

**Ministry of Higher Education and Scientific Research**

**Mohamed Seddik Ben Yahia University of Jijel**

**Faculty of Literature and Languages**

**Department of English Language and Literature**



# **Exploring Foreign language Anxiety Factors Among Students in Classroom Oral Communication**

**The Case study of First Year LMD Students in the English Department at**

**Mohamed Seddik Ben Yahia University of Jijel**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master's  
Degree in TEFL**

Submitted by:

Oqba Boumetloua

Yakoub Arzim

Supervised by:

Mrs. Salma Bouhali

Chairperson Ms. Sara Mezerreg

Supervisor Mrs. Salma Bouhali

Examiner Mrs. Radia Kherboush

University M<sup>ed</sup> Seddik Ben Yahia of Jijel

University M<sup>ed</sup> Seddik Ben Yahia of Jijel

University M<sup>ed</sup> Seddik Ben Yahia of Jijel

## **Abstract**

The present research paper aims at exploring English Foreign Language Anxiety Factors in Students' Oral Communication inside the classroom. The study in hand seeks to examine the degree of anxiety among foreign language students. It is based on the hypothesis that high degrees of anxiety lead to students' reluctance to communicate. Therefore, to test this hypothesis and to answer the research questions, two data gathering tools were used: a questionnaire based on Horwitz, Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale, and a semi-structured interview. The questionnaire was administered to ninety first year students of English while the semi structured-interview was done with ten teachers in the English Language Department at Mohammed Seddik Ben Yahia University, Jijel. The findings revealed that anxiety exists among students in their oral communication, and that most students were anxious due to their fear of negative evaluation as a major factor provoking their anxiety, in addition to other factors like fear of failing in tests, low self-perception, and communication apprehension. Moreover, the study proposed some strategies for both learners and teachers to follow in order to help students cope with anxiety inside the classroom, and it ended by providing some suggestions for further future research on the construct of anxiety that may come up with better understandings and solutions to help students reduce their anxiety and thus improve their communication in classroom.

*Key words: Oral Communication, foreign language anxiety, reluctance to communicate, Foreign language classroom anxiety scale.*

## **Dedication**

I dedicate this work to the dearest people to my heart.

To my mother and father, source of my happiness and success in life, may

Allah bless them.

To my dear sister Meriam.

To my brothers, Lokman and Saadane for their unconditional support and encouragements to  
pursue my interests.

To my love, my life, My dear Grandmother.

To my cousin Amina, for her insights and support.

To my colleges, thank you all for your support and encouragements.

To my dearest friends, Salaheddin, Yassin, Mohammed, Houssam, Mehdi, Rafik, badreddin,  
and Arty and to all those who believed in me and pried for my success.

Oqba Boumetloua

## **Dedication**

In the name of Allah, Most Merciful, Most Compassionate I dictate this work to my dear mother Boureghda Khadidja and my beloved father Arzim Said, thank you for your encouragement and love. May Allah Bless you.

Thanks to my partner for his outstanding efforts.

Thanks to all my campus friends and brothers Hicham Legouchi, Houssam Tayar, Messoud Boumala, Nadjib Zemouri, Ammar Belabad, Boutajin Ramdan, Rachid Fanit, Yacine Boudjniba, and special thanks to Amira Djellab for her unconditional support and encouragements.

Thanks to All the extended Family For their unconditional support and encouragements.

Yakoub Arzim

## **Acknowledgments**

Above all, all praise go to Allah for giving us strength and capacity to complete this work.

We would like to announce special thanks to our supervisor, Mrs. Bouhali Salma, for being kind enough to accept directing this work for her valuable remarks, precious suggestions and constant help throughout the time.

We would also like to thank her for the accurate advice she put forward and for her patience with us throughout the research.

We address our special thanks and gratitude to Mrs. Radia Kherboush and Ms. Sara Mezreg for having accepted to examine the present research.

We gratefully thank the teachers who assigned time from their busy schedule to give us the opportunity of interviewing them.

Finally, we extend special thanks to all the EFL first year students for their contribution, help and seriousness in completing the questionnaire.

## **List of Abbreviations and Symbols**

**%:** Percentage

**CA:** Communication Apprehension

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**FLA:** Foreign Language Anxiety

**FLCA:** Foreign Language Classroom Anxiety

**FLCAS:** Foreign Language Anxiety Scale

**FNE:** Fear of Negative Evaluation

**LAD:** Language Acquisition Device.

**LMD:** Licence/Master/Doctorate.

**TA:** Test Anxiety

**UTC:** Unwillingness to Communicate

## List of Tables

Table 1 Communication Strategies .....	14
Table 2 Students' Choice of Studying English .....	44
Table 3 Students Communication with their Teacher .....	45
Table 4 Students Communication with their Classmates .....	46
Table 5 Students' Participation in the Classroom .....	46
Table 6 Students Perception of their Speaking Ability .....	49
Table 7 Students' Self-esteem when Speaking in Foreign Language Class .....	50
Table 8 Students' anxiety about making mistakes .....	51
Table 9 Students' anxiety when going to be called on in class .....	52
Table 10 Students' Fear of Misunderstanding every spoken word .....	53
Table 11 Students' perception about taking more foreign language classes.....	54
Table 12 Students' general distraction .....	55
Table 13 Students' comparison in languages with others .....	56
Table 14 Students' feeling of easiness during language tests .....	57
Table 15 Students' stress when speaking without preparation .....	58
Table 16 Students' worry about failing .....	59
Table 17 Students' Opinion about others' disliking foreign language classes .....	60
Table 18 Students forgetting things in class.....	61
Table 19 Students' embarrassment to volunteer answers in class .....	62
Table 20 Relaxation when speaking with native speakers .....	63
Table 21 Teacher's correction of unknown mistakes.....	64
Table 22 Being anxious regardless of preparation .....	65
Table 23 Skipping classes .....	66
Table 24 Students' self-confidence in speaking.....	67

Table 25 Students' fear of being always corrected by the teacher .....	68
Table 26 Students' discomfort when being called on .....	69
Table 27 Students' confusion when preparing for tests .....	70
Table 28 Students easiness towards lack of class preparation .....	71
Table 29 Students' feeling of inferiority to others when speaking .....	72
Table 30 Self-Consciousness about speaking the foreign language in class.....	73
Table 31 Students' worry of being left out .....	74
Table 32 Students' nervousness and confusion when speaking in the class .....	75
Table 33 Students' nervousness and confusion when speaking in the language class.....	76
Table 34 Students' relaxation about going to class .....	77
Table 35 learners' nervousness when failing to understand the teacher .....	78
Table 36 Being overwhelmed by the number of FL rules to be learned in speaking.....	79
Table 37 Students' fear of being laughed at by their peers .....	80
Table 38 Students comfort around native speakers.....	81
Table 39 Students' nervousness of answering without preparation .....	82
Table 40 Reliability .....	83
Table 41 Students' Level of anxiety .....	84
Table 42 Minimum, Maximum, Mean score of Results.....	84
Table 42 Components of Anxiety: Communication Apprehension (CA), Test Anxiety (TA), and Table 43 Fear of Negative Evaluation (FNE).....	85
Table 44 Students' Reluctance to Talk .....	88
Table 45 Teachers Invitation of their Students to Participate .....	88
Table 46 Students Level as a Determining Factor for Hesitation to Communicate.....	89
Table 47 Teachers' Awareness of their Students Experiencing Anxiety .....	90
Table 48 Teachers Perceptions of Anxiety .....	91



Table 49 Teachers Obliging Students to Participate .....	92
--	----

## Table of Contents

Abstract.....	I
Dedication.....	II
Dedication.....	III
Acknowledgements.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
Table of Contents .....	VIII
<b>General Introduction.....</b>	<b>1</b>
1. Background of the Study .....	1
2. Statement of the Problem.....	1
3. Aim of the study.....	2
4. Research Questions.....	2
5. Research Hypothesis.....	3
6. Research Methodology.....	3
7. Structure of the Study.....	4
<b>Chapter One: Foreign Language Oral Communication.....</b>	<b>7</b>
Introduction .....	7
1.1. Speaking .....	7
1.1.1. Definition of Speaking.....	7
1.1.2. Importance of Speaking.....	8
1.2. Oral Communication.....	10
1.2.1. Definition of Oral Communication.....	10
1.2.2. Definition of Communicative Competence.....	10
1.2.3. Components of Communicative Competence.....	11

1.2.3.1. Grammatical Competence.....	11
1.2.3.2. Discourse Competence.....	11
1.2.3.3. Sociolinguistic Competence .....	12
1.2.3.4. Strategic Competence.....	12
1.2.4. Communication Strategies.....	13
1.2.4.1. Avoidance Strategies.....	14
1.2.4.1.1. Syntactic/Lexical Avoidance.....	14
1.2.4.1.2. Phonological Avoidance.....	14
1.2.4.1.3. Topic Avoidance.....	14
1.2.4.2. Compensatory Strategies.....	15
1.3. Factors Affecting Adult EFL Learners' Oral Communication.....	16
1.3.1. Age or Maturational Constraints.....	16
1.3.2. The Listening skill.....	17
1.3.3. Sociocultural Factors.....	18
1.3.4. Affective Factors.....	19
1.3.5. Affective Filter Hypothesis (Krashen's Hypothesis) .....	19
Conclusion.....	19
<b>Chapter Two: Foreign Language Classroom Anxiety (FLCA) .....</b>	<b>22</b>
Introduction .....	22
2.1. Definition of Anxiety.....	22
2.2. Types of Anxiety.....	23
2.2.1. Trait Anxiety.....	23
2.2.2. Situation-Specific Anxiety.....	24
2.2.3. State Anxiety.....	24
2.2.4. Debilitating and Facilitating Anxiety.....	25

2.3. Foreign Language Anxiety.....	27
2.3.1. Sources of Foreign Language Anxiety.....	27
2.3.1.1. Personal and Interpersonal Anxieties.....	27
2.3.1.2. Learner Beliefs about Language Learning.....	29
2.3.1.3. Instructor Beliefs about Language Teaching.....	30
2.3.1.4. Instructor-Learner Interactions.....	31
2.3.1.5. Classroom Procedures.....	32
2.3.1.6. Language Testing.....	32
2.3.2. Causes of Foreign Language Anxiety.....	33
2.3.2.1. Communication Apprehension (CA) .....	33
2.3.2.2. Test Anxiety.....	34
2.3.2.3. Fear of Negative Evaluation.....	35
2.3.3. Effects of Anxiety on the Cognitive Processes.....	35
2.3.3.1. The Input Stage.....	36
2.3.3.2. The Processing Stage.....	37
2.3.3.3. The Output Stage.....	37
2.3.4. Effects of Anxiety on Students' Oral Communication.....	38
2.3.5. Strategies to Overcome Anxiety and Improve Oral Communication.....	39
2.3.5.1. Students' Strategies.....	39
2.3.5.2. Teachers' Strategies.....	40
Conclusion.....	40
<b>Chapter Three: Research Methodology and Data Analysis.....</b>	<b>42</b>
Introduction.....	42
3. Research Methodology.....	42
3.1. Choice of the Research Method.....	42

3.2. Population and Sampling.....	42
3.3. Data Collection.....	43
3.3.1. The Students' Questionnaire.....	43
3.3.1.1. Description of the Questionnaire.....	43
3.3.1.2. Questionnaire Administration.....	44
3.3.2. The Teachers' Interview.....	44
3.3.2.1. Aims of the Interview.....	45
3.3.2.2. Conducting the Interview.....	45
3.3.2.3. Description of the Interview.....	45
3.4. Analysis and interpretation of the Results.....	45
3.4.1. Analysis and interpretation of Students' questionnaire.....	45
3.4.1.1. Section One: General Questions.....	45
3.4.1.2. Section Two: FLCAS Analysis.....	51
3.4.1.3. The Analysis and Interpretation of the FLCAS Questionnaire Results.....	85
3.4.1.3.1. The Reliability of the FLCAS Results.....	85
3.4.1.3.2. Students Levels of anxiety.....	85
3.4.1.3.3. Students Mean Score (Mean Level) .....	86
3.4.1.4. Analysis of Components of Anxiety Scores in FLCAS.....	87
3.4.1.5. Discussion of the FLCAS Questionnaire Results.....	88
3.4.2. Analysis and Interpretation of the Teachers' Interview.....	89
3.4.3. Discussion of the Teachers' Interview Results.....	95
3.5. Discussion of the final results.....	96
3.6. Limitations of the Study.....	96
3.7. Implications and some Pedagogical Recommendations.....	97
<b>General Conclusion .....</b>	<b>98</b>

References.....	100
Appendices.....	109
Appendix 1.....	109
Appendix 2.....	114
Résumé	
الملخص	

## **General Introduction**

### **1. Background of the Study**

In the 1980's, works of researchers like McIntyre & Gardner, (1978 cited in Perez-Paredes & Martinez-Sanchez, 2001) presented more conclusive results of foreign language anxiety (FLA) research. The results showed that FLA affected the learners' learning process. According to Perez-Paredes and Martinez-Sanchez (2001), they mentioned that McIntyre and Gardner (1991) claimed that the levels of FLA rise along with the learners' experience with the learning styles of a foreign language (FL). However, methods and instruments to measure FLA were developed much earlier. For instance, Horwitz (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) as a model to evaluate students' anxiety in learning a foreign language. The items in this scale evaluate the three components of anxiety; communication apprehension, test anxiety and fear of negative evaluation.

Moreover, the effect of anxiety on foreign language was investigated through several studies. For example, MacIntyre and Gardner (1994) examined the effects of language anxiety on the cognitive processes such as input, processing and output in the second language. The results were both pervasive and subtle. While the results of Saito and Samimy (1996) pointed out that foreign language anxiety had a negative impact on the performance of beginning, intermediate and advanced-level college students. In addition, the relationship between foreign language anxiety and learning difficulties of learners who learned English as a foreign language in Taiwan was investigated by Chen and Chang (2004). The findings concluded that the students who had a history of English learning problems were anxious, obtained low grades, suffered difficulties and expressed poor developmental skills.

Aida (1994) also investigated the relationship between foreign language anxiety and the performance of Japanese students who are learning English. She used the Foreign Language Classroom Anxiety Scale (FLCAS) but she did not support test anxiety in her study and proposed that this latter is not suitable for foreign language anxiety. Philips (1992) examined the connection between the anxiety of language learning and the oral performance of students through using oral tests. The results revealed that the highly anxious students showed negative attitudes toward oral test performance.

All the previously mentioned studies proved that anxiety exists in the learning process and that this phenomenon affects negatively learners.

## **2. Statement of the Problem**

The problem in this research concerns the factors that cause foreign language anxiety among university students' oral communication in the classroom. Many students may experience anxiety inside the classroom and become unwilling to communicate and unable to express their ideas properly to convey the intended meaning. As a result, this study is designed to make a better perception of the factors causing anxiety and a trial to come up with some solutions that may reduce the degree of anxiety among EFL students in the English Department of English at Mohammed Seddik Ben Yahia University of Jijel.

## **3. Aim of the Study**

This research paper aims at shedding lights on:

- a.** Exploring first year students' English foreign language Classroom oral communication anxiety.
- b.** Identifying the sources and causes that provoke anxiety among EFL learners in their oral communication inside the classroom.



- c. Providing some solutions and suggestions that may help students overcome their EFL anxiety and improve their oral communication.

#### **4. Research Questions**

The present research paper seeks to answer the following questions:

- a. To what extent EFL students experience oral communication anxiety inside the classroom?
- b. What are the major factors that may cause anxiety among EFL learners in their oral communication inside the classroom?
- c. What are the strategies that can help students overcome their anxiety in their oral communication inside the classroom?

#### **5. Research Hypothesis**

This research work is based on the following hypothesis: If students suffer from a high degree of anxiety, this will hinder their communication, i.e., the more learners are anxious, the less they communicate and the less stressful they are, the better their communication will be.

#### **6. Research Methodology**

In this study, a descriptive approach is adapted since it is the most appropriate to discover the factors that cause anxiety among o EFL students' oral communication in the classroom, as this issue is a humanistic abstract phenomenon which is more specifically the affective construct of anxiety.

Considering the nature of this research, questionnaires and interviews are the most adequate measurement tools to be used. On the one hand, the questionnaire is submitted to students while the interview is performed with teachers. This questionnaire is administered to ninety first year LMD students in the English Department at Mohammed Seddik Ben

Yahia University of Jijel. On the other hand, the interview includes 8 questions to be directed to ten teachers of oral expression.

## **7. Structure of the Study**

This dissertation is divided into a general introduction, three chapters, and a general conclusion. The first two chapters deal with the literature review while the third chapter represents the field of study.

The first chapter provides the literature review of the concept of oral communication and the speaking skill: definitions of communication and speaking along with its importance, followed by defining communicative competence along with its characteristics, finishing with the factors affecting EFL learners' oral communication.

The second chapter deals with the literature review of anxiety. First, it provides definitions of anxiety from different sources and its types, then defining the concept of foreign language anxiety, along with its sources, causes and next its effects, ending with some provided suggestions.

The third chapter aims at exploring EFL students' level of anxiety, the sources that anxiety may stem from along with the causes which may provoke this construct. Moreover, it tries to highlight ways to get rid of it. This part provides the analysis of the collected data from the students' questionnaire and the teachers' interview and affords adequate suggestions to reduce the degree of anxiety among EFL students. Finally, this chapter exposes some of the encountered research limitations and suggests some pedagogical recommendations and issues for further future research.

## **Chapter One: Foreign Language Oral Communication**

### **Introduction**

Language is a means for communication. People communicate with each other to exchange their thoughts, knowledge and feelings and all of that cannot happen if there is no speech, otherwise our language becomes only scripts and mimes. The goal behind any language learning is achieving competence and proficiency in performing that language through both writing and speaking. As far as speaking is concerned, it is considered as the most important skill to be mastered since it is basic to reflect the language proficiency.

This chapter will be devoted to present an overview of the speaking skill and oral communication in English as a foreign language including their definitions, importance and the main characteristics of oral communication, focusing on its strategies and the factors that affect it.

### **1.1. Speaking**

Speaking is one of the four language skills (listening, speaking, reading, and writing) that people use to express their ideas, feelings and opinions using a spoken a language. Here in this chapter, it is introduced first because the context of communication which is a key term in this research work refers mostly to speaking more than listening.

#### **1.1.1. Definition of Speaking**

According to Nunan (2003), “speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning” (p.48). He claimed that people produce a spoken language which is contextual and rule appropriate after hearing and understanding the message of the person they are talking to, so they can provide feedback, speak their minds and convey meaning.

Moreover, Chaney and Burk (1998) added that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of

contexts" (p.13). One conveys his meaning and expresses his ideas using speech that is usually herewith nonverbal language such as gestures, facial expressions and signs. For instance, people may shake their heads when they talk to each other indicating a variety of meanings such as approval and uncertainty depending on the context of the conversation.

Furthermore, Hedge (2000) defines speaking as “a skill by which they [people] are judged while first impressions are being formed” (p.261). In other words, speaking is the act that allows people to show and reflect their thoughts and who they really are.

### **1.1.2. Importance of Speaking**

In foreign language contexts, being able to speak is fundamental since it is the vehicle for communication. Being the basic communicative skill and due to its importance in language learning, speaking must be successfully performed by FL learners .According to Nunan (1991), “To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (p.39).

Achieving competence and the ability to perfectly speak a language is the most important goal for learners especially in a foreign language context .Ur (2000) stated that:

Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (p.120).

People who are interested in learning a language do not seem to care about learning how to read and write, rather they focus on learning how to speak that language with more focus and attention on learning the commonly used vocabulary and grammar and mostly

the informal language shared in the target culture which they need in everyday situation such as at school, arriving at the airport and communicating with foreigners. Thus, their main goal is to be proficient, competent and mostly be fluent in speaking that language, be native-like speakers. Additionally, Hedge (2000) declared that: “For many students, learning to speak competently in English is a priority. They may need this skill for a variety of reasons, for example to keep up a rapport in relationships, influence people, and win or lose negotiations” (p.261). He claimed that students prefer and focus mainly on improving their speaking skills to be proficient in the target language through mastering the rules of grammar, phonetics, phonology and discourse in order to achieve their communicative needs.

Therefore, speaking is a very important skill that people in general and learners of a language specifically use to put in action the input they gain through listening and reading in order to achieve proficiency and fluency to express themselves in communicative situations in both their language learning and real-life situations.

However, it is not possible to separate speaking from listening; they are interconnected skills. Therefore, it is better to deal with both skills in this research paper, using the comprehensive term ‘communication’.

## **1.2. Oral Communication**

Communication is a key term in this research work and it is important to dive in its sea. More precisely, the term is limited only to the oral type, i.e., oral communication.

### **1.2.1. Definition of Oral Communication**

Communication is the act of giving and receiving knowledge and thoughts between individuals in which a message is transmitted from a sender to a receiver (Richards & Schmidt, 2002, p.89). Communication cannot be based only on speaking, but it requires a message received from the person one talks to. To achieve communication, people need to

provide a proper meaningful feedback related to the aurally received message that is bond to the context in which a conversation takes place, otherwise their speech becomes nonsense to the people they are communicating with and consequently no communication is achieved.

### **1.2.2. Definition of Communicative Competence**

According to Hymes (1967), communicative competence is defined as the “aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (cited in Brown, 2000, p.246). In other words, to reach communicative competence one needs a full mastery of the rules of communication and an understanding of how meaning can differ depending on the context of a given conversation.

Moreover, being communicatively competent means that the learner has the ability to use his knowledge appropriately for a proper communication, in which “cooperation between its participants is needed” (Savignon, 1983 cited in Brown, 2000, p.246). That is to say, people cannot communicate with each other if they do not help each other to understand what they really mean using an understood shared language such as appropriate used grammar and pronunciation, the use of the commonly vocabulary and structures and also the use of nonverbal language that help to convey meaning such as gestures signs and facial expressions.

### **1.2.3. Components of Communicative Competence**

Based on Canale and Swain model (1980 cited in Shumin, 2002, p.8), communicative competence is broken down into four components namely: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

**1.2.3.1. Grammatical Competence**

Canale and Swain (1980) described grammatical competence as the “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar, semantics and phonology” (cited in Brown 2000, p.247). According to Chun (2002), also grammatical competence refers to the ability to produce accurate phonological, morphological, syntactic and lexical forms.” (p.114). That is, to have grammatical competence means to grasp the language grammar, vocabulary, phonology and semantics. In other words, being grammatically competent is having the ability to use properly the already learned and acquired linguistic units in accordance with the linguistic rules. This competence enables the speaker to make use of the knowledge and skills needed to transmit a message.

**1.2.3.2. Discourse Competence**

Chun (2002) defined discourse competence as “the ability to combine ideas to achieve cohesion in form and coherence in thought” (p.114). Also, Brown (2000) stated, discourse competence is “the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances” (p.247). That is to say, discourse competence is the ability to put in use one’s thoughts and meaning in accordance with the context of communication, i.e. the ability to convey messages suitably and coherently to those who are tuning in to or viewing one's writings.

**1.2.3.3. Sociolinguistic Competence**

According to Brown (2000) Sociolinguistic competence is “the knowledge of the sociocultural rules of language and of discourse” (p.247). That is “the knowledge of the relationship between language and its nonlinguistic context” as Richards and Schmidt (2002, p.90) mentioned. In other terms, sociolinguistic competence “requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction [...]” Savignon (1983 cited

in Brown, 2000, p.247). In other words, sociolinguistic competence is the ability to suitably put in use one's expressions and meanings according to the socially accepted use of language i.e. it can be described as knowing and understanding how to speak in different contexts and circumstances a person is in.

#### **1.2.3.4. Strategic Competence**

According to Brown (1994), strategic competence refers to “the way learners manipulate language in order to meet communicative goals” (cited in Shumin, 1997, p.8). It is the learners' ability to use their verbal and nonverbal language to adapt in the different communicative situations when they fail to convey their meaning or keep a conversation running. It is also “the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules” Berns (1990 cited in Richards & Renandya 2002, p.208). In other words, it is knowing how to compensate for failure in communication resulting from inability and lack of knowledge in one or more of the three communicative competences.

Furthermore, people may need to use many strategies to deal with their imperfect knowledge and incompetency in the target language which help them to achieve communication. Some of these strategies are mimes, paraphrasing, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style. Savignon (1983 cited in Brown 2000, p.247). For instance, when a student is giving an oral presentation, he can forget a word that he is not familiar with, so he may replace it with a synonym or try to convey its meaning with a sentence. Also, when people engage in a conversation they may get lost because of the topic of discussion that they have no idea about, so they may ask to tackle a new topic such as from talking about sports to politics. To sum up, strategic competence refers to one' ability to adjust and adapt his language for the purpose to achieve the communicative needs.



Thus, strategic competence is fundamental for proper communication. It is basic to anyone who tries to achieve competence in speaking any language and successfully communicate with others.

#### **1.2.4. Communication Strategies**

They are described by Faerch and Kasper (1983) as “potentiality conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (cited in Brown, 2000, p.127). They refer to the strategies that language learners use to overcome communication problems. From these strategies, two categories are found: Avoidance strategies and compensatory strategies. Avoidance strategies include three subcategories namely: syntactic / lexical avoidance, phonological avoidance and topic avoidance.

##### **1.2.4.1. Avoidance Strategies**

It refers to the learners’ use of different strategies when trying to avoid words and structures which they may not comprehend and fully master. These strategies as Brown (2000) suggested contains three subcategories: syntactic/lexical avoidance, phonological avoidance and topic avoidance.

##### **1.2.4.1.1. Syntactic/Lexical Avoidance**

It is when people avoid using a word because they do not know it and end up by repeating the previous or preceding words, For example:

L: I lost my road.

NS: you lost your road?

L: uh...I lost. I lost. I got lost.

(Brown, 2000, p.128)

**1.2.4.1.2. Phonological Avoidance**

It is the avoidance of using a word because it is too difficult to pronounce or is likely to be misunderstood.

**1.2.4.1.3. Topic Avoidance**

According to Dörnyei (1995), topic avoidance refers to “avoiding topic areas or concepts that pose language difficulties” (p.128). It is when students ignore a topic of discussion since they do not know how to engage in or comment on it. For example, a situation in which a learner is asked to talk about his childhood when he does not know one of the past tenses such as the past perfect.

**1.2.4.2. Compensatory Strategies**

They are the strategies used by learners to compensate for their imperfect knowledge of the language. The following table present the compensatory strategies suggested by Dörnyei (1995, p.128)

Table1

*Communication Strategies (Dörnyei 1995 as cited in Brown, 2000, p.128)*

3. Circumlocution: Describing or exemplifying the target object of action (e.g., the thing you open bottles with for corkscrew).
4. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat).
5. Use of all-purpose Words: Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, stuff, what-do-you-call-it).
6. Word Coinage: Creating a nonexistent L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).
7. Prefabricated Patterns: Using memorized stock phrases, usually for “survival”

purposes (e.g., Where is the \_\_\_\_\_ or Comment allez-vous?, where the morphological components are not known to the learner).

8. Nonlinguistic signals: Mime, gestures, facial expression, or sound imitation.

9. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.

10. Foreignizing: Using an L1 word by adjusting it to L2 phonology (i.e., with an L2 pronunciation) and/or morphology (e.g., adding to it an L2 suffix).

11. Code-switching: Using an L1 word with L1 pronunciation or an L3 word with L3 pronunciation while speaking L2

12. Appeal for help: Asking for aid from the interlocutor either directly (e.g., What do you call...?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

13. Stalling or time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., Well, now let's see, uh, as a matter of fact).

### **1.3. Factors Affecting EFL Learners' Oral Communication**

For EFL learners to communicate in the real world is not only knowing the language vocabulary and its grammatical rules; there are factors that need to be taken into consideration which affect the learning process and so individuals' proficiency in the target language. According to Shumin. K (2005, p.205), there are four factors affecting adult EFL learners' oral communication namely: the age or maturational constraints, the listening skill, socio-cultural factors and the affective Factor.

#### **1.3.1. Age or Maturational Constraints**

Age is one of the most commonly cited determinant factors of success or failure in L2 or FL learning (Shumin, 2002, p.205). Many researchers believe that learners at a young

age are expected to learn and acquire a language (native, second and foreign language) better and quicker than adults can do. Krashen, Long, and Scarcella (1982) argued that “acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults” (cited in Richards & Renandya 2002, p.205) and this is a result of the fact that as Harmer (2005) stated:

People ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought (p.37).

Also, Pinker (1994) asserted that this can be applied not only to the first language acquisition but to the second or foreign languages as well (cited in Harmer, 2005, p.37).

Moreover, many researchers (Fromkin, Rodman, & Hyams, 1983; Johnson & Newport, 1989 cited in Fei & Li-Qin, 2016) believed in a critical period within which a child passes through which influence his second and foreign language acquisition and enables him to effortlessly learn a language. This critical period was defined by Richards & Schmidt (2002) as “the period during which a child can acquire language easily, rapidly, perfectly, and without instruction” (p.145). Also, unlike young learners, adolescents are unsuccessful language learners because they are unmotivated, uncooperative, thereby they do not attain success (Harmer, 2005, p.37). Adult learners do not appear to have the same natural skills or abilities as young learners do for acquiring a native like fluency and proficiency as some of those adults fail in their perfect acquired pronunciation of words and sentences when they are in a state of mental or emotional strain or tension. (Shumin, 1997, p.8).

### **1.3.2. The Listening skill**

Listening being a receptive skill of the input is fundamental to language learning. People need to listen and comprehend what others utter in order to get the idea about what to speak so they can produce meaningful and correct feedback because “if one cannot understand what is said, one is certainly unable to respond” (Shumin, 1997, p 8). Moreover, Mendelsohn and Rubin (1995) stated that “While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information” (cited in Richards & Renandya 2002, p.205). When people interact through conversations, they play a double role as listeners and speakers, in the sense that “speaking feeds on listening, which precedes it” (Shumin, 1997, p.8).

### **1.3.3. Sociocultural Factors**

Interaction between individuals is governed by the circumstances and situations within which it happens. Sociocultural factors refer to the different features and rules of society and culture that characterize a language. They were described by Carrasquillo (1994) as “shared values and beliefs which create the traditions and social structures that bind a community together and are expressed in their language” (cited in Shumin, 1997, p.8).

Many foreign language learners with high achievements in grammar, pronunciation and vocabulary get confused when they come across unfamiliar expressions and signs such as idioms since they cannot recognize such understandings that native speakers share.

Furthermore, using nonverbal communication like mimes, signs and gestures are very important to successfully communicate with one another because “ignorance of the nonverbal message often leads to misunderstanding” (Shumin, 1997, p.8). For example, Americans when they try to indicate that something is nice or show approval they make a circle with their thumb and index finger, but in France this sign means zero .

Foreign language learners need to learn the sociocultural rules of the language they are studying so they can be and sense the feeling of being a native-like speaker and also feel accepted and related to any native speaker they come across.

#### **1.3.4. Affective Factors**

“The affective side of the learner is probably one of the most important influences on language learning success or failure” (Oxford, 1990 cited in Richards and Renandya, 2002, p. 206). In other words, “learners’ feelings are as important as their mental or cognitive abilities” (Harmer, 2005, p.74). While learning a language, individuals deal with different factors that affect their language learning, such factors are emotions, motivation, and anxiety.

Motivation is very important in learning a language, because when learners are not motivated, they will not be willing to use and speak the foreign language. Also, learners’ emotions and feelings are of such importance, since “learning a language is as much an issue of personal identity, self-knowledge, feelings and emotions as it is about language” (Harmer, 2005, p.75). That is why teachers and instructors are advised to integrate activities and tasks that help engaging the learners in the classroom. These activities are based on making the learners excited and motivated by targeting their happy memories and experiences. As Harmer (2005) suggested: “Students might be asked to make sentences with was and were about their favorite things, for example when I was a child my favourite food was hamburger or when I was a child my favourite relative was my uncle” (p.91).

Furthermore, learning a foreign language is a difficult process that is more likely to cause and provoke anxiety (Brown, 1994 cited in Shumin, 1997, p.8). For instance, anxiety can limit, and control learners’ speaking ability and make them tongue-tied and hesitant to say a word (Shumin, 1997, p.8).

### **1.3.5. Affective Filter Hypothesis (Krashen's Hypothesis)**

The hypothesis is built on the idea that successful second language acquisition depends on the learner's feelings. (Richards & Schmidt 2002, p.16). The affective filter hypothesis was suggested by Krashen (1982) which shows how non-linguistic variables such as motivation, self-esteem, and anxiety can affect second or foreign language learning (p.31). Besides, the Language Acquisition Device (LAD) may not be able to process an input because of a filter and this result in impeding the learning success (Krashen, 1981, p.110).

Furthermore, Learners with low self-esteem and high level of anxiety have a high degree of the filter which prevents the input to be translated in the brain and therefore it will not be produced as an output in a written or a spoken language. According to Krashen (1982),

those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device( p.31).

### **Conclusion**

To sum up, this chapter reviews literature of the speaking skill, provides its definition from different researchers' point of view, along with its importance, followed by defining communicative competence and stating its components. It also provides the communicative strategies and finally factors that affect EFL learners' oral communication among which there is anxiety which is the most crucial factor as well as the current variable in this research work.

## **Chapter Two: Foreign Language Classroom Anxiety (FLCA)**

### **Introduction**

Learning a foreign language is a complex process. This is due to many difficulties that learners face inside the classroom. These difficulties can slow, limit and control the learning process by creating a state of worry and apprehension. Skehan et al (1989) believed that personal differences are the reason behind those difficulties (cited in Paredez & Sanchez, 2001, p.337). Many researchers like Gardner (1985) noted that among these personal differences, anxiety is one of the most prominent causes that hamper the learning process. This fact has been supported by Skehan (1989) who believed that individual differences of a learner like anxiety, being the most effective factor, have a negative influence on foreign language learning (cited in Macintyre, 1995, p.96). Actually, most anxious EFL students, including Algerian ones, express feelings of disappointment and failure towards learning especially learning how to communicate in the foreign language.

### **2.1. Definition of Anxiety**

In general, anxiety is recognized as basic human emotion that can influence individual's behaviour. It is an emotional reaction to "a threat to some value that the individual holds essential to his existence as a personality" (May, 1977 cited in Bekleyen, 2004, p.50). It involves psychological and physiological reaction like sweating when feeling stressed. It is also defined by Spielberg (1983) as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system" (cited in Jean, 2007, p.41). That is to say, anxiety is a disturbing feeling and an unpleasant state of mind that a person deals with which causes negative behaviors and reactions such as talking fast, sweating and becoming tongue-tied.



## **2.2. Types of Anxiety**

Based on the works of many researchers (McIntyre 1999, Spielberg 1983; Philips 1992), anxiety can be categorized into three types: trait anxiety, state anxiety and situation-specific anxiety.

### **2.2.1. Trait Anxiety**

The word “trait” refers to a specific feature in one’s personality. It is a stable characteristic which is not caused by a specific event or situation. It is the permanent tendency of being anxious. According to Richards and Schmidt (2002) trait is “a person’s enduring psychological attribute or characteristic” (p.560). In this regard, Spielberg (1996) referred to trait anxiety as an “acquired behavioural disposition that predisposes an individual to perceive a wide range of objectively nondangerous circumstances as threatening” (cited in Jean, 2007, p.42). In other words, it happens when people feel anxious and afraid when there is nothing threatening them, usually it is reflected in various physiological and behavioral changes such as sweating, stuttering, umming and shakiness.

Another description is provided by Philips (1992) when he referred to trait anxiety as “a relatively stable tendency to exhibit anxiety in a large variety of circumstances” (cited in Aydin, 2001, p.15), in the sense that people feel anxious in different situations. People are generally worried about doing things, such as day to day activities. To explain more, trait anxiety occurs for instance when individuals try to make positive impressions of themselves in society or when they engage to talk in a conference with important figures. In both cases, they can become worried and thus fail to communicate with the audience.

### **2.2.2. Situation-Specific Anxiety**

As the name suggests, situation-specific anxiety refers to the kind of anxiety that “applies to a single context or situation” (Cassady, 2010), i.e., anxiety caused by specific

situations such as examinations, interviews, and public speaking. Some examples of situation-specific anxiety are stage fright, test anxiety, giving speech and also language anxiety. That is to say, situation-specific anxiety occurs when a person feels nervous in a specific situation but not in the others (MacIntyre, 1999, p.28).

As far as learning is concerned, language anxiety is considered a specific case of language anxiety. Thus, foreign language anxiety is seen as a situation-specific anxiety. In this regard, Horwitz et al. (1986) pointed out that foreign language classroom anxiety is considered as situation specific not as a trait anxiety. It is associated with situations where language is learned such as classrooms and not in general situations that are related to trait anxiety, and that is why it is generally called foreign language classroom anxiety.

### **2.2.3. State Anxiety**

State anxiety refers to the type of anxiety that occurs in specific situations. According to Philips (1992), it is considered as “a situation specific trait anxiety” (cited in Aydin, 1999, p.15). It is also seen as an interruption of individual's emotional equilibrium. For example, state anxiety happens when a student feels the apprehension before taking a test or an examination. Spielberg (1983) described state anxiety as: “A transitory emotional state or condition of the human organism that varies in intensity and fluctuates over time.” (cited in Dewaele, 2010, p.168). It is the temporarily experiences of worry, tension and apprehension in a certain period of time.

According to MacIntyre (1999), state anxiety affects people emotions, cognition, and behaviour. Regarding emotions, state anxiety causes “high levels of arousal and a more sensitive automatic nervous system” (p.28). As far as cognition is concerned, persons with high levels of state anxiety worry about what others believe and think of them (Carver and Scheier, 1986 cited in MacIntyre, 1999, p.29). Individuals who deal with state anxiety are very cautious about their behaviour. In this regard, MacIntyre (1999) stated that:

People with state anxiety evaluate their behaviour, ruminate over real and imagined failures, and often try to plan ways to escape from the situation. The behavioral effects include physical manifestations of anxiety (wringing hands, sweaty palms, faster heartbeat) and attempts to physically withdraw from the situation (p.29).

#### **2.2.4. Debilitating and Facilitating Anxiety**

Regarding the different approaches to language learning anxiety, this latter can be either facilitating or debilitating. Hence, they influence the learning process and the achievements of the educational goals.

Debilitating (negative) anxiety is the type of anxiety that acts as an obstacle to language learning. Arnold (1999) stated that “The negative kind of anxiety is sometimes called “debilitating anxiety”, because it harms learners’ performance in many ways, both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language” (p.60). For instance, debilitating anxiety affects negatively learners’ affective side by making them stressed, unwilling to engage in classroom activities, doubting themselves that decrease their self-esteem which results in hampering the learning process.

Facilitating anxiety as the name suggests, has a positive outcome on the learners’ achievement in class and the language learning process. According to Maclellan (1986):

Anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety producing situation. A lack of anxiety may result in an “I-don’t-care” attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however,

are beneficial. They supply motivation and added energy and increase one's ability to focus on the task at hand. On the other hand, too much anxiety can be damaging, causing "hyped-up" and jittery feelings so intense that effective use of energies towards achieving a goal becomes impossible (cited in Binti Abdul Aziz, 2007, p. 06).

In other words, anxiety can facilitate language experience by making students conscious about their learning, alert about their studies and failing and by giving them a push to work hard and concentrate more. Furthermore, Scovel (1978) stated that facilitating anxiety "motivates the learner to fight the new learning task; it gears the learner emotionally for approval behavior" (cited in Cook 2006, p.19). For instance, when a learner is worried about failing in the Spanish class but not too much that impede him/her to think wisely, he/she will be more alerted and motivated to work hard and practice more in order to succeed.

### **2.3. Foreign Language Anxiety**

Foreign language anxiety is the type of anxiety that is specifically associated to language learning. It occurs in second or foreign language settings. As stated by MacIntyre and Gardner (1994): "Language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (p.284). Moreover, it is an inhibition of students' progress in their second or foreign language learning (Duxbury & Tsai, 2010, p.4). For example, when a student is asked to give an oral presentation for the first time, he may get stage fright and thus avoid doing it again.

Horwitz et al (1986) defined language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising

from the uniqueness of the language learning process” (p.128). In other words, language anxiety reflects one’s psychological state of worry, nervousness and apprehension in a specific language learning setting.

### **2.3.1. Sources of Foreign Language Anxiety**

Based on the research findings in language learning anxiety, Young (1991) identified six sources of language anxiety that are related to learners, teachers and the instructional process. These sources are: personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and finally language testing.

#### **2.3.1.1. Personal and Interpersonal Anxieties**

As pointed out by Young (1991), personal and interpersonal worries are identified by most of the researches as the main source of language anxiety (p.427). Personal factors, like self-esteem is a significant anxiety-provoking element that learners have to deal with. Arnold & Brown (1999) defined it as a factor that “[...] has to do with the inevitable evaluations one makes about one’s own worth” (cited in Arnold, 1999, p.12). Krashen (1991) pointed out the role of self-esteem in provoking anxiety when he claimed:

The more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety (cited in Young 1991, p.427).

Therefore, students who perceive their foreign or second language ability as low are seen as the expected targets of foreign language anxiety (Young, 1991, p.427). In other

words, language anxiety affects low self-esteem learners who underestimate their abilities for success especially if they are less proficient in that foreign language. Anxious learners are more likely the ones who exaggerate the difficulty of a given task, thinking only of negative outcomes such as bad evaluation and the mockery of the teacher and their classmates.

In terms of interpersonal factors, competitiveness is also seen as a cause of language anxiety. It is referred to as the competition against one another for better performance to obtain better grades. In this regard, Bailey (1991) believed that competitiveness can provoke anxiety among learners “when they compare themselves to others or to an idealized self-image” (cited in Young 1991, p.427). So, language classroom anxiety “can be caused and/or aggravated by the learner's competitiveness when he sees himself as less proficient than the object of comparison” (Bailey, 1983 cited in Aveni,2005, p.96). However, in some cases some learners welcome competition since it makes them more motivated in engaging in classroom activities for better results and appreciation from teachers.

#### **2.3.1.2. Learner Beliefs about Language Learning**

Learners' beliefs about the learning practice can create anxiety. Gynan (1991) claimed that learners have different views about language practices that they believed are the keys to success in their learning (cited in Young, 1991, p.428). Some learners prefer pronunciation practices while others think that vocabulary, classroom conjugation, and communication, memorization of grammar, traveling to a country where the language is spoken, translation or making friends will help them to improve their language learning.

Similarly, in Horwitz's (1988 cited in Young, 1991, p.428) study, language learners believe that to speak a language they need to have an “excellent accent” and become a

native-like speaker. Also, they can become fluent speakers after two years of learning the foreign language, and that translation is the most important to learn a language, etc. With all these beliefs, learners may become disappointed and anxious at the end when they fail to achieve their goals, because as Young (1991) said:

They believe that pronunciation is the most important aspect of a language, they will end up frustrated and stressed. The same frustration and anxiety sets in if they believe they should be fluent in two years. In other words, when beliefs and reality clash, anxiety results (p.428).

### **2.3.1.3. Instructor Beliefs about Language Teaching**

In some cases, teachers can provoke anxiety. Some of them think that it is necessary to correct students each time they make a mistake. In this case, anxiety occurs and the students will hesitate and abstain from participating in the classroom in order not to get corrected and scolded by their teachers. Other teachers think that engaging students in communicative activities such as group work consume a lot of time and create disturbance and noise inside the classroom.

There are teachers who dominate the course and act as lecturers instead of facilitators that help and guide learners to find the correct answers and solve problems, which is in fact the appropriate way of learning. Young (1991) highlighted this point when she said that:

Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their

role is more like a drill sergeant than a facilitator may be contributing to learner language anxiety (p.428)

Furthermore, many teachers think that intimidation is a perfect way to motivate students to practice more and participate in classroom activities. For instance, the case when teachers threaten to lessen their students' marks for not participating in the classroom. They believe that "a little bit of intimidation is a necessary and supportive motivator for promoting students' performance" (Brandl, 1974 cited in Young 1991, p.428). Nevertheless, these actions in many cases can provoke anxiety.

#### **2.3.1.4. Instructor-Learner Interactions**

The uncomfortable relationship between learners and their teachers is another source of anxiety. Some teachers correct their learners in a defensive manner, implying how dumb the learners are, which create fear and embarrassment that leads to an unpleasant relationship between the two. In this case learners become hesitant and afraid to speak and participate again in the classroom. The relationship between anxiety and instructor-learner interaction has been found in researches conducted by Horwitz et al. (1986, Koch and Terrell, 1990; Price and Young, 1990 cited in Young 1991, p.429). They reported that correcting learners' mistakes and errors in a hurtful way especially embarrassing them in front of their classmates and using unkind words play a major role in provoking anxiety among these learners.

On the Other hand, some learners do realize the fundamental role that evaluation and correction play in improving their learning. Their worry is not about error correction, but rather in the way they are being corrected; as Young (1991) claimed "when, how often, and, most importantly, how errors are corrected" (p.429).



Furthermore, some learners cannot handle the way their teachers correct them and then turn from anxious to disobedient in order to create a state of some personal relief to cope with the situation; as stated by Rosenfeld (1983) “when instructors communicate with their students in a defensive manner, they establish a classroom climate in which students feel threatened and react by engaging in resistance, rebellion, and defiance” (cited in Myers et al., 2012 p.389). That is why teachers should create a friendly and supportive atmosphere where they bond with their learners, so they can engage more and work as hard as they can to be successful in their learning.

#### **2.3.1.5. Classroom Procedures**

The different procedures and activities that are usually involved in speaking classes are found to be a major trigger for anxiety; Crookall and Oxford (1991) pointed out that activities such as games and role plays can provoke anxiety to some “introverts” who for example prefer to perform alone in tests without having to deal and worry about how other classmates react (cited in Aydin 2001, p.37).

Moreover, classroom presentations are another example that makes students anxious and hesitant to perform in class since it makes them the center of attention. In this regard Young (1990) stated that foreign language students experience a fear of self-exposure; they are afraid of revealing themselves or being spotlighted in front of others (cited in Aydin 2001).

#### **2.3.1.6. Language Testing**

In general, learners can be anxious in performing in tests in different language learning courses such as reading and writing because as Young stated, “anxieties can stem from aspects of language testing” (1991, p.429). Generally, many students become afraid and worried to do tests since they are going to be graded. That is why when these students

are asked to do a particular task in order to check their understanding of the lesson, no worry or concern is being experienced.

Furthermore, the way learners are tested on a given subject is seen as a source of anxiety. As expressed by Young (1991), “If an instructor has a communicative approach to language teaching but then gives primarily grammar tests, this likely leads students not only to complain, but also to experience frustration and anxiety” (p.429). That is to say, the test should reflect the type of language being learned, such as in situations when a spoken course translated into a written task or when learning some vocabulary then be asked to transcribe that vocabulary.

### **2.3.2. Causes of Foreign Language Anxiety**

In their theory of foreign language classroom anxiety, Horwitz and her colleagues (1986) classified language anxiety into three components, which causes the phenomenon of foreign language anxiety. They are the following: communication apprehension, test anxiety, and fear of negative evaluation.

#### **2.3.2.1. Communication Apprehension (CA)**

Communication apprehension is one of the common causes that trigger language anxiety. It is the kind of anxiety that learners deal with when it comes to speaking or listening to others using the target language. Communication apprehension is defined by McCroskey (1977) as: “a type of shyness characterized by fear of or anxiety about communicating with people” (cited in Horwitz et al. 1986, p.127). Being shy, having difficulty in speaking, listening to or learning spoken utterances are all signs of apprehensive learners because it is derived from their feeling of being misunderstood or unable to understand when communicating with others.

Apprehensive learners are always evaluating themselves, afraid of making mistakes and specially trying to be perfect in speaking and communicating with others. According to Aida (1994), “Communicatively apprehensive people are more reluctant to get involved in conversations with others and to peek social interactions” (p.156). Being communicatively apprehensive does not mean a person is shy or introvert because even extrovert and talkative people sometimes become tongue-tied and unable to speak a word. However, there are cases where silent learners can communicate perfectly in the classroom. For example, there are “stutterers who are sometimes able to enunciate normally when singing or acting” (Horwitz et al. 1986, p.127).

Teachers and instructors often include some activities that oblige learners to communicate with others in classroom such as group work or role plays regardless of the learners’ situation of being introvert or shy and communicatively apprehensive. So, instead of helping them to improve their communicative goals, these teachers are putting extra obstacles and barriers for the students to be successful in their learning experience.

#### **2.3.2.2. Test Anxiety**

Regarding test anxiety, it is a kind of performance anxiety. Tests are considered the source of anxiety. Learners experience test anxiety when they feel worried and threatened to fail a test in which they are badly evaluated by the teacher instead of taking it as a chance in improving their speaking skills and communicative abilities. Test anxiety is defined by Dusek (1980) as an “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations” (cited in Mahmoodzadeh, 2012, p.468).

The issue with test anxiety is not about making errors or being incompetent, but rather about feeling incapable to perform well and perfectly score in the test, as claimed by

Horwitz et al. (1986), “test anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure” (p.127). Test anxious learners are the ones who are worried of how evaluative the situation will be and of how they will score as high as possible, which is believed to have a bad influence on their performance in tests. Consequently, this kind of students are all time worried and facing problems “since tests and quizzes are frequent and even the brightest and most prepared students often make errors” (Horwitz et al., 1986, p.128).

### **2.3.2.3. Fear of Negative Evaluation**

Fear of negative evaluation is the type of anxiety that Watson and Friend (1969) referred to as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (cited in Horwitz et al. 1986, p.128). It is an extension of test anxiety since it is about being badly evaluated which can occur in any situation such as in job interviews or classroom oral tests and not restricted only to test taking contexts (Horwitz et al. 1986, p.128).

Being afraid of negative evaluation, learners do not consider their mistakes as normal and a natural thing to happen nor a chance to improve their learning, but they rather see it as a threatening situation. Consequently, they become hesitant to speak and refuse to participate in classroom tasks and activities.

### **2.3.3. Effects of Anxiety on the Cognitive Processes**

Language learning is realized by passing through a cognitive process that includes the following stages: input, processing and output. Since anxiety is an affective variable that hamper the language learning process, it should be explained through the three stages of language learning. Based on Tobias model of the effects of anxiety on learning (Tobias

1986 cited in MacIntyre and Gardener 1994, p.286), anxiety affects language learning at three stages: input stage, processing stage, and output stage.

### **2.3.3.1. The Input Stage**

Input is an important stage in language learning. It consists of all the visual and aural information a learner receives in the classroom. It refers to the first time data is represented in memory (MacIntyre and Gardener 1994, p.286). Hence, input anxiety is the anxiety that hamper the learner from taking in new information resulting from the lack of concentration and attention. In this case, input anxiety “acts like a filter preventing some information from getting into the cognitive processing system” (MacIntyre 1999 p.35). Thus, the degree of concentration, attention in students and their ability to encode the information being exposed can increase or decrease the level of input anxiety (MacIntyre & Gardner, 1994 cited in Bailey et al 2000, p.475).

Furthermore, unlike relaxed learners who can perceive and process the input perfectly without difficulties and limitations caused by the input stage, it is hard for anxious learners to process the input or even perceive it in the first place. In this regard, MacIntyre and Gardner (1994) argued that:

In second language learning, difficulties may arise if the language is spoken too quickly or if written material appears in the form of complex sentences. Anxious students may ask for sentences to be repeated more often or may have to reread text several times to compensate for missing input (p.286).

### **2.3.3.2. The Processing Stage**

The processing stage is the second stage of the cognitive process in which the learners process the information they received in the first stage. It refers to “the apprehension students experience when performing cognitive operations on new information.” (Bailey et al 2000, p.475). This stage is very crucial in the organization and the analysis of the data in order to be understood. In this regard, MacIntyre and Gardner (1994) argued that “The processing stage involves the cognitive operations performed on the subject matter: organization, storage, and assimilation of the material” (p.286)

Moreover, since the cognitive process is obstructed by anxiety, the time that learners spend on processing information expands. In addition, an increasing anxiety during the processing stage hampers students’ learning and “the efficiency with which memory processes are used to solve problems” (Tobias 1977 cited in Bailey et al. 2000, p.475). In addition, MacIntyre and Gardner (1994) pointed out that high levels of processing anxiety may reduce a student’s ability to understand messages or to learn new vocabulary items in the target language (cited in Bailey et al. 2000, p.475)

### **2.3.3.3. The Output Stage**

The output stage is the last step of the cognitive process. At this stage, the input being processed by the cognitive operations is being produced as an output. So, the output anxiety involves the apprehension students experience when required to demonstrate their ability to use previously learned material (Bailey et al 2000, p.475). That is to say, input anxiety is the anxiety felt after processing the information. This type of anxiety creates a huge obstacle in the way of learners to achieve the communicative goals in interacting successfully with others. According to MacIntyre and Gardner (1994) “high levels of anxiety at this stage might hinder students’ ability to speak or to write in the target

language” (cited in Bailey et al 2000, p.475), this resulted in the students’ bad performance in producing correct utterances in spoken or written form. For instance, it was seen when learners had the right answer but they just could not remember it and retrieve it from their memory because “anxiety acts as a disruption to the retrieval of information” (MacIntyre 1999, p.36).

#### **2.3.4. Effects of Anxiety on Students’ Oral Communication**

Many students who have learned a FL have expressed how stressful it was to be in the classroom as their anxiety provoked them (Horwitz et al., 1986; Price, 1991). When students experience anxiety, they cannot participate in classroom activities, avoid speaking in class, neglect doing their homework, and the worst they may skip classes. Among the signs that show anxiety, students often murmur answers or hide in the back of the classroom to minimise the humiliation or embarrassment of being called upon to speak (Cohen, 1997; Fukai, 2000; Horwitz et al., 1986; Phillips, 1991). However, the major problem that teachers face is their students’ unwillingness to communicate (UTC). When anxiety hit students, their fear, nervousness, and worry about embarrassment stood as obstacles against their willingness to communicate and thus, it made them reluctant to speak and participate inside the classroom. Accordingly, Baker and MacIntyre (2003) claimed that: “those with higher anxiety and lower perceived competence likely will be less willing to communicate and thus avoid L2 communication. When people avoid these behaviours, they deprive themselves of the opportunity to improve their proficiency and experience” (2003, p.71). Without UTC, no learning will take place. Thus, no improvement will be achieved and consequently, the chance for students to reduce their anxiety is unlikely to be realised.

### **2.3.5. Strategies to Overcome Anxiety and Improve Oral Communication**

Foreign language anxiety, being the major obstacle that impede learners from speaking and communicating in the classroom, it needs prudence from both learners and teachers. They need to be aware about the variety of strategies and techniques they could put in use to help reducing their anxiety. Concerning these strategies, Tseng's (2012, p. 75) suggestions which he believed are proper ways that learners and teachers can follow to help reducing anxiety among students inside the classroom were divided into two major classes.

#### **2.3.5.1. Students' Strategies**

According to Tseng (2012), students may lessen the degree of their anxiety through:

- ✓ Observing and identifying thoughts behind fear which is baseless and taking time to think wisely and organizing ideas before expressing them.
- ✓ Understanding and realizing that perfection is impossible and thinking positive understanding that mistakes are natural part of learning.
- ✓ Relaxing oneself is a key to make anxiety disappear following some simple steps during the class such as: sitting comfortably and in a straight way, taking slow and deep breaths, stretching oneself and exercising muscles helps turning negative energy into a positive one.
- ✓ Concentrating on conveying meaning to achieve communication rather than on to whom it is expressed and understanding that transmitting a wrong message is natural.
- ✓ Being friendly and approachable, socializing with classmates to feel comfortable and at ease to communicate with them.
- ✓ Creating a good and strong relationship with teachers by greeting them and consulting them.



- ✓ Avoiding hiding at the back rows and getting close to people to make communication easier.
- ✓ Building self-confidence since it is fundamental for a successful learning. The more confident the easier speaking gets.

#### **2.3.5.2. Teachers' Strategies**

Tseng (2012) did not limit strategies that overcome anxiety only to students, but according to him teachers too may reduce this phenomenon through:

- ✓ Making students aware that they matter and that their learning and success is the major concern. This will motivate them to work hard and practice more.
- ✓ Creating a welcoming relaxing friendly environment.
- ✓ Engaging students in different tasks and including some communicative activities. This will help them feel at ease and work on their speaking skill.
- ✓ Targeting some topics that deal indirectly with anxiety in the work place, at home and in the street. This will help students to think about their classroom anxiety, to discuss the causes that provoke it and to come up with possible ways that help in reducing it.

#### **Conclusion**

Foreign language anxiety has been the focus of many researchers in the field of educational psychology (Scovel, 1978; Gardner, 1985; Horwitz et.al, 1986; Macintyre, 1994; Arnold, 1999). This chapter dealt with the literature review of language anxiety, providing its different aspects including its definitions, types, sources and causes along with some strategies for teachers and learners to follow in order to overcome this problem.

## **Chapter Three: Research Methodology and Data Analysis**

### **Introduction**

This part is devoted to the description of the methodological procedures and interpretation of the collected data. The aim is to explore, describe, predict and explain data related to the factors that cause anxiety among foreign language anxiety students' on their oral communication in the classroom. The chapter starts by describing the methodology, the population and sample of the study. Then it proceeds to offering a description of research tools and how they were implemented. Next, it moves to the analysis, interpretation and finishes with discussion of the results.

### **3. Research Methodology**

#### **3.1. Choice of the Research Method**

The present research work approaches the factors that cause anxiety among EFL student's in the classroom. To find out information about this, both students and teachers are engaged to give their own perspectives and opinions about this theme. Therefore, the method in this research is descriptive. Thus, both questionnaires and interviews are useful tools to be used for investigation

#### **3.2. Population and Sampling**

The population of the study are first year License students and teachers in the Department of English at Mohammed Seddik Ben Yahia University, Jijel. Students were chosen due to the fact that they are new to the whole oral classroom communication situation. The sample consists of ninety students randomly chosen from different groups, and ten teachers from the same department.

### **3.3. Data Collection**

A questionnaire and an interview are the dependable tools used in this research to collect data. The questionnaire was directed to students while the interview was conducted with teachers.

#### **3.3.1. The Students' Questionnaire**

##### **3.3.1.1. Description of the Questionnaire**

The students' questionnaire was used to investigate first year students' foreign language anxiety to examine their degree of anxiety and also to show that anxious learners can be detected. It includes two sections. The first section aims at collecting information about students' communication and participation in the classroom. It starts with a personal question about whether choosing to study English was their own choice, followed with questions concerning their level, participation and communication in the classroom.

The second section refers to Horwitz et al (1986) Foreign Language anxiety Classroom Scale (FLCAS). This model scale was adapted to achieve a better investigation and to keep the topic understudy more reliable, since it reflects the components of anxiety (communication apprehension, test anxiety and fear on negative evaluation), and because this model also provides the opportunity to better score the students' level of anxiety.

Horwitz, Horwitz and Cope (1986) created the model questionnaire named the Foreign Language Classroom Anxiety Scale (FLCAS) as a tool to measure anxiety that occurs in the foreign language classroom. It consists of 33 statements about learners' feeling of learning a foreign language. The statements of this scale are organized based on the three causes of language anxiety which Horwitz and her classmates referred to it as "components of foreign language anxiety". Eleven statements represent students' communication apprehension (statements 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32). Fifteen statements

represent student test anxiety (statements 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28), and finally, seven items represent students' fear of negative evaluation (Statements 2, 7, 13, 19, 23, 31, and 33).

The FLCAS is a five-likert scale ranging from “strongly agree” (5point), “agree” (4 point), “neutral” (3 point), “disagree” (2 point) to “strongly disagree” (1 point). FLCAS scores are between 33 and 165 in which the higher scores represent the more anxious students and vice versa. One should consider that the statements (2, 5, 8, 11, 14, 18, 22, 28 and 32) were positively stated reflecting a non-anxiety situation, thus the scoring will be reversed.

### **3.3.1.2. Questionnaire Administration**

The questionnaire was submitted to 90 students in the English language department at Mohammed Seddik Ben Yahia University, during the second semester examination schedule of the academic year 2017/2018. Before distributing the questionnaire, an explanation of its purpose was given to all the participants. The whole process of the administration took approximately 1 hour in which 40 mins were given to explain every question and statement and 20 minutes to complete the questionnaire and handing it back. During this time, a further explanation was provided in case of ambiguity or misunderstanding.

### **3.3.2. The Teachers' Interview**

The second tool implemented in this research is a semi structured interview addressed to teachers. The interview was semi-structured because it gave the researcher a chance to ask more questions for further explanation and clarification. According to Richards (2009):

A semi structured interview is the one where the interviewer has a clear picture of the topics that need to be covered (and perhaps even a preferred order for these) but is

prepared to allow the interview to develop in unexpected directions where these open up important new areas’’ (p.186).

### **3.3.2.1. Aims of the Interview**

The aim behind this interview is to investigate teachers’ perspectives about the issue of FLA and its effect on students’ communication inside the classroom. Besides, it seeks to know whether teachers are aware of the negative effects of this issue on their students’ oral communication and to get their suggestions about the appropriate strategies that they use to reduce learners’ anxiety for a better classroom communication.

### **3.3.2.2. Conducting the Interview**

The interview was conducted with ten teachers from the department of English at Mohammed Seddik Ben Yahia University, Jijel. The interview lasted from 10 minutes to 15 minutes depending on the direction of the questions and teachers’ answers.

### **3.3.2.3. Description of the Interview**

The used interview is semi-structured, it consists of 8 questions. It starts by asking teachers if they have students who hesitate to participate, if they invite them to participate and if students English level influence their willingness to communicate. Then, the next addressed questions are concerned with language anxiety, factors causing it and its impact on the process of language learning and its existence among students inside the classroom. The last questions aimed at knowing what strategies that teachers would use to help their students cope with anxiety when they have to speak and communicate inside the classroom.

### 3.4. Analysis and Interpretation of the Results

#### 3.4.1. Analysis and Interpretation of Students' Questionnaire

##### 3.4.1.1. Section One: General Questions

**Question 1-** Was it your choice to study English?

Table 2

*Students' Choice of Studying English*

Option	Number	Percentage
Yes	86	95,5
No	4	4,4
Total	90	100

From the table it is noticed that 86 students representing 95,5% of the sample chose to study English, while the rest of students (4) representing 4,4% were imposed. Noticeably, the majority of the participants chose to major in English, however only a few of them were imposed to study English. This imposition could be caused by their parents or because they resolved to studying English as an alternative for not reaching the average to follow their desired speciality.

**Question 2-** Do you communicate with your teachers?

Table 3

*Students Communication with their Teacher*

Option	Number	Percentage
Always	31	34,4
Sometimes	44	48,4
Rarely	15	16,6
Total	90	100

The results show that 31 students (34,4%) reported that they always communicate with their teachers, 44 students (48,8%) sometimes do that, while the rest of the participants (15) representing (16,6%) rarely speak with their teachers.

It is noticed that some students communicate with their teachers. Hence one can deduce that frequent communication with teachers may be due to the fact that learners were competent or perceived themselves as so, or that they were not afraid of their teachers' evaluation since they may consider it as a way for improvement. However, for reluctant students, it could be the result of their shyness, or that they shared a bad relationship with their teacher as they might receive him/her as dominant, bad or simply incompetent, which pushed them to resolve avoiding communicating and remaining silent.

**Question 3-** Do you communicate with your classmates?

Table 4

*Students Communication with their Classmates*

Option	Number	Percentage
Always	7	7,7
Sometimes	15	16,6
Rarely	68	75,5
Total	90	100

The results show that 68 participants (75,5%) reported that they rarely communicate with their classmates, 15 students (16,6%) sometimes speak do that, while the rest 7,7 % of the participants reported that they always speak with their classmates. Noticeably, the majority of students did not communicate with each other. Thus, one can deduce that students' reluctance is due to their unfamiliarity with their peers, fear of being ridiculed or insufficient vocabulary and inaccurate pronunciation.

**Question 4-** How often do you participate in the classroom?

Table 5

*Students' Participation in the Classroom*

Option	Number	Percentage
Mostly	11	12,2
Sometimes	54	60
Rarely	19	21,1
Never	6	6,6
Total	90	100



The results show that 54 students representing almost two thirds of the population (60%) reported that they sometimes participate in the classroom. 21,1% of them rarely do that and 6 students claimed that they never participate. While the rest representing 12,2% of the sample mostly participate. It is noticed that students show a willingness to participate but not all of them and accordingly this was due to different reasons as given by the participants as listed below.

### **Summary of the students' justifications:**

#### **a- Mostly**

- Expressing themselves.
- Improving their speaking skill.
- Improving their pronunciation.
- Showing their competence and fluency to their teachers and classmates.
- Some simply are talkative and active learners.
- Teachers motivation and good relationship with their classmates.

#### **b- Sometimes**

- Not knowing the correct answer.
- Lacking vocabulary.
- Participation depends on having the answer or not.
- Unfamiliarity with topics under discussion or simply lacking interest.
- Being communicatively apprehended.
- Lacking self-confidence.
- Insufficient time scheduled.
- Fear of making mistakes.
- Uncertainty about the correctness of their answers.
- Nervousness, stress and confusion.

- Fear of others' evaluations.
- Getting good marks.

**c- Rarely**

- Lack of self-confidence.
- Demotivation.
- Low self-perception.
- Teacher preference to speak with advanced and fluent speakers.
- Insufficient vocabulary and poor mastery over grammar.
- Fear of making mistakes, being ridiculed and badly evaluated
- Shyness and reservation from exposing themselves.
- Classroom procedures were new to the students by which they have to speak and present in front of an audience.
- Unfamiliarity with classmates and disliking the teacher.

**d- Never**

- Being imposed to study English.
- Disapproval of the teacher and unfamiliarity with peers.
- Shyness and inability to contain oneself when being at the centre of attention.
- Demotivation.

**Question 5-** How would you evaluate your speaking ability?

Table 6

*Students Perception of their Speaking Ability*

Option	Number	Percentage
good	6	6,6
average	26	28,4
Below Average	44	48,8
Poor	14	15,5
Total	90	100

The results show that 14 students (15,5%) thought they are poor at speaking, 6 students (6,6%) reported that they are good. Plus, 26 students (28,8%) thought they had average command on the skill. However, almost half of the participants representing 48,8% thought their level is below average.

It is noticed that the majority of student thought they are incompetent, this support the idea that some student did perceive themselves as low which results in lacking self-confidence thus causing their hesitation and fear of others negative evaluation. Consequently, they became reluctant to communicate and participate in the classroom.

**3.4.1.2. Section Two: FLCAS Analysis****Statement 1**

I never feel quite sure of myself when I am speaking in my foreign language class.

Table 7

*Students' Self-esteem when Speaking in Foreign Language Class*

Answers	Participants	Percentage (%)
Strongly agree	9	10
Agree	41	45,5
Neutral	14	15,5
Disagree	16	17,7
Strongly disagree	10	11,1
Total	90	100

This statement is expressed to identify self-confidence among learners. 9 students (10%) strongly agreed that they never felt quite sure of themselves when they are communicating in their EFL classroom. 41 students (45,5 %) agreed with the statement, 14 students (15,5%) are neutral, while 16 (17,7) disagreed and the rest 10 students (11,1%) strongly disagreed with the statement.

Thus, it is deduced that more than half of the students (55,5%) lacked self-confidence which have a significant effect in provoking anxiety among learners in FL classes.

**Statement 2**

I don't worry about making mistakes in language class.

Table 8

*Students' anxiety about making mistakes*

Answers	Participants	Percentage (%)
Strongly agree	13	14,4
Agree	20	22,2
Neutral	11	12,2
Disagree	28	31,1
Strongly disagree	18	20
Total	90	100

From the results we notice that 46 students negatively endorsed the statement (31,1% disagree and 20% strongly disagree), that they did not worry about making mistakes in the class. While 11 students (12,2%) chose the neutral answer. Also, 23 students (14,4% strongly agreed and 12,2% agreed) agreed that they ~~do~~ did not fear to make mistakes in the classroom. The majority of students expressed that they were afraid of making mistakes and felt anxious about it. The reason behind it might be that students worried about their teachers and peers' negative evaluation and fear of being laughed at.

Hence, this indicates that worrying of about making mistakes in language class is an anxiety provoking factor that may lead learners to avoid participation in the future, and if no change is made such problem will not be ceased to exist.

**Statement 3**

I tremble when I know that I'm going to be called on in language class.

Table 9

*Students' anxiety when going to be called on in class*

Answers	Participants	Percentage (%)
Strongly agree	11	12,2
Agree	41	45,5
Neutral	11	12,2
Disagree	18	20
Strongly disagree	9	10
Total	90	100

From the table, it is noticed that 41 participants (45,5%) agreed that they ended up trembling the time they knew that the teacher was going to call for them. 11 students (12,2) strongly agreed with the statement while 27 students (18 disagreed and 9 strongly disagreed), and lastly, 11 students (12,2) chose to be neutral.

It is deduced that the majority of the participants (57,7%) started to tremble the time they were called for, which was predictably due to their anxiety that might be caused by their fear of making mistakes or being laughed at as explained in the theoretical part.

**Statement 4**

It frightens me when I don't understand every word the language teacher says.

Table 10

*Students' Fear of Misunderstanding every spoken word by the teacher*

Answers	Participants	Percentage (%)
Strongly agree	25	27,7
Agree	42	46,6
Neutral	7	7,7
Disagree	7	7,7
Strongly disagree	9	10
Total	90	100

The Table shows that 25 students (27,7%) and 42 students (46,4%) who either strongly agreed or agreed that they were frightened when they did not understand every word the language teacher said. Also, 7 students (7,7%) disagreed with the statement and 9 students (10%) who strongly disagreed while 7,7% of them (7 students) chose to be neutral. It is noticed that the majority of the participants stated that they were frightened each time when they did not understand a word or the whole utterance.

From the results, one can conclude that fear of misunderstanding teachers (other students) which is a feature of communication apprehension (as explained in the theoretical part) plays a major role in making the students afraid and worried. Consequently, communication apprehension can provoke anxiety among learners in the classroom.

**Statement 5**

It would not bother me at all to take more foreign language classes.

Table 11

*Students' perception about taking more foreign language classes*

Answers	Participants	Percentage (%)
Strongly agree	27	30
Agree	36	40
Neutral	13	14,4
Disagree	5	5,5
Strongly disagree	9	10
Total	90	100

From the table, it is noticed that a high number of students 27 students (30%) who strongly agreed to take extra English classes, 36 students were in favour to take more English classes, 13 students (14,4%) chose to be neutral, while 14 students disagreed (5 disagreed and 9 strongly disagreed). The results express that the majority of students 70% liked to take more oral English classes, while the rest of students (29,9%) were satisfied with the number of classes they had already taken.

What is noticed here is that learning English is an interesting and an easy topic since all the students like to speak the foreign language (as found in the results in section one), which explains why they were in favour to take extra foreign language classes.



**Statement 6**

During language classes, I find myself thinking about things that have nothing to do with the course.

Table 12

*Students' general distraction*

Answers	Participants	Percentage (%)
Strongly agree	17	18,8
Agree	40	44,4
Neutral	13	14,4
Disagree	8	8,8
Strongly disagree	12	13,3
Total	90	100

From the results, it is noticed that a total of 57 students (17 strongly agreed and 40 agreed) agreed with the statement, which indicates that the majority of students endorsed the statement that they found themselves thinking about things that had nothing to do with the lesson. While 20 students disagreed with the statement and the rest (10 students) were able to concentrate more on their lesson than their classmates.

Thus, it can be deduced that learners were not satisfied with the classroom procedures that they felt anxious and worried (as explained in the theoretical part) or simply they felt bored. This indicates that learners supported the idea that classroom procedures play a major role in their language learning which can cause anxiety among learners (as explained in the theoretical part). That is why course designers and teachers should make alternatives in the curriculum and the course of lessons in order to meet the students' needs which can

make the course more relaxing, enjoyable and less boring. This can help students to be interested thus involve in their language learning.

### Statement 7

I keep thinking that the other students are better at languages than I am.

Table 13

*Students' comparison in languages with others*

Answers	Participants	Percentage (%)
Strongly agree	18	20
Agree	34	37,7
Neutral	13	14,4
Disagree	5	5,5
Strongly disagree	20	22,2
Total	90	100

The results reflect that the majority of students endorsed the statement (52 participants; 18 strongly disagreed and 34 agreed) and consider themselves less competent than their peers in speaking the target language. While a total of 25 students disagree with the statement (20 strongly disagree and 5 disagree). Also 13 students chose to be neutral.

Thus, it is concluded that the majority of students perceived themselves as low comparing to their peers which may create stress and worry. Such worry may cause their shyness, nervousness and negative self-evaluation which result in making these learners apprehensive to communicate in the classroom and choose to remain silent.

**Statement 8**

I am usually at ease during tests in my language class.

Table 14

*Students' feeling of easiness during language tests*

Answers	Participants	Percentage (%)
Strongly agree	12	13,3
Agree	13	14,4
Neutral	18	20
Disagree	37	41,1
Strongly disagree	10	11,1
Total	90	100

Concerning this statement which asked whether students feel at ease during tests in their language class, 25 participants agreed with it. This is the 27,7% of the whole sample, in contrast, 52,2% of students expressed stress and nervousness during tests. While 18 students (20%) were undecided. (20%). Accordingly, the majority of students felt stressed during tests.

Thus, it is deduced that most of them did experience test anxiety as it is one of the causes that provoke anxiety among learners (as explained in the theoretical part) which harms their performance.

**Statement 9**

I start to panic when I have to speak without preparation in language class.

Table 15

*Students' stress when speaking without preparation*

Answers	Participants	Percentage (%)
Strongly agree	29	32,2
Agree	39	43,3
Neutral	7	7,7
Disagree	8	8,8
Strongly disagree	7	7,7
Total	90	100

From the table, it is clear that the high proportion of students 29 students strongly agreed (32,2%) and 39 students (43,3) agreed that they started to panic when they had to speak without any preparation in language class. Only 15 students (8 disagree and 7 strongly disagree) did not panic and 7,7% were undecided with the statement.

Thus, it is concluded that the majority of the students experienced panic attack when they had to speak without any preparation, which indicates that learners feel anxious when they have to speak when they are not ready. Consequently, as explained in the second chapter, this is in fact of being communicatively apprehensive when people speak in public.

**Statement 10**

I worry about the consequences of failing my foreign language class

Table 16

*Students' worry about failing*

Answers	Participants	Percentage (%)
Strongly agree	17	18,8
Agree	40	44,4
Neutral	13	14,4
Disagree	8	8,8
Strongly disagree	12	13,3
Total	90	100

The results indicate that 40 students agreed (44,4 %) with the fact they were worried about the consequences of failing in foreign language, while 13 students (14,4) remained neutral and did not like to show their opinion. However, 20 students disagreed with the statement (8 disagreed and 12 strongly disagreed). Therefore, the majority of participants representing 57 out of 90 students worry about failing in the class.

Thus, it is concluded that worrying about failure is considered by the majority of the students a major factor that provoke anxiety. One can relate this worry to fear of making mistakes, low self-esteem and students' desire to perfectly score in the tests.

**Statement 11**

I don't understand why some people get so upset over foreign language classes.

Table 17

*Students' Opinion about others' disliking foreign language classes*

Answers	Participants	Percentage (%)
Strongly agree	25	27,7
Agree	42	46,6
Neutral	7	7,7
Disagree	7	7,7
Strongly disagree	9	10
Total	90	100

The table indicates that 25 students (27,7%) strongly agreed and 42 students representing (46,6%), while 7 students kept undecided (7,7%) and those who disagreed were a total of 16 students (7 disagreed and 9 strongly disagreed). So, a high proportion of the sample (a total of 67 participants) agreed on the statement that they did not perceive the idea why some people get so upset over foreign language classes. Thus, one can conclude that the majority of students like foreign language classes and think of it as an interesting and as an enjoyable learning journey.

**Statement 12**

In language class, I can get so nervous that I forget things I know.

Table 18

*Students forgetting things in class*

Answers	Participants	Percentage (%)
Strongly agree	22	24,4
Agree	34	37,7
Neutral	15	16,6
Disagree	8	8,8
Strongly disagree	11	12,2
Total	90	100

From the results, it is noticed that 56 out of 90 of the participants agreed on the idea that they can get nervous that they fail to remember things that they already know and studied, while 19 students disagreed with the statement above. And 15 participants chose to be neutral.

So, the majority of learners agreed that nervousness made them unable to retain information, thus affects their production. This support the idea (as explained in the theoretical part) that anxiety has a negative effect on the output stage; their oral production.

**Statement 13**

It embarrasses me to volunteer answers in my language class.

Table 19

*Students' embarrassment to volunteer answers in class*

Answers	Participants	Percentage (%)
Strongly agree	9	10
Agree	41	45,5
Neutral	14	15,5
Disagree	16	17,7
Strongly disagree	10	11,1
Total	90	100

From the results, it is noticed that 41 students (45,5%) and 9 students (10%) agreed that they feel embarrassed to participate in the class. While 26 students (16 disagreed and 10 strongly disagreed) showed disagreement with the statement. And 14 students were undecided.

Therefore, one can conclude that students' affective side plays a major role in the students' willingness to participate. They could not find the courage to volunteer answers due to their feeling of embarrassment which may be related to their shyness, introversion, the relationship between them and their teachers and peers, their perception of themselves as incompetent, fear of making mistakes and fear of negative evaluation and of being ridiculed and laughed. So, they chose to remain silent. In this regard teachers should create circumstances that meet with their learners needs for an effective and successful learning experience.



**Statement 14**

I would not be nervous speaking the foreign language with native speakers.

Table 20

*Relaxation when speaking with native speakers*

Answers	Participants	Percentage (%)
Strongly agree	17	18,8
Agree	19	21,1
Neutral	21	23,3
Disagree	17	18,8
Strongly disagree	16	17,7
Total	90	100

The table indicates that 19 students (21,1%) agreed and 17 students (18,8) strongly agreed that they would not be nervous speaking with native speakers. 21 students were undecided. Those who reported disagreement were 33 students (36,1). Finally, (13,3%) of students strongly disagreed.

From these results, it is clear that the fear of speaking with native speakers was experienced by some participants, but not to the majority as a factor that provoke anxiety. This can be due to the fact that some learners consider themselves as inferior to native speakers which is a natural thing for them as students learning a foreign language, so they feel less stressed. For the anxious ones, this could be related to their personality as being afraid of making mistakes or judged by others, or simply because of lacking enough competence in terms of pronunciation and vocabulary that they felt embarrassed and so resorted to avoid this kind of situation. Concerning the students who chose the neutral answer, this could be simply due to the fact that they never had the experience to

communicate with native speakers, so they could not give an authentic answer and that is why they were undecided.

### Statement 15

I get upset when I don't understand what the teacher is correcting.

Table 21

*Teacher's correction of unknown mistakes*

Answers	Participants	Percentage (%)
Strongly agree	31	34,4
Agree	33	36,6
Neutral	6	6,6
Disagree	13	14,4
Strongly disagree	7	7,7
Total	90	100

Table shows that a high proportion of students 64 out of 90 (71%) reported that they got upset for not understanding what the teacher was correcting. While only 20 students representing less than a quarter (22,1 %) of the population disagreed with the statement and only 6 students were undecided.

Accordingly, learners do not like and cannot welcome clumsy and unclear corrections that they receive from their teacher. It is obviously that this kind of correction creates an upsetting situation that leads to provoke anxiety among these learners. Furthermore, it is concluded also that getting upset may be due to the uncomfortable relationship between students and their teachers. In addition, the way learners are being corrected play a significant role in making them distressed which provokes anxiety among these learners.

**Statement 16**

Even if I am well prepared for language class. I feel anxious about it.

Table 22

*Being anxious regardless of preparation*

Answers	Participants	Percentage (%)
Strongly agree	15	16,6
Agree	19	21,1
Neutral	17	18,8
Disagree	19	21,1
Strongly disagree	20	22,2
Total	90	100

From the results it is noticed that 19 students (21,1%) disagreed and 20 students (22,2%) strongly disagreed and 34 students either agreed or strongly agreed, plus a percentage of 18,8 of students chose to be neutral that even though their well preparation for language class, they still feel anxious about it.

The results indicate that some of the students felt anxious though they were prepared for their class, while others felt at ease about it. Predictably, one can say that students were expected to make fewer mistakes if they were prepared well; in this case students might perceive themselves as high which make them more confident and feel at ease. For others who got anxious, this could be due to their low self-esteem or their desire to be perfect. Thus, being unprepared or having less background knowledge is an anxiety inducing factor among leaners but not the major one.

**Statement 17**

I often feel like not going to my language class.

Table 23

*Skipping classes*

Answers	Participants	Percentage (%)
Strongly agree	40	44,4
Agree	17	18,8
Neutral	11	12,2
Disagree	12	13,3
Strongly disagree	10	11,1
Total	90	100

The table above indicates that 40 (44,4%) students among 90 agreed that they felt like not going to their classes ,17(18,8%) of them strongly disagreed, while less than third of the participants (24,4%) students preferred to attend, and 11 (12,2%) students were discreet. Thus, those who were in favour of skipping classes represent the majority of the participants.

Therefore, one can think that students' unwillingness to attend their classes might be due to the fact that they do not like the whole learning experience; their disapproval of the classroom activities may provoke their anxiety or make them bored. Consequently, this will make students unmotivated and thus push them to absent themselves.

**Statement 18**

I feel confident when I speak in the foreign language class.

Table 24

*Students' self-confidence in speaking*

Answers	Participants	Percentage (%)
Strongly agree	9	10
Agree	7	7,7
Neutral	7	7,7
Disagree	42	46,6
Strongly disagree	25	27,7
Total	90	100

The results indicate that a total of 16 (17,7%) students either agreed or strongly agreed that they did feel confident when speaking in their classes. 7 students chose to be neutral. However, 74,3 % of the participants reported that they feel less confident when speaking.

Hence, that the majority of students expressed that they felt unconfident while speaking in the class. Predictably, one can say that lacking self-confidence induces students anxiously and make them reluctant to communicate in the classroom as is explained in the theoretical part. In conclusion, self-confidence is a significant factor that help students to overcome their anxiety.

**Statement 19**

I am afraid that my language teacher is ready to correct every mistake I make.

Table 25

*Students' fear of being always corrected by the teacher*

Answers	Participants	Percentage (%)
Strongly agree	17	18,8
Agree	40	44,4
Neutral	13	14,4
Disagree	8	8,8
Strongly disagree	12	13,3
Total	90	100

The results indicate that a total of 57 students (17 agreed and 40 strongly agreed) reported that they were afraid when the teacher was ready to correct every mistake they made. Those who disagreed were less than a quarter of the sample representing 22,1 %, while the rest students (14,4%) were neutral.

Thus, more than half of the participants which represents the anxious learners who feared to make mistakes, expressed nervousness and fear from the teacher' constant correction especially if it was in a bad way. The results also indicate that these anxious students when being corrected constantly by their teacher and predictably, they could be corrected in a harsh manner. Furthermore, these students may be the ones who believed that their mistakes were a sign of their failure as explained in chapter two. This will reduce their self-esteem and cause their anxiety which prevents them from succeeding in their class.

**Statement 20**

I can feel my heart pounding when I'm going to be called on in language class.

Table 26

*Students' discomfort when being called on*

Answers	Participants	Percentage (%)
Strongly agree	23	25,5
Agree	36	40
Neutral	10	11,1
Disagree	13	14,4
Strongly disagree	8	8,8
Total	90	100

The results show that a total of 59 students either agreed or strongly agreed that they felt their heart pounding when they were going to be called on, 10 (11,1%) students were undecided, those who disagreed or strongly disagreed with the statement represent less than a quarter of the participants.

Thus, the majority of students reported that they were frightened to be called on by their teacher consequently, those students reflect the anxious ones. Hence, one can say that students' personality as being introvert or shy of being exposed and put in in the spot light, not having enough knowledge, bad pronunciation may be the reasons behind students' nervousness and worry that induce their anxiety; this results in their reluctance to communicate in the classroom and preference to remain silence.

**Statement 21**

The more I study for a language test, the more confused I get.

Table 27

*Students' confusion when preparing for tests*

Answers	Participants	Percentage (%)
Strongly agree	17	18,8
Agree	40	44,4
Neutral	13	14,4
Disagree	8	8,8
Strongly disagree	12	13,3
Total	90	100

From the results, it is noticed that a total of 57 students who either agreed or strongly agreed with the fact that over-studying caused their confusion in tests. 20 students (8 disagreed and 12 strongly disagreed) disagreed with the above statement while 14,4% were neutral.

Thus, one can say that over study makes students inhibited. This could be due to their worry about making mistakes, fear of teachers and peers' negative evaluations, low self-perception and their eagerness to be perfect so they get oppressed and become more anxious about what they have in mind. This will cause their confusion; their input will not be well processed and then they fail to produce correct and proper language.



**Statement 22**

I don't Feel pressure to prepare very well for language class

Table 28

*Students easiness towards lack of class preparation*

Answers	Participants	Percentage (%)
Strongly agree	19	21,1
Agree	22	24,4
Neutral	13	14,4
Disagree	18	20
Strongly disagree	18	20
Total	90	100

The results show that 22 students (24,4%) agreed that they felt pressured to prepare well for language class, 21 students (23,3%) strongly agreed with the statement, those who were neutral represent 14,4 %, while a total of 36 students expressed that they feel pressured to prepare well for the class. One can notice that the number of participants who claimed their feeling of pressure to prepare almost equal the number of those who do not feel the same way.

On the one hand, one can deduce that students pressure is due to the fact that they perceived themselves as low, so they felt the need to practice and prepare more. In the other hand students level of competence and proficiency played a major role in provoking anxiety among them. The more competent the more confident, thus, less preparation is needed; no worry and pressure is caused. This will decrease the level of anxiety among students.

**Statement 23**

I always feel that the other students speak the foreign language better than I do

Table 29

*Students' feeling of inferiority to others when speaking*

Answers	Participants	Percentage (%)
Strongly agree	16	17,7
Agree	23	25,5
Neutral	13	14,4
Disagree	24	26,6
Strongly disagree	14	15,5
Total	90	100

The results indicate that 16 students (17,7%) strongly agreed that other students speak better than they do. Similarly, 23 students (25,5%) agreed with the same statement. 13 students (14,4%) were neutral. However, 24 students (26,6%) disagreed that they felt less competent than others when speaking, while 14 participants (15,5%) strongly disagreed. Noticeably, the number of students who felt inferior to others equal the others who felt more competent.

Thus, on the one hand, one can conclude that some students feel anxious to speak because they always compare themselves to their peers and perceived themselves as low which reduce their level of self-confidence. On the other hand, some students' welcomed competition and positively compared themselves to others thinking that they were proficient enough as the other students; in this case their self-esteem and confidence was in its highest level, thus no anxiety was provoked. Consequently, Self-confidence and self-esteem are among the factor that influence students level of anxiety but not the major ones.

**Statement 24**

I feel very self-conscious about speaking the foreign language in front of other students.

Table 30

*Self-Consciousness about speaking the foreign language in class*

Answers	Participants	Percentage (%)
Strongly agree	18	20
Agree	17	18,8
Neutral	10	11,1
Disagree	29	32,2
Strongly disagree	16	17,7
Total	90	100

The results show that 20% of the participants strongly agreed that they feel very-self-conscious about speaking in front of their peers. Those who agreed were 17 students (20,6%), 10 of them (11,1%) were neutral. Those who disagreed were 29 (32,2%) students and the rest 17,7% strongly disagreed with the statement.

It is noticed that the majority of the participants did not feel very-conscious about speaking in the in classroom. This can be due to their idea of having difficulty to understand others or to make themselves understood, their negative self-perception which reflect communication apprehension as explained in chapter two. Consequently, being communicatively apprehensive when communicating with others is a crucial factor that provoke anxiety among learners which lead them to abstain from speaking and participating in the classroom.

**Statement 25**

Language class moves so quickly that I worry about getting left behind

Table 31

*Students' worry of being left out*

Answers	Participants	Percentage (%)
Strongly agree	19	21,1
Agree	45	41,1
Neutral	13	14,4
Disagree	7	7,7
Strongly disagree	6	6,6
Total	90	100

The results show that 64 students (45 agreed and 19 strongly agreed) 71,1% positively endorsed the statement that they worried about being left behind when language class moved so quickly. 13 students chose to be neutral while the rest of the participants representing a total of 23,2% disagreed with the statement.

Noticeably, the majority of the participants (71.1%) were aware of the rapidity of the class management and worry about being left behind. Their worry eventually provoked their anxiety which inhibited their concentration on the lesson; this leads to inadequate processing of information. This support the hypothesis that anxiety affects the processing stage.

**Statement 26**

I feel more tense and nervous in my English class than in my other classes.

Table 32

*Students' nervousness and confusion when speaking in the class*

Answers	Participants	Percentage (%)
Strongly agree	11	12,2
Agree	9	10
Neutral	8	8,88
Disagree	34	37,7
Strongly disagree	28	31,1
Total	90	100

The table shows that 11 students (12,2%) strongly agreed that they were more tense and nervous in their English class than other classes. Those who agreed were 9 (10%) students while the rest students representing 8,8% of the population were neutral. Those who disagreed with the set statement were 34 students (37,7%) and 28 students representing (31,3%) strongly disagreed with it.

Noticeably, the majority of students representing 68,8 of the sample felt relaxed and less anxious in their language class. Thus, one can conclude that students find their language class more enjoyable, interesting in comparison to other classes.

**Statement 27**

I get nervous and confused when I am speaking in my language class.

Table 33

*Students' nervousness and confusion when speaking in the language class*

Answers	Participants	Percentage (%)
Strongly agree	10	11,1
Agree	34	37,7
Neutral	14	15,5
Disagree	24	26,6
Strongly disagree	8	8,8
Total	90	100

The results reveal that 10 of the students (11,1%) strongly agreed and 34 students agreed that they really got nervous and confused when speaking in the language class, 14 students representing 15,5 chose to be discreet and did not want to share their opinion. While a total of 32 students either disagreed or strongly disagreed with the statement.

Hence, one can conclude that relaxed student could be the confident ones, those who did not fear negative evaluation and believed that making mistakes is a natural thing to happen which help them in improving their learning. On the other hand, for confused and nervous students, this was maybe due to the fact that they were shy, worried about making mistakes or afraid of others' judgements, so they started to think of ways to cope with the situation and lost their focus and ended up confused which can be seen when they started to um and stutter or even remained silent.

**Statement 28**

When I'm on my way to language class, I feel very sure and relaxed.

Table 34

*Students' relaxation about going to class*

Answers	Participants	Percentage (%)
Strongly agree	16	17,7
Agree	26	28,8
Neutral	11	12,2
Disagree	27	30
Strongly disagree	10	11,1
Total	90	100

As the results show, 26 participants agreed and 16 of them strongly agreed that they felt sure and relaxed in their way to language class, while those who chose to be neutral were only 11 students. The rest of the participants either disagreed or strongly disagreed with the statement.

Noticeably, students discomfort towards the language class differs from one student to another. Some of them were at ease may be due to the fact that they feel competent or simply enjoyed the language class as since they like the language they are studying. However, the others were stressed and unsure on their way to the class. This could be due to their uncomfortable relationship with their teachers and/or unfamiliarity with their classmates. As a result, they get confused and stressed and afraid when they are on their way to their class. That is why students and teachers need to work together to create a relaxing atmosphere which may reduce others nervousness for a better learning experience.

**Statement 29**

I get nervous when I don't understand every word the language teacher says

Table 35

*learners' nervousness when failing to understand the teacher*

Answers	Participants	Percentage (%)
Strongly agree	21	23,3
Agree	44	48,9
Neutral	10	11,1
Disagree	11	12,2
Strongly disagree	4	4,44
Total	90	100

From the results we notice that 21 students (23,3%) strongly agreed that they get nervous when they do not understand every word their teacher utters, and those who agreed were 44 students (48,9%), those who disagreed or strongly disagreed were a total of 19 students while 10 students representing 11,1% of the sample chose to be neutral. Noticeably, the majority of the participants representing 72,2 %.

This indicates that students feel stressed and nervous when they do not understand everything since some of them think it is a must to comprehend every word they hear in order to be successful or seen as competent. This will provoke anxiety among students as explained in the literature review. Predictively, students would feel relaxed if the teacher gives an equivalent of the vocabulary using the mother tongue or the second language.



**Statement 30**

I feel overwhelmed by the number of rules I have to learn to speak a foreign language

Table 36

*Being overwhelmed by the number of FL rules to be learned in speaking*

Answers	Participants	Percentage (%)
Strongly agree	14	15,5
Agree	45	50
Neutral	14	15,5
Disagree	11	12,2
Strongly disagree	6	6,6
Total	90	100

From the results we notice that majority of students 65,5% agreed and strongly agreed that they felt overwhelmed by the number of rules they have to learn to speak a foreign language, a total of 17 students (18,8%) disagreed and strongly disagreed, while 14 students chose the neutral answer.

One can deduce that the results show the reflection of students' anxiety about their awareness of their capacity and ability to grasp much rules in order to speak the language. we can also conclude that the number of rules students need to learn, and grasp provokes anxiety among them; this results in inhibiting the students learning experience and cause them to fail to improve their speaking and communicative abilities.

**Statement 31**

I am afraid that the other students will laugh at me when I speak the foreign language

Table 37

*Students' fear of being laughed at by their peers*

Answers	Participants	Percentage (%)
Strongly agree	9	10
Agree	47	52,2
Neutral	8	8,8
Disagree	14	15,5
Strongly disagree	12	13,3
Total	90	100

The table shows that 47 students (52,2%) agree that they fear that the other students will laugh at them when they speak in the classroom, while 9 students (10%) strongly agreed with that. 14 students (15,5%) disagreed with the statement and 12 students (13,3%) strongly disagreed with it.

Hence, one can notice that the majority of students are afraid of their peers negative evaluation and laughter if they fail to perfectly speak the foreign language. Consequently, fear of negative evaluation is a major cause of students' speaking anxiety.

**Statement 32**

I would probably feel comfortable around native speakers of the foreign language.

Table 38

*Students comfort around native speakers*

Answers	Participants	Percentage (%)
Strongly agree	12	13,3
Agree	24	26,6
Neutral	9	10
Disagree	34	37,7
Strongly disagree	11	12,2
Total	90	100

The results show that 24 students (26,6%) who would probably feel comfortable around native speakers of the language, 12 students (13,3%) also strongly agreed with the statement above, those who were neutral represents 10%, and those who disagree were a total of 45 student (34 disagreed and 11 strongly disagreed).

Accordingly, it is concluded that the majority of the student are and would be uneasy and uncomfortable around native speakers. Consequently, being in an environment where students are surrounded by native speakers is more likely to cause their distress, thus provoke anxiety among them. In contrast a considerable number of learners reported their relaxation among natives which indicate that these learners are ready to communicate with native speakers and not afraid to test their speaking abilities.

**Statement 33**

I get nervous when the language teacher asks questions which I haven't prepared in advance.

Table 39

*Students' nervousness of answering without preparation*

Answers	Participants	Percentage (%)
Strongly agree	19	21,1
Agree	48	53,3
Neutral	16	17,7
Disagree	5	5,5
Strongly disagree	2	2,2
Total	90	100

The results show that 19 students strongly agreed that they got nervous when the language teacher asked questions which they did not prepare in advance were, those who agreed were 48 students which represents the highest percentage with 53,3%, 16 students were undecided with the statement. Those who disagreed were only 5 students (5,5%) and almost no one strongly disagree representing 2,2 % of the participants.

These results presented in the table indicate that the majority of students (74,4%) reported that they get nervous when asked about topics which they have not prepared in advance which result in provoking anxiety among theme and thus inhibit their speaking. Getting nervous is also a sign that students cannot deal with situations when introduced to new material and that in some cases these students are unable to overcome their anxiety. Hence, their success would be at risk. That is why some learners prefer to remain silent and only have the will to speak when knowing the correct answer. Consequently, teachers should not force their students to participate, they also should avoid surprising students

with topics and questions which they have not prepared beforehand and give their students the chance and more time for enough preparation to be able to volunteer answers by their own which is in fact the right way of better learning and to achieve success.

### **3.4.1.3. The Analysis and Interpretation of the FLCAS Questionnaire Results**

#### **3.4.1.3.1. The Reliability of the FLCAS Results**

According to the report by Horwitz (1986), the internal reliability measure of FLCAS showed an alpha coefficient of .93. Other studies using the FLCAS also yielded high reliability scores. For example, in a study by Aida (1994), the FLCAS showed an internal reliability of .94.

Table 40

#### *Reliability*

Alpha Cronbach	Number of items
,89	33

Concerning this study, the internal reliability of the of the FLCAS was computed by Cronbach's alpha coefficient using the IBM SPSS program. The results indicated that the internal reliability of the instrument was .89. which showed that all the items in the instrument maintained high internal reliabilities. Hence, the yielded results and findings can be generalised through the whole population.

#### **3.4.1.3.1.2. Students' Levels of Anxiety**

In order to identify students' state of anxiety, it is necessary to classify language anxiety into different levels. The FLCAS scores were divided into 3 classes, in which high scores indicate high anxiety. Accordingly, low anxiety level is beyond the score average (33-82,5), moderate level of anxiety is around the average score (82,5-100) and high anxiety level is above the average score (100-165). Based on this classification, the

subjects understudy were divided into three anxiety groups: low anxiety group, moderate anxiety group and high anxiety group.

Table 41

*Students' levels of anxiety*

Anxiety level	Participants	Percentage (%)	Score
Low anxiety	13	14,4	65-82
Moderate anxiety	13	14,4	83-98
High anxiety	64	71,1	103-133
Total	90	100	—

Table 41 shows that 64 students (71,1%) felt highly anxious with the scores ranging from 103 to 133 while 13 of them (14,4%) belong to medium level of anxiety with scores ranging from 83 to 98, and 13 students (14,4%) had low anxiety level with scores ranging from 65 to 82. Consequently, the majority of students experienced high levels of anxiety in foreign language classes.

**3.4.1.3.1.3. Students' Mean Score ( Mean Level )**

Table 42

*Minimum, Maximum, and Mean Score in the FLCAS*

Variables	Minimum	Maximum	Mean
Students' Score	65	133	108,38

Table 2 indicates that the minimum score of students in the FLCA was 65 and the maximum score was 133. The mean score of all the students' responses in FLCAS in this study was 108,38. This means that the level of anxiety among our subjects was evident.

### 3.4.1.4 Analysis of Components of Anxiety Scores in FLCAS

According to the literature review exposed in the first chapter, language anxiety is divided into three components by Horwitz, Horwitz and Cope (1986): communication apprehension, test anxiety, and fear of negative evaluation. Therefore, students' scores in FLCAS would be ranked first on this basis in order to get a general view of the causes of anxiety among the sample. Concerning the calculation, the Microsoft Excel program was used. we compute students' results one by one for each component. Since the research concerned with which factor causes anxiety the most, and because the scale items are not balanced by number for each component. the calculation was done by computing the percentage of each students results based on the highest score that can be achieved. For instance. The first component (CA) has 11 items. Accordingly, for the highest anxiety the score would be 5 points (strongly agree) for each item on each student. Thus, if we take 11 items of one student we can have:  $11 * 5 = 55$ . So, if a student scored 38 on an item, his final scores for the component would be computed by  $38/55$  which equals 0.69. in the end after repeating the same process, the percentages need to be summed together for each component and then the sums of the components will be compared.

Table 43

*Components of Anxiety: Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation (FNE).*

Components of Anxiety	Subjects	Percentage (%)
CA	18	20
TA	21	23,3
FNE	51	56,6
TOTAL	90	100

The results show that 51 participants (56,6%) attributed their anxiety to their fear of negative evaluation , 21 of them (23,3%) associated it to test anxiety, and the remaining 18 students representing 20% reported that their anxiety is due to being communicatively apprehended.

According to these findings, it is noticed that the highest scores in the involved students' responses reveal that most of them were exposed to fear of negative evaluation, followed by test anxiety and finally communication apprehension. Hence, we deduce from these findings that fear of negative evaluation is the major anxiety provoking factor among students.

#### **3.4.1.5. Discussion of the FLCAS Questionnaire Results**

Based on the research results obtained from the FLCAS questionnaire, the level of anxiety among first year English language students in the Department of English of Jijel University was significantly high. The participants of this study view foreign language anxiety as a crucial negative factor that hampers their learning inside the classroom and prevents them from acting their real level of the language.

Moreover, concerning the causes of FLA among students and according to the yielded data, fear of negative evaluation is considered as the major anxiety provoking factor among students. They believe they should perfectly speak the language and never make mistakes. Their fear of making mistakes leads to their fear of teachers' evaluation and feedback. Students considered their inability to understand their teachers' and their teachers' correction as other significant reasons behind their anxiety. Only some of them welcome teachers' correction and consider it as natural and perceive it as a fundamental element in their learning process which help them to improve and succeed. The second factor that provoke anxiety among first year is test anxiety. Students found tests and



evaluative situations as stressful and anxiety provoking factors. Their fear of failure in tests increases their level of anxiety. This is due to their concern about their grades and failing in tests. Consequently, it hampers their cognitive operations and cause their failure. Finally, communication apprehension is considered by the remaining participants as another cause of their anxiety since anxiety is derived from students fear and low self-perception and the lack of self-confidence. However, a slight difference between test anxiety and communication apprehension was found. Therefore, compared with Horwitz, Horwitz, and Cope's study, communication apprehension ranked first followed by fear of negative evaluation which is the case in this study and then test anxiety in the third place which ranked second in this study. the difference in findings is perhaps due to classroom management and environment within which learning and studying take place.

Noticeably, students were anxious due to several factors; Low self-esteem, the lack of self-confidence and the fear of being negatively evaluated. These factors made them feel scared, embarrassed and reluctant to take part and participate. Consequently, cause their reluctance and unwillingness to communicate in the classroom. However, there were students who were not concerned at all about others' judgments about neither their ability to speak and nor to communicate with their peers, their teachers nor with native speakers of the language. They perceived themselves as high, proficient and competent which make them fearless and confident to express themselves freely. Hence, their true level is reflected.

The results also indicate that the lack of preparation when answering teachers' questions and before coming to the class provoke anxiety among students. However, some of them reported that they felt stressed and worried even with previous preparation. This indicates that anxiety depends on the students and differs from one another. Thus, good

preparation is helpful for building self-confidence yet not absolute to reduce and overcome anxiety.

### 3.4.2. Analysis and Interpretation of the Teachers' Interview

**Question 1:** In your class, are there any students who are reluctant to talk?

Table 44

#### *Students Reluctance to Talk*

Option	Number	Percentage
Yes	10	100
No	0	0
Total	10	100

All teachers reported having a lot of reticent learners who were unwilling to talk or participate . moreover, they related students' reluctance to many factors: anxiety, shyness, the fear of making mistakes, the lack of self-confidence and self-esteem, the lack of motivation, low perceived competence and level of proficiency . Accordingly, the learners' unwillingness to speak is, then very common and it can be the result of one of the previously mentioned factors.

**Question 2:** Do you encourage students to participate in class?

Table 45

#### *Teachers Invitation of their Students to Participate*

Option	Number	Percentage
Always	6	60
Sometimes	1	10
Rarely	2	20
Total	10	100

The results showed that six teachers (80%) always encourage students to participate while two of them rarely concerned themselves and another teacher sometimes did that. It is noticed that the majority of teachers (60%) always encourage their students to take part in class and invite them to participate. So, learners do not participate in the classroom unless their teachers encourage and asked them to. Hence, one can conclude that may be there is something which impedes students from participating without being asked. That is may be due to their hesitation. Besides, one teacher said that he/she rarely encourage their students to participate and another one sometimes did that. So, on the one hand, this was may be due to the fact that they were among teachers who perceived their teaching process as a teacher-centered and preferred to dominate the whole course of lesson without students' involvement. On the other hand, this lack of encouragement might be because these two teachers had bonded with their students and made students communicate with each other by creating an amusing classroom environment which made these students willing to participate and communicate with each other.

**Question 3:** Do you think that the students level of English (in general and of speaking skill) cause their hesitation to speak?

Table 46

*Students Level as a Determining Factor for Hesitation to Communicate*

Option	Number	Percentage
Always	0	0
Sometimes	10	10
Rarely	0	0
Total	10	100

From the results, it appears that all teachers think that student silence is not always caused by their English level, however sometimes it is. Thus, one can deduce that there are other factors that make student reluctant to speak and participate and prefer to remain silent, maybe it is their shyness, nervousness or fear of making mistakes.

- **Teachers' Justifications**

Teachers gave different factors that could be behind student reluctance, they were the following: lack of vocabulary, not having the correct answer, demotivation, loss of interest, their speaking ability, fluency and bad pronunciation, nervousness, fear of making mistakes, and unfamiliarity with their peers and teachers, fear of negative evaluation and shyness.

**Question 4:** Do your students experience anxiety when asked to participate and communicate in the classroom?

Table 47

*Teachers' Awareness of their Students Experiencing Anxiety*

Option	Number	Percentage
yes	10	100
no	0	0
Total	10	100

Noticeably, all the teachers agreed on the fact that their students get nervous and experience anxiety when it comes to participation. This indicates that anxiety inhibits students' speaking, and it eventually causes their reluctance to communicate and participate in the classroom. This anxiety may be due to their apprehension of being unprepared and ignorant of the answer, fear of teachers' evaluation or their peers laughter and negative judgment. Respectively, teachers should seek solutions to create an

environment where the students feel ready and prepared and overcome their anxiety, so they can engage in the classroom thus, improve their learning.

**Question 5:** In your opinion, is anxiety facilitating or debilitating?

Table 48

*Teachers' Perception of Anxiety*

Option	Number	Percentage
Facilitating	0	0
Debilitating	10	100
Total	10	100

Noticeably, all the teachers believed that anxiety is debilitating. They supported their choice by stating that students are always afraid of making mistakes, afraid of being laughed at if they give wrong answers or mispronounce words, also they emphasized the idea that lacking self-confidence and low self-perception are anxiety provoking factors which inhibit learning.

- **Teachers' Justifications**

Teachers gave different reasons but agree on the same idea that anxiety negatively affect students' communication in the classroom.

- ✓ Some teachers mentioned that fear of making mistakes, being ridiculed and negatively evaluated are very crucial in preventing students from taking part in the classroom.
- ✓ Some teachers said that due to worry, fear and nervousness, students' cognitive abilities will be affected; they will not be able to properly receive the information, processing it, retaining their background knowledge and eventually they will be unable to produce an output and then fail to speak and communicate.

- ✓ Other ones stated that because of fear of failing in their tasks, they prefer to remain silent instead of speaking and making too many mistakes.

**Question 6:** According to you, what provoke anxiety among your students?

Teachers agreed that the major factors that may provoke anxiety among students are fear of making mistakes, fear of negative evaluation, fear of classmates' laughter and negative feedback, lacking self-confidence, worry, shyness, demotivation, the lack background knowledge, and classroom activities. Thus, one can deduce that anxiety may stem from different factors relating to classroom environment.

**Question 7:** If your students do not participate, do you oblige them to?

Table 49

*Teachers Obliging Students to Participate*

Option	Number	Percentage
yes	6	60
no	4	40
Total	10	100

The results show that six teachers force their students to participate while four of them do not. According to the teachers, when students feel they are all obliged to do something, they may get the idea that it is inevitable, especially if they have to take part one by one, and if this get repeated they may feel prepared for it and then feel relaxed and thus their anxiety will be reduced. The other teachers believed that obliging students to participate is a wrong thing to do since there are introvert and shy students, less confident and low self-esteem students who simply cannot take part and speak since it makes them targets of nervousness and embracement. Thus, their anxiety will be at its highest peak.

**Question 8:** How would you help your students to overcome their anxiety?

- **Summary of Teachers' Answers**

- ✓ Free selection of topics.
- ✓ Rising students' awareness about the existence of the phenomenon of anxiety.
- ✓ Emphasizing the idea that mistakes are natural and welcomed.
- ✓ Selecting interesting, controversial and current topics for students to talk about and debate on.
- ✓ Motivation and positive reinforcement are key to get students to participate.
- ✓ Creating friendly atmosphere in which students feel comfortable to speak in the classroom without fearing and worrying about teachers and classmates' evaluation.

### **3.4.3. Discussion of the Teachers' Interview Results**

Based on the teachers' interview results, it is obvious that all teachers are aware of language anxiety as a construct and they confirmed its existence among learners inside the classroom. Additionally, most of them stated that there are many factors that may provoke anxiety among students, for instance, the lack of self- confidence, the fear of negative evaluation and the fear of making mistakes, since students believed that mistakes are signs of failure. Teachers considered anxiety as a major obstacle that hampers the process of learning. Accordingly, Language anxiety causes students' reluctance and reticence to talk and participate in class. Teachers suggested some strategies that they believe are helpful in reducing their students' language anxiety such as raising their learners' awareness about language anxiety and making them aware of its existence in FL learning. They may also help in decreasing their learners' fear of making mistakes because mistakes make part of their learning process and give them the opportunity to choose topics for discussion and studying. Also motivating their students and creating welcoming and relaxed atmosphere.

### **3.5. Discussion of the final results**

The results revealed that the level of anxiety among students was high. Also, the findings confirmed that language anxiety tends to affect students' oral communication and made them unwilling to take part in classroom interaction and participation. Many factors might provoke anxiety among students, and as a result prevent them from communicating inside the classroom. These factors are fear of negative evaluation, communication apprehension, and test anxiety, the fear of making mistakes, the lack of self-perception and the lack of self-confidence.

### **3.6. Limitations of the Study**

The present study aims at exploring the issue of FLA in the classroom context. Accordingly, some difficulties were encountered. They are subsequently listed:

- The participants in this study might not show their real perspectives and thoughts about the subject under study since they were requested to complete the questionnaire during their period of examination which might lead them to focus only on finishing the questionnaire and not paying attention to the researcher explanation nor their answers, in this case the results of the FLCAS might have been affected and been biased.
- Time constraint was another major obstacle that we faced while conducting this study.
- The majority of students in the department of English are females, thus the study was almost as it was conducted with the variable of gender which could have caused the study to be biased.
- Concerning the references, there was a difficulty in finding the sources.



### 3.7. Implications and some Pedagogical Recommendations

This study explored and investigated the effect of anxiety on students' oral communication and their reluctance to take part in the classroom. In addition to the causes and sources behind this phenomenon, the following statements are humble suggestions proposed to help both learners and teachers carry out studies that correspond to this theme.

- Learners are in need to be aware of the construct of anxiety and its effects.
- learners should be taught that anxiety is a normal feeling any one can experience which can occur in any situation; in which is in their case FL learning and they need to be aware that is not permanent.
- Teachers should discuss with their students about the construct of anxiety and to come up with helpful strategies and techniques that students can use to overcome their anxiety.
- Teachers should be aware of the personality of their students concerning the classroom procedures when they include some of the activities that may provoke anxiety.
- Teachers should create a friendly, relaxing and welcoming atmosphere which can help students to overcome their fears and nervousness in the classroom
- Students should know that perfection is not the meaning of success; mistakes are also part of learning, so they do not have to worry and be afraid of making mistakes to speak well in front of their teacher and peers.
- Time constraints made it impossible to conduct a classroom observation on the symptoms that students may have when dealing with anxiety, and also an experiment to explore the impact of communication apprehension and test anxiety on provoking this affective phenomenon in the classroom.
- Further research is also needed to investigate the impact of anxiety on the oral performance, and on the oral tests.

- Further research is also needed conduct a comparative study between students from different years to explore more the construct of anxiety among students.

## **Conclusion**

This part dealt with the collection of data from the students' questionnaire and teachers' interview concerning the investigation of the factors that cause anxiety among EFL students in the classroom. The chapter then provided the analysis and discussion of the results which revealed that FLA does have negative effects on students' oral communication in the classroom context. Additionally, it was found that learners' language anxiety is caused by various factors; lack of self-confidence, low self-perception, and the fear of negative evaluation. The latter was the major cause that provoke students' anxiety for the participants in this study. This part also explained some study limitations that were encountered while conducting this study along with some recommendations and implications for further research.

### **General Conclusion**

The present study sheds some light on the students' oral communication. It aimed at exploring the relationship between foreign language anxiety and students' reluctance to speak. The research was built on the hypothesis that FLA has a negative effect on students' willingness to speak in the classroom. Another aim was to investigate the factors behind students' anxiety and to provide some suggestion and recommendation for both students and teachers to help reduce anxiety among students in the classroom.

This research contains three chapters. The first chapter deals with literature review of oral communication. The second chapter reviews foreign language anxiety from different perspectives along with its sources and causes. The third chapter concerned the research methodology, analysis and interpretation of the data yielded from the students' questionnaire and teachers' interview.

The present research came to reveal that foreign language anxiety level was considerably high among EFL first year students and which is derived from different sources and caused by different factors such as students' lack of self-confidence, low self-esteem and fear of making mistakes. The study also revealed that students are aware of the phenomenon of anxiety. Concerning reasons behind anxiety, it was revealed that fear of negative evaluation is the major cause that provoke anxiety among our students, also their fear of being ridiculed and embarrassed when they fail to provide correct answers and pronunciation, in addition to the fear of failing in test, worry of failing to understand others as well as their communication apprehension which pushed them back from interacting with others and engaging in conversations.

The findings of this study answered the previously addressed research questions: that the level of anxiety among students is considerably high, that foreign language anxiety does have a negative impact on learners' communication in the classroom and that the high

level of anxiety obstructed students from speaking and made them reluctant to use the language in the classroom and prevented them from reflecting their real level. The study also confirmed the research hypothesis which was based on the view that high degrees of anxiety lead to students' reluctance to communicate. What is more, this study revealed that FLA in this case was not the result of students' communication apprehension which was in Horwitz, Horwitz, and Cope's (1986) study but in fact it was their fear of being negatively evaluated. Hence, this study ended by providing teachers and learners certain strategies to be adopted to help students overcome their anxiety for a better learning experience to improve and develop their communication skills and achieve proficiency.

## References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The modern language journal*, 78(2), 155-168.
- Arnold, J. (Ed.). (1999). *Affect in language learning*. Ernst Klett Sprachen.
- Arnold, J., & Brown, H. D. (1999). A map of the terrain. *Affect in language learning*, 1. (p.12)
- Aveni, V. A. P. (2005). Study abroad and second language use: Constructing the self. (p.96) Cambridge University Press.
- Aydın, B. (2001). A study of sources of foreign language classroom anxiety in speaking and writing classes. Unpublished doctoral dissertation, Anadolu University, Eskişehir. Retrieved from [https://www.academia.edu/1283760/A\\_Study\\_of\\_Sources\\_of\\_Foreign\\_Language\\_Classroom\\_Anxiety\\_in\\_Speaking\\_and\\_Writing\\_Classes](https://www.academia.edu/1283760/A_Study_of_Sources_of_Foreign_Language_Classroom_Anxiety_in_Speaking_and_Writing_Classes)
- Aydın, B. (2001). A study of sources of foreign language classroom anxiety in speaking and writing classes (Unpublished doctoral dissertation). Anadolu University, Turkey.
- Bailey, K. (2006). Issues in Teaching Speaking Skills to Adult ESOL Learners. In J. Comings, B. Garner & C. Smith, Review of Adult Learning and Literacy, Volume 6: *Connecting Research, Policy, and Practice: A Project of the National Center for the Study of Adult Learning and Literacy* (p. 124). Routledge: Routledge.

- Bailey, K. M. (1991). Diary Studies of Classroom Language Learning: The Doubting Game and the Believing Game. In *Language Acquisition and the Second/foreign language classroom* (Ser. 28, pp. 60-102). Singapore: SEAMEO Regional Language Centre. Retrieved from <https://files.eric.ed.gov/fulltext/ED367161.pdf>
- Bailey, K. M. (2006). Issues in teaching speaking skills to adult ESOL learners. *Review of adult learning and literacy*, 6, 113-164.
- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology*, 19(4), 474-490.
- Baker, S. C., & MacIntyre, P. D. (2003). The role of gender and immersion in communication and second language orientations. *Language Learning*, 53(Sup 1), 65-96.
- Baralt, M., & Gurzynski-Weiss, L. (2011). Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication. *Language Teaching Research*, 15(2), 201-229.
- Bekleyen, N. (2004). The influence of teachers and peers on foreign language classroom anxiety. [Electronic Version]. *Dil Dergisi*, 123, 49-66. Retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/745/9525.pdf>
- Binti Abdul Aziz, N.H. (2007). *ESL Students' Perspectives on Language Anxiety* (Unpublished doctoral dissertation). Putra Malaysia University.
- Brown, D. (2000). *Principles of Language Learning and Teaching* (4th ed.). Addison Wesley Longman, Inc.

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*. Retrieved from [https://www.researchgate.net/publication/31260438\\_Theoretical\\_Bases\\_of\\_Communicative\\_Approaches\\_to\\_Second\\_Language\\_Teaching\\_and\\_Testing?enrichId=rgr eq024e3a3bf31a51f9eea27e7987db07f5XXX&enrichSource=Y292ZXJQYWdlOzMxMjYwNDM4O0FTOjEwMTA2MzU1MDA0NjIxM0AxNDAxMTA2ODM2Njc1&el=1\\_x\\_2&esc=publicationCoverPdf](https://www.researchgate.net/publication/31260438_Theoretical_Bases_of_Communicative_Approaches_to_Second_Language_Teaching_and_Testing?enrichId=rgr eq024e3a3bf31a51f9eea27e7987db07f5XXX&enrichSource=Y292ZXJQYWdlOzMxMjYwNDM4O0FTOjEwMTA2MzU1MDA0NjIxM0AxNDAxMTA2ODM2Njc1&el=1_x_2&esc=publicationCoverPdf)
- Cassady, J. C. (2010). Anxiety in schools: The causes, consequences, and solutions for academic anxieties. New York: Peter Lang Publishing. p 96.
- Chakrabarti, A. & Sengupta, M. (2012). Second Language Learning Anxiety and Its Effect on Achievement in the Language. *LANGUAGE IN INDIA*, 12:8, 50-78
- Chaney, A.L., and T.L. Burk. 1998. Teaching Oral Communication in Grades K-8. Boston: Allyn & Bacon. <http://klasnaocinka.com.ua/uk/article/teaching-speaking.html>
- Chen, T.Y. & Chang, G.B.Y. (2004). The Relationship between Foreign Language Anxiety and Learning Difficulties. *Foreign Language Annals*, 37(2), 279-289.
- Crawford, J. (2004). Language Choices in the Foreign Language Classroom: *Target Language or the Learners' First Language? Regional Language Centre Journal*, 35 (1), 5-20
- Cheng, C. J. (2005). The relationship to foreign language anxiety of oral performance achievement, teacher characteristics and in-class activities. Unpublished master's thesis, Ming Chuan University.

Chun, D. (2002). Discourse intonation in L2 (p. 114). Amsterdam: John Benjamins.

[https://books.google.dz/books/about/Discourse Intonation in L2.html?id=SveOiSOVnW8C&redir\\_esc=y](https://books.google.dz/books/about/Discourse+Intonation+in+L2.html?id=SveOiSOVnW8C&redir_esc=y)

Cohen, A. D. (1997). Developing pragmatic ability: Insights from the accelerated study of Japanese. In H. M. H. Cook, K. & Tahara, M. (Eds.), *New trends and issues in teaching Japanese language and culture* (pp. 133–159). Honolulu: University of Hawaii.

Cook, T. (2006). An investigation of shame and anxiety in learning English as a second language. ProQuest.

Dewaele, J. (2010). Emotions in multiple languages. Springer. p 168

Duxbury, J. G., & Tsai, L. (2010). The Effects of Cooperative Learning on Foreign Language Anxiety: A Comparative Study of Taiwanese and American Universities. *International Journal of Instruction*, 3(1), 3-18. Retrieved from <http://www.e-iji.net>

Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press.

Fei, D., & Li-Qin, Z. (2016). An Analysis of Critical Period Hypothesis in English Teaching. *Sino-US English Teaching*, 13(2). doi:10.17265/1539-8072/2016.02.003

Fukai, M. (2000). Foreign language anxiety and perspectives of college students of Japanese in the United States: An exploratory study. *Japanese Language Education around the Globe*, 10, 21–41.

Gardner, R. (1985). Social Psychology and Second Language Learning: The Role of Attitude and Motivation. London: Edward Arnold



Harmer, J. (2005). *The Practice of English Language Teaching* (3rd Ed.). Longman

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. Retrieved from [http://www.oup.hu/THedge\\_TeachingandLearning.pdf](http://www.oup.hu/THedge_TeachingandLearning.pdf)

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

Jean, T. S. W. (2007) *Anxiety in Learning English as a Foreign Language : Its Association with Student Variables, with Overall Proficiency, and with Performance on an Oral Test* (Doctoral Dissertation) Granada University.

Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc. Retrieved from [www.sdkrashen.com](http://www.sdkrashen.com)

Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc. Retrieved from [www.sdkrashen.com](http://www.sdkrashen.com)

Macintyre, P. D. (1995). How Does Anxiety Affect Second Language Learning? A Reply to Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90-99. doi:10.1111/j.1540-4781.1995.tb05418.x

MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*, 41(1), 85-117. Retrieved from [http://faculty.cbu.ca/pmacintyre/research\\_pages/journals/methods\\_results1991.pdf](http://faculty.cbu.ca/pmacintyre/research_pages/journals/methods_results1991.pdf)

MacIntyre, P. D., & Gardner, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44 (2), 283-305

- MacIntyre, P.D. (1999). Language Anxiety: A Review of the Research for Language Teachers. In D. J. Young (Ed.), *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom Atmosphere* (24-46). The McGraw-Hill Second Language Professional Series.
- MacIntyre, P.D. and Gardner, R. C. (1991). Language Anxiety: Its Relationship to other Anxieties and to Processing in Native and Second Languages. *Language Learning*, 41(4), 51.
- Mahmoodzadeh, M. (2012). Investigating Foreign Language Speaking Anxiety within the EFL Learners' Interlanguage System : The case of Iranian Learners. *Journal of Language Teaching and Research*. 3(3). PP. 466-476.
- Mart, C. T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, 2(6), 91.
- Myers, S. A., & Claus, C. J. (2012). The Relationship Between Students' Motives to Communicate with Their Instructors and Classroom Environment. *Communication Quarterly*, 60(3). Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/01463373.2012.688672>.
- New York: Newbury/ Harter Collins.
- Nunan, D. (1991). *Language Teaching Methodology. A Textbook for Teachers*. New York: Pentice Hall Intermediate (UK)LTD.
- [https://archive.org/details/ilhem\\_20150321\\_1903UR](https://archive.org/details/ilhem_20150321_1903UR), P. (2000). *A course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Nunan, D. (2003). *Practical English Language Teaching*. Boston: McGraw Hill.

of Attitude and Motivation. London: Edward Arnold

Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury/ Harter Collins.

Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know*.

Perez-Paredes, P.F., & Martinez-Sanchez, F. (2001). A Spanish Version of the Foreign Language Classroom Anxiety Scale: Revisiting Aida's Factor Analysis. *RESLA*, 14, 337-352.

Philips, E. M. (1992). The Effects of Language Anxiety on Students' Oral Performance and Attitudes. *The Modern Language Journal*, 76, 14-26

Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. In *Language anxiety: From Theory and research to classroom implications* (pp. 101–108). Englewood Cliffs, NJ: Prentice Hall.

Richards, J.C., and Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.). Pearson Education.

Saito, Y. & Samimy, K. K. (1996). Foreign Language Anxiety and Language Performance: A study of Learner Anxiety in Beginning, Intermediate, and Advanced-Level College Students of Japanese. *Foreign Language Annals*, 29(2), 239-249.

Shumin, K. (1997). Factors to Consider Developing Adult EFL Students' Speaking Abilities. *Methodology in Language Teaching*, 35(3). Retrieved from <http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol35/no3/p8.htm>

- Soares dos Reis da Luz, F. (2015). The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning (p. 13). Bridgewater: Bridgewater State University. Retrieved from <http://vc.bridgew.edu/theses/22->
- Spielberg, C. D. (1983) Manual for the State-Trait Anxiety Inventory (Form Y). Palo Alto, California: Consulting Psychologists Press.
- Subaşı, G. (2010). What are the Main Sources of Turkish EFL Students' Anxiety in Oral Practice? Turkish Online Journal of Qualitative Inquiry, 1(2), 31. Retrieved April 25, 2018. From <http://www.acarindex.com/dosyalar/makale/acarindex-1423932623.pdf>
- Tseng, S. F. (2012). The factors cause language anxiety for ESL/EFL learners in learning speaking. *WHAMPOA-An Interdisciplinary Journal*, 63(1), 75-90.
- Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? *The Modern Language Journal*, 75(4), 426-437. doi:10.1111/j.1540-4781.1991.tb05378.x

## **Appendices**

### **Appendix 1**

#### **Students' Questionnaire**

**Dear students,**

This questionnaire is part of a Master research work that aims at shedding light on the impact of foreign language anxiety on the students' oral communication in the classroom.

We would be very grateful if you accept completing it. You are kindly requested to put a cross (X) in the corresponding box.

#### **Section One: General Information**

1- Was it your choice to study English ?

a- Yes ☐

b- No ☐

2- Do you communicate with your teacher ?

a- Always ☐

b- Sometimes ☐

c- Rarely ☐

3- Do you communicate with your classmates ?

a- Always ☐

b- Sometimes ☐

c- Rarely ☐

4- How often do you participate in the classroom?

a- Always ☐

b- Sometimes ☐

c- Rarely ☐

5- How would you evaluate your English level?

a- Good ☐

b- Average ☐

c- Below average ☐

d- Poor ☐

### Section Two: Anxiety

Please give us your opinion about the statements below and say whether you:

SA: Strongly agree

A: Agree,

N: Neutral

D: Disagree

SD: Strongly disagree

The Statements	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					

6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language					

class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every					



word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

You are much appreciated

## **Appendix 2**

### **Teachers' Interview**

Dear teachers,

This interview aims at exploring your perspective on learners' foreign language anxiety on their oral communication inside the classroom. We would be so thankful and grateful for your contribution which would be very crucial and helpful to accomplish the practical part of this piece of study.

1. In your class, are there any students who are reluctant to talk?
2. Do you encourage students to participate in class?
3. Do you think that the students level of English (in general and of speaking skill) cause their hesitation to speak? And please, would you justify your answer?
4. Do your students experience anxiety when asked to participate and communicate in the classroom?
5. In your opinion, is anxiety facilitating or debilitating? And please, would you justify your answer?
6. According to you, what provoke anxiety among your students?
7. If your students do not participate, do you oblige them to?
8. How would you help your students to overcome their anxiety?

### Résumé

La présente étude vise à explorer les facteurs qui causent le stress chez les étudiants des langues étrangères lors d'une communication orale dans la classe. Nous avons examiné le degré du stress chez les étudiants des langues étrangères. L'étude repose sur l'hypothèse que lorsque le niveau du stress augmente, cela décourage les étudiants à communiquer. Pour tester cette hypothèse, deux outils de collecte des données ont été utilisés. Un questionnaire basé sur l'échelle d'anxiété de Horwitz et Cope (1986) et une interview semi-structurée. Les questionnaires ont été remis à quatre-vingt-dix étudiants de la première année d'Anglais, et les interviews ont été faites avec dix enseignants dans le département d'anglais de l'université de Mohammed Seddik Ben Yahia, Jijel. Les résultats ont révélé que la cause majeure de la peur d'évaluation envers l'évaluation, ainsi que leurs problèmes de confiance en soi, la peur d'échouer aux tests et appréhension de communication. Pour conclure, l'étude a proposé des stratégies pour les enseignants ainsi que les étudiants afin de faire face aux problèmes que les étudiants confrontent à cause de stress durant les cours. Ainsi que des propositions et recommandations pour plus de futures recherches pour trouver des solutions aux problèmes de communication orale.

## المخلص

تهدف الدراسة الحالية إلى استكشاف عوامل القلق المرتبطة بتعلم اللغة الأجنبية في التواصل الشفوي للطلاب داخل القسم. كما تسعى الدراسة إلى معاينة درجة القلق لدى طلاب اللغات الأجنبية. وقد بنيت هذه الدراسة على الفرضية التي مفادها أن الدرجات العالية من القلق تؤدي إلى إحجام الطلاب عن التواصل. لذلك، ومن أجل التحقق من صحة هذه الفرضية والإجابة على الإشكالية المطروحة في هذه الدراسة، تم استخدام أداتين لجمع البيانات: استبيان لمقياس قلق اللغة الأجنبية، ومقابلة شفاهية. تم تقديم الاستبيان إلى تسعين طالبًا في السنة الأولى، بينما أجريت المقابلة مع عشرة مدرسين في قسم اللغة الإنجليزية بجامعة محمد صديق بن يحيى، جيجل. وكشفت النتائج أن الطلبة يعانون من مشكل القلق أثناء التواصل الشفهي موجود بين الطلاب في التواصل الشفهي، و ان السبب الرئيسي وراء توتر الطلبة يعود الى خوفهم من التقييم السلبي كعامل رئيسي للقلق إضافة إلى عوامل أخرى مثل الخوف من الفشل في الاختبارات، وانخفاض الإدراك الذاتي والخوف من التواصل. وعلاوة على ذلك، اقترحت الدراسة بعض الاستراتيجيات لكل من المتعلمين والمعلمين من أجل مساعدة الطلاب على التعامل مع القلق، وانتهت الدراسة بتقديم بعض الاقتراحات للأبحاث المستقبلية حول مشكلة القلق التي قد تأتي بفهم أفضل وحلول لمساعدة الطلاب على تقليل قلقهم وبالتالي تحسين تواصلهم.