%) students like when their teacher interrupt them and correct their mistakes, (58%) participants do not like it. The main reasons that mentioned by those who have positive reaction to the correction are to learn from their mistakes and learn how to pronounce words correctly while those who have negative reaction is because of their feeling of shyness, embarrassment, and their low of self confidence.

Q 16: Does error correction discourage you from speaking in the oral expression session?

Table 16: Students' View towards Error Correction

students' view whether correction discourage them from speaking in the oral expression	Yes	No	Total

session			
Subjects	30	20	50
%	60%	40%	100%

According to the results exposed in the table above, thirty participants represent (60%) from the population answer with yes. In contrast twenty respondents (40%) answer with no. Thus, the results are close and error correction should be at the end of the session. Students who answer with yes mention some reasons as they will start to think that everything that they say is wrong and they will not sure about their language and feel particular emotions such as fear, shyness, stress, anxiety and low self confidence .In contrast, students who choose the second option is due to considering teacher interruption for their benefits in order to avoid such kind of error in the future and motivate them.

3.3.4 Results discussion:

The collected data are from third year participants who study English for more than ten years. The analysis of the questionnaire, gives a clear idea about learners consideration about their level and their speaking skill inside the classroom especially during the oral expression session because it is the space where learners are obliged to speak and express themselves. The answers in the first section show that most of them consider their level is good. However; they find speaking English somehow difficult and a hard skill to master while the second section is related to learners' consideration about their oral presentation in which most see the latter more interesting and most of the talking in the oral expression session is done equally by both the teacher and the learners. The findings in section three reveal that students who are neither comfortable nor anxious take the higher score while anxiety was the most frequent reason that participants go with as the main factor that hinder them from speaking in the oral expression session. There is a negative correlation between teacher interruption to correct

learners' errors and their oral performance in the classroom, most of them assure that they do not like it and when the teacher interrupt them intensively to correct their errors this discourage them, embarrass them, confuse them and decrease their self confidence later on, they will underestimate their abilities. This indicates that the correlation between the two variables is strongly negative and this support our hypothesis.

Conclusion

This chapter presents the analysis and the interpretation of the data gathered with third year LMD English students at the University of Jijel with regard to the theoretical part and the review of literature which presented in the first and second chapter. Through the collected data consisting of a semi structured questionnaire and interview, We try to answer the research questions and confirm the hypotheses by correlating the results in the given questionnaire and the interview which try to measure students' fear and anxiety inside classroom and how they react to teacher correction. The results were analyzed carefully, interpreted and represented. We find out that learners have the willingness to enhance their speaking skill and master the language also they find oral presentation interesting and helpful. However, they find difficulty in showing their oral abilities due to the different factors which we have already mentioned in the analysis of the data.

General Conclusion

The present study aims to investigate the impact of fear of making errors on students' oral performance; it mainly aims to find out reasons that prevent third year students of the University of Mohammed Seddik Ben Yahia in Jijel from speaking and how they can overcome the problem of fear of making errors. The hypothesis of this thesis is that the more students of third year have the feeling of fear of making errors the less they could perform effectively, two research tools are used in this study: students questionnaire and interview in order to prove our thesis.

The present research is divided into three main chapters; two theoretical chapters and a practical one, the first chapter is a general overview on anxiety and fear of making errors on students' oral performance, it gives definitions and some related concepts to the notions of fear and errors in foreign language classrooms, discusses the hypothesis of foreign language anxiety introduced by Horwitz, Horwitz and Cope and specifies some foreign learners' errors causes and sources.

The second chapter deals with the speaking skill, it gives a broad definition to speaking, shows the importance in learning a foreign language, lists some types of speaking, demonstrates the factors that hinder students' from speaking, it also shows the ways through which interaction takes place in the classroom and gives some strategies and tasks to improve the speaking skill.

The last chapter is the field work and the data analysis for both students' questionnaire and interview; which provide particular results that help in proving our study.

To conclude, the results confirm our hypothesis which states that the more students have the feeling of fear of making errors the less they could perform effectively. The obtained

data affirm that that third year students avoid speaking in the classroom due to different reasons and fear of making errors is one of the main of these reasons.

Recommendations

The revealed results from both the interview and the questionnaire, could create some necessary recommendations can be formulated in order to provide a chance for learners to reinforce their speaking skill and as solution for teacher to decrease their students fear of making errors inside classroom:

- EFL learners should give a great importance to practicing speaking frequently.
- Students should be risk takers in order to achieve their goals.
- Teachers should develop strategies for involvement in order to motivate students to speak in the classroom with a highly level of self confidence.
- Teachers should be smart enough in the process of error correction in order not to make students be afraid from speaking.
- Students should give a great importance to the oral session.

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Appendices

Appendix One: Students' Interview

1. Was it your choice to study English?
2. Do you like the oral expression session?
3. How much is it important compared to the grammar or the writing session for example?
4. How does the oral expression session improve the learner speaking skill?
5. How the oral expression session improves the learner speaking skill?
6. How do you feel when you are asked to speak in front of your classmates?
7. In your opinion what are the main reasons that hinder students from speaking in the classroom?
8. Does your teacher follow specific techniques to make you involved in the course?
9. How should the teacher react when his students make errors?
10. Do you avoid speaking in the classroom because you are afraid that your teacher will correct each error you make?
11. Do you give a great importance to practicing speaking?

Appendix Two: Student questionnaire**Dear students,**

The following questionnaire is a part of a research investigating the effects of fear of making errors on EFL learners' oral performance. We would be grateful to you if you devoted some of your time to fill out this questionnaire. The answers will be kept anonymous and confidential for the sake of reliability. Thank you for your cooperation and understanding.

Cross the right answer (x).**Section one: background information**

1. Gender

Male female

2. Age

.....Years old

3. How long have you been studying English?

.....Years

4. How would you describe your level of English?

a. Excellent b. Very good c. Good d. Bad

5. How do you find speaking English?

a. Very difficult b. Difficult

c. Easy

d. Very easy

Section two: speaking

6. What do you think about oral presentation?

a. Interesting

b. Helpful

c. Frightening

d. Indifferent

7. Do you speak English with your classmates and teacher inside the classroom?

a. Always

b. Sometimes

c. Rarely

d. Never

8. Who does most of the talking during the oral expression session?

a. The teacher

b. The student

Section three: fear of making errors

9. How do you feel when you are asked to speak in the oral expression session?

a. Very comfortable

b. Moderately comfortable

c. Neither comfortable nor anxious

e. Very anxious

10. What do you think are the reasons that hinder you from speaking in the oral expression session?

a. Shyness

b. Lack of self confidence

c. Negative feed back

d. Anxiety

Other reasons,.....
.....

11. I feel anxious when I asked to speak in the class?

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

6. Strongly disagree

12. I start to panic when I have to speak without preparation.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

13. Even if I am well prepared, I feel afraid to speak?

a. Yes b. Sometimes c. No

14. How often does your teacher of oral expression interrupt you to correct your speaking errors?

a. Very often

b. Sometimes

c. Never

15. How do you react to this correction?

a- I like it b-I do not like it

Why.....
.....

16. Does error correction discourage you from speaking in the oral expression session?

a- Yes b-No

Why.....
.....

Résumé :

Cette étude s'articule autour de l'effet de la peur des erreurs verbales sur la performance orale des étudiants. L'approche descriptive a été utilisée pour déterminer la relation entre les deux premières variables, à savoir la peur de commettre l'erreur. La deuxième variable est la performance orale. L'hypothèse présentée dans cette étude est d'autant plus grande que l'étudiant a peur de commettre l'erreur. Nous nous sommes appuyés sur un questionnaire distribué aux étudiants de troisième année, qui a été analysé à l'aide des statistiques et l'interview a été approuvée. Les résultats obtenus à partir du questionnaire et de l'interview ont confirmé que la peur des erreurs a un impact négatif sur la performance orale des étudiants, outre d'autres facteurs qui empêchent l'étudiant d'avoir une bonne performance orale en classe, comme la timidité, l'anxiété, la peur de la critique négative, le manque de confiance en soi, le manque de champ linguistique.

ملخص:

تتطرق هذه الدراسة حول تأثير الخوف من الوقوع في الأخطاء الكلامية على الأداء الشفوي للطالب. وقد اعتمدت المنهج الوصفي لتحديد العلاقة بين المتغيرين : الأول مستقل وهو الخوف من ارتكاب الخطأ ، والثاني متغير تابع وهو الأداء الشفوي. الفرضية المطروحة في هذه الدراسة هي كلما زادت نسبة الخوف لدى الطالب من الوقوع في الخطأ ضعف الأداء الشفوي له ولإثبات صحة هذه الفرضية اعتمدنا على استمارة استبيان وزع على طلبة السنة الثالثة جامعي قسم اللغة الانجليزية. وقد تم تحليله باستخدام الإحصائيات وكذا اعتماد المقابلة. إذ تم فيها جمع المعلومات وتسجيلها وتنظيمها. وقد أكدت النتائج المتحصل عليها من الاستبيان والمقابلة أن الخوف من الوقوع في الأخطاء يؤثر سلباً على الأداء الشفوي للطلبة. إضافة إلى هذا العامل توجد عوامل أخرى تمنع الطالب من الأداء الشفوي الجيد داخل الصف الدراسي كالحجل ، القلق ، الخوف من النقد السلبي، غياب الثقة في النفس والنقص في الحقل اللغوي.