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**The Influence of EFL Anxiety on Learners' Speaking Performance:
The Case of second-year pupils at Zentar Slimane Secondary School, Guelma.**

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Fulfilment of the Requirements for Master's Degree in Language and Culture.

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Dedication

This work is dedicated to the most precious people:

My dear parents for their endless love, support, and patience, and for instilling in me the importance of hard work, perseverance, and the never-quit mentality. You are my everything.

My dear sister and brothers for their unconditional help and encouragement. I love you guys.

My family members for their care and affection.

My beloved friends whose support and help at difficult times are deeply appreciated.

My respectful teachers and lovely pupils.

Last but not least, all those who love me...

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Abstract

The aim of this study is to examine the impact of foreign language classroom anxiety on one of the major language skills which is speaking. In the light of this, it is hypothesized that the more EFL learners are anxious in the classroom, the more it negatively affects their oral performance. To investigate the relationship between the two variables, a case study is to be conducted at Zentar Slimane Secondary School, where second year foreign languages pupils were selected as a sample. The study depended on two data collection instruments which are The Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz, and Cope (1986), and an oral test administered to learners. The correlational method was followed to evaluate the association between the two factors. Eventually, results of this research revealed a negative, significant correlation between foreign language classroom anxiety and oral performance in English.

Key words: anxiety, EFL learners, foreign language anxiety, FLCAS, speaking.

List of Abbreviations

CA: Communication Apprehension.

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

FL: Foreign Language.

FLA: Foreign Language Anxiety.

FLCAS: Foreign Language Classroom Anxiety Scale.

FNE: Fear of Negative Evaluation.

L2: Second Language.

M: Mean.

SD: Standard Deviation.

TA: Test Anxiety.

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General Introduction

Generally, the ultimate aim of learning a foreign language is to develop the ability to communicate in that particular language. However, using a foreign tongue may give rise to a number of challenges and tough confrontations for that foreign language learners. Researchers have demonstrated the effect many factors could have on the learning process, either negatively or positively, and affective factors seem to be one of the hindrances in the foreign language learning process. The existence of feelings of anxiety, confusion, embarrassment, and apprehension may halt the foreign language learning, especially when EFL learners are trying to communicate in the target language inside classrooms. That is to say, they effect their oral performance.

Along this study, we will put focus on one of the above variables, which is anxiety. Researchers found that the kind of anxiety which affects EFL learners is of a special kind called Foreign Language Anxiety (henceforward FLA). The latter is seen as an individual's nervous when speaking a the second or a foreign language. FLA is encouraged by many different factors and provoked by all aspects of language learning; however, research has shown that FLA touches much more the speaking skill compared to other aspects of language learning such as reading and writing. Thus, FLA affects primarily the quality of oral performance more than other language skills.

Simply put, language anxiety as an affective factor tends to interfere with the process of foreign language acquisition. FL learners usually consider performing out loud in specific situation as the most challenging aspect of language learning. This psychological consideration distinctly manifests in their speaking performance. Thus, investigations on FLA effects are needed to help learners overcome it while performing orally and to raise the teachers' awareness in order to guarantee an effective foreign language learning.

1. Statement of the Problem

The ultimate goal of every FL learner is to communicate in the target language. Yet, developing this ability is a highly complex process that is difficult to master. For FL learners, oral classes can be the most suitable context to attain this goal. Meanwhile, the place where they are more frequently experiencing feelings of anxiety when performing classroom activities such as the comprehension of listening and the production of speech. Thus, the study of FL anxiety is an important issue in language learning, because it can expose an invisible problem inside the context of foreign language learning. Indeed, it is essential to investigate the causes of FLA in relation to speaking as well as to define the nature of the relationship.

Regarding this, the ultimate goal of this study is to investigate the probable relationship that exists between the speaking skill and FLA and to help EFL learners reduce such feelings and not to affect their oral performance. Therefore, the present research addresses the following questions:

- Does FLA affect negatively EFL learners 'oral performance?
- What are the sources of anxiety that appear in anxious EFL learners?
- What are the strategies that can be used to reduce anxiety in EFL classrooms?

2. Aim of the Study

Speaking in the classroom is the major concern of anxious foreign language learners. This makes FLA a hurdle against the EFL learners' oral performance. The major aim of this dissertation is to investigate the relationship between FLA and learners' English oral performance and examine the impact that the FLA has on EFL learners 'oral performance. Along this study, it is sought to make both teachers and learners conscious of the causes of FLA and to demonstrate its sources together with suggesting some strategies to reduce it.

3. Research Hypothesis

With regard to the previously stated research aims related to the investigation of the impact of FLA on EFL learners' oral performance, this study tests whether FLA is a crucial constituent in hampering learners' oral performance in EFL classes. It is assumed that the more EFL learners are anxious in the classroom, the more it negatively affects their oral performance. Thus, it is hypothesized that:

H₁: EFL learners' oral performance may be affected negatively by anxiety.

H₀: EFL learners' oral performance may not be affected negatively by anxiety.

4. Research Methodology and Design

4.1. The Research Method

In order to test the research's hypothesis and attain reliable and accurate results, this research study makes use of correlational method. The latter is used to test the strength of association between two variables. Put differently, It is basically looking for variables that seem to interact with each other, so that when one variable changes, the researcher has an idea of how the other will change. We have correlated between the Foreign Language Classroom Anxiety Scale (FLCAS), introduced and designed by Horwitz, et al. (1986), and a speaking test used to measure the speaking performance in the target language of the same participants.

4.2. The Population Sample

The case study chosen to conduct this research is Second year foreign languages pupils at Zentar Slimane Secondary School for the academic year 2020/2021. The population of this study consists of 18 pupils (2 male and 16 females). Their ages range from 15 and 17 years old. The group is selected randomly from a pre-intermediate proficiency level as they are more likely to undergo states of anxiety in speaking sessions due to their inadequate mastery of the English language.

4.3.Data Gathering Tools

To collect the needed data and test the validity of the stated hypothesis, two different data collection instruments are used. The first tool is Foreign Language Classroom Anxiety Scale (FLCAS) introduced and designed by Horwitz, et al. (1986) to examine the intensity of the EFL learners' FLA in the classrooms. The second tool is a speaking test to measure the speaking performance in the target language of the learners. Then, the coefficient of correlation was counted between the two variables.

5. Structure of the Study

This dissertation is divided into three main chapters, in addition to the general introduction and the general conclusion. Chapters one and two deal with the theoretical framework of the research; whereas, chapter three is completely dedicated to the analytical part.

The first chapter "Speaking Skill" introduces an overview of the speaking skill. It comprises an introduction to the chapter, a definition of the speaking skill and its importance. Also, it sheds the light on the characteristics of the speaking performance and some of the approaches to teaching speaking in the EFL classroom along with types of speaking tasks. Moreover, it concludes with the major speaking problems encountered during the EFL classes and some factors affecting the oral performance

The second chapter "Foreign Language Anxiety" represents an overview of the existing literature about the second variable which is FLA. It starts with an introduction to the chapter and a definition of anxiety in general and FLA in specific. It also tackles types of anxiety, components of FLA, and its sources. This chapter comes to an end with the relationship between the two variables: FLA and oral performance and some strategies to alleviate FLA.

The third chapter "Field Investigation" is devoted to the field of work; it is all about the data collection instruments and procedure, along with a detailed analysis and interpretation of the findings. Finally, it ends with a set of pedagogical implications and recommendations.

Chapter One

The Speaking Skill

Introduction

This chapter represents a theoretical background about the key concepts related to the speaking skill. It includes the definition of speaking and its importance. Besides, it demonstrates the main characteristics of speaking as well as some approaches to teaching speaking, in addition to the speaking problems encountered in FL classrooms, together with factors affecting the speaking skill.

1.1. Definition of the Speaking Skill

Learning a foreign language involves the skills of listening, speaking, reading, and writing. These skills are intended to develop the learners' literacy (reading and writing) and fluency (listening and speaking). Among these four skills, speaking, according to linguists, is said to be the most important one as it exposes the language proficiency. Yunzhong (1985) claimed that many language teachers consider speaking as the most effective means of gaining a fluent reading, a correct speech, and the foundation for a good writing as well (as cited in Hughes, 2002, p. 133). This, in return, made of teaching speaking a valued issue in the field of EFL. Bygate (1987) declared that:

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

Speaking is an activity which takes place within the confines of our community and people use language in a variety of situations and for different purposes. The most important reason for teaching speaking is that it is a basic and important language skill since learning a given

language requires communication and communication requires a speaking skill so that both the speaker and the receiver will be able to exchange information and express their thoughts.

The concept of speaking seems to be quite familiar to everyone, but, in fact, it is difficult to give it a precise definition since it has been defined in various ways in different disciplines (Haidara, 2016). Lindsay and Knight (2006) considered speaking as “a productive skill which involves putting a message together, communicating the message, and interacting with other people” (p.57). It has been also defined as a complex process of sending and receiving messages whether verbally or non-verbally such as gestures and facial expressions. Luoma (2002) declared, “the ability to speak in a foreign language is at the heart of what it means to be able to use a foreign language” (p.9). Hence, speaking is one of the most important skills to be developed and enhanced as a means of effective communication. Along with its importance, it is also regarded as one of the most difficult aspects of language learning (Leong & Ahmadi, 2017). This is mainly because it involves the cooperation of the different types of knowledge with the good command of the speaking skills (Bygate, 1987). Therefore, learners need to develop their ability to string sounds and words together. They also need to interact successfully with other speakers: respond appropriately and use appropriate language for the situation they are in and the person they are talking to.

In the early stages of their development, learners need to be able to “talk round” words or expressions they do not know so that the conversation does not get stuck while they think of the right word. Thus, they need to learn expressions to define things. Besides, learners need to practise speaking in a wide range of contexts: with people they know, strangers, at work, or in school. Added to this, they need to produce a language accurately enough for the listener to understand without too much effort and balance between their fluency and accuracy. (Luoma, 2004).

In short, as one of the most challenging aspects in foreign language teaching/learning, speaking is regarded as one of the most important skills that foreign language learners need to develop.

1.2.The Importance of the Speaking Skill

Speaking was an ignored skill in the traditional approaches of language learning/ teaching. The Grammar Translation Method best illustrates this as it gave much more attention to reading and writing than listening and speaking. However, with the emergence of the Communicative Language Teaching Approach (CLT), a more importance and a more significant role was given to the speaking skill. Therefore, the teacher's talking time decreased, while the learners' chance to speak increased as the approach is learner-centred.

Ur (2000) pointed that of all the four language skills, speaking is considered as the most important one when he declared that “speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing” (p.12). Celce-Murcia (2001) claimed that for people, “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication” (p.103). According to Haidara (2016), “the speaking skill is a cornerstone in the issue of second or foreign language teaching and learning process” (p. 1502).

Accordingly, Leong and Ahmadi (2017) highlighted the importance of the speaking skill as it helps learners enhancing grammar and vocabulary as well as expressing various language functions such as informing, describing, asking for or expressing thoughts, beliefs, and viewpoints. Likewise, Jeremy harmer (2001) emphasized the importance of speaking as he stated that a successful mastery of the language requires practice in the classroom. Otherwise, learners will be considered as they are wasting their time. This suggests that it is crucial to

practise the foreign language in the classroom since this latter is the first setting where EFL learners learn before succeeding to communicate outside.

1.3.Features of the Speaking Skill

The early language teaching methods promoted accuracy over fluency. Later, this proved to be insufficient for language learning. As a result, the recent teaching methods, particularly the Communicative Language Teaching Approach (CLT) has revealed fluency and accuracy as its main characteristics and made them the target of classroom activities (Richards and Rodgers, 2001). So foreign language learners should balance between their fluency and accuracy to develop their communicative competence.

1.3.1. Fluency

Fluency is the main characteristic of the speakers' performance and the essential goal that teachers seek to achieve in teaching speaking. Hedge (2000) defined fluency as "the ability to link units of speech together in a smooth way without interruption or inappropriate slowness or hesitation, and thus, it is reserved to the speech production only" (p.54). That is, learners need to be able to choose language and put it together into a comprehensible message quickly enough to fit the flow of conversation. It has two key indicators: speech rate and speech continuity. In order to maintain fluency, learners need to adapt what they want to say to their language level and develop strategies to talk round what they cannot express directly. A suggestion by Thornbury (2005) about what he named "Production Strategies" or "Tricks" which the speakers use to fill the pauses can be "uh, um, er, erm...", some "Vagueness Expressions" such as "I mean" and "sort of", or the repetition of one word(p.42).

In assessing the learner's fluency, Hughes (2002) stated that learners are not asked to produce a given speech fast, following the same rhythm as the native speakers' one. However, learners need to follow a normal speed with a clear continuity and a logical sequencing of

sentences. In view of this, Pye and Greenall (1996) declared, “testing fluency is to assess coherent spoken interaction with good speed, rhythm, and few intrusive hesitations” (p.99).

1.3.2. Accuracy

According to Nunan (1999), learners need a linguistic competence, an adequate vocabulary, and a mastery of syntax to speak in another language. Indeed, without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest in the conversation. Accordingly, paying attention to the correctness and the completeness of the language forms are of a more importance for the oral proficiency. Therefore, learners need to produce a message that is accurate enough in terms of word order, word endings, and pronunciation for the listener to understand. Brown, H, D (2000) agreed that even though fluency may be the ultimate goal of any language class, accuracy should be achieved to some extent through focusing on elements of grammar, vocabulary, and pronunciation to produce a comprehensible and accurate language. (p. 49-58)

1.3.3. Grammar

According to the Encyclopaedia Britannica, grammar refers to the rules of a language governing sounds, words, sentences, and other elements as well as their combination and interpretation. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation. Biber and Conrad (in press) have shown that the grammatical constructions used in the speech are typically different from those that are used in written language (as cited in Nation, 2011, p.450). Likewise, Thornbury (2005) asserted that the grammar of the spoken language is not identical with the written one and suggested some criteria of the former. These criteria are as follows:

- The clause is the smallest grammatical unit for meaningful construction.
- Clauses are generally coordinated.
- Frequent use of tag questions.

- Direct speech is preferably used.
- Head+ body+ tail construction.
- Syntactic blend, incompleteness, false starts, hesitation, etc.

1.3.4. Vocabulary

Lessard Clouston (2013) defined vocabulary as “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning” (p.2). Achieving accuracy in terms of vocabulary, according to Harmer (2001), refers to the appropriate selection of words that should correspond to the nature of the topic, the participants, and the setting in which the conversation occurs. Ellis (2005) declared that learners often find difficulties when they try to express what they want to say due to the lack of appropriate vocabulary and sometimes the incorrect use of words, as the case of synonyms which do not carry the same meaning in all contexts. For this, learners should accumulate a wide range of vocabulary with an appropriate selection and use to perform well-formed utterances.

1.3.5. Pronunciation

Pronunciation is an important feature of any spoken language. According to Wikipedia, the free encyclopaedia, pronunciation is the way in which a word or a language is spoken. This word or language can be spoken in different ways by various individuals or groups, depending on many factors such as the duration of the cultural exposure of their childhood, the location of their current residence, their ethnic group, and their education. To speak the English language correctly, Harmer (2001) emphasized that learners need to be aware of the different phonological rules, places of sound articulations, and sound features. Additionally, knowing where to put stress and when to rise or fall intonation would improve their level of proficiency, allow them understand others’ speech, and help them attain an accurate pronunciation. These features help FL learners to attain the goal of accurate pronunciation which allows them to understand others’ speech.

1.4. Teaching Speaking

According to Applegate (1975), “communication can only be effective when the student is sensitive to the social and cultural aspects of language use and how these differ between his first and second language.” (p. 271). However EFL classes must be guided by the elements of conversation and the means to generate genuine conversations. Put differently, to succeed in EFL classes, the use of correct approaches, interesting activities, and proper equipment is quite essential. There are different approaches to teaching speaking in a second or a foreign, yet the focus will be on the communicative language teaching approach (CLT) as it is considered to be the most important approaches in teaching the language because focuses on the use of language in everyday situations.

1.4.1. The Communicative Language Teaching Approach (CLT)

According to Lindsay and Knight (2006), the communicative approach (CLT) emerged in the 1960s as a reaction to previous methods and approaches that ignored communication and interaction. This teaching approach aims at helping learners to use the foreign language (English) while communicating outside the classroom. Harmer (2001, p.70) emphasized the importance of exposing learners to the language; he claimed that in order to develop their language skills, learners should get as much opportunities of using the foreign language as possible. The CLT is based on the communicative competence. In this respect, Johnson stated that “classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience” (1995, p. 161).

According to the applied linguists Canale and Swain (1980), the theory of the communicative competence is made up of four different sub-competences: grammatical, sociolinguistic, strategic, and discourse. As stated by them, the *grammatical competence* refers to the ability to create grammatically correct utterances, i.e., the knowledge of grammatical structures, pronunciation and spelling. The *sociolinguistic competence* refers to the ability to

produce sociolinguistically appropriate utterance, i.e., the social rules or the shared knowledge among the group of people. Concerning the *strategic competence*, it refers to the ability to solve communication problems as they arise, i.e., the different strategies learners use to deliver when they lack expressions. As concerns the *discourse competence*, it is the ability to produce coherent and cohesive utterances, i.e., to decipher the message and other discourse features. In short, the communicative approach is significantly essential in foreign language teaching as it reinforces language use, usage, and communication. (p. 45-47)

1.5.Types of Speaking Activities

When teaching speaking to EFL's learners, the learning environment is very important. The teacher needs to focus on creating a positive classroom culture that aims at activating and provoking speaking. Therefore, different kinds of speaking activities were designed to help teachers to achieve this purpose. Scott Thornbury (2005) pointed out that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms culture needs to become 'talking classrooms' (p. 131). In other words, learners can build confidence and improve their speaking skill if teachers set up activities that would foster their speaking skill such as information gap activities, role-plays, discussions, and games.

1.5.1. Information Gap Activities

Information gap activities have been highly recommended by experts as an effective way in teaching speaking. Harmer (2007) stated, "information gap is where two speakers have different bits of information, and 'a gap' between the two in the information can be close only through sharing that information" (p.129). Besides, Stern (1999) defined it saying, "information is known by only one student in a pair, and it can be conveyed by different exercises to the other students" (p. 32). Related to information gap activities used in EFL classrooms, Harmer (2007) talked about two activities that teachers commonly use. First, **describe and Draw**. In this activity, one student has a picture which he/she must not show it to his/her partner. The

student describes the picture and his/her partner tries to draw it following the instructions and the descriptions given by the student who has the picture (p. 129). Second, **Find the Difference activity**, which is very similar to Describe and Draw, but what makes it different is that it is more detailed. In Find the Difference, each student has a picture. The pictures are quite similar with some differences, and both learners do not know this. So, they need to spot the differences through describing the pictures to each other. The description must be in details so that they can accomplish the task. (p. 129).

1.5.2. Discussions

Discussion is probably the most commonly used activity in teaching speaking. In this activity, learners are free to express their real opinions. According to Harmer (2001), discussions are ranges from highly formal, whole-group staged events, to informal small group interactions. The first is the buzz groups, which can be used for a whole range of discussion. The second is instant comments, which train learners to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating learners to say the first thing that comes into their minds. The last is formal debates; learners prepare arguments in favour or against various propositions. The debate will be started when those who are appointed as ‘panel speaker’ produce well-rehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject (p.272).

1.5.3. Role Plays

Role play is an enjoyable class speaking activity. This type of task is used to enhance oral fluency. Harmer (1998) offered the following definition: “role play activities are those where students are asked to imagine that they are in different situations and act accordingly” (p.92). This type of activities helps learners lowering their anxiety because they are going to be behind the scene. In addition to that, Harmer (2007) claimed that “giving students a role allows them

to “hide behind” the character they are playing, and this can sometimes allow them to express themselves more freely than they would if they were voicing their own opinions and feelings” (P. 127). This implies that ‘role plays’ have the effect of lowering anxieties as learners can take on the character of someone other than themselves.

1.5.4. Games

Games are designed to provoke learners’ interaction and communication. Harmer (2001) stated that communication games are activities which increase interaction among learners through talking to one another in order to solve a puzzle, draw a picture, put things in the right order, find similarities and differences between pictures, and so on (P.272). A good example of communication games are ‘Call My Bluff’. In this game, a group of learners is divided into two teams. Team A is given a word not known by group B. This latter has to guess the right definition among the three ones proposed by team A (p. 272).

1.6. Speaking Problems

For Ur (1996), there are some speaking problems that teachers may encounter while stimulating learners to speak the FL in the classroom. These problems, as he suggested, are inhibition, lack of topical knowledge, low participation, and mother-tongue use.

1.6.1. Inhibition

Inhibition is the first problem that learners encounter in class. When they want to say something in the classroom, they are sometimes inhibited. They are worried about making mistakes and fearful of criticism as well as ashamed of the other learners’ attention towards them. In support of this, Littlewood (2007) argued “it is too easy for a foreign language classroom to create inhibition and anxiety” (p. 93). Likewise, Ur (2000) confirmed, “learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”(p.111). In the same account, Richards (2008) stated that learners find

difficulties in presenting a good image of themselves and sometimes avoid participating voluntarily. Indeed, these feelings are the results of the inappropriate development of the speaking skill, especially if the speakers are exposed to critical audience.

1.6.2. Lack of Topical Knowledge

The second problem is that learners sometimes complain that they do not have ideas about a given topic. In this respect, Rivers (1968) thinks that learners often have nothing to say probably because their teachers selected a topic that is not appropriate for them or they do not have enough information about it. Baker and Westrup (2003) further stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. In other words, it is difficult for learners to respond to the teacher using FL where they probably have problems with vocabulary or grammar, or maybe they are just not well prepared for the new topic. Hence, they prefer to keep silent.

1.6.3. Low Participation

The third problem that EFL learners may face in the classroom is the amount of time devoted for each student to talk. According to Harmer (2001), in a class with a large number of learners, each student will have a very little time for talking just because one student talks at a time and the other learners try to hear him/her. In speaking classes, some learners dominate the whole class, while others talk very little or not at all. Some others prefer to speak only when they ensure that what they are about to say is correct. Moreover, low participation can be due to the lack of teachers' motivation. That is, if teachers do not motivate or push their learners to speak, learners, even the talkative ones, will neither show interest nor participate.

1.6.4. Mother-Tongue Use

The last problem related to the speaking difficulties is when learners tend to use their mother tongue while learning a FL. In this context, Baker and Westrup (2003) stated, "barriers to

learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (p, 12). According to Harmer (1991), there are some reasons why learners use mother tongue in their speaking classes. One reason is that the application of the mother tongue is very natural and easy for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. Another reason is related to the fact that if teachers regularly use their learners’ mother language, their learners will feel comfortable to do so in their speaking class.

1.7.Factors Affecting Speaking Skill

Tuan and Mai (2015) claimed that in order to help learners overcome their difficulties in learning the speaking skill, it is necessary for teachers to figure some factors that influence their speaking performance. The learners’ speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks.

1.7.1. Performance Conditions

The first factor is pertinent to performance conditions. Nation and Newton (2009) believe that performance conditions can crucially affect the learners’ speaking performance. The four types of performance conditions that Nation and Newton (2009) suggested include time pressure, planning, the standard of performance, and the amount of support.

1.7.2. Affective Factors

The second factor is related to the affective factors. Oxford (1990) stated that one of the important factors in learning a language is the affective side of learners. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition. Motivation, self-confidence, and anxiety are the three main variables that have been investigated by many researchers and proved to influence the learners’ achievements either positively or negatively.

1.7.3. Listening Skill

The Listening ability is the third factor. Doff (1998) claimed that learners cannot improve their speaking ability unless they develop their listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) clarified that when learners talk, the other learners answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that learners are not able to reply if they cannot comprehend what is said. This shows that speaking is closely related to listening.

1.7.4. Feedback during Speaking Tasks

The fourth factor is related to the feedback during speaking activities. Most learners want and expect their teachers to give them feedback on their performance. However, not all speaking production should be dealt with in the same way. Harmer (1998) asserted that the decisions that the teachers make about how to react to learners' performance depend upon the stages of the lesson, the activities, the types of mistakes made, and the particular student who is making those mistakes. If the teachers corrects whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. Baker and Westrup (2003) asserted that if the learners are corrected all the time, they can find this demotivating and become afraid to speak. They suggested that teachers should always correct the learners' mistakes positively and with encouragement.

Conclusion

This chapter was devoted to the speaking skill in the EFL contexts: its definition and an overview about its importance and characteristics of its performance. Besides, some common approaches to teaching speaking in EFL classrooms were introduced_ shedding the light on how teachers deal with mistakes during the speaking activities_ along with problems encountered while speaking.

Chapter Two

Foreign Language Anxiety

Introduction

The current chapter aims at shedding light on the background related to anxiety in language learning. It starts with a definition of anxiety in general and Foreign Language Anxiety (FLA) in particular. Then, it shall hint at Horwitz et al.'s Theory of Foreign Language Anxiety (1986). In addition, this chapter includes the difference between the types of FLA, introduces its components, and distinguishes between the facilitating and the debilitating anxiety. Furthermore, it provides sources of FLA. Finally, the chapter ends by showing the relation between FLA and Oral Performance (the speaking skill). It shows the correlation between the two and provides some strategies to alleviate language anxiety inside the classroom.

2.1. Definition of Anxiety

Many definitions have been attributed to anxiety. These definitions may vary according to one's understanding of the construct or according to the angle one studies it. In Dictionary of Psychology by Reber (1985), "Anxiety is more generally, a vague and unpleasant emotional state with qualities of apprehension, dread, distress, and uneasiness" (p. 43). Similarly, on their official web page, the American Psychological Association (APA) defined anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure"

As a complex psychological term, Daco (1973) considered anxiety as "a sort of an anterior uneasiness and discomfort, vague and dull the person who feels a profound feeling of insecurity with no inciting objective, the person fears an imminent misfortune, an accident or else" (p.466). From the same perspective, Scovel (1991) declared, "anxiety is a psychological

construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (p.18).

When shifting to language learning, the importance of anxiety has led to significant research and discussions on the issue (Gardner, 1985, Horwitz and Young, 1991; Young in Press, H.D. Brown 1994; Reid 1995, cited in Arnold 1999; 60). MacIntyre (1998) conceived of language anxiety as “the worry and negative emotional reaction aroused when learning or using a second language” (p.27). Similarly, Horwitz, et al. (1991) conceptualised FLA: “A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the learning process” (p. 31). Accordingly, MacIntyre and Gardner (1993) stated that this anxiety is “directly linked to performing in the target language, not a general performance anxiety” (p. 5).

Indeed, anxiety is an unpleasant emotional state that is regarded as a personal trait or clinically speaking an illness; however, FLA is specifically related to language learners in mere educational contexts, likely affecting individuals who are not characteristically anxious outside the language learning atmosphere. The importance given to FLA is justifiably crucial because it is a hindrance to effective language learning for it hampers the learning process, and mainly learners’ achievements

2.2.Horwitz, et al.’s Theory of Foreign Language Anxiety

Horwitz, et al.’s (1986) theoretical model of FLA plays a vital role in language anxiety research as it is the first theory that emphasizes the specific nature of FLA. In their theory, Horwitz, Horwitz and Cope’s (1986) defined FLA as “a distinct complex construct of self-perception, beliefs, and behaviours related to classroom language learning arising from the uniqueness of language learning process” (p.128). They also pointed out that previous anxiety researches did not establish a clear cut between anxiety and foreign language achievements due to the lack of anxiety measures specific to the foreign language learning (p. 113). Besides, they

mentioned their clinical experience with foreign language learners in university classes during their teaching process and suggested that FLA should be viewed as a situation-specific anxiety arising from the uniqueness of the formal language of a foreign language. Therefore, they signalled the reasons behind the inconsistency of the research findings on foreign and second language anxiety, which is the multifaceted conceptualization of anxiety that differentiates a number of types of anxiety, including trait anxiety, state anxiety, achievement anxiety and facilitating-debilitating (2010, pp. 154-167)

In addition, Horwitz, et al. (1986) introduced The Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels. It consisted of thirty-three statements with significant part-whole correlations with the total scale aiming to assess communication apprehension, test anxiety, and fear of negative evaluation associated with language anxiety. They provided evidence that is a reliable tool (pp. 125-132)

2.3.Types of Anxiety

After noting the definitions of the concept “Anxiety” in general, and FLA in particular, we may now distinguish the various types of anxiety. Traditional psychological classification of anxiety types (Horwitz, 2001) distinguishes anxiety of people who are generally anxious in a variety of situations from those who are anxious only in specific contexts. Therefore, Horwitz differentiated between the following categories of anxiety: Trait Anxiety, State Anxiety, and Situation-Specific Anxiety.

2.3.1.Trait Anxiety

According to Scovel (1978), trait Anxiety is be defined as a stable tendency to express a negative emotion such as fear. MacIntyre and Gardner (1991) described it as “the most permanent feeling of anxiety; learners who had this type of anxiety tend to be highly apprehensive in a number of objectively non-threatening situations. It is provoked by the confrontation with threat” (P. 87). Be the same to this, Phillips (1992) defined it as “a relatively

stable tendency to exhibit anxiety in large variety of circumstances” (p. 14). Thus, an individual who is trait anxious would commonly become anxious in different kinds of situations as Woodrow (2006) confirmed “more frequently or more intensely than most people” (p. 309).

2.3.2. State Anxiety

Unlike Trait Anxiety, State Anxiety, according to Spielberg (1983), is defined as an apprehension that is experienced at a particular moment in time as a response to a definite situation. McIntyre (1999) referred to state anxiety as a “moment-to-moment experience of anxiety” (p. 28). Spielberg (1983) further clarified “state anxiety is a transient anxiety, an unpleasant emotional temporary state, a response to a particular anxiety provoking stimulus such as an important test” (as cited in Horwitz, 2001, p. 113). Therefore, this kind of anxiety appears only when a person figures out that he/she is in a real threat. Otherwise, it will not be noticed in the person.

2.3.3. Situation-Specific Anxiety

According to MacIntyre and Gardner (1991), Situation-specific anxiety refers to the persistent and multi-faceted nature of some anxieties (as cited in Howritz, 2001, p.113). Ellis (1994) stated that it is aroused in a specific type of situation or event such as public speaking, examination, or class participation (p.480). So, it is related to more defined situations. MacIntyre and Gardner (1991) defined it as “the probability of becoming anxious in a particular type of situations, such as during tests (labelled as “test anxiety”), when solving mathematics problems (“math anxiety”), or when speaking a second language (“language anxiety”)” (p.87). Situation-specific anxiety refers to the apprehension experienced by EFL learners in some learning contexts. Because of the features of this type of anxiety, McIntyre (1991) suggested that FLA should be studied with situational specific measures. Similarly, Horowitz, Horwitz, and Cope (1986) viewed it as a situation-specific anxiety and declared “Foreign Language Classroom Anxiety is a typical situation-specific anxiety.” (p. 127)

2.4. Components of Foreign Language Anxiety

Horwitz, Horwitz and Cope (1986) identified three interrelated components of FLA, addressing them “Performance Anxieties” (p.127). These three are respectively Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation (FNE). Due to the importance of each construct, it is preferable to treat them in more details.

2.4.1. Communication Apprehension (CA)

Communication is considered as an important aspect in language learning. However, many EFL learners demonstrate a kind of communication apprehension whenever asked to perform in front of their classmates or their teacher. Generally, these learners find difficulties in speaking, understanding, or even communicating with each other using the target language. Thus, Horwitz, Horwitz, and Cope (1986) declared that all the speaking difficulties that learners face whether inside or outside the classroom, in pairs or in groups, are all “manifestations of communication apprehension” (p.127). Horwitz et al, (1986) defined communication apprehension as “a type of shyness characterized by fear or anxiety about communicating with people” (p.128). They further stated:

The special communication apprehension permeating foreign language learning derives from personal knowledge that one will almost certainly have a difficulty understanding others and making oneself understood. Possibly because of this knowledge, many otherwise talkative people are silent in a foreign language classroom. (Horwitz et al, 1986, p.127)

Based on the idea of Tsiplakides and Keramida (2009), learners who exhibit CA do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language. Consequently, According to McGoskey (1987), communication apprehension, which mostly refers to a kind of anxiety experienced in interpersonal communicative setting, is noticeably quite relevant to foreign language context. (p.43)

2.4.2. Test Anxiety (TA)

Maudler and Sarason first introduced test Anxiety. Sarason (1978) defined it as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation. In a sense, the highly test-anxious person creates his or her own problem by processing too much information” (p.214). Bailey and Nunan (1997) mentioned that “test anxiety stems from fear of failure which is closely related to fear of negative evaluation” (p.158).

TA consists of a number of causes among foreign language learners. On the one hand, Neely and Shanhnessy (1984) reported that there are six factors associated with TA, such as the unsuitable content, different types of measures, tester and language rules, incorrect samples of measures, unfair social judgments, and different types of validity. On the other hand, Young (2007) indicated other reasons like techniques limit, format, length of tests, and the degree of clarity of instructions.

Research has shown a significant correlation between TA and success and found that the correlation was negative. This result indicates that high-test anxiety was associated with failure. In this context, Lamberth (1976) clarified, “if you [as students] are overly anxious about taking tests, your performance on an exam probably will suffer.” (p.332). Likewise, Horwitz, et al. (1991) stated, “test anxiety is an effective variable that holds negative correlations with language learning process” (as cited in Aydin, 2009, p.129).

2.4.3. Fear of Negative Evaluation (FNE)

According to Muhammed Tanveer (2007), Fear of Negative Evaluation has the same nature of test anxiety since individuals are associated with feelings of tension and uncertainty about others' evaluation. However, FNE is not restricted to test circumstances only. Rather, it can happen in other social and daily situations such as job interviews, sports, or introducing programs on TV (p. 6). Horwitz, et al. (1986) determined it as a characteristic of foreign

language anxiety. Horwitz et al (1986) defined it as “apprehension about others’ evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p.128). In Aida’s opinion (1994), learners with fear of negative evaluation might sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills.

An evaluation usually contains criticism from peers and more experienced persons (teachers). Concerning these, Bailey and Nunan (1997) stated that “in ESL classrooms, students are constantly required to perform orally in front of the whole class, which is one form of testing. Their performance is continuously evaluated by the teacher and their peers as well. Hence, they concluded that different learners will try to avoid subjecting themselves to evaluation by the teacher and their peers” (p.158). In general, FNE refers to the learners’ estimation of how they will be negatively evaluated by their classmates as well as by their teachers.

2.5. Sources of Foreign Language Anxiety

It has been agreed that language anxiety plays a significant role in language learning. Although teachers and learners are aware of its existence in language learning, they should identify also where it comes from. It may come from the teacher, the student, or the learning conditions. Young (1991) identified six sources of language anxiety, namely: “1.personal and interpersonal anxieties; 2. Learner beliefs about language; 3. Instructor beliefs about language teaching; 4. Instructor learner interaction; 5. Classroom procedures and 6. Language testing” (p.427).

2.5.1. Personal and Interpersonal Anxieties

Young (1991), Price (1991), Baily (1983), and Ellis (1994) argued that personal and interpersonal anxieties, the most common sources of language anxiety, have been investigated in conjunction with other social and psychological contrasts such as self-esteem,

competitiveness, group identity, or social discourse. According to Young (1991), “personal and interpersonal issues are probably the most commonly cited and discussed sources of language anxiety in most studies” (p.427). She further argued that the category of personal and interpersonal anxieties includes self-esteem, competitiveness, speech anxiety, shyness, stage fright, embarrassment, social-evaluation anxiety and comprehension apprehension.

Similarly, Baily (1983, as cited in Young, 1991) argued that learners’ competitiveness among their friends might lead to anxiety. Ellis (1994) added that when learners cannot achieve high performance among their mates, they will lose their faces in the target language. Horwitz, et al. (1986) maintained that “students’ high self-esteem may be challenged during L2 learning because communication attempts will be evaluated according to uncertain or even unknown linguistic and social-cultural standards” (p.128).

According to Tsiplakides and Kermida’s interpretation (2009), learners’ FLA rises from their concern about their self-esteem and their peers’ perceptions. In fact, MacIntyre, Noels, and amp Clément (1997) stated that this kind of learners “focus their attention on their perceived inadequacies, the potential for failure, and the consequences of that imagined failure, rather than concentrating on the task itself” (p. 269). However, according to Tsiplakides and amp (2009), the same anxious learners “when asked to participate in speaking tasks with the teacher only, without their fellow students listening to them, these anxious students were markedly more willing to participate and experiment with language” (p. 41). Therefore, these phenomena may be obstacles in expressing ideas in front of others.

2.5.2. Learners’ Beliefs about Language Learning

As a further investigation to FLA sources, there are other factors contributing in language anxiety. Young (1991) concluded that learners’ beliefs about the foreign language learning are another major contributor to FLA, which is consistent with Baily’s (1983) assertion that what learners believe is probably more significant than any external reality. The findings of these

two studies can be confirmed with those from other research. For instance, Horwitz and associates Horwitz, (1988), Horwitz et al, (1986) discovered that pupils' great concern over the correctness of their utterances and having an evident accent might induce anxiety, even though these beliefs are unrealistic for FL learning. As for example, learners believe that talking to native speakers will help them to learn a language. Others also believe that speaking is the first priority when someone learns a foreign or a second language. When these beliefs are unrealistic and quite difficult to achieve, Young (1991) argued that language pupils may become so anxious because of them. According to Horwitz (1988), FL learners believe that, at the level of the speaking skill, they must perfectly acquire the pronunciation as well as the accent similarly to that of the native speakers; otherwise, there is no real and effective learning of that language. That is to say, unless the speech is flawless, the language is undoubtedly acquired. This biased view of learners toward the learned language is partially, if not totally, based on their previous experiences with the language (MacIntyre & Gardner, 1991a). In the light of Prince's (1991) interpretation, learners' mistakes are perceived as inabilities and limitations instead of being considered as part of the learning process. In this case, learners develop a state of worry, nervousness, and frustration once they commit mistakes and cannot attain their standards of expectations, especially when their efforts are not matched to their grades (Ellis, 1994). Thus, a sense of one's competences underestimation evolves. That is to say, they directly suppose that to learn a foreign language, they need to have qualifications or specific aptitudes (Philips, 1992). For this, Krashen proposed that teachers should share their language experience as successful language learners with their learners, so as to emphasize that errors, mistakes, and failure can demonstrate beneficial opportunity to construct a good mastery of language (as cited in Horwitz, 1990, p 37-39).

2.5.3. Instructors' Beliefs about Language Teaching

Levine (2003) and Peacock (1999) found that in addition to learners' beliefs, instructors beliefs about language teaching can be a further source of studying FLA. Young (1999) maintained that the following beliefs held by teachers may be contributing to the learners' language anxiety:

- An instructor's role is to correct learners' errors constantly.
- The class may get out of control if an instructor has learners working in pairs
- The instructor should be doing most of the talking and teaching.

Young (1999) insisted that the instructor's role is that of a "drill sergeant" rather than a facilitator (p.428). These images may provoke language anxiety to learners. However, this is unlikely to happen if the teacher tries to change the principle of teaching. For Horwitz (1988), many learners believe that if the instructor tolerates making mistakes at the beginning, it will be hard for learners to get rid of them afterwards. Consequently, high degrees of tension and intolerance will rise in the classroom. Therefore, Young (1991) asserted that teachers should argue on their teaching approaches with their colleagues, as a way to erase what obstructs the learning process and adopt helpful ways for both the teacher as well as the learner.

2.5.4. Instructor-learner Interactions

Instructor-learner interactions have been consistently addressed as one of the sources of FLA in classrooms. Some studies have been conducted to investigate how these interactions impact on learners's performance. Young (1990) suggested that the teacher should avoid putting down learners on the spot or focusing on their errors directly when learners make a mistake. Young (1992) further stated that the teacher should pay attention to the way of correcting errors because what matters is not necessarily error correction but the manner of error correction. That is, when, how often, and most importantly, how errors are corrected since harsh and ironic error corrections are frequently considered as FLA generators.

Some FL teachers may exaggerate in their reaction towards their learners' mistakes. According to Horwitz et al (1986) and Nunan (1992), their manners of error treatment contribute to the construction of barriers, frustration, and misconceptions about the FL learning experience, resulting in learners' abundance rather than hard work. However, Young's (1991) results showed that in some other cases, learners worry if their mistakes were not corrected or did not get the appropriate attention. Thus, along the same findings, teachers should conveniently and precisely choose when, how, and which error should be corrected, especially in speaking activities where the learners may experience self-doubt, confusion, and incoherence. Regarding this, Herron (1981) said, "correcting every student's error is counter-productive to learning foreign language. Student often feels threatened and embarrassed from over-correction" (p. 7). This might be helpful for learners to express their ideas precisely without thinking of being corrected while speaking.

2.5.5. Classroom Procedures

Classroom procedures also cause language anxiety among learners. Yan and Horwitz (2008) found that certain class activities were seen to favour some learners over others. For instance, there were many learners who reported that they felt much stress when other learners outperformed them in activities such as listening and speaking. In their study, comparison with peers was found to be one of the immediate sources of language anxiety. In order to reduce anxiety arising from comparison with peers, Yan and Horwitz. (2008) stated that "students of similar levels could be grouped together and offered appropriate materials for their level of language competence" (p.175).

2.5.6. Language Testing

Baily (1983) noted that language testing is one of the sources of anxiety. According to Young (1991), learners feel anxious when they spend hours only to find that their tests assess different items from what they have already learned. Furthermore, Daly (1991) stated that the

learner experiences fear when the test situation is ambiguous and highly evaluative. It is clear that unfamiliar tests may also produce anxiety to the learners. For Hughes (2003), highly anxious learners, in oral exams, do not only predict their failure but they also obsess themselves with its consequences. As a result, according to Horwitz et al (1986), learners' focus tends to shift from the task itself to the aftermaths of their failure. Additionally, Young (1991) asserted that their concern does not stop at the level of the test and its predicted failure, but it extends to include how well and to what extent their peers are prepared to the exam. Correspondingly, Daly (1991) claimed that learners' developed affective reactions direct their learning decisions to either try harder or get rid and abandon.

2.6. The Effect of Foreign Language Anxiety on Oral Performance

Many studies proclaimed the negative correlation between FLA and oral performance (Horwitz et al., 1986; Horwitz, et al., 2010; MacIntyre, 1999; Marwan, 2016). Horwitz, et al. (1986) believe that anxiety about speaking a certain language could affect the learners' performance negatively. Similarly, Juhana (2012) clarified that FLA can influence the quality of the oral language production and make individuals appear less fluent than they really are. In this sense, Young (1991) asserted that learners with a high level of language anxiety are led to a poor performance during oral communication. They often display "distortion to sounds, the inability to produce the intonation and rhythm of language, freezing up when they are called to perform, and forgetting words and phrases just learnt or simply refusing to speak and remaining silent" (as cited in Wilson,2006, p.102).

MacIntyre (1999), in support of these findings, further clarified that anxious learners make more errors, either consciously or unconsciously, and code switch more frequently than their low anxious counterparts. In similar studies, Lui (2007) stated that low anxious learners are confident and feel interested in oral performance. Their speech tends to be faster and have fewer

unnatural pauses compared to high anxious learners. His study suggested that FLA can have an effect on the learners' performance and their attitudes towards language learning.

In short, affective factors play a vital role in SL/ FL acquisition. In support of this, Krashen's Affective Filter Hypothesis (1982) stipulates that the Affective Filter is one of the obstacles that manifests itself during the language acquisition. That is, when the anxiety is high, it is considered as an "affective filter" or a "mental block" that correlates negatively and prevents the input from reaching the language acquisition device (Krashen, 1982, p. 100).

2.7. Strategies to Alleviate FLA

For many years, a considerable attention had been paid to studies focusing on how to alleviate language anxiety. FLA reducing strategies are classified into teaching strategies and learning ones.

2.7.1. Teaching Strategies

Horwitz & Young (1991) offered both theoretical and practical perspectives and pieces of advice to decrease FLA in language classes. These include using an anxiety graph to pinpoint the highest level of anxiety of a given interaction, providing supplemental instruction or a support group, using more pair and group work, playing language games with an emphasis on problem-solving in addition to using role-plays. Along the same line, Hashemi and Abbasi (2013) collected other helpful recommendations for the alleviation of learners' anxiety which are as follows:

- Scanning for the signs of anxiety among learners and apply quick strategies to help them overcome the destructive feelings.
- Create a student-friendly and a supportive learning environment inside the classroom.
- Create friendships and cooperation among learners.
- A communicative approach should be adopted so that learners can get more chances to practise their speaking skill.

- Encourage pupils not to be afraid of making mistakes.
- Do not correct each mistake learners make.
- Make learners feel successful and satisfied when using the foreign language.
- Choose activities and tasks that do not cause instant frustration.

2.7.2. Learning Strategies

It may be helpful for foreign language learners to find their own strategies to overcome anxiety in stressful situations. Hauck and Hurd (2005) have found the following strategies for learners to deal with FLA:

- To use positive self-talk (e.g. I can do it; it doesn't matter if I make mistakes; others make mistakes too).
- To actively encourage myself to take risks in language learning such as guessing meanings or trying to speak even though I might make some mistakes.
- To imagine that when I am speaking in front of others, it is just a friendly informal chat.
- To tell myself when I speak that it will not take long.
- To reward myself when I do well.
- To be aware of physical signs of stress that might affect my language learning.
- To write down my feelings in a notebook.
- To let my tutor know that I am anxious.
- To use relaxation techniques such as deep breathing, speaking more slowly, etc.

Conclusion

The speaking skill is considered as the most anxiety provoking skill. In light of this, this chapter reviewed many concepts related to anxiety, its types and components, along with its main sources. On top of that, this chapter highlighted the link between anxiety and the speaking skill, revealed its impact on the learners' performance, and suggested some strategies to alleviate and cope with anxiety.

Chapter Three

Field Work

Introduction

This chapter attempts to investigate the correlation between the foreign language anxiety and oral performance; it attempts to answer the main research question “Does FLA affect negatively EFL learners ‘oral performance?’”. For that specific aim, Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz and Cope (1986) in addition to an oral test are adopted and administered to second year foreign languages pupils at Zentar Slimane Secondary School since they are the most appropriate tools to test the hypothesis. This chapter provides a description of the data collection instrument, sample of the study, and procedure. Then, it seeks to display the analyses and interpretations of the collected data. Finally, it ends with a general conclusion and offers a set of pedagogical implications and recommendations.

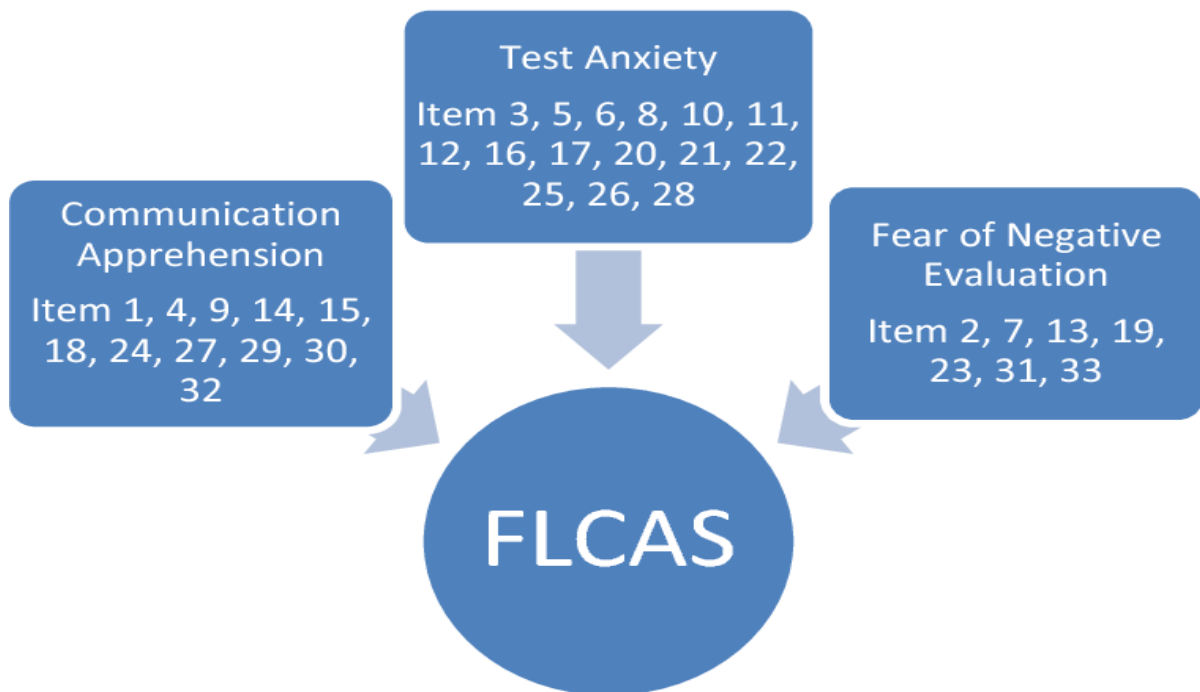
3.1.Data Collection Instrument

For the sake of gathering information that would permit to investigate the impact of FLA on EFL learners’ oral performance, the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, et al. (1986) was adopted. It is an open-ended questionnaire that intends to measure the EFL learners’ level of anxiety in English language classes/ sessions. It had been used by many researchers in different studies (Aida, 1994; Horwitz et al., 1986; Lui, 2007; & Ariani, 2010). Among these studies, Aida (1994) and Horwitz et al. (1986) reported the high reliability and validity of the instrument. The FLCAS is a 33-item Likert- type scale with five possible responses ranging from: “Strongly Agree” (SA), “Agree” (A), “Neither Agree nor Disagree” (NA), “Disagree” (D), and “Strongly Disagree” (SD). The scale items are reflective of the three anxieties that are regarded as conceptually important aspects of FLA according to Horwitz et al’s theory (1986):

1. Communication Apprehension including 11 items: 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
2. Test Anxiety including 15 items: 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28
3. Fear of Negative Evaluation including 7 items: 2, 7, 13, 19, 23, 31, 33

Figure 3.2

Model 1 FLCAS (Horwitz, Horwitz, and Cope, 1986)



(Adapted from Academia)

The FLCAS consisted of two kinds of statements:

- Positively worded items: For these, a score was given ranging from 5 for “Strongly Agree” to 1 for “Strongly Disagree”.
- Negatively worded items: For these, the order of scoring was reversed. That is, “Strongly Agree” indicating 1 point and “Strongly Disagree” indicating 5 points so that a higher score would be an indicator of higher anxiety (Aida, 1994).

The second tool is the Speaking Test. This tool attempts to measure learners' speaking performance in terms of vocabulary selection and variation, tense use, grammar mistakes, segmental features, and hesitation.

3.2. Sample of the Study

The Foreign Language Classroom Anxiety Scale (FLCAS) and the Oral test were administered to second year foreign languages pupils at Zentar Slimane Secondary School. The choice of the sample was purposefully targeting a pre-intermediate level of proficiency. Those pupils are more likely to experience anxiety in oral/ speaking sessions due to their inadequate mastery of the English language. The population of this study consists of 18 pupils (2 males and 16 females) and their ages range from 15 to 17 years old.

3.3. Data Collection Procedure

FLCAS was administered and collected on May 4th, 2021 at a previously scheduled studying session. Participants took about 20 minutes, out of their ordinary studying session to answer. They were not supposed to write their names on their copies of the scale so that all results would be kept confidential. The oral test was conducted after one week from the administration of the scale with the same previously participants. The oral test took place at the end of different separate sessions so as not to affect the progress of the teaching programme. Before conducting this test, pupils were informed about the topic, yet not about the recording of their speaking performance to create a comfortable atmosphere to gather a reliable data. Each pupil was tested individually to speak about "What do pupils do in their spare/free time?" as the chosen topic openly for 3 minutes maximum. Pupils were sometimes directed and stimulated with questions in moments of silence to encourage them to speak.

3.4. Analysis and Interpretation of the Results

3.4.1. Tools of Analysis

To analyse the obtained data, descriptive and inferential statistics were opted for, using

software SPSS Statistics and Pearson Correlation coefficient (PCC) Methods. (from: <https://libguides.library.kent.edu/SPSS>)

3.4.2. Analysis and Interpretation of FLCAS

Table 3.1

Foreign Language Anxiety

Factors	M	SD
Communication Apprehension	2.92	0.49
Test Anxiety	2.60	0.36
Fear of Negative Evaluation	3.12	0.97

N=18

Table 3.1 summarizes the statistical results of the FLA components. The scores of each component are calculated for mean (M) and standard deviation (SD).

3.4.2.1. Communication Apprehension

The results above show that pupils' Communication Apprehension mean is 2.92 and its SD is 0.49. These results indicate that there is a variety in the degrees of language anxiety's first component, which is Communication Apprehension among participants. Most pupils seem to experience *moderate to severe* Communication Apprehension. The majority of them undergo a feeling of uneasiness, self-doubt, tension, or apprehension in FL classes. This is because they tend to doubt and underestimate their abilities. They believe that they have difficulties with understanding others and making themselves understood, especially when they are exposed to others' criticism and evaluation. As a result, they focus on their perceived deficiencies and imagined failure rather than concentrating on the performance itself. Those pupils are most likely to avoid participation, and in most cases, when certain concepts or words are not understood, they prefer not to ask for clarification as a way to avoid complex interaction. Generally, pupils who are highly apprehensive tend to experience difficulties when

communicating in the FL. In fact, their inability to express themselves or to understand others leads them to frustration and tension which will affect their foreign language learning.

3.4.2.2. **Test Anxiety**

As revealed in table 3.1, pupils' Test Anxiety mean is 2.60 and its SD is 0.36. These results demonstrate a *moderate to severe* degree of test anxiety. This is due to their tendency toward perfecting their speech. In evaluative situations, pupils tend to set unrealistic objectives and conceive anything less than perfect as a failure. Also, while engaging in conversations which involve questions and answers, pupils tend to undergo the fear of being unable to answer the questions properly or perfectly.

3.4.2.3. **Fear of Negative Evaluation**

According to the statistics displayed in table 3.1, pupils' Fear of Negative Evaluation mean is 3.12 and its SD is 0.97. Fear of Negative evaluation is said to be similar to Test anxiety as the two of them are related to evaluative situations. However, Fear of negative evaluation is broader than Test Anxiety, since the former is not only associated with evaluative situations, but also with any normal classroom interaction or speaking activity which requires the teacher's feedback. Concerning this factor, the findings indicate that pupils undergo *moderate to severe* degrees of Fear of Negative Evaluation. In speaking activities, pupils are well aware of being exposed to their teacher and classmates' criticism and their negative evaluation. This evaluation is mainly about counting others' speaking mistakes, which put them under the pressure of worrying about their self-image rather than the task itself.

3.4.3. **Analysis and Interpretation of the Speaking Test**

Table 3.2: Counting the SD and the M of Speaking Aspects

Speech elements	M	SD
Syntax Mistakes	5.47	2.41
Tense Use Mistakes	5.01	2.90
Pronunciation Mistakes	16.02	7.11
Vocabulary Items used	143.05	64.58
Hesitation (seconds)	6.59	3.68

N=18

Table 2 illustrates the mean and standard deviation of the oral performance features.

3.4.3.1. Grammar Mistakes

According to Thornbury (1999), grammar is the most important component of any language and the mastery of it means a good manipulation and control of long and complex utterances in a meaningful manner. Thus, the first feature to measure pupils' oral performance is grammar mistakes, which include both *syntax mistakes* and *tense use mistakes*.

Syntax Mistakes

Pupils are supposed to provide grammatically correct utterances in terms of word order, use of adequate articles, relative pronouns, and prepositions. According to the results in table 3.2, the mean of syntax mistakes committed by learners is 5.47 and the SD is 2.41. The highest score of syntax mistakes is 10 and the lowest is 1. This suggests that most pupils focus on the accuracy of their utterances. Thus, they committed an average rate of mistakes. The most common mistakes were related to the use of prepositions and adequate articles.

Tense Use Mistakes

Pupils' oral performance should include an accurate tense use to participate effectively in most formal and informal conversations. Thereby, tense use mistakes are the second feature to be measured. According to Table 3.2, the mean of tense use mistakes is 5.01 and its SD is 2.90.

The correct use of tense use is below the average, and the highest score of tense use mistakes is 8 and the lowest is 1. Some participants used the simple present to talk about what they do in their free time (their habits) and past simple to narrate either experiences or movies stories. However, those who suffer a state of uneasiness and tension tended to mix between simple future, past simple and present perfect to do that.

3.4.3.2. Pronunciation Mistakes

Pronunciation is the criterion which distinguishes one language from another without referring to its written symbols. EFL learners should differentiate between the different English sounds and how they are produced at the segmental level to convey a comprehensible message and to understand others' speech. While analysing pupils' oral/speaking performance, the focus mainly relies on the segmental features, which include the pronunciation of consonant and vowels. As shown in table 3.2, the Mean of pronunciation mistakes is 16.02 and its SD is 7.11. That is to say, the pupils' pronunciation mistakes are above the average. Few participants delivered an eloquent speech with clear articulation of sounds and an appropriate intonation. In their speeches, they demonstrated self-confidence despite the occurrence of some slight mistakes. Some other participants displayed an acceptable speaking performance with clear voice and sound articulation. However, some participants enunciated an unclear and inappropriate pronunciation. Their speeches were difficult to decipher. They exhibited low self-confidence and a state of tension accompanied with low voice and static pitch. Most of their pronunciation mistakes were related to pronunciation of the final "s", final "ed", /i:/ and /ɪ/.

3.4.3.3. Vocabulary Item Used

Accuracy in terms of vocabulary is another feature of a good linguistic competence. EFL learners should accumulate a wide range of vocabulary with an appropriate selection and use for an effective contribution in any conversation. As Table 3.2 displays, pupils made use of considerable vocabulary items in their speech. Vocabulary items range from 61 to 257. Mainly

the majority of participants displayed varied and well selected vocabulary. Their selection of words corresponds to the nature of the topic or to the nature of interest they were discussing. In some situations, it was clear that pupils tried so hard to get the right word in its right place. However, in some other situations, they overused or they repeated the same words in contexts in which they do not fit.

3.4.3.4. Hesitation

Hesitation is last feature to measure in pupils' speaking performance. It is referred to as the pauses, stops, and moments of silence before and while speaking resulting from grammar defects or vocabulary limitations. The results reported in Table 3.2 indicate that the hesitation Mean (in seconds) is 6.59 and its SD is 3.68. The maximum time of hesitation pupils took is 10 seconds and the minimum is 3 seconds. That is, the majority of pupils did not hesitate. They spoke rapidly, without any pauses or stops even though the rate of LA is considerably high. It was apparent that pupils tried to make their best to avoid pauses and stops so as to seem fluent and competent.

3.4.4. Pearson Correlation Coefficient between FLA and the Speaking Features

In order to examine the relationship between FLA and oral performance, a series of Pearson correlations was calculated and analysed automatically by using software SPSS Statistics and Pearson Correlation coefficient (PCC) Methods. The Pearson correlation, also known as "Pearson's r" measures the strength of the linear relationship between two variables. This correlation is either direct (+) or indirect/ inverse (-) and it is always between -1 and 1. Concerning the degree of the correlation, they are explained as follows:

If $r = -1$ perfect indirect relationship	Weak: if $0 < r < 0.4$ or $-0.4 < r < 0$
If $r = 0$ no relationship	Moderate (middling): if $\pm 0.4 < r < \pm 0.6$
If $r = 1$ perfect direct relationship	Strong: if $0.6 < r < 1$

The results are reported in the following correlational matrix (Table 3.3).

Table 3.3
Correlation Matrix

	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation	Syntax mistakes	Tense use mistakes	Pronunciation mistakes	Vocabulary items used	Hesitation
Communication Apprehension	1							
Test Anxiety	.858** .000	1						
Fear of Negative Evaluation	.594* .011	.799** .000	1					
Syntax mistakes	-.283 .224	-.289 .253	-.311 .228	1				
Tense use mistakes	-.187 .432	-.132 .692	-.211 .470	.762** .000	1			
Pronunciation mistakes	-.423 .100	-.369 .173	-.304 .236	.574* .021	.684** .004	1		
Vocabulary items used	.256 .411	.323 .241	.081 .798	-.249 .321	-.095 .766	-.182 .503	1	
Hesitation	-.343 .166	-.501* .042	-.745** .001	-.750 .001	.132 .701	.253 .324	-.139 .587	1

N = 18. Hesitation is measured in seconds. Values in boldface are significant results.

**. Correlation significant at .05 level.(-2 tailed) / **.Correlation significant at .01 level.(-2 tailed)*

3.4.5. Analysis and Interpretation of the Correlations

***Correlation between Communication Apprehension and Test Anxiety**

The results show that there is statistically a significant correlation between factor 1 and factor 2 ($r = .86$, 2-tailed $p < .01$). This suggests that the correlation between the variables is positive and strong. It means that when the level of Communication apprehension is high, Test anxiety level increases.

***Correlation between Communication Apprehension and Fear of Negative Evaluation**

As table 3.3 indicates, there is statistically a significant positive correlation between the two factors ($r = .59$, 2-tailed $p < .05$). These findings confirm that when pupils experience a high level of communication apprehension, they also experience a high level of fear of negative evaluation.

***Correlation between Test Anxiety and Fear of Negative Evaluation**

Table 3.3 reports that there is statistically a significant relationship between the two factors ($r = .80$, 2-tailed $p < .01$). This is interpreted as a positive and strong correlation. It means that when pupils seem to have a high level of test anxiety, the level of Fear of Negative Evaluation rises as well.

***Correlation between Syntax Mistakes and Tense Use Mistakes**

Syntax mistakes and tense use mistakes in the table are significantly correlated ($r = .76$, 2-tailed $p < .01$). This result displays a positive association between the two variables that fall under one category, which is grammar. That is to say, the more grammar mistakes pupils commit, the more tense mistakes are entailed.

***Correlation between Grammar (syntax and tense use) Mistakes and Pronunciation Mistakes**

The results reveal a significant correlation between both syntax and pronunciation ($r = .57$, 2-tailed $p < .05$) and tense use mistakes and pronunciation mistakes ($r = .68$, 2-tailed $p < .01$).

This advocates that pupils put more focus on grammar to produce correct utterances. Eventually, they lose control over pronunciation since their priority is to produce a grammatically correct utterance but not well-pronounced sounds.

***Correlation between Hesitation and Test Anxiety and Fear of Negative Evaluation**

According to the results displayed in table 3, hesitation correlates negatively with both Test Anxiety ($r = -.50$, 2-tailed $p < .05$) and Fear of Negative Evaluation ($r = -.75$, 2-tailed $p < .01$). It means that the more pupils undergo high levels of test anxiety and eventually Fear of Negative Evaluation, the less hesitant they are. This can probably be related to their misinterpretation of fluency. Learners interpret the concept of fluency as being fast in speech avoiding pauses. Thus, they tend to deliver random and repeated word to fill the gaps in their speech.

3.4.6. Summary of the Findings

The results of correlation analysis displayed above show numerous significant relationships between the different components of anxiety and features of the oral performance at .05 and .01 levels. As displayed in *Table 3.3*, the relationship between Communication Apprehension and Test Anxiety is statistically significant at 0.01 level. That is to say, if pupils tend to view with alarm the consequences of inadequate performance in an evaluative situation, their speaking difficulties rise. Similarly, *table 3.3* demonstrates a significant positive correlation between Communication Apprehension and Fear of Negative Evaluation at 0.05 level, and between Test Anxiety and Fear of Negative Evaluation at .01 level. The analysis of these findings confirms that once pupils experience a high level of anxiety, especially in an evaluative situation, they worry about their self-images and how the others view their productions more than the task itself. As far as features of speaking performance are concerned, it is found that grammar mistakes, which include syntax and tense use mistakes, significantly correlate with pronunciation mistakes. Syntax and pronunciation mistakes correlate positively at .05 level and tense use mistakes and pronunciation mistakes correlate also positively at .01

level. These facts demonstrate that pupils generally tend to focus on the accuracy of their performance in terms of grammar, but not in terms of pronunciation. Put differently, pupils' prominent aim is to provide grammatically correct utterance. After assuring grammatically correct and well-structured utterance, they attempt to make their oral performance better in terms of pronunciation. The findings also reveal that hesitation significantly correlates with Communication Apprehension at .01 level and Test Anxiety at .05 level. In this case, it is interesting to note that the correlation of hesitation with these two factors is negative. That is to say, once pupils experience a high level of Communication Apprehension and Test Anxiety, their hesitation decreases. The reason for this unexpected result can be justified by the pupils' misunderstanding of what fluency is. For them, being fluent means being fast in speech without any pauses, as Thornbury (2005) argued. Therefore, the results of this study prove that there is a statistically significant correlation between the two variables; it means that foreign language anxiety has its significant negative impact on learners' oral performance.

Conclusion

This chapter consisted of the practical investigation which has attempted at investigating the relationship between the two variables: foreign language anxiety and learners' oral performance. Throughout this process, it was found that learners who are affected by a certain degree of anxiety tend to commit more errors in their speech compared to other learners. In such contexts, they feel unease and uncomfortable while delivering an oral production of any kind since they are being watched and judged by the teacher or their colleagues. Therefore, their focus shifts from the task itself, that is, the speaking performance, to worry about their self-image and others' criticism. Indeed, this affective state, or simply FLA, contributes to poor academic achievements, especially the oral performance.

General Conclusion

1. Concluding Remarks

This dissertation shed the light on one of the most difficult obstacles that EFL learners face while speaking which is anxiety. It has attempted to examine the impact of Foreign Language Anxiety on EFL learners' oral performance. In fact, this study revealed that there is an important relationship between the two variables; FLA is a big barrier that tends to be more correlated to the speaking skill than the other skills, as learners feel more anxious when they are required to speak. This, in return, confirmed our hypothesis, which stated that the more EFL learners are anxious in the classroom, the more it negatively affects their oral performance.

This research was a total of three chapters. The first two chapters dealt with theory, in which we discussed both variables: anxiety and the speaking skill from their different angles along with the relationship between the two. The third chapter was devoted to the field of work. It included a description of the data collection instrument and procedure, analysis and interpretation of the findings, and set of recommendations for both EFL teachers and learners. In fact, statistics presented in this study confirm that speaking a foreign language inside classrooms is quite a stressful activity that provokes FLA. Eventually, the quality of the oral performance is concerned. Indeed, the research hypothesis is valid; the two variables correlate significantly in a negative way. That is, high levels of FLA entail poor quality of oral performance.

2. Pedagogical Implications and Recommendations

The current study found that there is a significantly negative relationship between FLA and speaking performance in the sense that FLA is proved to hinder learners' speaking performance. For that reason, the following are some implications and suggestions that might significantly contribute to a future research:

First, teachers should be aware of the effects and existence of this variable and consider it while preparing their lessons in order to alleviate it. As an example, to lower learners' communication apprehension when performing orally in front of the whole class, teacher should design communicative activities such as group discussion, role-play, storytelling, and interviews to promote their speaking abilities and increase their self-confidence. Crookall and Oxford (1991) proposed an activity called '*agony column*' in which students are encouraged to write a letter in order to share their anxiety, fears, and difficulties encountered in learning the FL. This letter could be read either by their colleagues, teacher, or administrators.

Moreover, Teachers are called to create a pleasant and friendly atmosphere to achieve a fruitful and effective learning. This could be realized by including humor, laughter or jokes while teaching and throughout making the best use of media such as bringing documentaries, songs, or poems. It is also important that teachers tolerate the learners' mistakes through convincing them that the classroom is a setting for learning, and that via mistakes they would perfect their performance.

On top of that, to reduce the learners' FLA, teachers should show patience towards silence in the classroom. Studies (e.g. Du, 2009) have proven that there is a little use pushing or forcing learners to say something when they are unwilling or not ready to say it; however, it can only make them more anxious. Therefore, giving learners enough "think time" is a necessity.

With regard to EFL learners, they should be aware of the difficulties that face them and think of solutions. They ought to be aware of the fact that feeling anxious is a normal and common aspect to anyone performing in front of others, and that making mistakes and errors should not compel shyness. Besides, learners should have high self-confidence and positive attitude, and focus on improving their speaking skill since speaking is an important task in

learning any foreign language. This can happen through practice, good preparation, and the frequent use of various speaking activities.

3. Research Limitations

As a matter of fact, it is important to mention that this research study has come across several limitations along with its attainment. The following are some of the constraints that the researcher encountered:

- The absence of authentic, reliable materials and resources was the main obstacle which slowed down the process of collecting relevant and reliable data.
- The data collection process was a major problem as well. Due to the COVID-19 pandemic, both secondary school teachers and pupils had busy schedules, which impeded finding a suitable time for both parts. The researcher had to make use of the teaching sessions' time in order to collect the data.
- Some of the participants showed a kind of disinterest and recklessness as participating in this research was not a part of their daily learning process.

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Appendices

Appendix A

Foreign Language Classroom Anxiety Scale

Dear pupils,

My name is Hanifa BRAHMIA. I am a Master 2 student of English at the university of Guelma. I am currently conducting a research on the impact of anxiety on the EFL learners' oral performance. The following is a scale developed by Horwitz, Horwitz & Cope (1986). I would be thankful if you devote some of your time to fill in this scale by ticking (✓) the answer that best suits your opinion. You do not need to write your names. The information you provide will be kept confidential since it will be used only for the research purpose. I truly appreciate your cooperation.

Please show your opinion about the statements below by indicating whether you:

1. Strongly agree= SA
2. Agree= A
3. Neither agree nor disagree= NA
4. Disagree= D
5. Strongly disagree= SD

Please tick the appropriate box on the right. All the statements must be checked.

Statement	SA	A	NA	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 a 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 class.					
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.					
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.					
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.					

Thank you for your collaboration!

Résumé

Le but de cette étude est d'examiner l'impact de l'anxiété en classe de langue étrangère sur l'une des principales compétences linguistiques qui est la parole. À la lumière de cela, il est émis l'hypothèse que plus les apprenants ALE sont anxieux en classe, plus cela affecte négativement leur performance orale. Pour étudier la relation entre les deux variables, la méthode correlative est menée au lycée Zentar Slimane, où des apprenants de langues étrangères de deuxième année ont été sélectionnés comme échantillon. L'étude reposait sur trois instruments de collecte de données qui sont l'échelle d'anxiété en classe de langue étrangère (FLCAS) conçue par Horwitz, Horwitz et Cope (1986), un test oral administré aux apprenants et un entretien avec un enseignant. Des corrélations de Pearson ont été utilisées pour évaluer l'association entre les deux facteurs. Finalement, les résultats de cette recherche ont révélé une corrélation négative et significative entre l'anxiété en classe de langue étrangère et la performance orale en anglais.

Mots clés: anxiété, anxiété de langue étrangère, Apprenants ALE , expression orale, FLCAS.

الملخص

الهدف من هذه الدراسة هو الكشف عن تأثير القلق خلال حصص اللغة الأجنبية على أحد أهم المهارات اللغوية الرئيسية والتي هي الأداء/ التعبير الشفوي. في هذا النطاق، يُفترض أنه كلما زاد قلق متعلمي اللغة الإنجليزية كلغة أجنبية في الفصل، زاد تأثيره سلبيًا على أدائهم الشفوي. للتحقق من العلاقة بين المتغيرين، تم إجراء دراسة في ثانوية زنطار سليمان، حيث تم اختيار 18 طالبًا من السنة الثانية شعبة اللغات الأجنبية كعينة. اعتمدت الدراسة على حساب معامل الارتباط بين أداتين لجمع البيانات هما مقياس القلق في الفصل الدراسي للغات الأجنبية (FLCAS) الذي صممه هورويتز وهورويتز وكوب (1986)، واختبار شفهي تم إجراؤه للتلاميذ. تم استخدام ارتباطات بيرسون لتقييم الارتباط بين العاملين. في النهاية، كشفت نتائج هذا البحث عن وجود علاقة سلبية ذات دلالة إحصائية بين قلق التلاميذ خلال حصص اللغة الإنجليزية كلغة أجنبية وأدائهم الشفهي.

الكلمات الأساسية: التحدث ، القلق ، القلق من اللغة الأجنبية ، متعلمي اللغة الإنجليزية كلغة أجنبية ، FLCAS.