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The Impact of Anxiety on Students Classroom Oral Participation
Third Year LMD students at the University of Adrar as a Case Study

**A Dissertation Submitted to the Department of English in Partial Fulfillment of
the Requirements for the Master's Degree in Linguistics and Didactics.**

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Dedication

I would like to express my deep recognition to Allah, for giving me determination and strength to finish this work. This dissertation is dedicated to all the people who have helped it come out to light, and become a reality after it was only a dream; to you all I say thank you.... To my Mother who has dedicated her life for me, to the soul of my father Ali with my deep love and respect, to my brother and sister Rabie and Melissa. To my best friend Sofia who has been by my side till the very end, and was the reason that kept me going (on). Finally, a special thank to my dissertation partner Khadidja who has accompanied me in this journey step by step.

To all those who love me.

Mayssa

Dedication

I would like to express my deep recognition to Allah, for giving me determination and strength to finish this work.

I would like to dedicate this work to the gentle soul of my father

To my beloved mother who is the source of love and support

To my dear husband (Abd El Madjid) who has been a constant source of encouragement during the challenge of graduation and life

To the light of my life my little children princesses Abir, Imane, and Prince Mohamed Iyad

To my siblings; every one with his name

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Abstract

When learning a foreign language, learners are affected by many variables. Language anxiety is one of them which is the feeling of apprehension nervousness and worry toward learning a foreign language one of them and .It is one of the most important facts that affect student's foreign language learning. The aim of this study is to investigate how significant are the effects of anxiety on foreign language learners' oral participation among the third-year students at the University of Adrar. The population of this study included eighty nine (89) students of the English department who are learning English as a foreign language, but the sample consisted of fifty three 53 students from the two groups and six (06) teachers. Furthermore, we adopted the quantitative method to collect data from the large number of students using the questionnaire. Thus, we hypothesized. That "if anxiety is reduced, student's oral participation will be promoted". In order to verify the strength of this hypothesis, we have used questionnaires as the main tool of data collection. Based on these questionnaires, our hypothesis is confirmed, and the results that were reached reveal that there is a reverse relationship between anxiety and the students' oral production that is; the higher the language anxiety is, the lower the oral participation will be. The study suggests some recommendations that both students and teachers can rely on to minimize and overcome foreign language speaking anxiety and help students to effectively perform in the second language acquisition. The teacher being a facilitator, creating a friendly and supportive learning environment, adapting the cooperative model and the natural approach, are among the suggested pedagogical recommendations to alleviate students' anxiety, and foster classroom oral participation.

Keywords : Oral participation, foreign language anxiety , effects

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List of Abbreviations

CA :	Communication Apprehension
EFL:	English as Foreign Language
FL :	Foreign Language
FLA:	Foreign Language Anxiety
FNE:	Fear of Negative Evolution
LA :	Language Anxiety
SL :	Second Language

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Appendix A Learners' questionnaire.....

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General Introduction

1. Statement of the problem

Learning English as a foreign language is seen as a difficult task by many students, especially when using language in speaking situations. Most students of the third year (English, LMD) at the University of Adrar feel apprehensive about any kind of communication that encounters them.

Speaking English is a hard task for most students, and their fears of using it can stand as a barriers or obstacles to improve oral fluency. We may find many students who are skillful in other skills (writing, reading and listening), but they see themselves as total language failures. So, our attention will be on investigating the effects of Anxiety on students' oral participation.

Anxiety is one of the most negatively influential affective variables, which prevents students from successful speaking English and gaining classroom participation. Steinberg and Horwitz (1986) found that learners attempt more concrete and less interpretative messages when they are in an anxiety-producing situation than when they are in a more relaxed situation » (Tsui,1995 :88). Generally, it makes learners nervous and afraid which may contribute to poor oral performance and hinder the students' abilities to speak and participate in the classroom which is the only way for them to improve their English and develop their language competences.

The students' Anxiety stands out as one of the most influential factors for effective language speaking, and classroom oral participation. Thus, a right understanding of this affective factor can lead to more effective language learning and teaching.

2. Significance of the study

The fact that the majority of the third-year students of English (LMD) at the University of Adrar suffer from Anxiety which can stand as a barrier to improve their English and using it in their future careers seems very problematic. Becoming anxious in the classroom, certainly leads to the students' low self esteem and this certainly leads to poor participation which affect their English **learning**.

The investigation of the effects that arise from Anxiety while learning to communicate in the target language will hopefully broaden the insight into the issue of this Anxiety and will help teachers in making the classroom environment less stressful.

So, this research will be significant in the sense that is very important to the students to be fluent. Since most of the third-year students (LMD) at the University of Adrar will likely be engaged in teaching career, they must have a very good command of the English language and to be more confident in order to transmit the message in a clear manner.

3. The aim of the study

The principal aim of this study is to identify the effects of Anxiety on students' oral participation, and those factors that can reduce it.

The effects of Anxiety on the third-year students will be explored through data analysis; and then, we suggest some pedagogical recommendations for creating a low classroom Anxiety and encouraging students' self confidence to get them involved, and participate orally in the classroom.

Our research is a case study and descriptive, it will concern only the studied population which is the third-year students of English at the University of Adrar.

4. Research questions

This research aims at investigating the effects of Anxiety on students Oral Participation. In order to reach the goal, we have selected two important questions that we seek to answer:

- 1- What are the Effects of Anxiety on students' oral participation?
- 2- What can be done so that the students of English (LMD) at the University of Adrar feel more relaxed and have more confidence to speak English inside the classroom?

5. Hypothesis

Through this research, we will be trying to find out the sources of Anxiety, and the factors that can reduce it to foster and encourage classroom oral participation. Thus, the following hypothesis seems very important to be verified:

We hypothesize that if anxiety is reduced, student's oral participation will be promoted.

6. Population and sampling

6.1. Population

The target population is all the third-year students of English at the University of Adrar. There are two groups, one group contains 44 students and the second one contains 45 learners.

6.2. The Research Participants

We have worked only with fifty-three (53) students from the whole population (i.e. 89) students (the whole number of the third-year students). They represent two (02) groups. The students were randomly selected.

This descriptive research will be based on our participants' information about their attitudes on the influence of their Language Anxiety on oral classroom participation. They are our concern because of their experience and becoming aware about their real problem.

7. Methodological procedures and data collection

The questionnaire will be our tool for data collection. It allows the researcher to get lot of information easily, and in a short period of time. It is through questionnaires that a researcher can get current data to analyze in order to achieve meaningful results (Lester, 2005: 83).

This descriptive research is based on two questionnaires:

The students' questionnaire contains three sections. The first one inholds general questions, and the second one comprises questions about the effects of classroom anxiety on students' oral classroom participation. Section three is for further suggestions. In addition to that, the teachers' questionnaire contains two parts. The first one is about the teachers' general information, and the second contains twelve questions about the impact of students speaking anxiety during the oral class.

Some questions in students' questionnaire are taken from The Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz and Cope (1986) who have introduced a new era in the study of anxiety in language learning. It contains items reflecting communication apprehension, test anxiety and fear of negative evaluation in the foreign language classroom.

The students will be informed that the questionnaire will be used in an effort to understand how they think and feel about their English and to gain some insight on the more effective teaching procedures for the future students.

8. Organization of the Study

The present study is divided into three chapters. The theoretical part comprises two chapters. The first chapter is about speaking skill in foreign language learning. The second deals with the effects of anxiety on students' oral participation

The last chapter is divided into two sections. section one is about analyzing and discussing of the data collection and section two gives suggestions and recommendations about the subject matter.

Literature Review

Chapter One: Speaking Skill in Foreign Language Learning

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I-Introduction

Language is an important means of communication, so having an effective communication in the target language is the goal that any language learner needs to achieve. One of the English language skills that must be mastered by any foreign language learner is the ability to speak. Because being a good speaker in a target language is not an easy task.

This chapter is an introductory to this thesis. It investigates the psychological problems that face learners of English as a foreign language which is speaking anxiety. It defines speaking skill, dealing the importance of speaking, the affective factor affecting learner's oral communication, the effect of this factor on learning second or foreign language learning, in addition to the difficulties of speaking encountered by EFL learners.

I .2Teaching vs. Learning:

Learning means acquisition, it is getting of knowledge, subject or a skill throughout study experience, or instruction. whereas teaching may be defined as “showing or helping someone to learn how to do something giving instructions, guiding in the study of something providing with knowledge .causing to know or understand” (Brown, 2006).

Teaching and learning are not equal; teaching does not necessarily lead to learning. The fact that the first is happening doesn't automatically means the other must occur. Learning - of anything, anywhere - demands energy and attention from the learners. One person cannot learn anything for anyone else. It has to be done by his/her own personal effort. Nobody else can transmit understanding or skills into somebody's head (Scrivener2005, p17)

I.3Definition of speaking and the four communicative skills:

I.3.1Definition of Speaking:

Even though, it seems easy to define speaking, yet there are a lot of definitions that has been suggested by the researches in the field of language learning. Generally, speaking is considered as one of the tow language productive skills that help people express their thought, felling and ideas. In oxford dictionary of current English speaking is defined as the action of conveying information or expressing ones' thoughts and feelings in spoken language.

According to “Nunan (1995), Speaking is to say words orally, to communicate as by talking, to make a request, and make speech. Cheny (1998) defines speaking as the process of making and sharing meaning by using verbal and non –verbal symbols in different contexts” as cited in (Leong.L.M &Ahmadi.M.S, 2017,p35)

Alhosni (2014) defines speaking as the active use of language to express meaning.

I.3.2. Listening

Listening is an active, purposeful processing of making sense of what we hear. “(Helgesen, 2003:24). Listening is the mental process of constructing meaning from spoken input (Rost, 2002:279) .It is a receptive skill because, In listening, aural or spoken text is received by ears and sent to the brain. The latter has to decode and search for the meaning”. (Cited in Maung 2014)

I.3.3 Reading:

Reading is the assignment of meaning to the written symbols in the text through looking to that text (Aebers old &Field, 1997:15 Cited in Maung 2014).). Reading is the process of constructing meaning through the dynamic interaction among the readers’ existing knowledge, the information suggested by the written language, and the context of the reading situation (Anthony, Pearson & Raphael, 1993:238Cited in Maung 2014). Reading skill is called receptive skill because the printed or written text is received by eyes and sent to the brain. In this stage, the brain has to decode or search for the meaning. There are several types of reading such as scanning, skimming, intensive reading, extensive reading and interactive reading aloud (Cited in Maung 2014).

I.3.4.Writing:

Writing is seen as an act of typing letters and characters on different materials such as paper, wood and under the purpose of recording the thoughts and ideas (William & William 1809). It includes encoding of a message of some kind that people are able to translate their

thoughts into written language (Byren 1988 cited in (Belhabib, I. 2014/2015). Writing is considered as productive skill because the writer send a meaning through the written passage.

I.4.Importance of speaking:

In the learning process speaking is considered as the most important skill that learners should improve because it is the means through which speakers share their thought, ideas and information. In other words, we communicate with others, to express our own ideas, as well as to know their own ideas. So, communication can take place where there is speech and without speech we cannot communicate with one another.

Additionally; Ur (1996, p120) pointed that among the four language skills, speaking seems intuitively the most important and people who know a language are referred to as speakers of the language as if speaking includes all other kind of knowing.

Many researchers of language give a great interest to the speaking skill in learning foreign or second language among them Brawn and Yuke 1983 say that speaking is the skill that student will be judged upon most in real life situations, (as it is cited in Rao 2019)

“Bailey and Savage in 1994 stated that speaking in foreign language has often been viewed as the most demanding of the four skills.” (Cited in Clece- Murica 1992 p103)

I.5.Characteristics of speaking:

I.5.1-Fluency:

Can be defined as the ability to talk freely without too much stopping or hesitating (Hanum, 2017cited in Belhabib, 2015). In other words, it is learner’s ability to speak in an understandable way in order not to break down communication because the listeners may lose their interest (Hughes2017cited in Belhabib, 2015)). He also stated that fluency is the ability to respond in coherent way through linking the words and phrases effectively, pronounce that sound clearly in addition to the appropriate use of stress and intonation. (Belhabib, 2015) .

I.5.2-Accuracy:

It is related to pronunciation, grammar and vocabulary. It is required for teachers of second or foreign language to be accurate in their teaching process as much as learners should be fluent. In this situation learners should pay attention to the correctness and completeness of language form when speaking. (Mazouzi,2013)

I.6.Affective Factors Affecting Learner's Oral Communication

I.6.1. Age or Maturational Constraint

There is a clear evidence between the age at which a language is learned and learners' degree of SLA. It is commonly believed that children are better language learners than adults in the sense that young children typically can gain mastery of second language, whereas adults cannot (Gass.S.M. & Selinker L., 2008,405). In other words, adults are out of the developmental time of acquisition or what is called the Critical Period Hypothesis.

Additionally, Bialystok (1997) argued against maturational factors as a determining factor in the success or nonsuccess of second language learning. In two studies, one looking at the acquisition of French gender marking (which nouns are feminine vs. which are masculine?) by English and German and the other looking at the acquisition of English syntax by Chinese speakers. She suggested that a factor in the difference between adults and children may be related to processing differences between the two populations(as it is cited in Gass.S.M. and Selinker.L,2008,p410).

I.6.2.Oral Medium

Listening ability is considered as crucial factor that influence learners speaking ability in EFL. listening skill is always preside the speaking, Doff (1998.cited in (Broughton,G. Brumfit,C.,Flavell,R., Peter, H.,&Pincas.A(1993, p63) says: learners cannot improve their speaking ability unless they develop their listening ones i.e.it is impossible to expect a student

to produce a sound which does not exist in his mother tongue or a natural sentence correctly using all aspects of language such as the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce. It is not possible to produce satisfactorily what one has not heard.(Broughton,G. Brumfit,C.,Flavell,R., Peter, H.,&Pincas.A(1993, p63).

I.6.3. Sociocultural Factors

The target socio cultural factors play a crucial role in second language acquisition especially in oral communication. Because a language practice in society .i.e. language is the main tool we use to communicate with each other inside community, and learners must not only learn the foreign language, they also have to know the target culture as well. In order words, learners must have intercultural competence in target language, i.e., language learners also have to acquire the knowledge of how native speakers use the language in the appropriate context with a various social interactions in order to have an effective communication in target language, which help them understand cultural aspect such as nonverbal communication. In addition to the paralinguistic elements of speech such as pitch, stress, and intonation, and non-linguistic elements such as gestures and body language/posture facial expression and so on (Minghe,G.,&Yuan,w.(2013)

Furthermore, nonverbal system, paralinguistic elements, and non-linguistic elements, may mislead learner when they are not understandable.

I.7.Effects of Affective Factors in Second Language Acquisition

The term affect refers to emotion or feeling that individual have about something. In the case of foreign language teaching and learning, affective factors refer to the individual factors of learners. According to Krashan (1982), a lot of affective variables have been connected to second language acquisition: motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

I.7.1. Motivation

Motivation is a crucial factor that plays a substantial role in second language acquisition. (Brown, (1980) cited in Minghe & Yuan, 2013)

stated that motivation is an inner drive, impulse, emotion or desire that moves one to particular action (cited in Minghe & Yuan, 2013), i.e. motivation affects

learners to make a great effort and work better in their foreign language classroom. Moreover, (littlewood (1981) cited in Minghe & Yuan, 2013)

stated that the development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (cited in Mahmoud Al Nakhalah .p100) , he further argues that some learners lack motivation to speak English they do not see a real need to learn or speak actually and motivation is the crucial force which determines whether a learner embark in a task at all, how much energy he devotes to it and how long he preserves.

I.7.2. Attitude

Learners' attitude toward foreign language is an important factor that affects the learning process "if learners have unfriendly attitude toward the language, they will not have any substantial improvement in acquiring the different features of that language" (leong & Seyedeh, M.A. 2017, P38). However, learners with positive attitude towards foreign language speaking performance will obtain their aim of speaking.

I.7.3. Anxiety

Anxiety is an important factor affecting learning. It has a negative effect on the oral performance of English speakers in EFL and ESL classroom. Spilberger explains that "anxiety is as subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" i.e.it makes learners worries about making mistakes in classroom. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other

people. According to Geen (1991) and Hoffman (1986). Geen noted that

Social anxiety essentially inhibits behavior. It may, for example, bring about disengagement—avoidance of social situations, withholding of communication . . . or breaking of eye contact . . . —or replacement of meaningful communication with innocuous sociability . . . Leary et al. (1987) provide evidence that social anxiety is associated with a passive and self-defensive style of verbal behavior in two-person interaction.
(1991 cited in Gass.S.M,and Selinker.L,2008)

Hancock in 2001 that student with high level anxiety show significantly less motivation in classrooms perceived as highly evaluative compared to student with low level anxiety (cited in M.Nubi.A.Othman.M.Chani(2010.p190)

I.7.4. Self-confidence

Learners may feel different emotions while learning a foreign language, the emotional variables may be caused by different situations; self-confidence is in general refers to the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently (Dörnyei.Z., 2005,p73)it is one of the emotional variable that affect student learning in general and learning foreign language as specific, it can be a helpful for them when constitutes personal trait that encourages student to succeed in language learning and use. However sometimes it become an obstacle in student's learning."MacIntyre, Dörnyei, and Noels) suggest that self-confidence significantly contributes to the learner's willingness to communicate in foreign language"
Gabuardi.V.F&Sanchez.K.F.(2013)p4).

I.8.Factors that cause speaking difficulties to EFL learners

According to UR1996 there are many factors that cause speaking difficulties in EFL learning are as follow:

I.8.1-Inhibition

Is a person feeling of fear and worry that stop him tell or perform what hi wont to say. In foreign classroom learning it is a state when student are worried about making mistakes or being fear of the others in addition of being shy to speak in front teacher or their mate, generally it is a psychological obstacle that effect EFL learners. Brown in (2000) stats that: All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a neutral process of learning a language, it certainly causes potential threats to one's ego. These is threats to disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people. (Leong.L.M,&Ahmadi.L.S.(2017), p38).

I.8.2.Nothing to Say

Because of the lack of vocabulary in the target language students cannot find any word to express themselves or their ideas in the position where they are obliged to speak. In addition to the absence of motivation in EFL context.

I.8.3.Low or uneven participation

In classroom only one participant should speak at time in addition to the large tendency of some learners to dominate while others speak very little or not at all, so; the chance for speaking to some learners is very low. As a result, their oral performance will evidently be low.

I.8.4.Mother tongue use

It is easy to learners of foreign language who share the same language to use their mother tongue in English class when they cannot express themselves using the English language, because their mother tongue is an understandable.

I.9. Conclusion

Speaking is the most important productive skill that should be developing in teaching foreign language in general and English as specific case ; so EFL teachers have to do their best to improve their learner's speaking skill because it is the heart of the effective communication as well as paying attention to the other communicative skills (speaking, listening, reading and writing). Learners also are responsible for improving their speaking through creating situations to speak not only in the class but also outside the classroom.

Chapter Two: Background to Foreign Language Anxiety and its Effects on Classroom Oral Participation

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2.1.Introduction

It is revealed in Horwitz and Tranveer's studies that students declared that: "I just know I have some kind of disability: I can't learn a foreign language no matter how hard I try" (Horwitz et al.,1986: 125)

"I never learn the preposition; I cannot learn this bloody language" (Tanveer,2007:1)
"It's about time someone studied why some people can't learn a foreign language"
(Horwitz et al., 1986: 125)

For them, these statements are commonly uttered by foreign language learners and are very familiar to the foreign teachers. These statements indicate an important psychological problem that the majority of foreign language learners face in learning process especially in their oral participation which is one of the most important aspects of classroom interaction .It is a process in which opportunities are created for learners to practice the FL and produce output; it is an important form of involvement (Tsui, 1995: 81).A British Telecom advertising campaign has supported the importance of speaking, they claim that 'it's good to talk', for them, it is not just good; it is necessary(Bryan et al., 2001: 2). According to many researches, FLA has been shown to have Debilitating effects on classroom Oral Participation. It stands as a strong barrier hindering learning achievement. So, a better understanding of it leads to its avoidance.

In this chapter, we first gave a clear idea about Anxiety in general in order to better understand this factor, and to distinguish it from other psychological aspects, such as fear. This section discusses the importance and types of classroom Oral Participation. It also illustrates the relationship between Debilitating Anxiety and classroom Oral Participation, defended by some theorists. In addition, it discusses the internal, cognitive, and external Effects of Debilitating Anxiety in relation to classroom Oral Participation.

2.2Definition of Anxiety

In order to better understand the Anxiety language learners experience when studying a foreign, it is necessary to first regard Anxiety in general terms.

According to Scovel's (1978) definition, Anxiety is "a state of apprehension, a vague fear" (cited in Scarcella & Oxford, 1992: 54). Horwitz (1986) defines Anxiety as «a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language-learning process." (Cited in Young, 1999:28). Gardner and Macintyre (1993) maintain that "Anxiety is fear or apprehension occurring when a learner is expected to perform in the second or foreign language" (Arnold, 1999: 59).

Spielberger (1983) defines Anxiety as "the subjective feeling of tension, apprehension, and worry associated with an arousal of the autonomic nervous system" (Horwitz *et al.*, 1986: 1). Cooray & Bakala (2005) define it as a universal experience and a distressing emotion, and separate fear from Anxiety. For them, fear is a focused and direct reaction to a specific stimulus that the individual is consciously mindful of. According to the American Psychiatric Association (2000), Anxiety is the apprehensive anticipation of future danger.

In spite of these various definitions, we can say that Anxiety is a kind of troubled feeling. It is a subjective feeling of uneasiness and apprehension experienced by someone who is attempting to acquire and produce something. In this paper, the concept of Anxiety is put into the language learning situation (learning English as a foreign language), especially into the classroom oral participation.

2.2.1. The Horwitz and Young's two Approaches to Identify Language Anxiety

According to Horwitz and Young, there are two general approaches to identify Language Anxiety: **(1)** Language Anxiety is a transfer of other forms of Anxiety (such as Test Anxiety and Communication Apprehension) to language learning situation (Young, 1999). For example, a shy student may feel anxious when asked to speak in front of the whole class (Tanveer, 2007).

(2) The Second Approach to Identify Language Anxiety believes that language learning produces a unique type of Anxiety. For them there is something unique to the language learning experience that makes some individuals nervous (it falls into the category of Specific Anxiety) (Horwitz & Cope, 1986).

2.3. Types of Anxiety

Three approaches to the Study of Anxiety have been identified by MacIntyre and Gardener (1991) as trait, state, and situation-specific perspectives.

2.3.1. Trait Anxiety

According to Spielberger (1983) Trait Anxiety refers to become Anxious in any situation (cited in Young, 1999). It is a personality characteristic, like a nervous person (Tsui, 1995).

People with high trait Anxiety would be highly becoming apprehensive in a number of different situations, and according to Goldberg (1993) these are generally nervous people, and they lack emotional stability (cited in Young, 1999).

From this perspective, Anxiety is considered as a component of an individual's personality trait (stable disposition) (Ellis, 2008), which is both stable over time and applicable to a wide range of situations (Young, 1999).

2.3.2.State Anxiety

State Anxiety refers to anxiety that is specific to a situation and to the moment-to-moment experience of Anxiety (Tsui, 1995: 88).

Phillips (1992: 1) claims that State Anxiety is a situation- Specific Anxiety; that an Individual suffering from State Anxiety will manifest stable tendency to exhibit Anxiety, but only in certain situations. Test Anxiety and Math Anxiety are well known types of State Anxiety.

In other words, State Anxiety is apprehension that is experienced at a particular time. It is a transient, "moment-by- moment" experience which would only occur when certain contextual conditions were met (Ellis, 2008).

2.3.3. Situation-Specific Anxiety

Situation-Specific Anxiety refers to Anxiety experienced in a specific type of situation. It refers to become Anxious in a certain type of situation (Young, 1999). It can be considered as trait Anxiety, which is limited to a specific context (Macintyre & Gardener, 1991).

The situation-specific Anxiety approach examines the specific form of Anxiety in a well-defined situation such as during tests and Participating in a foreign language class.

2.4. Constructs of Foreign Language Anxiety

In the 1986; Horwitz and Cope took the literature a step further by proposing that Anxiety construct which they called foreign language Anxiety (FLA) as a conceptually distinct variable in foreign language learning and is largely independent of other types of Anxiety. They viewed as being related to Communication Apprehension, Fear of Negative Evaluation and Test Anxiety, and they defined Foreign Language Anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviour related to classroom Language Learning arising from the uniqueness of the Language-Learning process." (128).

Through the FLCS, developed by Horwitz which aims to capture this specific Anxiety reaction of a learner to a foreign language learning setting, Horwitz and his colleges integrate three related Anxiety types to their conceptualization of FLA and they are: Communication Apprehension (CA), Fear of Negative Evaluation, and Test Anxiety (MacLynre & Gardner, 1989).

2.4.1. Communication Apprehension (CA)

Speaking in the target language leads foreign language learners to feel apprehensive; for them communicating orally is the most Anxiety provoking.

Compared with non-apprehensive people, apprehensive people are more reluctant to get involved in conversation with others and to seek social interactions.

According to communication scholar James McCrosky, CA is defined as a person's level of fear or Anxiety associated with real or anticipated communication with another individual or individuals (in Anderws .et al.2002). From this definition, we understand that CA is not only limited to public speaking situations but also to any kind of communication that can encounter the concerned individual (the person who suffers from Anxiety), for example, when preparing to have a conversation (Andrews, H.P., Andrews, R. J., & Williams, G. (2002).

The communication apprehension experienced by FL learners poses potential problems: "because it can interfere with the acquisition, retention and production of the new language." (MacIntyre & Gardner, 1991: 86).

2.4.2. Test Anxiety

According to Horwitz et al. (1986), Test Anxiety is considered as the second component (after CA) of FLA.

Test Anxiety, namely apprehension over academic evaluation, refers to a type of performance Anxiety stemming from a fear of failure (Horwitz et al, 1986, Lambert et al., 1976). For Horwitz et al. (1986: 128) «Test Anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure".

As this definition suggests, Test Anxiety is related to performance where students are asked to communicate in the target language. However, Test Anxiety can happen in non communicative situations.

Gardner, (1989) are continuing features of most foreign language classes, and making mistakes is a normal phenomenon, students may suffer stress and Anxiety frequently, which may pose a problem for their performance and further improvement. Those students who are Anxious when taking an exam often have unrealistic expectations of their performance, such as perfection.

2.4.3. Fear of Negative Evaluation (FNE)

According to Horwitz et al (1986), Fear of Negative Evaluation is considered as a third Anxiety related to FL learning.

Fear of Negative Evaluation, closely related to CA, is defined as "apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Winston & Friend, 1969, cited in Horwitz et al., 1986: 128), for them similar to Test Anxiety, Fear of Negative Evaluation is broader in scope, and it is an extension of this second component (Test Anxiety) because it is not limited to test-taking situations, it may occur in any social evaluative situation such as interviewing for a job or speaking in FL class. "In almost any kind of situations, we dislike the idea of being judged" (Anderson et al. 2002: 31). From this claim, we

understand that people who are highly concerned about the impression others are forming of them are more likely to avoid social situations in which they believe others might perceive them unfavorably (they always think about negative feedback). In the foreign language classes, learners may be acutely sensitive to the continual evaluation by the only fluent speaker in the classroom, the teacher, or the real or imagined evaluations of their peers (Horwitz et al, 1986). This would probably lead to the individual's failure to volunteer to answer questions, failure to initiate questions, or remaining silent ... etc.

Horwitz et al. (1986) conclude that Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation provide useful conceptual building blocks for a description of FLA, but they propose that second/foreign language Anxiety is not simply the combination of these fears transferred to foreign language learning;

"we conceive foreign language Anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process". "what makes language learning a distinct and unique process is its interaction with the concept of 'self.'" (Tanveer, 2007: 14).

2.5. The Effects of Language Anxiety on foreign language learning

A growing body of research has been devoted to examining learners' self-reported Anxiety in relation to forging language achievement or performance. MacIntyre (1999) provides the following definition: "The apprehension experienced when a situation requires the use of a foreign language with which the individual is not fully proficient... the propensity for an individual to react in nervous manner when speaking, listening, reading or writing in the foreign language."(Cited in Sheen, 2008:834)

As this definition suggests, FLA constitutes a specific kind of Anxiety, caused by situational factors such as tests, speaking in front of class and being called by the teacher, this what specifies FLA, and being different from trait Anxiety which is considered as stable disposition, and State Anxiety which is claimed to be transient and moment-by-moment experience (Horwitz, Horwitz,& Cope, 1986; MacIntyre& Gardner, 1989,1991, cited in Ellis, 2008: 843).

Language Anxiety has actually been viewed as "possibly the affective factor that most pervasively obstructs the learning process" (cited in Daubney, 2005: 2), and according to many researchers, it is the most frequent factor that impedes language

learning (Robles, 2005: 61). It has been shown to influence language learning either positively or negatively through which researchers have discovered the two other types of Language Anxiety; 'Facilitating Anxiety' and 'Debilitating Anxiety'.

2.5.1. The Positive sides of Anxiety

In this case, FLA is considered as Facilitating Anxiety or Helpful Anxiety, the "good" kind of Anxiety (Scarcella& Oxford, 1992: 54).

According to Alpert and Haber's (1960) distinction between Facilitating and Debilitating Anxiety, Scovel (1978:139) claimed:"Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behavior." (Cited in Freeman & Long.1991:187). So according to Scovel Facilitating Anxiety can be useful in helping students to remain alert (Scarcella& Oxford, 1992).

Some researchers also have argued that this type of Anxiety can facilitate and improve learning. Early research proved that it results in higher motivation, more effort and better learning outcomes or performance (Chastain, 1975, cited in Ellis, 1994; Kleinmann, 1978, cited in Ellis, 2008).

As cited in Arnold (1999: 61), Helpful Anxiety has been shown in few studies to be related to:

- High language proficiency and self-confidence among a hand-picked group of language learners (Ehrman and Oxford 1995);
- Oral production of difficult English structures among native Arabic- speakers and Spanish-speakers (Kleinmann 1977);
- Good grades in language classes for students in regular French, German, and Spanish classes but not for students in audio-lingual classes (Chastain 1975).

So, considering Anxiety as a facilitating factor in learning a foreign language is believed only by few researchers. For example, Horwitz stated that Anxiety is only helpful for very simple tasks and not for more complicated ones. According to Krashen, Helpful Anxiety does not exist (Arnold, 1999: 61-62).

2.5.2. The Negative sides of Anxiety

In this case, FLA is considered as Debilitating Anxiety or Harmful one. It is the 'bad' kind of Anxiety which impedes language learning (Scarcella & Oxford, 1992: 54). Scovel(1978: 139) claims that:"Debilitating Anxiety motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior" (cited in Freeman & long, 1991:187).

Many researchers have explained how can Debilitating Anxiety influence learning and what leads to it, and considering FLA as having a negative role, not as a facilitating one. Anxiety can be related to a wide range of sources (e.g., a lack of self-confidence/self-esteem, demanding tasks involving oral production, and unfriendly lockstep teaching environment (Cheng, Horwitz&Schallert, 1999; Horwitz,1987, 2000; Horwitz et al., 1986; cited in Ellis, 2008: 844).

As cited in Arnold (1999: 61), Gardner and MacIntyre believe that Anxiety is the strongest and negative correlate of language achievement, and researches show the negative correlation of Anxiety with:

- Grades in language courses (Aida 1994; Horwitz 1986; Trylong 1987).
- Proficiency test performance (Ganschow, Sparks, Anderson, Javorsky, Skinner and Patton 1994; Gardner, Lalande, Moorcroft and Evers 1987).
- Performance in speaking and writing tasks (Trylong 1987; Yong 1986).
- Self-confidence in language learning (MacIntyre and Gardner 1991; Gardner and MacIntyre 1993).
- Self-esteem, i.e., the judgment of one's own worth (Horwitz, Horwitz and Cope1986; Price 1991; Scarcella and Oxford 1992).

Although few studies show the positive role of FLA on leaning, many studies proved that it has negative role. It is not proper to say that FLA and learning have a completely positive correlation or negative correlation.

The overall situation is waiting to be researched. We cannot decide arbitrarily to draw a conclusion that FLA should be fully Debilitating or Facilitating.

2.6. The Need for Classroom Oral Participation

The linkage between classroom participation and students' language achievement is undeniable. Research has shown that Oral Participation (getting students to speak) in

classroom activities is important in order for effective learning to take place .For him « the more students have opportunities to activate the various elements of language they stored in their brains, the more automatic their use of these elements become. » (Harmer, 2007 :123).

Green (2008) has also supported the idea that students who participate actively tend to have better academic achievement compared to students who do not participate. WEI (2008) believed that without students Oral Participation, it is difficult to improve their spoken English.

Swain believes also that producing the language will enable students to focus more on the form and thus promote accuracy. For her, learners need opportunities for meaningful use of their linguistic resources to achieve native speaker levels of grammatical accuracy. (Swain, 1985, cited in Tsou, 2005) (not found in the references)

Kwaitkoski (1998) and Pica et al. (1996) supported the idea that interaction involves participation, personal engagement and taking initiative in classroom activities offer language learners the opportunities to follow up on new words and structures to which they have been exposed during lessons and to practice them in context (cited in Tsou, 2005).

Furthermore, while interacting with other students, a student has the opportunities to test his/her linguistic knowledge of the target language. As stated by Hall and Verplaetse (2000)

« In additional language learning is especially important. It is in their interactions with each other that teacher students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development. » (Cited in Consolo, 2006 :34)

Finally, the feedback and responses given by the listeners provide the speaker with information about comprehensibility or well-forcedness of his/her utterances (output) (Sarosdy et. Al., 2006:121). For them « practice output is a way of encouraging students to use what they have recently learnt in a realistic way » (49). Furthermore, interactional modification also leads the student to be more aware of the language. As a result language development is enhanced.

2. 7. Types of Participation patterns

Since classroom participation is believed to contribute to learners' language development whereby language learning is considered as social enterprise, many researchers have shown a great interest in investigating its value in classroom environment (Consolo, 2006).

Four classroom participation patterns have been observed from Liu's study. Informative The four types of participation are ; total integration, conditional participation, marginal interaction, and silent in another.

The following table summarizes the four types of participation patterns as described by Liu (2001) .

Table 1

Types of Participations Patterns

Patterns of participation	Characteristics
Total Integration	<ul style="list-style-type: none">• Most active.• Know exactly when to speak, what to speak.• Participation is spontaneous appropriate, and natural.
Conditional Participation	<ul style="list-style-type: none">• Constrained by factors such as Sociocultural, cognitive, affective, linguistic, and environment.• Limited interaction between learner and learner, learner and teacher.• Figuring out when to speak, what to speak.• Concern with appropriate Classroom behaviour.• Carefully reflect on their participation often each attempt.
Marginal Interaction	<ul style="list-style-type: none">• Attentive listeners.• Seldom speak up in class.• Prefer listening, note taking and group discussion after class.• Less adventurous.• Thinking carefully and internal rehearsal before attempting to speaking.

Silent Observation	<ul style="list-style-type: none"> • The last active. • Seem to accept whatever discussed in class. • Use various sorts of compensation strategies to help digest and confirm what has been communicated in class.
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Liu (2001:25-35)

So, the importance of Classroom Oral Participation is highly valued, because it contributes to language learning development, approximately in all its aspects (fluency, pronunciation, and vocabulary....etc).

2.8. Anxiety and Oral Participation

The education process has experienced positive changes, especially the English learning process. There is a shift from teacher-centeredness to learner-centeredness; the learners have become the subject part of the teaching-learning process. Nowadays students' wants desires, feelings are taken into account in affective teaching and learning process (Robles, 2005).

Many studies revealed that speaking is the most difficult skill for foreign language learners. Tanveer's study revealed that students really face difficulties in speaking the target language;« I always feel nervous when speaking English. I feel bad in my mind because I wonder why I can't speak English very well. My English appear is not good enough; I can't express very well. » (Tanveer, 2007: 1)

As we have discussed previously, and according to many researchers, Debilitating Anxiety is the main affective factor which leads to the lack of participation. Miyuki (2000) mentioned in his study on Foreign Language Anxiety that research has indicated a strong negative correlation between foreign Language Anxiety and oral performance (speaking), and according to him it is a crucial factor affecting foreign language oral performance (speaking)

For many researchers, Debilitating Anxiety is more correlated with speaking, what is then the relationship between Anxiety and Oral Participation?

2.9.The Theoretical Foundation

2.9.1 Krashen's Affective Filter Hypothesis

It has been broadly recognized that success in foreign language acquisition depends largely on the learner himself/herself. In this field, the most direct theoretical foundation is lead by Stephen Krashen (Schutz, 2007).

Krashen's theory consists of five linked hypotheses : input, acquisition/learning, monitor, natural order, and affective filter. Krashen suggested that language acquisition is actually only a way of understanding messages or receiving comprehensible language input (Richards et.al. 1986 : 131-132). But why all foreign language learners are not equally successful in language acquisition, even if they receive apparently identical comprehensible input? Krashen's Affective Filter Hypothesis further suggests that comprehensible input is necessary for language acquisition (Lightbown & Spada, 2005), but not sufficient. For acquisition to take place, the learner has to be open to the input, that is, to be able to absorb the appropriate parts of the input (Johnson, 2001).

There can be « a mental block » called the « Affective Filter » that prevents acquirers from fully utilizing the comprehensible input they receive for language learning (Richards et.al., 1986). It is an imaginary emotional barrier that impedes speaking (Daubney, 2005).

Krashen claims that, if the filter is « up » learners tend to experience more Debilitating Anxiety, and the production will be low. When it is « down » the learning process (namely speaking) turns to be effective (Daubney,2005).

Anxiety contributes to one of the three affective variables in Krashen's Affective filter hypothesis (Anxiety, motivation, and self-confidence). In other words only learners with high motivation, self-confidence, and low Anxiety can accept comprehensible input and produce the target language (Freeman & Long, 1991: 243).

2.9.2. Theory of Foreign Language Learning Personality

Participation usually means speaking in class: answer and ask questions, make comments, and join in discussion. Students who do not participate in those ways mentioned above are often considered to be passive and are generally penalized when participation is graded. (Lee, 2005: 2)

When compared with attitude and motivation, personality factors have received scant attention in the study of the relationship between affective variables and foreign language learning.

According to Brown (2000) personality is one of the affective factors that are equally important for explaining differential success among foreign language learners. For him, extroversion is associated with risk taking, and introversion is subsumed under the concept of self esteem (cited in Lee, 2005: 2).

Charos (1995) investigated the role of personality in the development of language related attitudes, motivation, and Language Anxiety. The data supports the suggestion that people who are shy and introverted are likely to develop Language Anxiety, possibly because they are less willing to engage in the communication situations necessary for language learning success (in Young, 1999).

So, introverted students tend to show more Debilitating Anxiety (high level of Anxiety) in speaking situations. This idea is supported by Galvan and Fukada (1997/1998), who found that extroverted students show more outgoing participation than introverts (cited in Lee, 2005).

2.9.3. Swain's Comprehensible Output Hypothesis

Studies in Language learning have addressed the necessity of classroom interaction or student's Oral Participation in the classroom. However, getting students to respond in the language classroom, especially a foreign language class is a problem that most language teachers face.

Swain gave a great interest to the learners' affective side in producing language output. She acknowledged in her Output Hypothesis the role of comprehensible input in language acquisition, but argued that the role of learners' production of comprehensible output is, in many ways, independent of the role of comprehensible input. Comprehensible Output, as she claimed, is also necessary. Its role is, at minimum, to provide opportunities for contextualized and meaningful use, to test out hypothesis about the target language (to ensure that the students can use the language presented in the input stage). For her, the achievement of the target language use can only be developed by pushing the learner to produce output, actually to say things. (Swain (1985), cited in Johnson (2001).

Researchers show that Anxiety is a success predictor in language class and it affects all the three stages (the input stage, the processing stage, and the output stage) of cognitive processing in learning (MacIntyre & Gardner, 1989:255). Many other researchers also suggested that Anxiety is perhaps the most pervasive obstruction in speaking a foreign language (Horwitz et al., 1986).

2.10. The effects of Debilitating Anxiety in relation to classroom Oral Participation

Research suggests that oral skill is problematic for language learners. Although students indicate they are most interested in developing their capacity to communicate verbally the target language, the anxiety they experience may have a debilitating impact on their ability to speak. (Philips 1992: 1).

Anxiety is a state of apprehension occurring in the process of foreign language use owing the user's incompetence in communication situations. Its internal, cognitive, and external effects lead to the lack of Oral Participation, i.e. Debilitating Anxiety affects classroom oral participation.

2.10.1. Internal Effects

The internal effects of Debilitating Language Anxiety tend to affect students' oral participation, it has the potential of exerting a considerable influence on classroom dynamic (Duabney, 2005).

2.10.1.1. Unsuccessful Self-Image

Classroom participation is a process in which opportunities are created for foreign language learners to practice and produce output. As Ellis (1994) claims :
« Learners' participation in class is one of the aspects of classroom interaction » (cited in Xu, 2006: 58).

However, as far as the interpersonal aspect of foreign language learning is concerned, speaking seems to be the greatest source of Language Anxiety (Horwitz et al. 1986).

The formation of self-confidence directly promotes or degenerates students desire to participate (Xu, 2006).

Students' self confidence is highly corrected with speaking. It supports their willingness to communicate in the target language (MacIntyre et al., 2003). However, as far as the interpersonal aspect of foreign language learning in concerned, speaking is negatively correlated with Debilitating Anxiety. Studies in this field found that students with high levels of Anxiety tend to have a low- confidence which leads to see themselves

as unsuccessful learners; they have unrealistic self-expectations (MacIntyre et al 2003, Brown, 2004)

So, having a high level of Anxiety leads to a low self-confidence or low self-esteem, this latter plays a great role in the classroom dynamic. Students with high self-esteem which is a self judgment of worth or value, based on feeling of efficacy, a sense of interacting effectively with one's own environment tend to speak the target language comfortably (they are risk-takers, it is a positive predictor of students' voluntary classroom Participation)(Oxford, 1996, Freeman & Long, 1991). According to Krashen, learners with self-confidence and good self-image tend to be more successful (cited in Richards & Rodgers, 1986).

2.10.1.2. Plummeting Motivation and Interest

Motivation and interest play an important role in promoting and facilitating speaking the target language. The former, in general terms, is the factor that determines a person's desire to do something, whereas the latter refers to favorable attitudes and concerns towards language learning (Yan & Horwitz, 2008, Freeman & Long, 1991).

Anxiety is often evident in the classroom when the student feels uncomfortable receiving feedback in front of the group. In the classroom, such Anxiety sometimes reaches panic dimensions.

When a student with a high Anxiety level is trying to protect his/her self-image, it often results in decreasing intrinsic and extrinsic motivation (it decreases students' interest and being motivated by the teacher). Not being motivated certainly leads to students' unwillingness to communicate in the target language (Gardner & MacIntyre, 1991).

Hashimoto (2002) also found that Anxiety exerted a strong influence on perceived competence and negatively affect their willingness to communicate (cited in Williams & Andrade, 2008: 182).

So, high Anxiety level students tend to be less willing to communicate in the target language. This ideas supported by Goshi (2005), he claimed that Anxious students stay as quit as possible, and show uncertainty when called upon in class. In other words Anxiety plummets the degree of motivation that encourages greater overall effort on the part of language learners, and results in greater success in terms of global language proficiency and competence in specific skills (Scarcella & Oxford, 1992).

2.10.2. Cognitive Effects

According to many studies, the cognitive effects of Anxiety experienced by foreign learners seem to impact the oral production of the target language, and hinder classroom oral participation (MacIntyre & Gardner, 1991).

2.10.2.1. Language Production Difficulties

Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language learners. They tend to 'freeze' in speaking situations (Horwitz et al. 1986).

Horwitz et al. claimed that the debilitating Anxiety experienced by foreign language learners impedes their ability to perform successfully in class (Horwitz et al. 1986).

Kleinmann, (cited in Horwitz, 1986) found that students with high levels of Debilitating Anxiety experienced different types of grammatical constructions than did less Anxious ones, they complain discriminating sounds and structures of the target language, i.e. it impedes pronunciation accuracy. These studies demonstrate that Anxiety can affect the communication strategies students' use in language class.

For this reason, anxious students remain silent and experience apprehension, worry, even dread to speak in class. They have difficulty concentrating, become forgetful, and they avoid being integrative in class (Goshi, 2005, Horwitz et al. 1986).

2.10.2.2. Cognitive Processing Effects

MacIntyre (1995 : 96) argued that : Language learning is cognitive activity that relies on encoding, Storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task and their reactions.(Cited in Burden, 2004 : 5)

Tobias (1986) has examined the effects of Debilitating Anxious on Cognitive processing. For him interference may occur at three levels: input, processing, and output (cited in MacIntyre & Gardner, 1989 :255).

The arousal of Anxiety may interfere with cognitive performance at any or all of these stages. It is associated with self-related cognition : thoughts of failure, worry over how one is performing in the situation, these lead interfering cognitive demands (for example, in communicating, one must encode the words, comprehend the meaning of

phrases and the structure of a message, and plan what one is about to say next) ; it hinders performance (Young, 1999).

At the input stage, Anxiety acts like a filter, preventing some information from getting into the cognitive processing system. It falls into Krashen's concept of the 'affective filter'. Anxious students may not be able to take part in speaking situations because Anxiety interferes with their ability to process information (Richards & Rodgers, 1986).

During the processing stage, Anxiety acts as a distraction, students may not be able to learn new words, phrases, grammar, etc when they are worried (they take just little input) (MacIntyre & Gardner, 1989).

At output, Anxiety may interfere with retrieval of previously learned information, and influence the quality of language communication. This leads anxious students to the experience of 'freezing' when they have to speak the target language (MacIntyre & Gardner, 1989).

As a result, if Anxiety disrupts the cognitive work at one stage, then information will be not passed along to the next stage (Young, 1999).

The effect of Anxiety disrupts the cognitive work at one stage, and then information will be not passed along to the next stage (Young, 1999).

2.11. Conclusion

The chapter has reviewed the past research on Language Anxiety and has tried to present a literature on the theoretical contentions of Language Anxiety proposed by Horwitz et al, with relation three to performance anxieties: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. The section has also discussed its effects and sources in foreign language learning as related by many researchers in addition to the importance and types of classroom Oral Participation and its relation with anxiety.

Since most of the research literature on Language Anxiety indicated that there is a negative relationship between Anxiety and foreign language learning, and in the light of what we have presented in this chapter; we conclude the Foreign Language Anxiety is a significant factor adversely affecting the learning process.

So, understanding the effects of Language Anxiety on learning a foreign language (our concern will be on Oral Participation) and the relationship between Debilitating Anxiety and classroom Oral Participation, and making both students and teachers aware of it will certainly lead to create a relaxed environment .

3.1.Introduction

The current study aims at identifying the effects of Anxiety on students' Oral Participation and those factors that reduce it. We are also seeking to either confirm or disconfirm our research hypothesis which lies on whether reducing Classroom Anxiety will promote students' Oral Participation.

This present work is carried out with the use of Questionnaires as tools for data collection. We have used the two Questionnaires; The students' and teachers' ones as a means through which we have confirmed the problem that this research is seeking to resolve, which lies on confirming the existence of Anxiety as a real problem impeding students from successful speaking, then identifying the effects of Anxiety on their Oral Participation (speaking).

3.2.Overview of the Method

This modest work aims at identifying the effects of Anxiety on Students' Oral Participation, with the aim of discovering its sources and suggesting practical solutions to them.

3.3.The Target Population

The target population to which we hope to generalize the results of the present research are all the third year students of English at university of Adrar. When the present research was being conducted, there were two groups representing the number of eighty nine (89) students, who were enrolled at the Department of Arts and English Language and (15) teachers. For these target population, English is the second foreign language, the French language being the first foreign one.

3.4.The Research Participants

Among the two groups, i.e. eighty nine (89) students, only fifty three students (53) students, i.e. 60% of the whole population were our participants. As well as, (06) teachers among (15) teachers in the English department.

3.5.Data Collection

Different methods might be followed to collect information about students' classroom anxiety .In this present study, we have opted the use of the Questionnaire as our tool of data-collection.

In this work, we use questionnaires, this is connected to the type of information we need and want to obtain from our population. Questionnaires make the subjects feel at ease and give them more freedom when answering and giving data. Therefore, our work is based on the quantitative and statistical approach because it is proved to be significant by many researchers such McIntyre and Gardener 1994 (in Idri ,2006 :11).

3.6.Data Analysis

In order to reach the goal of the present investigation, data has been collected through the use of two questionnaires: The Students' and teachers' Questionnaire. This data has been analyzed using descriptive statistics. Our data analysis will be illustrated with the use of tables, and graphs, followed with our discussion of the results. Through our data analysis. We try to answer our research questions, and verify our research hypothesis.

3.7.The Students' Questionnaire

3.7.1.Aim of the Questionnaire

The aim of this Questionnaire is to explore and find out whether the third year LMD students do really suffer from Classroom Debilitating Anxiety and investigating its effects on their oral participation. So the objective of our research will be based on a pedagogical problem which is scientifically proved.

Through this questionnaire we will also try to answer our research questions and confirm or disconfirm our research hypothesis.

3.7.2 Description of Students' Questionnaire

The questionnaire was sent to seventy seven (77) students among the eighty nine (89) of the total population who constitute the whole population of the third year LMD students, but only fifty three (53) questionnaires were answered after one two weeks of sharing.

We posted the questionnaire in the third years' group in facebook by providing students with explanations to avoid any ambiguity.

The questionnaire comprises closed questions (e.g. to choose 'yes' or 'no' options), and open questions. The questionnaire is divided into two main sections.

3.7.3 Analysis and Discussion of the Results

Section One: General Questions

Q1: Do you have difficulties when studying English?

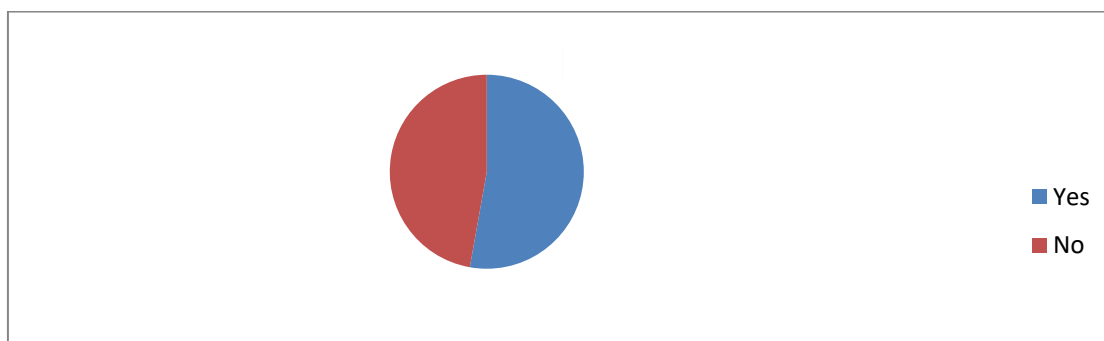
Table 2

Students' Difficulties in Studying English

Options	Learners	Percentage
Yes	28	52,8
No	25	47,2
Total	53	100

Figure 1

Students' Difficulties in Studying English



The Results in the table above show that all participants answered this question. 52, 8% of them i.e. 28 students said that they don't face difficulties when studying English . Whereas, 47, 2% meaning that 25 students have difficulties when studying English.

Q2: In which skill you are not confident?

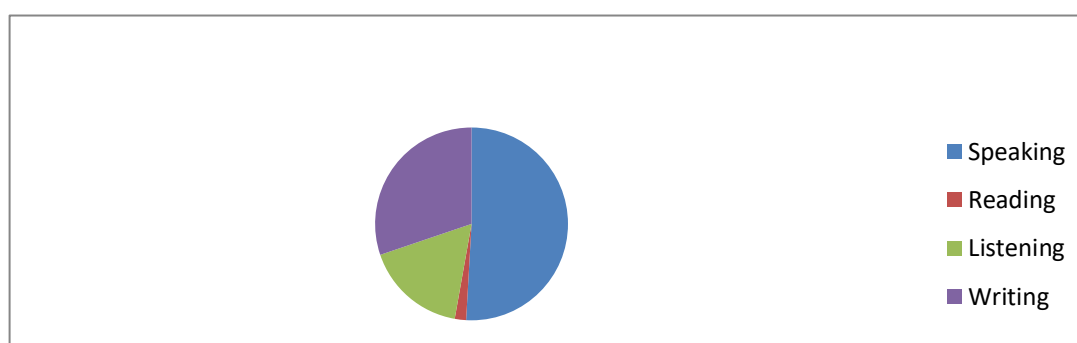
Table 3

Students' Confidence in each Skill

Options	Number of learners	Percentage
Speaking	27	50,9%
Reading	1	1,9%
Listening	9	17%
Writing	16	30,2%
Total	53	100%

Figure 2

Students' Confidence in each Skill



The above results indicate that most of students which present 50,9% i.e 27 students are not confident in speaking skill and there are 16 learners which represent 30,2% of our target population are not confident in writing. In listening skill, 9 students (17%) are not confident .However, only 1 student (1,9%) is not confident in reading skill.

Q3: Kindly specify your assessment for each skill

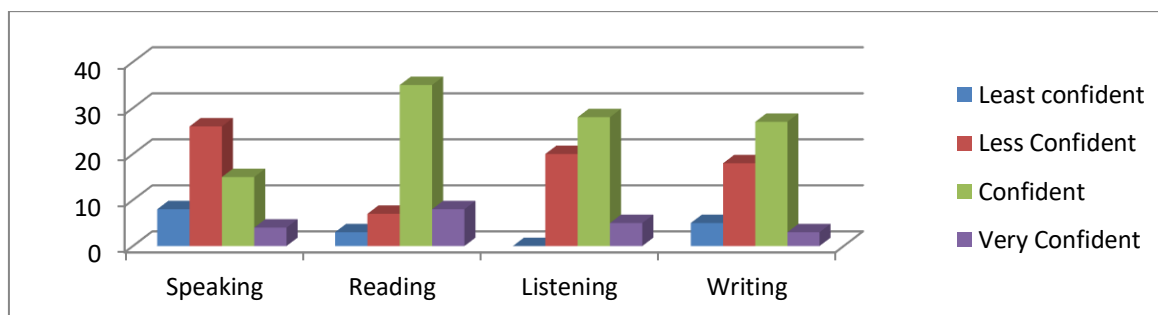
Table 4

Students' Assessment for Each Skill

Scales \ Skills	Least confident	Less confident	Confident	Very confident
Speaking	8	26	15	4
Reading	3	7	35	8
Listening	0	20	28	5
Writing	5	18	27	3

Figure 3

Students' Assessment for Each Skill



The above results indicate that most of students which present 50,9% i.e 27 students are not confident in speaking skill and there are 16 learners which represent 30,2% of our target population are not confident in writing. In listening skill, 9 students (17%) are not confident .However, only 1 student (1,9%) is not confident in reading skill.

Q4: Which skill seems to be difficult for you?

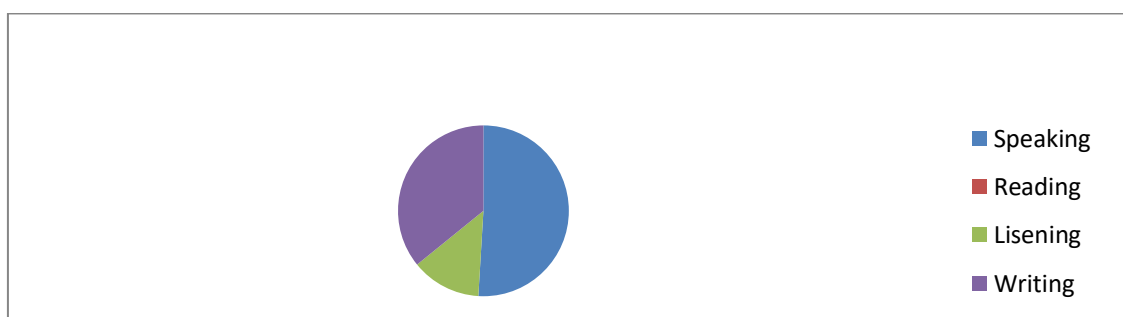
Table 5

The Most Difficult Skill for Students

Options	Number of students	Percentage
Speaking	27	50,9%
Reading	00	00
Listening	7	13,2%
Writing	19	35,8%
No answer	00	00
Total	53	100%

Figure 4

The Most Difficult Skill for Students



From the results, we notice that all the fifty-three (53) students answered our question. Twenty seven (27) of them, i.e. (50.9%) mentioned that speaking is the most difficult skill, seven (07) of them, i.e. (13.2%) mentioned that listening is the most difficult. For nineteen (19) students, i.e. (35.8%) writing is the most difficult skill. No student said that reading is the most difficult skill.

So, the results clearly show that the majority of our participants find that speaking is the most difficult skill. The present results support what we have discussed in the theoretical chapter, i.e. learners face more difficulties in speaking the target language.

Q5: Which skill is the most anxiety provoking for you?

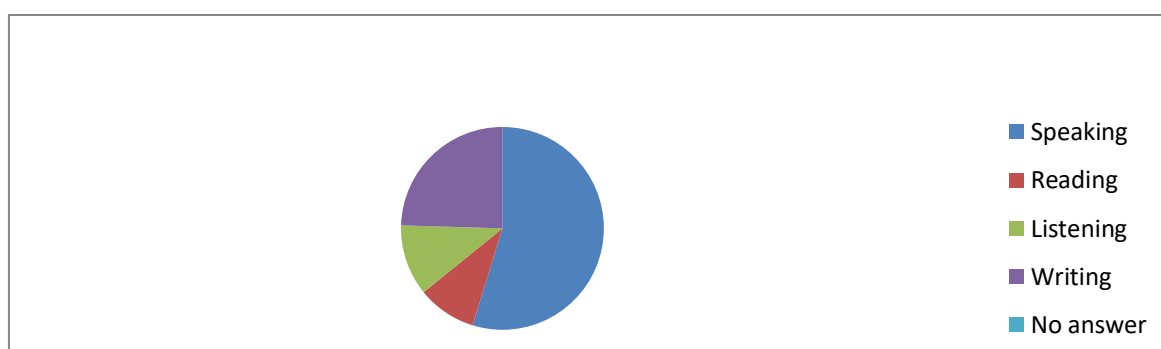
Table 6

The Most Anxiety Provoking Skill for Students

Options	Number of students	Percentage
Speaking	29	54,7%
Reading	5	9,4%
Listening	6	11,3%
Writing	13	24,5%
No answer	00	00%
Total	53	100%

Figure 5

The Most Anxiety Provoking Skill for Students



According to the results obtained, twenty-nine (29) students i.e. (54.7%) out of the fifty-three (53) students who answered our question said that speaking is the most Anxiety provoking skill, for five (05) students i.e. (9,4%) it is the reading skill, and for (06) students i.e. (11,3%) it is the listening skill that is the most Anxiety provoking. Only

thirteen (13) students i.e. (24,5%) declared that the writing skill is the most Anxiety provoking skill.

So, according to these results and to what is mentioned in the theoretical part, the speaking skill is the most Anxiety provoking than all the other skills, i.e. (writing, reading, and listening) for most learners. This confirms the MacIntyre and Gardner's study (1991) which shows that speaking is the most Anxiety producing skill.

This may suggest that Anxiety is the main problem or difficulty our participants suffer from and hinders them from successful speaking. This question illustrates the results obtained from our participants' answers to Q4 which asks them to justify why speaking is the most difficult skill.

Q6: Do you face difficulties in speaking English in the classroom

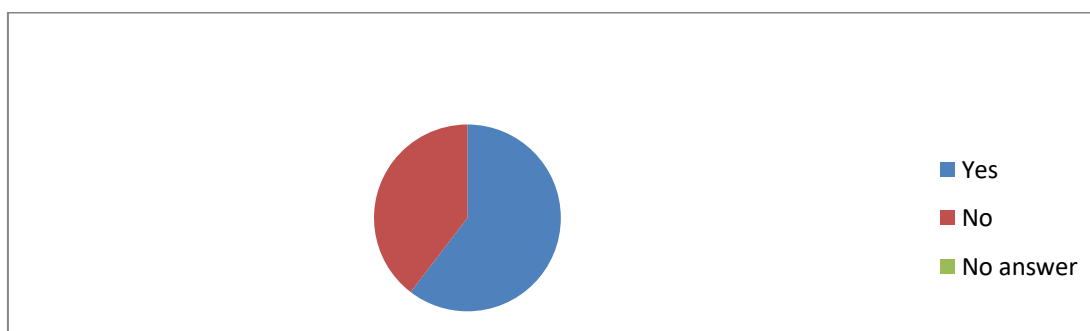
Table 7

Students' Difficulties in Speaking English in the Classroom

Options	Number of students	Percentage
Yes	32	60,4%
No	21	39,6%
No answer	00	00%
Total	53	100

Figure 6

Students' Difficulties in Speaking English in the Classroom



As the results show, thirty two (32) students i.e. (60,4%) face difficulties in speaking, and twenty one (21) of them i.e. (39,6%) do not face any difficulties.

So, the results clearly show that an overwhelming majority of our participants face or find difficulties in speaking skill. This may probably have a negative impact on their learning process (namely to be fluent speakers), since the objective of speaking is getting students involved and being familiar with the target language.

If yes, is it due to

- a- Anxiety
- b- Lack of self confidence
- c- Lack of vocabulary

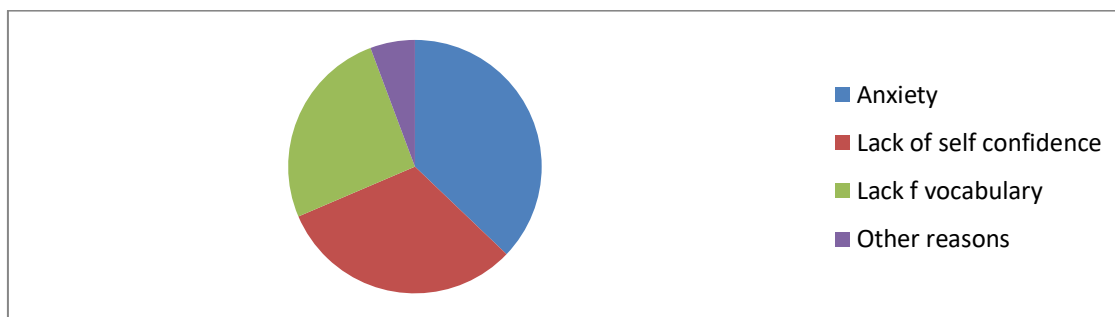
Table 8

The Reasons of Speaking Difficulties

Options	Number of students	Percentage
Anxiety	13	37,1%
Lack of self confidence	11	31,4%
Lack of vocabulary	9	25,7%
Other reasons	2	5,7%
Total	32	60,4%

Figure 7

The Reasons of Speaking Difficulties



From the above results, we notice that thirteen (13) students i.e. (37,1%) related speaking failure to Anxiety, eleven (11) of them i.e. (3,4%) related it to the lack of self confidence, and for nine (9) students i.e. (25.7%) it is the result of the lack of vocabulary ,and only two of them i.e. (5,7%) related their difficulties in speaking English to other reasons .

The results of this question confirm that Anxiety is the major factor that prevents students from speaking in the classroom, since the majority of our participants declared so. It is a confirmation to the results of Q5 and Q6 of this questionnaire.

Q7: How would you evaluate your ability in speaking English?

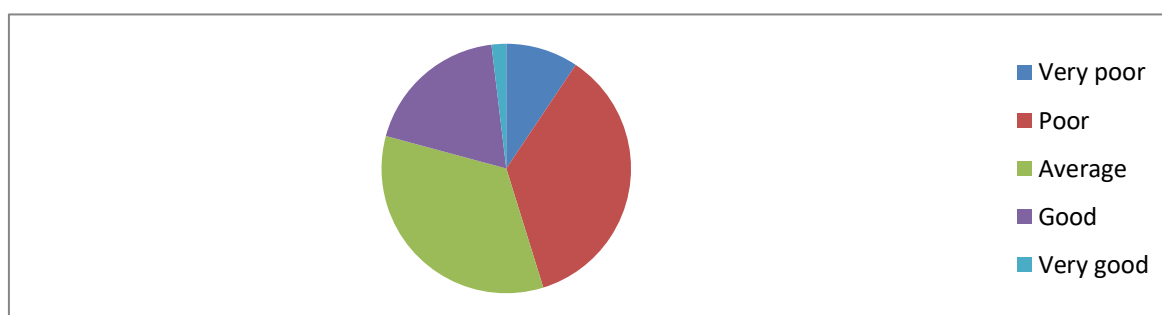
Table 9

Students' Speaking Evaluation in English

Options	Number of students	Percentage
Very poor	5	9,4%
Poor	19	35,8%
Average	18	34%
Good	10	18,9%
Very good	1	1,9%
Total	53	100%

Figure 8

Students' Speaking Evaluation in English



These results show that among the fifty three (53) students, nineteen (19) of them i.e. (35,8%) declared that their level in speaking English is poor, five (5) of them i.e. (9,4%) said that is very poor, and eighteen (18) of them i.e. (34%) said that their level is average. We notice that only one (1) i.e. (1,9%) of our participants think that their level in speaking English is very good and ten (10) students i.e. (18,9%) said that their speaking level is good.

So, from these results we can say that the students' level in speaking English is poor, this may let us think that students need to work hard and to introduce more suitable atmosphere for them. This reveals also about their self esteem, or self confidence which is very important as far as classroom participation is concerned.

Section Two: The effects of anxiety on students' oral classroom participation

Q8: To what extent do you grasp the input provided by your teacher during oral courses?

Table 10

Teacher's Comprehensible Input

Options	Number of students	Percentage
To 100%	13	24,5%
To 75%	19	35,8%
To 50%	16	30,2%
To 25%	5	9,4%
From 0 to 25%	00	00%
No answer	00	00%
Total	53	100%

The above result show the relationship between student and their input in oral expression course, it reveals that 24,5% which represent 13student are fully input during their oral course. Beside19 (35, 8%) of the participant grasp their input as 75%. While16 student show that they grasp the half of the input provided by the teacher,9,4% of the

whole percentage declared that their input is 25% of the lesson ,finally, no one of the participant evaluate that his input is less than 25%.

The result of this question confirms what it is mentioned in the theoretical part, as anxious students are not able to process the input.

Q9: Do you participate actively in the oral activities and assignments?

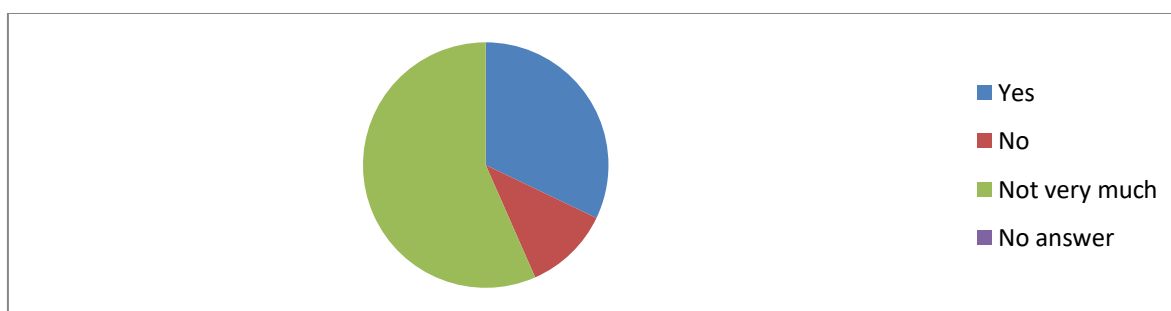
Table 11

Students' Participation in the Oral Activities and Assignments

Options	Number of students	Percentage
Yes	17	32,1%
No	6	11,3
Not very much	30	56,6%
No answer	00	00
Total	53	100%

Figure 9

Students' Participation in the Oral Activities and Assignments



The finding data indicate that 32,1% of the target population where answers yes that they are active in oral expression lesson, while 11, 3% state that they are not, but the most of the percentage which represent 56,6% of the population indicate that they are not active very much.

And this confirms the results of Q6 , since classroom oral participation helps the learners to develop their speaking skill. So, the lack of the oral participation leads to their difficulties in speaking the target language.

Q10: Do you think that classroom oral participation is important in improving your Speaking?

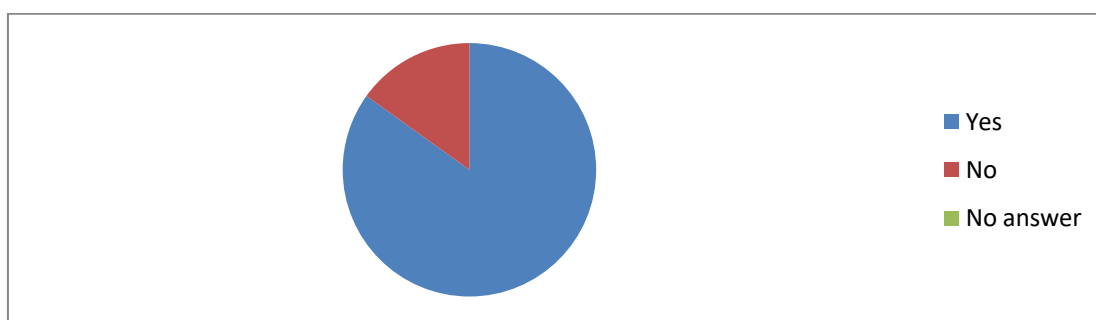
Table 12

The Importance of Classroom Oral Participation in Improving Students' Oral Fluency

Options	Number of students	Percentage
Yes	45	84.9%
No	8	15,1%
No answer	00	00 %
Total	53	100%

Figure 11

The Importance of Classroom Oral Participation in Improving Students' Oral Fluency



From the results obtained, we notice that all the fifty three (53) students answered this question. Forty-five (45) of them i.e. (84, 9%) said that Classroom oral is important to improve their oral fluency. Only eight (08) of them i.e. (15, 1%) did not agree.

So, the results support the idea we have discussed in the theoretical chapter, i.e. students' oral participation is important for effective learning to take place and without it, it is difficult to improve their spoken English.

This makes us think that students need to be more active and teachers should create more supportive atmosphere to get them involved.

Q11: How do you feel when participating orally in class?

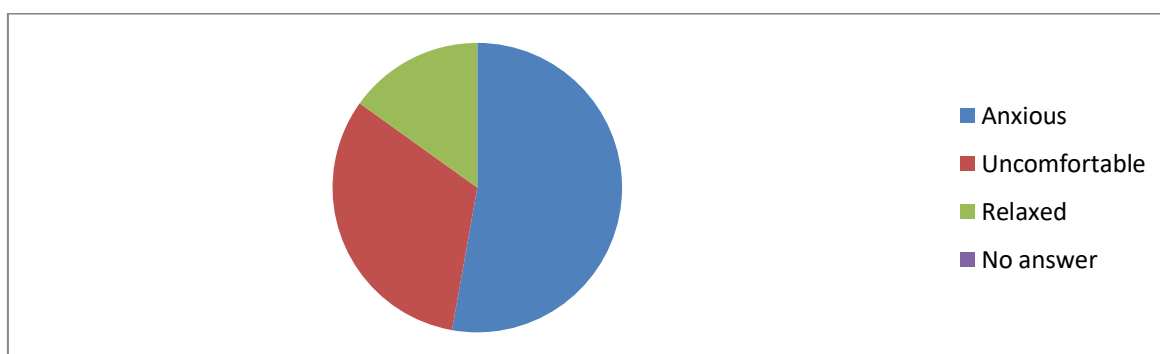
Table 13

Students Feelings When Participating Orally in Class

Options	Number of students	Percentage
Anxious	28	52,8%
Uncomfortable	17	32,1%
Relaxed	8	15,1%
No answer	00	00%
Total	53	100%

Figure 11

Students Feelings When Participating Orally in Class



The results to question 11 show that all the fifty five (55) students answered this question. The overwhelming majority of students, who represent 52,8% feel anxious when they participate orally in class, seventeen (17) of them i.e. (32,1%) feel uncomfortable, and eight (08) of them i.e. (15,1%) feel relaxed when participating orally.

Through this question we have confirmed that our participants really suffer from anxiety (confirmation to Q5 and Q6) and they find it as a barrier to obtain successful

speaking this leads us to think that students need more practical solutions, to reduce their Anxiety and become more relaxed, in order to get a maximum practice of the target language i.e. English.

Q12: Do you worry about making mistakes when speaking ?

Table 14

Student's Fear of Making Mistakes When Speaking

Options	Number of students	Percentage
Yes	39	73,6%
No	14	26,4%
No answer	00	00
Total	53	100%

In the table 14 data shows that a large members of the population which represent 73,6% of percentage worried about making mistakes when perform orally, but only 26,4% (14 student) assert that making mistake don't provoke them worried.

Fear of making mistake stand as an obstacle factor that affects learners speaking preferment in the target language.

Q13: Do you get more anxious when teacher interrupts you to correct every mistake you commit?

Table 15

Student's Anxiety when Being Interrupted by the Teacher

Options	Number of students	Percentage
Yes	33	62,3%
No	20	37,7%
Total	53	100%

The majority of students (62%) feel anxious when they are asked to correct their mistakes because most learners are sensitive to the continual evaluation, yet 37,7% of the target population have no problem to correct their speaking mistakes.

Q14: Does the teacher provide you with the input that fits your level (comprehensible input)?

Table 16

The Input Provided that Fit the Students' Level

Options	Number of students	Percentage
Always	9	17%
Often	15	28,3%
Sometimes	24	45,3%
Rarely	3	5.7%
Never	2	3,8%
No answer	00	00%
Total	53	100%

The result shows that (45,3%) of the sample indicate that sometimes the teacher provide them with needed input, and 28,3% view that the teacher often fits their needs. Whereas 17% of the population declared that they always get their requirement and only 5,7% of the percentage said that they rarely obtain their level, and 3,8 declared that they never get what the teacher said.

The aim of this question is to show the student level of understanding during their oral class session; the data above indicate that the majority of the students do not always understand due to anxiety.

Q15: Do you hesitate to participate orally in class ?

Table 17*Students' Hesitation to Participate Orally in the Classroom*

Options	Number of students	Percentage
Yes	38	71,7%
No	15	28,3%
No answer	00	00%
Total	53	100%

The aim of this question is to confirm whether students really find difficulties in speaking and to find out the major barrier to do so in class.

We notice from the results that all students answered our question. The majority of them (38) i.e. (71,7%) said that they hesitate to participate orally in class ,and fifteen (15) students i.e. (28,3%) declared that they do not hesitate to participate.

So, the results to question 15 make us affirm that students really face problems in speaking English in the classroom. According to these results and what we have mentioned in the theoretical part, speaking is the major problem for students.

_ if yes, it is because of

- a) Anxiety
- b) Being uninterested

_Other, please specify;

Table 18*The Source of Students' Hesitation to Participate Orally in the Classroom*

Options	Number of students	Percentage
Anxiety	26	70,3%
Being uninterested	11	29,7%

Other specifications	0	0%
Total	37	100%

From the results obtained, we notice that most of the students (26) i.e. (70,3%) who declared that they hesitate to participate orally in class, relate this problem to Anxiety ,and the other eleven (11) participants i.e. (29,7%) said that they hesitate to participate because of being uninterested. Students did not add any other specifications.

So according to these results, we can say that Anxiety is the main obstacle that hinders students from participation. As we mentioned in the theoretical chapter it is the most influential factor that stands as a barrier to produce the output.

Q16: Anxiety for you is:

a- A psychological factor that stands as obstacle to improve your oral fluency.

b- Facilitates and encourages you to learn better.

_If other, specify

Table 19

Students' Attitudes toward Anxiety

Options	Number of students	Percentage
a)An obstacle	38	71,7%
b)Facilitates learning	15	28,3%
Other specification	00	00
Total	53	100%

Our aim behind this question is to confirm whether Anxiety is seen as the most affective factor for our participants in their learning process, especially in the speaking skill.

The results clearly show that the majority of students (71,7%) stated that Anxiety is a psychological factor that stands as an obstacle to improve their oral fluency. And fifteen (15) students i.e. (28,3%) saw that it facilitates their learning. They did not add other specifications.

These results have supported our claim in question 15, which is that Anxiety stands as a barrier to improve students' oral fluency; i.e. our participants are suffering from anxiety. This makes us think that students need more practical solutions to overcome this psychological problem in order to have more self-confidence and to help them foster their speaking abilities.

Q17: How much do you agree with the following statement? Classroom oral participation is the most anxiety provoking?

Table 20

The Students' Degree of Agreement or Disagreement toward the following statement: Classroom Oral Participation is the most Anxiety Provoking

Options	Number of students	Percentage
Agree	32	60,4%
Disagree	21	39,6%
No answer	00	00%
Total	53	100%

The results to question 17 clearly show that all students answered it. We notice that 32 participants i.e. (60,4%) agreed with the statement and found that classroom oral participation is the most anxiety provoking ,and twenty-one (21) of them i.e. (39,6%) disagreed with it; i.e. they do not find classroom oral participation as the most Anxiety provoking.

As mentioned in the theoretical part, and in addition to what we have learned from the previous questions, classroom oral participation is the most Anxiety provoking which automatically affects their oral performance and lead to a poor classroom involvement.

Q18: According to you, classroom anxiety is a result of:

Table 21

Sources of Students' Classroom Anxiety

Options	Number of students	Percentage
a)Fear of being laughed at	6	11,3%
b)Fear of being evaluated	11	20,8%
c)Fear of speaking in class	19	35,8%
d)The teacher's behavior	17	32,1%
No answer	00	00%
Total	53	100%

Our aim behind this question is to discover the real sources of Students Anxiety in relation to their oral participation.

We notice that the students chose more than one option. They relate their Anxiety more to Fear of speaking in class and to the teacher's behavior. Nineteen (19) i.e. (35,8%) chose the option 'c', and seventeen (17) students i.e. (32,1%) chose the option 'd'. Other choices lie between the option 'b' and the option 'a', eleven (11) students i.e. (20,8%) selected the option 'b', and six (06) of them i.e. (11,3%) selected the option 'a'. They did not add any other specification.

According to the aforementioned results, we can say that our participants suffer from inability to speak in the classroom which is manifested by their fear/apprehension. Their fear of negative evaluation is in itself an obstacle, which will likely reduce their level of classroom participation.

The teacher's behaviour also plays an important role in making students speak and participate, because learning under a so stressed atmosphere makes students feel afraid, and passive.

Q19: when do you feel more anxious?

Table 22

The Teacher's Role in Highlighting Students' Anxiety

Options	Number of students	Percentage
When you participate	11	20,8%
When you are asked to participate	42	79,2%
No answer	0	0
Total	53	100%

Among the fifty-three (53) students who answered our question, forty-two (42) of them i.e. (79,2%) feel more anxious when they are asked to speak by the teacher, and eleven (11) of them i.e. (20,8%) declared that they feel more Anxious when they participate voluntarily.

According to these results, we suggest that students should not be forced to speak. Teachers will likely reduce their students' Anxiety if they are given time to feel more relaxed, and using other techniques to prompt them, and encourage them to speak will likely make them feel less anxious in the classroom.. So, creating a relaxed and friendly atmosphere is the teacher's responsibility.

Q20: How would you rate your level of anxiety when speaking English in class?

Table 23

The Students' Level of Anxiety when speaking English in class.

Options	Number of students	Percentage
Very low	4	7,5%
Low	3	5,7%

High	18	34%
Very high	28	52,8%
No answer	00	00%
Total	53	100%

From these results, we notice that Students' level of Anxiety lies between very high and high. The majority of them said that their level of Anxiety is very high (52,8%), and eighteen (18) of them declared that it is high. Three students (03) i.e. (5,7%) rated their Anxiety as being low, and four students (04) i.e. (7,5%) said that their level of Anxiety is very low .

So, according to the results obtained, we can rate students' level of Anxiety as being very high when speaking English in class, this confirms what we have mentioned in the theoretical part; foreign language learners tend to experience high level of Anxiety, especially in speaking situations(Horwitz,1986). This allows us to think that students are suffering from a real problem which hinders their abilities to speak, and need more encouragement to practice and use English in more relaxed environments.

Q21 Which of the following speaking activities makes you feel less anxious?

Table 24

The Most Relaxing Activities for Students

Options	Number of students	Percentage
Group activities	28	52,8%
Pair activities	13	24,5%
Individual activities	12	22,6%
No answer	00	00%

Total	53	100%
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The aim behind this question is to provide the simplest way to decrease or reduce students Anxiety.

We notice that among all of the students who answered our question, a large number of them (i.e. 28) prefer group activities and find it as the most relaxing ones. Other ones (13) students i.e. (24,5%) said that they feel less Anxious when they work in pair .And only twelve (12) participants found that individual activities makes them feel less anxious.

Through this question, we have confirmed what is mentioned in the 19th question. According to these results, we can suggest that working in group is one way to reduce students Anxiety. Moreover teachers should create a friendly atmosphere and try to integrate all students in the classroom activities; each student should be given his role to play in the whole class.

Q22: How much do you agree with the following statements? -I do not feel quite sure of myself when speaking in English classroom because of anxiety

Table 25

Students Degree of agreement or Disagreement about whether they do not feel quite sure of themselves when participating Orally in class because of Anxiety.

Options	Number of students	Percentage
Agree	37	69,8%
Disagree	16	30,2%
No answer	00	00%
Total	53	100%

From the results obtained, we notice that among the fifty-three (53) students who answered our question, the majority of them (37) i.e. (69,8%) do not feel quite sure of themselves when speaking in English classroom because of anxiety ,whereas sixteen participants i.e. (30,2%) disagree with the statement.

As the results show and according to what we have mentioned in the theoretical part, anxious students tend to experience a low self esteem i.e. low self confidence which leads to poor oral performance.

Q23: I keep thinking that the other students are better at language than I am

Table 26

Students 'Self Confidence to Speak English.

Options	Number of students	Percentage
Yes	38	71,7%
No	15	28,3%
No answer	00	00%
Total	53	100%

The results clearly show that among the fifty-three (53) students who answered this question, the majority of them 38 students (i.e. 71,7%) declared that they keep thinking that the other students are better at language than they are. While the other ones 15 students i.e. (28,3%) said the opposite .

We have confirmed that students really find themselves as total failures as trying to speak in class, their high level of Anxiety gives them unsuccessful self image and feel that they will not be able to use English. They keep thinking that the other students, their peers are better than them at language; they do not have enough self confidence to speak in class.

So, we can say that Anxiety has the potential of exerting a considerable influence on classroom dynamics, starting from affecting students self image to reducing classroom oral participation.

Q24: Do you feel confident when you are anxious?

Table 27

Students' Confidence When They are Anxious

Options	Number of students	Percentage
Yes	9	17%
No	44	83%
No answer	00	00%
Total	53	100%

From the answered obtained, we notice that among the fifty-three(53) students who answered this question the overwhelming majority who represent the 83% do not feel confident when they are Anxious. Only nine (09) students i.e. (17%) said no.

According to what we have found and what we have mentioned in the theoretical part, Anxiety leads to the lack of self-confidence. It is a confirmation to the results obtained from the statements provided in Q22.

There is an indirect and negative correlation between three variables; Anxiety, self confidence, and the amount of classroom Oral Participation; in which Anxiety leads to a low self confidence and this latter leads to the lack of Classroom Oral Participation.

Q25: Do you tremble when the teacher asks you to answer?

Table 28

Students' Unwillingness to Answer

Options	Number of students	Percentage
Always	9	17%
Often	7	13,2%
Sometimes	23	43,4%
Rarely	14	26,4%
Never	00	00%
No answer	00	00%
Total	53	100%

Results in table28 show that 23 of the participants sometimes tremble when the teacher asks them to answer. Furthermore, we find about 14 rarely experience this feeling, whereas 13 said that they often tremble when they are asked to answer, and 9 of them said always. Finally, we find only 9 of the students said never.

Q26: During oral activity, do you forget what you want to say and start stuttering?

Table 29

Students' Uneasiness during Oral Activities.

Options	Number of students	Percentage
Always	1	1,9%
Often	12	22,6%
Sometimes	26	49,1%
Rarely	13	24,5%
Never	1	1,9%
No answer	00	00%
Total	53	100%

The data above shows that most of the students which represent 49,1% sometimes lose their speech in oral class ,it is also shown in the table that 22 ,6%of the participant often forget what they are going to say and stuttering during speaking activities, in addition to this 24,5% declared that they rarely .

The results support what is mentioned in the theoretical part that Anxiety interferes with the students' ability to process information so they forget and lose words and start stuttering.

Q27: Does your anxiety reduce your ability to express yourself orally?

Table 30

The Impact of Students' Anxiety on their Willingness to Speak

Options	Number of students	Percentage
Yes	30	56,6%
No	23	43,4%
No answer	00	00%
Total	53	100%

According to these results, we can clearly understand that Anxiety is really standing as a barrier to produce the output.

Among the fifty-three (53) students who answered our question, a large number of them i.e. (56,6%) declared that their Anxiety reduces their ability to express themselves orally. Twenty-three (23) students i.e. (43,4%) said 'no' i.e. it does not reduce their ability to express themselves orally.

So, according to these results and what we have cited in the theoretical part, high Anxious students tend to stay as quit as possible and show uncertainty when called upon in class. We can say that students experiencing Anxiety tend to avoid speaking situation, i.e. they tend to 'freeze' in speaking situations.

To conclude, we can suggest that since Anxiety is the most influential factor that hinders students from participating orally which is very likely the only way to practice and promote or develop their speaking ability; students should be helped to overcome this obstacle by providing a more relaxed atmosphere.

If yes, explain how

Among the thirty (30) students who said yes, six (06) students expressed their feelings;

- I feel like a rock, and I try to speak but I face difficulties.
- We like speaking English so much, but we are shy.
- I wonder to know why I am like this; I find all my classmates speak just me.
- We feel that the words are in the top of our tongues but we can't say them.
- We feel so anxious, afraid, and stressed as trying to speak in class.
- Many times I tried but I become so red and my blood boils.

Our participants' expressions reveal that Anxiety really hinders their ability to express themselves orally; it stands as a barrier to produce the output.

Q28: what kind of impact does anxiety has on your ability to learn new vocabulary?

Table 31

The Impact of Students' Anxiety on their Ability to Learn New Vocabulary

Options	Number of students	Percentage
Negative	32	60,4%
Positive	21	39,6%
No answer	00	00%
Total	53	100%

From the results, we understand that the majority of students i.e. (60,4%) declared that Anxiety has a negative impact on their ability to learn new vocabulary. And twenty-one (21) of them i.e. (39,6%) said that it has a positive impact.

According to the results obtained and what is mentioned in the theoretical part, Anxiety has a negative effect on acquiring new vocabulary. They tend to receive lot of input but they produce a little amount of output.

So, the results support what was discussed in the theoretical part, Anxiety affects the students' cognitive processing.

Since the ability of acquiring new vocabulary plays an important role in being involved in class, the lack of it certainly leads to a poor classroom dynamic. Because most students find the lack of vocabulary is the major problem that impedes them to speak the target language.

Q29: How is your oral performance when you feel anxious?

Table 32

Students' Oral Performance Evaluation when they are Anxious

Options	Number of students	Percentage
Poor	42	79,2%
Good	11	20,8%
No answer	00	00%
Total	53	100%

The aim of this question is to confirm whether Anxiety really affects students' oral performance.

From the results that the table and the graph above present, we notice that students' oral performance is very poor when they experience Anxiety.

Among the fifty-three (53) students who answered our question, forty-two (42) of them i.e. (97,2%) declared that it is very poor when they are anxious, and eleven (11) of them i.e. (20,8%) said that it is good.

So, from these results we can say that high anxious students tend to perform poorly orally than the relaxed ones.

The results support what we have mentioned in the theoretical part i.e. that the Anxious students experience a debilitating impact on their ability to speak and makes students incompetent in communication situations when learning a foreign language.

Q30: when you are anxious, do you experience any of the following?

_If other, please specify

Table 33

The Effects of Students Anxiety on their Ability to Participate Orally

Options	Number of students	Percentage
a)I forget words	50	94,3%
b)I lose the ability to pronounce my words accurately	49	92,4%
c)I forget what i want to say	38	71,7%
Other specifications	0	0 %

According to the results obtained, we notice that all our participants, i.e. fifty-three students (53) answered this question. They gave more than one option.

Most of the participants 50 of them i.e. (94,3%) chose the option ‘a’ which means that Anxiety impedes their ability to remember words that they have learned before. Forty-nine (49) students i.e. (92,4%) said that Anxiety leads them to pronounce the words inaccurately , thirty-eight (38) of them i.e. (71,7%) declared that under Anxiety they forget what they want to say. They did not add any other specifications.

So, as trying to find out the effects of Anxiety on students’ Classroom Oral Participation, we have found that Anxiety has a great influence on classroom dynamic leading students to keep silent and influencing their language improvement.

The results are in accordance to Horwitz et al. ‘s claim ; Anxiety reduces students’ interpretative ability and makes them unwilling to communicate in the target language

Section Three: Further suggestions

Q31: Which of the following speaking activities do you enjoy the most to avoid Anxiety?

Table 34

The Speaking Activities to Avoid Anxiety

Options	Number of students	Percentage
a)Games	31	58,5%
b)Vocabularylearning	19	35,8%
c)Roleplay	10	18,9%
d)Completing dialogues	16	30,2%
e)Question and answers exchanges	18	34%
f)Problem solving	10	18,9%
g)Discussions in pairs or groups	24	45,3%
h) Free discussions	20	37,7%
i) Interviews	5	9,4%
j) Picture description	16	30,2%

If other, please specify

At the end of the questionnaire, we wanted to know which speaking activities the students enjoy the most and make them work without anxiety. According to the results obtained, we notice that all our participants, i.e. fifty three (53) students answered this question. They gave more than one option. Consequently, the big amount of answers which represent (58.5%) i.e. 31 students revealed that the students prefer games, as it is the most enjoyable activity, and it helps them to avoid anxiety. An equal proportion of 24 students i.e. (45,3%) have indicated that discussion in pairs or groups make learners motivated to speak. Free discussions is the other activity which students prefer too, as 20 students i.e.(37,7%) have chosen it. And 19 students i.e. 35,8% selected vocabulary learning .Moreover, 18 students i.e. (34%) said that Question and answers exchanges helps

them minimize stress and enjoying practicing speaking, and 16 students i.e. (30,2%) prefer picture description .In addition, among the fifty-three (53) students who answered our question, 16 students i.e. (30,2%) prefer completing dialogues, 10 students i.e. (18,9%) chosed role play and 10 others declared that problem solving is more relaxing activity . Finally, only 5 students i.e. (9, 4%) prefer interviews.

The result of this question supports the one in the 21st question. Most learners feel relaxed when working in groups or pair activities .So, the teacher role is to adapt the technique that encourage more students to participate and speak in the classroom.

3.8. Analysis of teachers' questionnaire

3.8. The Aim of the Questionnaire

The main goal of this research is to examine the effect of anxiety on students' oral participation during class. This questionnaire is design for teachers of EFL at Adar University in order to share with them their experience of investigating such factor affecting student participation and take their view about how do they minimize the effects of anxiety on their students .

3.8.2 Descriptive of the questionnaire

Teacher questionnaire is a compound of 17 different questions. It was given to (14) teachers. Only 06 of the whole population have collaborated in this research. First section is about "Personal Information", it aims to obtain information about the teachers such as: teachers' qualification, experience with teaching...so on. The second one is entitled "Anxiety and it aims to investigate teachers' attitude toward such affect and how do they reduce it to facilitate the learning process to their students and to make the learners participate orally in an affective and accurate manner.

3.7.3 Analysis and Discussion of the Results

Section One: Personal Information

Q1: How old are you?

Table 35

Teachers 'Age

Options	Number of teachers	Percentage (%)
Under 25	0	0
25-29	1	16,7
30-39	2	33,3
40-49	1	16,7
50+	2	33,3

The data above shows that all the participant are more than 25 old year, only one teacher's age between 25and 29 and tow teacher were 30-39,one teacher 's age 40-49years and finally tow teachers were up to fifteen years old .

Q2-what is your qualification?

Table36

Teachers ' qualification

Options	Number of teachers	Percentage (%)
Master	0	0
Magister	3	50
Doctorate	3	50

Half of sample populations are doctorate degree teachers and the second half are magister degree .We notes that, they have a good experience in teaching EFL

That can help us to examine the subject of learners' speaking anxiety. So, their

Suggestions and recommendations can be very useful and we can rely on in our study

Q3.How long have you been teaching English?

Table 37

Teachers' period of teaching

Options	Number of teachers	Percentage %
1_2	0	0
3_5	0	0
6_10	2	33,3
11__15	1	16,7
16__20	0	00
More than 20	3	50

The result above shoes that 50% have an experience of teaching that is more than twenty whereas, only one teacher his /her teaching's experience were between 11to15 and tow teacher declared that they teach from 6-10years which is the shorten moment of the participants experience and no one declared that less than 5 years .

Q 4 -Do you integrate the four skills in your teaching?

Table 38

Teacher Integration of Four Skills

Options	N	%
Yes	06	100
No	0	0

From the result above we remark that all the teacher declared that they integrate the four language skill .the integration of the four skill facilitate the learning process and help student to well understand and perform In class.

Q5 -which skill do you find difficulties in your teaching?

Table39

Teacher's Difficult Teaching Skill

Options	Number of teachers	Percentage %
Speaking	5	83,3%
Listening	0	0%
Writing	1	16.7%
Reading	0	0%

The statistical data above 83, 3 %(5) viewed that speaking is the most difficult skill to be teach while, only one teacher which represent 16,7% of the sample declared that writing is the most difficult skill but no one of the percentage found difficult in teaching reading and listening .

Speaking skill seems the most difficult skill that teachers face difficulties in teaching as well as it is the most difficult for learners and this is due to the affective factors among them anxiety as it is mention in the theoretical part.

Q6-Do you try to establish a relaxed atmosphere in the class?

Table40

Teacher Establishment Atmosphere

Options	Number of teachers	Percentage%
Yes	06	100
No	00	00

All the contributor (6) i.e.100%claimed that they establish a relaxed atmosphere in the class room and no one answer's negative.

Because good atmosphere help student to better perform.

If yes how?

Table41

Teachers' Way of Establishing a Relax Atmosphere

Options	Number of teachers	Percentage
Always	6	100
Rarely	0	0
Sometimes	0	0
Never	0	0

This question aim to investigate how often do teachers establish a good and comfortable atmosphere to their learners ,the result in the table and the question 6the teachers declared their establishment of good atmosphere is always.

Q7-What type of relationship exist between you and your student?

Table 42

Teachers' Relationship with their Student

Options	Number of teachers	Percentage
Good	6	100
Bad	0	0
Neutral	0	0

All the teachers participate in this research said that their relationship with their student is good. Relationship between teacher and student is something important to help student feel more comfortable and minimize their anxiety.

Q8-Do you talk with your learners about their learning problems?

Table 43

Teachers' Care about Students' Learning Problem

Options	Number of teachers	Percentage
Yes	5	83,3
No	1	16,7

By this question we aim to know if the teachers talk with their learners about their learning problems. In consequence of this question, we exactly found that 5 teachers listen to their students' learning problems and only one teacher who said that he did not. Overall, it may be said that teachers are aware of the importance of devoting their time to talking with learners about their needs. So, giving students an opportunity to explain their learning problems is what teachers should do.

Q9-Do you think that there are some learners feel anxious when the teacher corrects their mistakes?

Table 44

Teachers' Attitude Toward Student Anxiety when Correcting their Mistakes

Options	Number of teachers	Percentage
Yes	6	100
No	0	0

Within this question, we wanted to know the point of view of teachers about students' anxiety while correcting their mistakes during their oral participation. All teachers answered alike, they believed that the learners feel more anxious when they correct their mistakes, and this affects negatively their oral performance. From this proportion, we can understand that students' fear of teachers' evaluation is also a main cause of learners' underachievement in the classroom.

Q10-Do you think that the use of materials would help students feel more comfortable?

Table 45

Teachers' Attitude Toward Using Materials

Options	Number of teacher	Percentage
Yes	6	100
No	0	0

The point from this question is to know what the teachers think about the use of materials. Consequently, all the teachers said yes; they think that the use of materials would help students feel more comfortable. So, we can say that using the appropriate teaching materials can create a comfortable classroom atmosphere and creates the best opportunity for learners to feel relaxed.

Q11-Do you think that learners need to be helped to develop their speaking skills?

Table46

Teachers' Views Toward Learner's Development of Speaking Skill

Options	Number of teachers	Percentage
Yes	06	100
No	00	0

It is obvious from these results that all the teachers think that learners need to be helped to develop their speaking skills. From this result, we conclude that teachers have an important role in minimizing their students anxiety in speaking and doing their best in helping learners to develop their speaking skill.

Q12-Do you think that your method of teaching encourage learners to learn effectively?

Table47

Teachers' Attitude Toward their Method

Options	Number of teachers	Percentage
Yes	05	83,3

No	0	0
No answer	1	16,7

This question was designed on behalf of unveiling the importance of teaching method in EFL learning. Consequently, the majority of the teachers (05) i.e. 83.3% think that their method of teaching encourages learners to learn effectively and no one disagreed on its importance. Whereas, only one teacher did not answer the question .So, choosing and changing their methods of teaching can for sure lower anxiety and improve learning.

Q13-Do you think that anxiety facilitates or inhibits learning?

Table 48

Teachers' View Toward the Effect of Anxiety on Learning

Options	Number of teacher	Percentage
Facilitate	4	66,7
Inhibit	2	33,3
Others	00	0

The purpose behind this question is to show if the teachers think that anxiety facilitates or inhibits learning .Consequently, most teachers (04) i.e. 66,7%) think that anxiety facilitates learning .While , (02) teachers i.e 33.3% think that anxiety inhibits learning . This result reveals that most teachers are aware of the negative effect of anxiety on learning.

Q14-Do you think that learner's preferences (learning styles) have an effect on their motivation to learn?

Table 49

Teachers' View Toward the Effect of Learners' Learning Styles on their Motivation

Options	Number of teachers	Percentage
Yes	6	100%

No	0	0
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The results in the table showed that all the teachers (100%) thought that learners' preferences have an effect on their motivation to learn. So, the teachers have to take the students' learning style into consideration when teaching to improve the learning process.

Q15- How much do you agree with this statement?

“Anxiety helps learner to do well during their exams

Table50

The Teachers' Attitude to the Correct of Statement

Options	Number of teachers	Percentage (%)
Strongly agree	0	0
Agree	4	66,7
Disagree	2	33,3

By this question, we aim to know teachers' opinion about the effect of anxiety on learners during their exams. The results above showed that most teachers disagreed with the statement and think that anxiety does not help the students to do well during their one strongly agreed with it. this type of Anxiety can facilitate and improve learning. The above results confirm what we found in the theoretical part that test anxiety can hurt the learners test performance.

Q 16- How often do you do the following in this module?

Table 51

The Teachers' Procedures to Improve Teaching Speaking

Scale	Never	Once a year	Twice a year	3 Times a year
Options				

a) Attend staff meetings to discuss speaking module	5	0	0	0
b)Develop course for speaking	4	1	0	0
c)Discuss and decide on the selection of instructional media.	4	1	0	0
e)Exchange teaching materials with colleagues	0	5	0	0

The objective within this question is to identify the measures and the efforts done by the teachers to improve teaching the speaking module. The results showed that the majority of teachers (05) stated that they never attend staff meetings to discuss the speaking module with their colleagues .04 others said that they never develop course for this module ,while only one claimed that he did it once a year .Moreover, 04 teachers stated that they never discuss and decide on the selection of instructional media (e.g. textbook, exercise book) ,and one teacher said that he discuss and decide the instructional media once a year. Finally, 05 teachers said that they exchange the teaching materials with their colleagues once a year .So, we can say that teachers should do more efforts to improve teaching the speaking skill.

Q 17-Have you ever attended a conference, a meeting dealing with anxiety?

Table 52

Teachers' Attendance to Conference, Meeting about Anxiety

Options	Number of teachers	percentage
Yes	2	33,3
No	4	66,7

By this question we aim to know if the teachers are really interested and aware about the effects of anxiety. In consequence of this question, we exactly found that 4 teachers i.e. 66,7% submitted that they did not attend any conference dealing with anxiety, except 2 of them i.e. 33.3% who answered that they have already attended a meeting about anxiety. So, from these results we can say that attending conferences and meetings that deals with anxiety can make the teachers more aware about the negative effects of anxiety and how help their learners to minimize its effects and improve their speaking performance.

3.9.Section three: Pedagogical Recommendations

3.9.1 Introduction

As we have found throughout our analysis of the data collected from our research participants, Anxiety affects classroom oral participation which is important in improving students' oral communicative competence.

This section discusses some pedagogical recommendation and techniques which we think that are more relevant to reduce students' Anxiety. The techniques address both teachers and students, explaining how they can manage to create a low Anxiety classroom. The suggested solutions are the following:

III.9.2. The teacher as a Communication Facilitator

When students love their English teachers, they will be naturally willing to get close to them, believe in them, and perform actively in the class. To make students like

their teachers, English teachers at the University of Adrar, should change their roles, educating themselves as qualified facilitators, rather than teachers or lecturers.

Harmer(2007) views that lecturer is a teacher in any educational context who has a knowledge of the topic taught but no special skill or interest in the techniques and methodology of teaching it; a teacher is a person who has a knowledge of the topic and is also familiar with a range of methods and procedures for teaching it; a facilitator is a teacher in any educational setting who understands the topic, is skilled in the use of current teaching methods and techniques, and who actively studies and pays attention to the psychological learning atmosphere and inner processes of learning on a moment by moment basis, with the aim of enabling learners to take as much responsibility for their learning as they can. Based on a learner-centered model of education, teachers need to be sensitized to their new role. They are not on a superior and dominant position any longer, the current communicative language teaching approach allows the teacher to be seen as more of a facilitator whose responsibility is to provide students with opportunities to communicate in English in situations as authentic as possible with the use of authentic materials.

To be a facilitator, first of all, the teachers should be expert at language learning and teaching, for which not only should they keep on learning related knowledge, that is to say, knowledge about linguistic psychology, pedagogy , and language teaching methodology, but also they should have the correct points of view on the instructors, the learners and the relation between them. To realize different roles of an instructor in different occasions is important. Teachers have to keep in mind that they are equal with their students during English language learning (Burden, 2004).

In addition, special attention to the way of correcting students' errors should be taken into account by a successful facilitator. On one hand, being patient is necessary. On the other hand, teachers should not hurt learners' self-esteem. Lack of patience or hurting students' esteem is what students hate most (Aydin, 2008).

Many students made errors when using English. For example, we may come across this kind of sentences from unsuccessful learners:

- (1) I is a boy;
- (2) I very hungry.

Improper ways of correcting errors should be avoided. In the questionnaire, some students argue that they are afraid of being evaluated by the teacher. Moreover, teachers should not correct errors orally and in public, which may cause learners to feel ashamed in public (fear of being laughed at).

Therefore, how to correct errors is not simple. It depends on learners and instructors. The basic principal is that do not hurt the learners' self esteem in order not to produce learners' language Anxiety, Young (1999) suggests that instructors can reduce anxiety by adopting an attitude that mistakes are part of the language learning process and that mistakes will be made by everybody.

III.9.3 Creating a Friendly and Supportive Learning Environment

Arguably, the most important tool for the teacher is to create and maintain a friendly and supportive learning environment (Horwitz et.al. 1986). Because a low-stress language learning environment is thought to facilitate language acquisition by allowing students to focus more on learning rather than being distracted by fear of teacher and peer evaluation, encouraging a relaxed atmosphere in the classroom is a crucial step in diminishing and alleviating student anxiety (Phillips, 1992).

As far as classroom atmosphere is concerned, it is important to produce a relaxing and pleasant learning atmosphere. When a teacher becomes a facilitator or director, it is helpful to create a learner-friendly, supportive and secure classroom atmosphere. In such classes, the teacher and the students are equal actors and all the students are actively involved in the classroom activities. For example, classroom activities such as game playing, English-song singing, role-playing, and pair work can make students feel more relaxed in class and concentrate on learning tasks (Boyed et .al.,2007).

III.9.4. Adapting the Natural Approach

In the Natural Approach there is a concern to reduce the students' affective filter, which can be done several ways. Although small group work (Which will be discussed later) is of major importance, it is the personalized aspect of the Natural Approach that help students feel the most comfortable. Such examples of personalizing instruction include using pictures to present vocabulary and associating the vocabulary with the

students and objects in the classroom. The Natural approach emphasizes listening comprehension and an initial period that students are not required to speak in the target language (Richard & Rodgers, 1986). This “initial period” is also referred to as the “silent period” and is also one of the most controversial aspects of the Natural Approach. The idea is that students would benefit from delaying speech production until it “emerges”; thereby the students would be more relaxed and less anxious in the classroom allowing them to focus on the teachers input (Richard & Rodgers, 1986).

Creating a supportive atmosphere and also supplying interesting, meaningful, and comprehensible materials, teachers can lower the affective filter and allow students to feel more relaxed and comfortable, thereby promoting a greater possibility for second language acquisition (Horwitz, 1986). Applying this, for example when preparing for the activities and when presenting input could help at the first stage of a lesson to enhance self-confidence.

3.9.5. Adapting a Cooperative Learning Model (CLM)

Relatively recently, ways of teaching are changing from knowledge impartation to knowledge development, a new teaching model named cooperative learning, is being adopted. Research shows that it is affective to adopt the task-based teaching approach in cooperative learning (Nagahashi, 2006).

CLM is a term used for an assortment of strategies in which students work together to accomplish a group task and help each other learn. Studies indicate that compared to competitive and individual learning, cooperative learning is more effective in promoting intrinsic motivation and task achievement, generating higher order thinking skills, improving attitudes toward the subject, developing academic peer norms, heightening self-esteem, increasing time on task, creating caring and altruistic relationships, and lowering Anxiety (Scarcela & Oxford, 1992; Morrow, 1981).

A low anxiety setting can be created by involving the students personally in meaningful class activities, with the goal that group members become interested in each other’s opinions, feelings, interests, and feel comfortable expressing themselves. In this low Anxiety setting of a small group of peers, students are less inhibited about asking questions that they would be if the teacher and other classmates were listening (Young, 1999).

The target language can be an Anxiety-producing event (Horwitz, et al. 1986; Phillips, 1992; Young, 1999). CLM was found to be a good way to reduce students' Anxiety. Furthermore, it is more encouraging for students to have questions answered by a peer who has had the same amount of target language experience and not by someone who is an instructor of the language. With a decrease of Anxiety in the group setting, students are more likely to express their own thoughts and ideas, listen to other students' thoughts, hear other viewpoints and other problem solving strategies, and are more likely to form a deeper and broader understanding of the concepts they are studying (Nagahashi, 2006).

Students not only spend more time in speaking the target language, but anxiety is reduced when they communicate with one or two students they know well and whom they are cooperating with in learning the target language (Phillips, 1992).

Cooperative learning activities can be developed in different forms. For example; Think/pair/share, Jigsaw, roundtable, group investigation, pair work, conversations, group work etc. Teachers can choose a suitable method with regard to learners' needs and possibilities specific to learning contexts.

CLM improve the overall climate of the classroom. Thus, it provides supportive evaluation and expands opportunities to receive feedback from group members, which put learners into greater likelihood of success than individual effort can lead to. The help from group members and the duty shared by others reduce learner's Anxiety. Meanwhile, support from group members becomes a powerful results of learning through cooperative build in learners greater confidence and self-esteem on the whole (Nagahashi, 2006), which will, in turn likely lead to increased learner effort and willingness in language speaking.

From above, therefore, it seems that cooperative learning can encourage the students to develop positive feeling such as improving self-esteem, self-initiation, self-actualization and self-evaluation; increasing the chances of learner's participation in language use; building up good relationship between members; relieving the pressure between the teacher and students; stirring motivation to learn, and positive attitudes towards classroom tasks and activities. All these help to reduce the anxiety of learning foreign language.

3.10. Advice to students

Many ways for coping with Language Anxiety have been introduced by many researchers, Donly (1997) has stated ten (10) coping strategies for foreign language learners, in which they can be relaxed and be capable to achieve their learning.

The addressed coping strategies are the following:

1. Discuss your feelings with other students

You may feel more comfortable in your language class if you find out that other students empathies with your feelings.

2. Tell your instructor how you feel

Your instructor may be able to give you a different perspective on your learning experience. Also, your instructor may be much more understanding than you expect; remember, your instructor has probably been a language student too.

3. Do something fun and relaxing

Go for a walk, watch a movie, listen to your favorite music, participate in a sport. The possibilities are endless. Sometimes all you need do to alleviate your anxiety is to take your mind off your class for a few minutes or hours.

4. Eat healthful food and get enough rest and exercise

If you have not been taking care of your body, you may be especially susceptible to anxiety.

5. Make sure you are prepared for class

You will probably feel less nervous while taking a test or when your instructor calls on you if you feel well-prepared. You may want to prepare an organized study and practice schedule for yourself.

6. Attend every class

Learning a language is less stressful if you learn a little bit every day. If you skip class, you will miss important information and valuable practice. When you return to class and have to catch up with your classmates, you may feel anxious and overwhelmed.

7. Keep your foreign language class in perspective

If you are doing poorly in one facet of the class, take some time to think of other parts of the class in which you are doing well. Also, remember that your life consists of more than your foreign language class. Remind yourself of those areas of your life in which you do feel relaxed and confident.

8. Seek out opportunities to practice the foreign language

The more confidence you gain in using the language, the less apprehensive you will be about using it in class. You may want to build your skills by conversing with native speakers, practicing with more advanced students, or writing a pen pal.

9. Remember that errors are a part of language learning

Errors are a natural part of language learning. Even educated native speakers make errors occasionally, so do not expect yourself to be perfect. Do not be afraid to take a few risks in order to learn.

10. Develop your own standards and rewards for success

While grades are important, what you learn is more important. Set reasonable learning goals for yourself, and reward yourself for small successes along the way.

3.11. Conclusion

This section has introduced some practical solutions for reducing Classroom Anxiety especially the Anxiety experienced in speaking situations (oral participation), which we hope that our participants and other students will benefit from them to cope with this psychological factor that hinders them from speaking in the classroom. We have also stated some practical solutions for teachers to help and encourage their students to speak in class.

As a conclusion, we can say that reducing students' anxiety will certainly lead to increase classroom oral participation and promote students' speaking abilities.

General Conclusion

In English learning and teaching, student's affective variables play an essential role. Among the variables, language anxiety is one of the factors which have great influence language learning. Some language researchers found language anxiety has some positive effects, such as keeping students alert, however, the majority of the studies revealed that language anxiety is negatively correlated with classroom dynamic significantly.

The present research which aims at identifying the effects of students' anxiety on their classroom involvement explored the relationship between the third year students' anxiety and classroom oral participation at University of Adrar. The study revealed some valuable findings which deserve our consideration, in which we found that students' anxiety and classroom oral participation are negatively correlated. That is, students with high levels of anxiety tend to be less productive and unwilling to communicate in English. In contrast, we found that students with low anxiety tend to have more confidence, hence to be more active. We conclude that our hypothetical model is valid and scientifically proved, In other words, the outcomes of the study were a confirmation of our suggested hypothesis which states that classroom oral participation will be promoted if anxiety is reduced. This finding correlates with Horwitz et.al. (1986: 126) who claim that:

Students with high levels of debilitating anxiety attempted less Interpretative (more concrete) messages than those experiencing Relaxed conditions.....That is, the more anxious student tends to Avoid attempting difficult or personal messages in target language.

As previously mentioned, language anxiety is a serious problem that EFL students suffer from, it affects negatively students' oral participation, i.e. it impedes oral production of the target language. Furthermore, the following conclusions emerged from this research:

- The third year students and teachers are aware of the existence of anxiety.
- Anxiety is the major obstacle that hinders oral production.
- Anxiety is a complex natural phenomenon which circulates, and permeates the heart of the learning process.
- Classroom oral participation is so important to improve oral fluency.

-
- Students with high levels of anxiety find difficulty in communicating orally in class.
 - High anxious students tend to see themselves as total failures in speaking English.
 - Anxiety leads to low self confidence, reduces motivation, interferes with the students' ability to acquire new vocabulary and pronounce words accurately, and all of these lead to poor classroom oral participation.
 - Through this present work we also explored some sources of anxiety which are: fear of speaking in public, fear of being evaluated, the teacher's behavior, and fear of being laughed at.
 - Important guidelines for teachers to reduce students' anxiety and make them more active, including anxiety-reduction strategies:
 - ❖ Creating a low-anxiety classroom atmosphere.
 - ❖ Helping students learn to cope with the existing anxiety-provoking situations.
 - ❖ Students need their teachers to help build their sense of efficacy.
 - ❖ Help them to build confidence in one' ability to speak English in class.
 - ❖ Attending conferences and meetings dealing with anxiety.
 - ❖ Using the appropriate materials and method that fit the learners need and their learning style.

In a nutshell, we can say that anxiety is a real psychological problem affecting negatively the students' oral participation which may be the best way to practice the language. Accordingly, its occurrence will only be under a stressed environment. The students need also to be encouraged to have more self confidence .So as speak or participate orally in class.

The investigation of the negative influence of anxiety on classroom oral participation was just confined to third year students at University of Adrar. This research has raised further questions that need investigation. Does language anxiety exist among second year or first-year LMD students? What are the main primary sources of language

anxiety? What is the role of the teacher to increase or lower students' anxiety? These in fact, may reveal different data, which will be added into the repertoire of educational research. Such researches will be particularly valuable in finding more practical solutions, thereby facilitating the normal flow of both teaching and learning processes.



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Appendix A

Learner's questionnaire

Dear learner,

This set of questionnaire seeks your response as a learner to collect data related to our research we are carrying out, to investigate how much are Effects of Anxiety on Student Speaking Skill -Department of English at University of Adrar as a Case for study.

We are kindly asking your help by answering the following questions. We appreciate the time and effort that this takes and thank you for your anticipation for your honest and frank responses.

Please cross (x) to the relevant answer(s) for you:

Section one: General questions

Do you have difficulties when studying English?

- a) Yes
- b) No

In which skill you are not confident?

- a) Speaking
- b) Reading
- c) Listening
- d) Writing

Kindly specify your assessment for each skill.*The following list of scales is provided:*

1=Least confident 2=Less confident 3=Confident 4=Very confident

- (a) Listening 1, 2, 3, 4 []
- (b) Speaking 1, 2, 3, 4 []
- (c) Reading 1, 2, 3, 4 []
- (d) Writing 1, 2, 3, 4 []

Q3-which skill seems to be difficult for you?

- a) Speaking
- b) Reading

c) Listening

d) Writing

Q4-which skill is the most anxiety provoking for you?

a) Speaking

b) Reading

c) Listening

d) Writing

Q5-Do you face difficulties in speaking English in the classroom?

a) Yes

b) No

-if yes, is this due to

a) Anxiety

b) Lack of self confidence

c) Lack of vocabulary

d)Otherreason

Q6-how would you evaluate your ability in speaking English?

a) Very poor

b) Poor

c) Average

d) Good

e) Very good.

Section two: The effects of classroom anxiety on student's oral participation

Q7- To what extent do you grasp the input provided by your teacher during oral courses?

a) To 100%.

b) To 75 %.

c) To 50 %.

d) To 25 %.

e) From 0 to 25 %

6. Do you participate actively in the oral activities and assignments?

- a) Yes.
- b) No.
- c) Not very much

Do you think that classroom oral participation is important in improving your Speaking ?

- a) yes
- b) No

Q8-How do you feel when participating orally in class ?

- a) Anxious
- b) Uncomfortable
- c) Relaxed

Q9-Do you worry about making mistakes when speaking

- a) Yes
- b) No

Q10-Do you get more anxious when teacher interrupts you to correct every mistake you commit?

- a)Yes
- b) No

Q11-Does the teacher provide you with the input that fits your level (comprehensible input)

- a)Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q12-Do you hesitate to participate orally in class?

- a) Yes
- b) No

_ if yes, it is because of

- a) Anxiety
- b) Being uninterested
- c) Other, please specify

.....
.....

.....
.....

Q13-Anxiety for you:

- a) Is a psychological factor that stands as obstacle to improve your oral fluency.
- b) Facilitates and encourages you to learn better.
- c) Other, please specify

.....

Q14-how much do you agree with the following statement?

-classroom oral participation is the most anxiety provoking

- a) Agree
- b) Disagree

Q15-According to you, classroom anxiety is a result of:

- a) Fear of being laughed at
- b) Fear of being evaluated when speaking
- c) Fear of speaking in class
- d) The teacher's behaviour(i.e. being severe)
- e) Others, please specify.....

Q16-when do you feel more anxious?

- a) When you participate (speak) voluntarily
- b) You are asked to participate (to speak) by the teacher.

Q17 -How would you rate your level of anxiety when speaking English in class?

- a) Very low
- b) Low

c) high

d) Very high

Q18-Which of the following speaking activities makes you feel less anxious ?

a) Group activities

b) Pair activities

c) Individual activities

Q19-How much do you agree with the following statements

I do not feel quite sure of myself when speaking in English classroom because of anxiety

a) Agree

b) Disagree

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

a) Agree

b) Disagree

Q20-Do you feel anxious when asked to participate orally in class (ie by the teacher)

a) Yes

b) No

If yes, do you feel confident when you are anxious?

a) Yes

b) No

Q21-Do you tremble when teacher asks you to answer?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

Q22-During oral activity, do you forget what you want to say and start stuttering?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

Q23-Does your anxiety reduces your ability to express yourself orally?

a) Yes

b) No

If yes, please explain how.....

Q24- what kind of impact does anxiety has on your ability to learn new vocabulary?

a) Negative

b) Positive

Q25-how is your oral performance when you feel anxious?

a) Poor

b) Good

-when you are anxious, do you experience any of the following?

a) I forget words that I have learned before.

b) I lose the ability to pronounce my words accurately.

c) I forget what I want to say

d) If other, please specify

26)Which of the following speaking activities do you enjoy the most to avoid Anxiety?

- a) Games
- b) Vocabulary Learning
- c) Role Play
- d) Completing Dialogues
- e) Questions and Answers Exchanges
- f) Problem Solving
- g) Discussions in Pairs or Groups
- h) Free Discussions
- i) Interviews
- j) Picture Description
- k) Other.....

Appendix B

Teacher's Questionnaire

I. General Questions

Q 1-How old are you?

Under 25 25-29 30-39 40-49 50+

Q2-what is your qualification?

- a) BA
- b) Master
- c) Magister
- d) Doctorate

Q3How long have you been teaching English?

1-2 years 3-5 years 6-10 years 11-15 years 16-20 years
More than 20 years

Q 4 -Do you integrate the four skills in your teaching?

- a) Yes
- b) No

Q5 -In which skill Do you find difficulties in your teaching?

- a) Speaking
- b) Listening
- c) Writing
- d) Reading

II. The Impact of Anxiety on Students' Oral Participation

Q6-Do you try to establish a relaxed atmosphere in the class?

- c) Yes
 - d) No
- If yes , how?

- a) Always

-
- b) Rarely
 - c) Sometimes
 - d) Never

Q7-What type of relationship exist between you and your student

- a) Good
- b) Bad

c) Neutral

Q8-Do you talk with your learners about their learning problems?

a) yes

b) no

Q9-Do you think that there are some learners feel anxious when the teacher corrects their mistakes?

a)Yes

b) No

Q10-Do you think that the use of materials would help students feel more comfortable?

a) Yes

b) No

Q11-Do you think that learners need to be helped to develop their speaking skills?

a)Yes

b) No

Q12-Do you think that your method of teaching encourage learners to learn effectively?

a) Yes

b) No

Q13-Do you think that anxiety facilitates or inhibits learning?

a) Facilitates

b) Inhibits

c) If other, please specify

.....

Q14-Do you think that learner's preferences (learning styles) have an effect on their motivation to learn?

a) Yes

b) No

Q15-How much do you agree with this statement?

“Anxiety helps learner to do well during their exams “

d) Strongly agree

e) Agree

f) Disagree

Q16. How often do you do the following in this module?

Please mark one choice in each row.

1- Never 2 - once a year 3 – twice a year 4 - 3 times a year

a) Attend staff meetings to discuss this module (Speaking) with your colleagues 1
 2 3 4

b) Develop Courses for this module (Speaking) 1 2 3 4

c) Discuss and decide on the selection of instructional media

(e.g. textbooks, exercise books) 1 2 3 4

d) Exchange teaching materials with colleagues' 1 2 3 4

Q17. Have you ever attended a conference, a meeting dealing with anxiety?

c) Yes

d) No