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**The Role of Motivation in Decreasing
Students' Anxiety in Speaking
English as a Foreign Language**
**The Case Study of Second Year LMD Students of English at
Biskra University**

**A Dissertation Submitted in Partial Fulfillment of the Requirement for Master Degree
in Sciences of Language**

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Dedication

I dedicate this work:

To the vessel of sympathy and love those who are among Allah's greatest gifts to me.
To the light of my eyes, to the comfort of my night, to those who planned the hope in my blood, to those who opened my eyes to the world, to those whose words of encouragement and push for tenacity ring in my ears to my beloved and dearest parents, words can never express my deep love to them.

To my dear brothers: Nadhir, Khaled, Ilias who helped me too much

To the mirror and twins of my soul my dear sisters: Fatima and Habiba.

To my beloved zizou, nounou and Mohamed isslam.

To all my close friends near and far and especially my dear sister: Fatma for her help and support throughout this work.

To all those who have never left my side and those who know and love me, and all those whom helped, advised, supported, and encouraged me until the completion of this work.



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Abstract

This research deals with the significant role of motivation in decreasing students' anxiety in speaking English as a foreign language. Our dissertation aims at investigating the problem of anxiety in language speaking because this phenomenon is considered as a very significant issue that most foreign language learners suffer from. It aims also to clarify how motivation can be an effective factor to solve this problem. This research has conducted a descriptive method because it is the most suitable to deal with this topic and to confirm or reject our hypothesis. Indeed, we attempted to describe the situation of students' difficulties in speaking and to provide information concerning the phenomenon of anxiety and to suggest some effective solutions to decrease it. Moreover, we have designed two main questionnaires as the best instrument to collect a considerable amount of data. The first questionnaire was designed to a sample of 40 students of second year LMD at the division of English at Biskra University. The second questionnaire was made for 6 oral expression teachers at the same division. The analysis of results revealed that students feel anxious most of time when they come to speak English mainly because of anxiety and other different factors such as lack of motivation, fear of making mistakes, or lack of vocabulary. Anxiety has confirmed to be an obstacle to students' speaking improvement. Furthermore, motivation has been widely investigated and proved to be a solution to the problem of students' feeling of anxiety and speaking underachievement. To conclude, teachers have to consider motivation in their oral sessions to reduce students' anxiety through applying specific motivational strategies like creating a pleasant atmosphere, designing group works, encouraging creativity, tolerating mistakes as it is part of the learning process.

LIST OF ABBREVIATION

EFL: English as a foreign language

LMD: License, master, doctorate

ND: No date

AAMS: An Attributional Approach to Motivation in School

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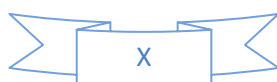
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CHAPTER ONE

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Introduction

Nowadays, teaching and learning English as a foreign language is one of the most significant fields that many people are interested in. It is built on some basic skills that are categorized into two groups: the first one involves receptive skills which contain reading and listening, and the second group includes the productive skills that are writing and speaking. This latter is very necessary in the process of teaching and learning English as a foreign language; therefore, English learners need to practise it. However, learning to speak is a complex and a complicated task because during an attempt to practise this skill, the majority of students can face many problems and difficulties especially psychological ones such as shyness, fear of making mistakes, anxiety, etc that hinder them from speaking. Anxiety, for example, is a highly complex phenomenon that the majority of students encounter in learning to speak. When they feel anxious, they are unable to speak and cannot show their full potential even if most of them have many ideas but cannot express them. So anxiety has a negative impact on students' performance that is why EFL teachers are in constant search of what may help their learners decrease their level of anxiety. Also, teachers attempt to explore and find ways that can really help learners to overcome their anxiety. In addition, many researchers proposed different strategies/techniques such as depending on motivation which takes a great part in the process of teaching and learning English as a foreign language.

1. The Aims of the Study

The main aim of this study is to shed light on ways to decrease EFL students' anxiety and how they can overtake this difficulty through depending on motivation. Most importantly, it investigates how the teacher can use motivational strategies to help learners become more motivated and overcome their anxiety. Moreover, it aims to investigate the effects of using motivation in decreasing students' anxiety in speaking.

2. Statement of the Problem

The majority of LMD students at the Division of English at the University of Biskra suffer from their disability to speak fluently and accurately mainly because of their anxiety. And one of the solutions to overcome anxiety in speaking is motivation. Nevertheless, it is a neglected aspect of learning equally from teachers and learners.

3. Significance of the Study

This study is significant to both teachers and students of English. Actually, it attempts to find solutions to help students decrease their level of anxiety and increase their motivation to learn. This latter is largely considered by teachers who use it as an enduring technique to teach English in general and speaking more particularly.

4. Hypothesis

We hypothesize that if EFL learners' motivation is increased, their anxiety in speaking would be decreased. More precisely, if the teacher uses effective motivational strategies, learners' anxiety would be decreased.

5. Research Questions

In this study we may ask the following questions:

- Why do most of EFL learners have difficulties to speak English in class?
- Do they face anxiety in speaking?
- Does motivation contribute in decreasing students' anxiety and help them perform better in speaking?
- What is the role of the teacher in decreasing learners' anxiety to speak?

6. Limitation of the Study

Basically, this research is limited to a sample of 40 students to represent the population of second year .We know that it is not representative but because of time constraints and in terms of practicability, it is more judicious to work with a limited number of students . It is limited also to one area; that the use of motivational techniques is related to education and more precisely to the decrease of learners' anxiety and to the improvement of EFL speaking skill.

7. Literature Review

Recent studies have determined the significance of motivation in teaching and learning EFL. However, many learners suffer from lack of motivation and that what may make them feel anxious most of the times when they speak. Many scholars are interested in this topic and state that motivation is one of the most major effective factors to second

language acquisition and that it is the most significant cause that defines students' success or failure. According to Reid (2007:14), a learner needs to have a desired goal and some determination to succeed. Also, for him, motivation to learn and learning to motivate are crucial for affective learning. Indeed, he used the following analogy: "A car run will not without fuel so children will not learn without motivation". Moreover, not all children are intuitively and intrinsically motivated to learn. The role of the teacher, here, is so important; he has to develop the means and methods to enable and facilitate this motivation.

Juhana (2012) is another researcher who studies psychological factors that hinder students from speaking in English class such as anxiety and lack of motivation, two factors that make speaking English for many students a stressful activity. Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. Zua (2008) adds that motivation is an inner energy; she says that no matter what kind of motivation the learners possess, it will enhance their study interest.

Some researchers speak about motivation and anxiety in speaking together whereas some others speak about them separately. Throughout this research, our contribution to this topic is to get information about how the strategies of motivation can be used in decreasing the level of anxiety in speaking.

8. Research Methodology

8.1. Research Method

In this research, we will concentrate on the descriptive method as an appropriate way for investigating the topic and confirming our hypothesis. Indeed, we attempt to describe the situation and provide information concerning the phenomenon of anxiety and to suggest some solutions to decrease it.

8.2. Data Gathering Tools

In this study, in order to collect data, we would design two main questionnaires which might be the best instrument that can serve as a means of collecting a considerable amount of data. One questionnaire will be designed for oral expression teachers, and a second one

will be made for second year LMD students at the English Division of the University of Biskra.

8.3. Sample of the Study

This research is designed for second year LMD students at the Division of English at the University of Biskra. We purposely decided to select second year students (a population of 422 students) because we observed that in spite of their experience in speaking, they still face the difficulty to speak mainly because of anxiety. We will select randomly a sample of 40 students. Furthermore, a sample of 6 teachers of oral expression will be needed for this study to gather their opinions about the subject under investigation.

9. Structure of the Dissertation

This dissertation is basically divided into two main parts, the theoretical part and the practical part. The theoretical part which contains the study of the literature review comprises two main chapters. The first one is concerned with an overview of the concept of motivation: its definition, types, strategies, theories, sources and its effects on anxiety. However, the second chapter is an overview of anxiety that contains the definitions, reasons, effects, types, theories, and an overview of speaking; its definition, elements, importance and its characteristics. The practical part comprises the analyses of students and teachers' questionnaires.

Introduction

It is known that the main aim of many EFL learners is, fundamentally, to develop and to improve their ability to speak and communicate well. So, there are many techniques to achieve this aim and one of them is depending on motivation which is, without doubt, a significant subject to human beings. It is the core of the ability to succeed in various domains and particularly in the teaching- learning of English as a foreign language in schools and universities. Some researchers think that motivation is one of the most important factors of successful teaching as well as learning. In addition, motivation is not a personal feature that is fixed but it changes according to the situation. In this chapter, the concept of motivation will be defined besides its types, sources, strategies and its effects on anxiety.

1. Definition of Motivation

According to the Oxford Thesaurus An A-Z Dictionary of Synonyms (ND), the verb 'motivate' means prompt, activate, move, inspire, incite, stimulate, and encourage. The term 'motive' as a noun means inducement, incentive, and attraction. In this sense, motivation is considered as a key factor in successful learning; it is something that enables the students to act in certain ways.

Motivation is not an easy subject in language learning that is why most of the time teachers encounter difficulties to motivate their students. Dornyei (2001,p. 02) states: "motivation is without question the most complex and challenging issue facing teachers today" (quoted in Scheidecker and Freeman, 1999,p. 116). Many researchers and scholars show their interest in the concept of motivation which means pushing people to do things or act in certain ways. In addition, this term is basically related to external and internal

factors that push people to do things. Therefore, it is a drive that causes people do something to attain certain goals.

Harmer (1991: 51) defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something." He explains also that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there sustained intellectual and/or physical effort. (ibid)

Motivation is the power that guides our behavior, it is an emotion, feeling or factor that pushes learners to do certain things as Long (2011) explained it. Indeed, Long (2011, p. 112; quoted in Boekhaerts et al., 2010, p. 335) states:

Motivation could be best considered as an inner energy source that pushes people toward desirable outcomes and away from undesirable outcomes [...] motivation is concerned with the fulfillment of one's needs, expectation, goals, desires and ambitions.

A similar definition was given by Pritchard (2008, p. 6) in which he states:

The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something: you might say that a colleague is highly motivated to finish a project. It be motivated by recognition, another by raises [...] motivation is how we chose to allocate that energy to different actions to achieve the greatest satisfaction of our needs.

In other words, motivation is a desire, energy, encouragement that someone has and affected by and that pushes him/her to achieve and fulfill a task and to satisfy a need.

2. Types of Motivation

In fact, motivation plays a great role in teaching and learning English as a foreign language because it helps students to study the language successfully. Motivation is basically related to external and internal factors that induce people to do things and attain certain goals. Thus, motivation has two main types: they are extrinsic motivation and intrinsic motivation.

2.1. Extrinsic Motivation

This kind of motivation occurs when being affected by some outside factors. Harmer (1991, p. 51) affirms: "Extrinsic motivation is caused by any number of outside factors. For example, the needs to pass an exam, the hope of financial reward or the possibility of future travel claim." The same view is asserted by Jordan et al. (2008, p. 157) in which extrinsic motivators is related to "factors external to the individuals that motivate them to respond, e.g. high grades, praise, or money." In other words, an extrinsic factor is basically related to the set of encouragements that are coming from the outside or external sources. This means that people will be directly affected by external factors that will lead them to achieve a task.

A similar definition was given by Alderman (2004) in which he states: "Intrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, specific privilege and certificates or material rewards." (p. 248)

2.2. Intrinsic Motivation

This factor is so significant for promoting success as many researchers confirm. It is mainly related to the internal desire that someone has; something inside people that direct

their power. Also, it refers to the learners themselves as Harmer (1991, p. 51) mentioned: "Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better."

In addition, according to Alderman (2004, p. 248), "Intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning and challenge." Therefore, students have self-determination in selecting their activities without any kind of compulsion.

3. Theories of Motivation

3.1. An Attributional Approach to Motivation in School (AAMS)

According to Wentzel and Wigfield (2009), the field of attribution theory originated with the publication of Fritz Heider, its importance basically lies in its benefit for understanding real-world motivational concerns that take place daily in school settings. It comprises for example self-esteem maintenance, emotional reactions to success and failure. Attribution theory is also related to causal attributions in which persons try to identify why such outcomes happen as success or failure and the reactions as sadness or happiness. Therefore, attributions are answers to those 'why' questions such as 'Why I did I fail the exam?'

3.2. Self-Efficacy Theory

Self efficacy plays a great role in increasing individuals' motivation and recognizing different abilities that lead them to learn and perform actions. It also influences behaviors and environment as it can be affected by them. According to Wentzel and Wigfield (2009), "Self-efficacy refers to perceived capabilities for learning or performing actions at designated levels." (cited in Bandura, 1997). Researchers have linked the role of self-

efficacy concept with different fields that are related to education, health and business. However, individuals' self-efficacy beliefs can be developed as a result of social persuasions in which they receive from others and their ways of performance.

However, positive social persuasions can increase self- efficacy in contrast to the negative one in which self- efficacy can be decreased. Concerning to the other source from within individuals, self- efficacy is psychological and emotional states; for example, stress and anxiety. On the other hand, individuals' self- efficacy can be measured through emotional states which that positive self -emotional lead to success whereas the negative ones lead to failure. That is why changing negative ideas and feelings is so important (p. 35-38).

3.3. Expectancy-value theory

According to Brophy (1999), Eccles and Wigfield (1995), "motivation to perform various tasks is the product of two key factors the individuals expectancy of success in a given task and the value the individuals attaches to success on that task." (Cited in Dornyei, 2001, p.10). In other words, expectancy is related to the beliefs about success that individuals expect; more precisely, it is about future plans. For instance, how well students will achieve a task in the next year. Whereas, Eccles and her colleagues (1992, p. 57) points out value as "qualities of different tasks and how those qualities influence the individual's desire to do the task." (Cited in Wentzel and Wigfield, 2009).

Besides that, Dornyei (2001, p. 10-11) sums up in his book (motivational strategies in the language classroom) some theories of motivation. They are summarized in the following table:

<p>Achievement Motivation theory</p>	<p>Atkinson And Raynor (1997)</p>	<p>Expectancy of success ; incentive value; need for achievement ; fear of failure</p>	<p>Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the expectancy (or Perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.</p>
<p>Goal setting theory</p>	<p>Locke and Latham (1990)</p>	<p>Goal properties Specificity , difficulty and commitment</p>	<p>Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment. (p.81-85).</p>
<p>Self-worth theory</p>	<p>Covington (1998)</p>	<p>Perceived self-worth</p>	<p>People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviors in</p>

			school settings. (p. 88).
Goal orientation theory	Ames (1992)	Mastery goals and performance goals	Mastery goals(focusing on learning the content) are superior to performance goals (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.
Self-determination theory	Deci and Ryan (1985), Vallerand (1997)	intrinsic motivation and extrinsic motivation	Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.
Social motivation Theory	Weiner (1994) Wentzel (1999)	Environmental influences	A great deal of human motivation stems from the sociocultural context rather than from the individual.

<p>Theory of planned behavior</p>	<p>Ajzen (1988), Eagly and Chaiken (1993)</p>	<p>Attitudes; subjective norms; perceived behavioral control</p>	<p>Attitudes exert a directive influence on behavior, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms(perceived social pressures) and perceived behavioral control(perceived ease or difficulty of performing the behavior)</p>
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Table 1. Theories of Motivation (Dornyei, p. 10-11).

4. Sources of Motivation

In order to push learners to achieve their tasks, different factors intervene to simplify the process of encouragement. The main sources are those mentioned by Harmer (2001, p. 52). They are as follows:

4.1. Society we live in

According to Harmer (2001), society is of the significant sources of motivation that influence learners' learning a language. It also contributes in motivating learners who are directly influenced by their society which leads them to perform well. It is concerned with the environment that surrounds learners and comprises the family, school or friends. (p. 52)

4.2. The Teacher

According to Harmer (2001), the teacher plays a great role in the process of teaching and learning; most importantly, in motivating learners. So, the role of the teacher is not just to present his lecture and transmit information but the effective teacher is the one who goes hand in hand with his students. Moreover, he is the one who makes the maximum effort to

understand his students' difficulties and how different theories of motivation can be applied to help them avoid many obstacles to accomplish and build a solid foundation for effective learning by making students more active and enjoy his session. (p. 52-57)

4.3. The Method

According to Harmer (2001), the method used in teaching and learning is significant to both the student and the teacher. That is why teachers very often are advised to use appropriate and effective method in order to meet the needs and the desire of the students and to make them interested in the learning process. If the method used is pleasant for both of them, the process of teaching and learning will be effective. (p. 52)

5. Factors of Motivation

The majority of teachers observed that their students' performance varies and fluctuates; the thing that makes their motivation sometimes increase or decrease. This may be related to certain factors. In this sense, Williams and Burden (1997) developed a framework of motivation in learning a language as a fundamental step to clarify different L2 motivational factors that influence learners' learning. These factors can be internal or external. (cited in Dornyei, 2001, p. 20-21)

Internal factors	External Factors
Intrinsic interest of activity • Arousal of curiosity	Significant others •parents

<ul style="list-style-type: none"> • Optimal degree of challenge <p>Perceived value of activity</p> <ul style="list-style-type: none"> • Personal relevance • Anticipated value of outcomes • Intrinsic value attributed to the activity <p>Sense of agency</p> <ul style="list-style-type: none"> • Locus of causality • Locus of control re: process and outcomes • Ability to set appropriate goals mastery • Feelings of competence • Awareness of developing skills and mastery in chosen area • Self-efficacy <p>Self concept</p> <ul style="list-style-type: none"> • Realistic awareness of personal strengths and weakness in skills required • Personal definition and judgments of success and failure • Self-worth concern • Learned helplessness attitudes 	<ul style="list-style-type: none"> • teachers • peers <p>The nature of interaction with significant others</p> <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishment, sanction the <p>Learning environment</p> <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos <p>The broader context</p> <ul style="list-style-type: none"> • wider family • the local education system
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<p>Attitude</p> <ul style="list-style-type: none"> •to language learning in general • to the target language • to the target language community and culture <p>Other effective states</p> <ul style="list-style-type: none"> • confidence • anxiety, fear <p>Developmental age and stage gender</p>	<ul style="list-style-type: none"> • conflicting interest • cultural norms • societal expectations and attitudes
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Table 3: Williams and Burden's (1997) framework of L2 motivation(cited in Dornyei, 2001, p. 20-21)

6. Motivational Strategies in the Foreign Language Classroom

The effectiveness and success of any activity is basically related to the degree to which students persist to accomplish the task and achieve a goal. Motivational strategies are fundamentally related to the set of techniques that help learners to develop their behaviors. The concept of motivation had a pivotal role in past and still until now. This indicates its significance to human beings in general, and to foreign language learners in particular. Motivating students to increase their desire toward learning a language to speak is not an easy task. Therefore, many researchers and psychologists bring out different strategies that can be applied by teachers. In this regard to motivational strategies, Dornyei (2001) identified some of them. In the similar context, Reid (2007) identified twenty four

strategies for motivation. From both researchers, several common used strategies will be mentioned in the following points.

6.1. Encourage Diversity in learning Styles

Learners' learning style is a real challenge to teachers because it is difficult to meet the needs of the wide range of learning styles in classroom. This means that learners are not similar because each one has his/her style of learning. However, the application of learning styles can be affected by different factors such as environment, school, society, or culture. On the other hand, the diversity of learning styles can be met via advance planning; the teacher has to identify the learners' individual learning styles. In addition, the teacher must create a variety of learning activities to cover the maximum learners' learning styles. (Reid, 2007, p. 18).

6.2. Encourage Creativity

Creativity simply means to explore and to bring new things that did not exist before or to modify them to be new. Encouraging creativity in education is of the significant techniques ²that the teacher can rely on in order to promote his students motivation. Moreover, encouraging creativity will help students to feel more energized. In addition, learners will be more motivated to decrease their fears toward their performance.

For more about the concept of encouraging creativity, students must follow their interests. It is also beneficial to them to have knowledge of others' ideas which lead them to establish their own. In this sense, the role of the teacher is to give his students opportunities to explore and construct their abilities. In this sense, Fleith (2000) identified in her research that teachers encourage creativity by "not imposing too many assignments

and rules on students, giving students choices, providing students opportunities to become aware of their creativity, and accepting students as they are".

6.3. Ability to listen and pay attention to students

Listening is considered as an important skill for effective communication. Listening to others means to give them more attention and show them they are important. That is why the ability to listen and pay attention to students is considered as one of the successful strategies that teachers can rely on in their classes. In other words, students always prefer those who can listen to their opinions, ideas, then understand them; like this, teachers can build a strong relationship with their students. One author argues: “the most basic and powerful way to connect to another person is to listen just listen. Perhaps the most important thing we ever give each other is our attention.”

Moreover, Burdner (1995, p. 224) suggested some gestures that can convey personal attention to students:

- Greet students and remember their names.
- Smile at them.
- Notice interesting features of their appearance
- Learn something unique about each student and occasionally mention it to them.
- Ask them about their lives outside school.
- Show interest in their hobbies.
- Express in your comment that you have thought about them and that individual effort is recognized.
- Move around in class. (cited in Dornyei, 2001, p. 38)

6.4. Group Work

Group work is of the successful strategies that the teacher can use in order to create an effective and comfortable classroom environment. Indeed, the role of the teacher here is to create an effective group work in which students will have opportunities to discuss their answers, exchange their ideas and opinions. Some students, however, dislike working in groups because they believe it is a waste of time or can lower their grades. In addition, some of them may not accept criticisms from their classmates because they think their ideas are the best. However, group work leads to establishing good relationships among students. According to Reid (2007), the effectiveness of a group contributes to positive experience as it can decrease students' fears. According to Grandall (1999, p. 233-235), "Group work is also beneficial in the sense that students have time to think and rehearse their answers which encourage them to participate in the class room. Besides, it can increase students' self-confidence and promote interaction." (Cited in Achbi, F, Z and Sebaa, k, 2011, p. 45) .

According to Weimer (ND), most importantly, the exercises should be carefully designed according to the groups; she added: "Group work can create powerful learning experiences for students. From understanding course content to developing problem solving, teamwork and communication skills, group work is an effective teaching strategy whose lessons may endure well beyond the end of a course." (p. 2)

Reid (2007, pp. 19-23) suggests some other strategies to increase students' motivation:

- Provide feedback to students about their own personal progress
- Learners need to believe in their own abilities
- Focus on the task and the curriculum

- Minimize pressure
- Self-assessment
- Show progression
- Develop student responsibility
- Encourage student choice
- Use positive feedback
- Encourage self-evaluation

Many motivational strategies have been introduced by some researchers to the teachers to use them in their classes. This is an indicator to the significance of motivation in teaching and learning process and especially its role in leading students to develop their learning and reducing their anxiety.

7. The Effects of Motivation on Anxiety

According to Shams (2008, p. 121), motivational factors influence students' attitudes and anxiety level in English language learning. Also in her survey findings; the students have attitudes, high motivational level and moderate responses to their anxiety level. Motivation fundamentally can be considered as one of the sources of successful language learning in the sense that it can overcome the degree of students' anxiety in their attempt to speak English as a foreign language in oral classes. Moreover, it can be one of the variety ways that change students fears and tensions from negative feelings to positive ones. In this sense, Matsuzaki, J. (2006) concluded that "students who have reasons and intellectual satisfaction tend to have lower levels of foreign language anxiety." (p. 27)

Bolduc (2000), in his book "The Power of Motivation", stresses on the effectiveness of motivation in leading to success and energizing people to do well according to him,

“everything we do is to gain pleasure and avoid pain. The power of motivation was written to encourage, inspire and motivate you to take charge of the forces that control you.” (p. 123)

Conclusion

The main aim of this chapter is to clarify the role of motivation in promoting students' level in speaking English as a foreign language and its effects in reducing the degree of students' anxiety. Therefore, motivation has an important contribution in enabling students to feel more comfortable and have a desire to learn a language. Moreover, the fundamental aim of this chapter is to describe and explore the nature of motivation concept from different perspectives as: its sources, development, types, factors, different theories, and the main strategies that the teacher can rely on in order to create an effective classroom environment. Concerning the strategies, the teacher may integrate different ones to satisfy the needs and the goals of his students as much as possible.

Introduction

The majority of universities emphasize on the significance of teaching and learning speaking skill to foreign language learners because it is the core to perform well specifically in the oral expression module which focuses more on speaking rather than on the other skills. Indeed, the oral skill is considered as an important aspect since the aims of teaching are engaging students to communicate well. The majority of oral expression teachers claim that their students encounter some psychological problems that impede their ability to speak freely. They are such problems as the lack of motivation, fear of making mistakes, keeping silent most of the time, shyness and anxiety.

Anxiety is considered as the most difficult psychological phenomenon that many foreign language learners experience and suffer from in their attempt to speak English. They feel anxious in terms of frustration, unwillingness, reluctance because of many factors as lack of vocabulary, lack of confidence, or lack of motivation. Hence, in order to make this concept clearer, this chapter will fundamentally deal with the following significant elements: introducing different definitions of anxiety, its types and theories, presenting its main causes, and its effects on speaking.

1. Definition of Anxiety in Language Learning

Anxiety is part of students learning English as a foreign language. It is linked to confusion, and is associated with the psychology of students in terms of negative emotion, tension, frustration and thoughts toward practicing speaking the English language in the classroom. This may cause bad issues as affecting learners' language, and breakdown their development and progression. Many psychologists and researchers have defined the concept of anxiety, each one according to his point of view.

Horwitz and Cope (1986, p.125) defined anxiety as a “subjective feeling of tension, apprehension, nervousness, and worry.” (quoted in Tsai, 2013, p. 25). In other words, anxiety has a negative side in affecting students' performance and may not allow them fulfill their goals which is to be proficient in speaking English as a foreign language. In addition, according to Scovel (1978, p. 134), anxiety plays a significant role in second language learning. It is related to self-esteem, inhibition, and risk taking, and it is also

“associated with feelings of uneasiness, frustration, self- doubt, apprehension, or worry”.
(Cited in Brown, 2000, p. 150-151)

Foreign language anxiety has been also defined by MacIntyre (1999,p. 27) as
“worry and negative emotional reaction aroused when learning or using a second
language.” (Cited in Khodadady and Khajavy, 2013, p. 720)

2. Types of Anxiety

Foreign language anxiety is of the most difficult obstacles that prevalent among the majority of foreign language students in their attempt to speak. Nevertheless, they experienced it at different levels. Hence, many psychologists distinguish between different types of anxiety mostly the majority of them indicate three main types: trait; state, and Situation-Specific Anxiety.

2.1. Trait Anxiety

Trait anxiety is fundamentally associated with the individual personality. It is a stable trait in terms that students who encounter trait anxiety they feel anxious on all occasions. It can be experienced according to the situations that individuals perceive. According to Oxford (1999), anxiety is “a more permanent predisposition to be anxious. Some people are predictably and generally anxious about many things. At a more momentary, or situational level.” (cited in Brown, 2000, p. 151)

Moreover, “trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he /she is exposed to[...] it is a part of a persons’ character and hence is a permanent and difficult.” In other words, trait anxiety will prevent students to learn a language; in this case, they will sense anxious in a range of situations.

2.2. State Anxiety

According to Brown (2000, p. 151), “state anxiety is experienced in relation to some particular event or act.” Here, it is important in a classroom for a teacher to try to determine whether a student’s anxiety stems from a more global trait or whether it comes from a particular situation at the moment.” Therefore, this type of anxiety is not permanent, it is a temporary anxiety that happens in a specific moment of time, and

responds to such external stimuli that affect students. State anxiety is also called ‘situational anxiety’; it is originated in a specific situation, and can be reduced over time. (Riasati, 2011, p. 908)

2.3. Situation-Specific Anxiety

McIntyre and Gardner state that situation-specific anxiety “can be considered to be probably of becoming anxious in a particular type of situation such as during tests (‘test anxiety’), when solving mathematics problems (‘math anxiety’) or when speaking a second language (‘language anxiety’)” cited in achbi and sebaa dessertation,2011-2012,p. 13). Therefore, this type is happens within a specific situation.

2.4. Deliberative Vs Facilitative Anxiety (Helpful or Harmful)

Brown (2000) distinguished between two main types of anxiety: Deliberative and Facilitative. They directly affect students’ speaking skill in two main areas.

2.4.1. Deliberative Anxiety

Deliberative anxiety or what Oxford (1999) called ‘harmful anxiety’ refers to “anxiety as negative factor something to be avoided at all costs.” (cited in Brown, 2000, p. 151). This type of anxiety is fundamentally focused on the negative bond among anxiety and performance. In addition, it is called harmful anxiety because of the unpleasant and negative thoughts and emotions of individuals that make their performance breakdown. Therefore, learners need to avoid this kind of anxiety because of its negative effects that intimidate their learning and goals achievement.

2.4.2. Facilitative anxiety

It is also referred to as ‘helpful anxiety’. According to Oxford (1999), it is related to some concern or apprehension over a task to be accomplished. On the other hand, facilitative anxiety is one of the beneficial keys that lead to success closely related to competitiveness. This means that facilitative anxiety affects language learning positively. (Brown, 2000, pp. 151-152).

To conclude this point In addition to the previous three types of anxiety two main types of anxiety are distinguished by Brown they are: Deliberative Anxiety and Facilitative anxiety; the first one called also harmful anxiety in terms it has a negative impact on learner’ performance. The later one called also helpful anxiety which related to its positive effects on language learning.

3. Causes of Anxiety

Presentation, speaking in class in front of others is the majority of students' obstacles. In their attempt to speak in their English oral class, many of them encounter some problems; for instance, anxiety that hinder them from practicing a language in classroom. According to Xiuqin(2006), throughout his findings from the questionnaires and interviews that were designed for English classes, about students' difficulties and their perceptions of the causes of slow progression in speaking, he revealed that they suffer from anxiety. This what led him to identify the main causes of anxiety which are summarized as follow:

3.1. Large Class Size

Speaking in public or in front of a class of a large number very often make students anxious. This phenomenon is mainly considered as a common problem among the majority of EFL students at universities in terms of they prefer to keep silent most of the time and feel so nervous and unpleasant when the teacher asks them to answer or whatever the question could be. In order to decrease and overcome this problem, the teacher must create a more pleasant and comfortable classroom atmosphere for students in order for them to feel at ease, be motivated and perform well.(p. 35)

3.2. Fear of Making Mistakes and Derision

Fear of making mistakes is basically of the significant factors that prevent students from attempting to speak English fluently and competently. It is a big difficulty that the majority of students share in English oral classes generally the idea referring to when they feel discouraged, frustrated, unwilling to make efforts or when they may not do well in addition and they are afraid of being criticized by their peers. Moreover, they are uncomfortable to communicate with others. Nevertheless, students can overcome this barrier by reconsidering their fear of making mistakes (p. 35). Indeed, Kukurs (2010) suggests:

So basically if you perceive mistakes during English speech as something terrifying, as something that you make and it stays there, and you can't correct, or as something that will definitely make others laugh about you and you'll end up being humiliated, then you definitely have to change the way you see mistakes. You have to start seeing them as an

integral part of being a foreign English speaker, you simply have to tell yourself: *'Making mistakes is normal'* whenever you feel onset of fear and anxiety if there's a prospect of speaking with someone. But don't think I'm condoning speaking in bad, broken English without trying to improve it. That's not what I'm saying at all, you definitely need to work on your spoken English skills to make sure you get English grammar right and also that you use proper words and phrases and so on.

In other words, students must consider making mistakes as a part of their learning process to avoid this barrier. They must be more motivated and they are required to Practice the target language as much as possible.

3.3. Less Proficient English

This cause is mainly attached with the inability of students to understand their teachers' saying and answering their questions. Also, they are afraid of asking their teachers to repeat again when they do not get the idea. This is what may make their classmates think that they are not good in English and then criticize and laugh at them. Therefore, in order for students to avoid their mates' negative comments; they prefer to keep silent most of the time. Indeed, this will deprive them performing well.

3.4. Unwillingness to Take Risks

This concept is used when students do not want to take any adventure to speak English and they do not have any desire to do: they prefer to keep silent.

Risk taking means the ability to engage with different things whatever the difficulties might be. Very often the outcomes of this concept are good in making individuals be able to fulfill different tasks. Nevertheless, many students avoid this strategy; they are unwilling to take risks because this makes them receive different criticisms. In fact, they find it pleasant when keeping quiet and do not communicate with others. On the other hand, risk taking is beneficial in EFL learners' development and improvement. This is supported by Tudor (1996, p. 36) who believes that "risk-taking can foster language use, and is likely to expand the learners' exploration of the target language and thus increase potentially productive learning opportunities."(p. 35)

3.5. Competitiveness

Competitiveness in English classrooms is beneficial for students in improving and developing their level in speaking. Indeed, many students ignore this strategy and for them it is of the factors that they are scared of in terms of receiving others' assessments, negative comments, criticism. In other words, it is to maintain their image in front of others and it is mainly linked with the concept of 'losing FACE'. Xiuqin (2006, p. 36) argues:

People will not do anything that threatens their own face, or if they have to do it, they will try to minimize the threat to loss of face. In English classrooms any act of oral communication is a threat to face, because of the high risk of making mistakes and appearing foolish.

3.5. Low Tolerance of Ambiguity

According to Xiuqin (2006, p. 36), this idea means that the vocabulary or idioms used are not clear or difficult because learners need simple and easy language in their language learning process. In addition, difficult language lead them recoil and not enjoy learning the language.

3.6. Lack of Motivation

Motivation is so significant in the process of teaching and learning altogether; it is the key factor in learners' success or failure. Whatever its kinds could be, without it students will not improve any more. Therefore, motivation can be the real way to reduce students' anxiety. Moreover, lack of motivation causes students anxiety, apprehension, and frustration. (Juhana, 2012, p. 103)

4. Characteristics of Anxiety

Since anxiety has a great impact on learning English as a foreign language, it is very essential to know the different perspectives. Students who experience speech anxiety are characterized by many features which make them different from other students. Mainly these characteristics can be affected them cognitively, psychologically and behaviorally each dimension has its own feature. They are as shown in the following table as Huberty (2009) stated:

Cognitive	Behavioral	Physiological
Concentration problems	Motor restlessness	Tics
Memory problems	Fidgets	Recurrent, localized pain
Attention problems	Task avoidance	Rapid heart rate
Oversensitivity	Rapid speech	Flushing of the skin
Difficulty solving problems	Erratic behavior	Perspiration
Worry	Irritability	Headaches
Cognitive dysfunctions	Withdrawal	Muscle tension
—Distortions	Perfectionism	Sleeping problems
—Deficiencies	Lack of participation	Nausea
Attributional style	Failure to complete tasks	Vomiting
Problems	Seeking easy tasks	Enuresis

Table 3: Characteristics of Anxiety. (Huberty, 2009)

Since anxiety has a great impact on learning English as a foreign language, it is very essential to know the different perspectives. Students who experience speech anxiety are characterized by many features which make them different from other students. Mainly these characteristics can be affected them cognitively, psychologically and behaviorally each dimension has its own feature. They are as shown in the following table as Huberty (2009) stated:

5. Effects of Anxiety on Speaking

The different difficulties implied within anxiety such as fear of making mistakes, lack of motivation, lack of confidence, frustration, and tension inhibition are considered as negative causes that affect EFL students' achievement. Indeed, learners experience plenty of difficulties during learning the target language mainly because of different negative feelings that influence their learning process. Therefore, it has a pivotal role in students' failure. So, anxiety is considered as a harmful factor in learning a foreign language, particularly in attempting to speak it. According to Horwitz et al. (1986, p. 125), "anxiety is a major obstacle to be overcome in learning to speak another language" (cited in Xiamping, p. 37). Moreover, Nascente (2001, p. 18) identifies anxiety as "a group of

feelings of resistance, insecurity and discomfort, associated with the process of learning English.” (Cited in Xiamping, p.37)

Moreover, the negative relationship between learners’ oral performance and anxiety demonstrate that the low oral performance of students’ scores is because of their high level of anxiety. This means that learners with medium stress will succeed in speaking and their language will not be good in contrast to those who have low stress; they have a chance to be more successful in language learning (Azizifar, p.1752). This accordingly to what Gardner (1989) concluded “anxiety leads to deficits in learning and performance. The level of anxiety decreases at high speaking grades and the students who have higher scores are less anxious than the ones who have lower marks” (cited in Azizifar.A, p.1752). As well as Azizifar added: “foreign language anxiety is a common debilitating feeling which affects students in a variety of ways, particularly during speaking activities.”

Furthermore, students can experience strong emotive reactions such as nervousness and confusion, trembling, and panic when speaking. What seems to distinguish speaking is the public nature of the skill; this poses a threat to peoples’ self-concept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals. (Horwitz et al., 1986; *ibid*)

Thus, anxiety influences foreign language students psychologically and physically which prevent them from developing and improving their level and proficiency in speaking. As well as it can discourage them from participating in the classroom. As a consequence, if anxiety is not reduced, it will become more than just a negative emotion and can arise into phobia or other dangerous disorders.

6. Solutions to Overcome Anxiety in Speaking

According to Oxford (1999), efforts must be made to alleviate the anxiety levels of students by providing a non-threatening learning atmosphere in the oral English classroom. Alleviating anxiety in students is the top priority for oral classes. Teachers need to be aware of this and make corresponding changes to their teaching methodologies to respond more effectively to the needs of anxious students. Improvement in speaking skills will be demonstrated by the students who are actively involved in the oral class activities, and who grasp every opportunity to practice the language. (p. 38)

Since anxiety is of the main factors that hinder students from fulfilling their goals in their learning process, they must do their possible to stop its damages. Besides, they should know that if there is a will, there is a way and to any problem there is a solution. They just need to be patient and change certain behaviors and go hand in hand with their teachers. Hence, researchers have been investigated some strategies that may help students to reduce their speaking anxiety. These strategies can be easily used by learners themselves; it is also a way to promote their autonomy and take more responsibilities in their process of learning the language. Other strategies have suggested as well for teachers who may effectively apply them in their oral classes. Thus, the teacher helps his students to understand and overcome their fears and anxiety by working as a guide or a motivator, sometimes even as a psychologist.

6.1. Strategies Used by Learners to Reduce their Speaking Anxiety

Speaking anxiety in EFL is the most harmful problem that many students encounter in their attempt to speak in the classroom. In order to overcome their anxiety, it is beneficial for them to be aware about the different ways that can assist them. Tseng (2012) suggested some points to follow.

- Observe and identify thoughts that cause the emotion of fear which has no strong foundation and it is unjustified. Thinking positively is so deeded, it must taking into account that mistakes are part of learners' learning process and every one can make them. It is also important to know that perfection does not mean success because it is impossible objective and it is not needed for succeeding.
- Relaxation is the key to make anxiety vanishes or decreases by following some simple steps during the class such as: sitting in a comfortable and straight way, take slow and deep breaths, stretch and have some muscle relaxation exercises which will turn nervous energy into a positive one.
- Think and organize your ideas before expressing them which are related to: vocabulary, structure, intonation.
- Successful communication is achieved by the concentration on the message itself to be believed not on the people and making mistakes in the message is not a problem.

- Be friendly and socialize with your surroundings on order to feel comfortable when speaking with them.
- Have a pleasant relationship and interact with the teacher during class time by greeting them and ask relevant questions.
- Avoid setting at the back of the classroom, and move forward in front to the person you want to speak to facilitate speaking.
 - Self confidence is so important in learning process. So Building self confidence depends on the amount you practice speaking English because as more as you speak you will fulfill your confidence in speaking

6.2. Strategies Used by Instructors to reduce Learners' Speaking Anxiety

In order to help students decrease their anxiety, teachers may apply certain strategies that are significant and effective in their classes. Tseng (2012, pp. 85-86) proposed some ticks/ways for them to follow.

- Showing authentic concern towards your students and their language learning in order to increase their motivation and language interest.
- Humor and warmth are essential characteristics to ensure the classroom environment as walking around the room, making occasional contact with students by tapping them on the shoulder or patting them on the back.
- Giving your students opportunities to speak and encourage group activities pair work, role plays to carry out the lessons
- Varying classroom activities indirectly get students to talk about their anxiety and discuss its main reasons and the appropriate and possible ways to reduce it.
- Create Pleasant and enjoyable classroom atmosphere, by introducing some fun activities like: song activities listening activity make multiple-choice and word selection, spotting the differences, arranging the lines, and matching sentences halves. These kinds of activities may be used in the lesson.

Other strategies have been suggested by Huberty (2009, pp 14-15) to help the teacher to know how to work with students in the classroom in order to reduce their anxiety, improve and develop their leaning process and make his class atmosphere as pleasant, comfortable and motivated. These strategies are summarized in the following points:

- Providing relaxation training.
- Using test-anxiety hierarchies for assessments and public performances using variations of systematic desensitization.
- Using pretest rehearsal.
- Using practice tests
- Reviewing task content before examinations
- Modifying tasks, such as breaking them into smaller units Developing mnemonic devices to help recall
- Using cognitive-behavioral techniques to reduce characteristics often associated with test anxiety, such as “cognitive scripts” for students to use when taking tests or performing, self-monitoring techniques, positive self-talk, and self-relaxation
- Relaxing grading standards or procedures if it is possible to do so without lowering performance criteria
- Recognizing effort as well as performance
- Avoiding criticism, sarcasm, or punishment for performance problems
- Using alternative forms of assessment
- Modifying time constraints and instructions
- Emphasizing success, rather than failure

Applying different strategies in classes plays a significant role in encouraging students and motivating them to enjoy their language learning in one hand, and to push them to change certain negative emotions as: anxiety, different fears, and lack of confidence. But the most important idea is that the teachers have to be aware about how and when to use them in order to fulfill their goals and to cover the maximum students’ different styles of learning. And make them have a desire to acquire their language.

7. The Relationship between Anxiety and Motivation

Different researchers revealed that there is a relationship between motivation and anxiety. From different research findings, it has been set that anxiety and motivation fundamentally differ from each other. Gardner et al. (1992, p. 212), for example, observed that students with integrative motivation are less anxious in SL contexts, than learners who are instrumentally motivated. Their findings indicated that anxiety and motivation are “two separate dimensions with overlapping behavioral consequences.” (Cited in Tsai, p. 27)

On the other hand, Noels et al. (1999, p. 31) believe that "the more students feel motivated, the less effort they will expend and the more anxiety they will feel." (Cited in Wei, 2007, p. 05). Some other researchers have demonstrated the relationship between FL anxiety and FL motivation in their studies and concluded that FL anxiety is negatively related to FL motivation (Gardner & Lalonde, 1987; Hashimoto, 2002).

Nevertheless, some other scholars as Toth (2007) and Huang (2011) show that anxiety is positively and significantly related to motivation; however, they have found that anxiety is more significantly correlated with extrinsic motivation than with intrinsic motivation. (Khodadady & khajavy, 2013, p. 272). Aida (1994) added "the more anxious foreign languages students are, the less willing they are to get involved in learning activities, and thus to have lower performance results than those who are less-anxious students" (cited in Tsai, p. 27). This means that anxiety has a negative impact on FL students' performance; then students with less anxiety have the opportunity to learn a language more than those of high anxiety.

Furthermore, both intrinsic motivation subscales were negatively and significantly correlated to FL anxiety. FL learners who were intrinsically motivated to achieve a goal did not have a negative attitude toward English class and felt comfortable with it. Also, FL learners who were intrinsically motivated to develop knowledge did not have English communication fear, negative attitude toward English class, and were comfortable with their English class. Furthermore, language learners who have no motivation to study English and those who study English for external reasons (except identified regulation) feel more anxious than those students who learn English for intrinsic reasons. (Khodadady & Khajavy, 2013, p. 281)

Conclusion

Many researchers, authors, and psychologists showed their interest to the phenomenon of anxiety and studied it from different dimensions; each one according to his own perspective. Anxiety takes variety nomenclatures as speech fright, speech anxiety, public speaking anxiety, or communication apprehension. Mainly this phenomenon is considered as of the most negative and harmful obstacles that the majority of students in different universities encounter in their attempt to perform or to communicate. Moreover, anxiety has a negative impact on the EFL students achievement in speaking in terms of it can prevent them from developing and improving their level in

speaking, performing well and their proficiency, and intimidating their future career. Therefore, teachers and learners altogether need to take into account the issues of this phenomenon on the language learning process as well as to be aware of the different strategies that can help them reduce foreign language anxiety.

Introduction

This chapter is about the analyses of the results obtained in the questionnaire as a method used that we believe it will fit our study this analyses will be from different angles. Basically it is directed to second year LMD students and English oral expression teachers at the University of Biskra. In order to determine the impact of anxiety on students' English speaking skill and its main causes and how motivation can play a big role in overcoming it. Also the attitudes of teachers towards this phenomenon and the main strategies they will rely on to reduce anxiety.

1. Students' Questionnaire

1.1. Aims of the Questionnaire

This questionnaire aims to express students' opinions about anxiety and its effects on their attitudes, performance, and achievements. It aims also to show participants' suggestions about the different ways and strategies that can help them to overcome anxiety. Moreover, this questionnaire attempts to investigate students' attitudes toward the role of motivation as a solution to overcome the negative effects of anxiety and improve their speaking skill.

1.2. Administration of the Questionnaire

This questionnaire is directed to second year LMD students at the Division of English at the University of Biskra. We purposely decided to select second year students (from a population of 422 students) because we observed that in spite of their experience in speaking, they still face some difficulties to speak mainly because of anxiety. We have selected randomly a sample of 40 students who have been chosen from many groups while having a course in the amphitheatre. Thus, all papers were given back.

1.3. Description of the Questionnaire

The questionnaire comprises 19 questions to determine what are the most common problems students experience in their learning of speaking English. It is divided into three sections they are as follow:

Section One: This section is entitled “General Information” (Q1-Q3). It consists of three questions aiming to gain personal information about students such as their age, gender and whether their choice to study English at university was personal, imposed or advised.

Section Two: The second is about “speaking and motivation” (Q1-Q7). It attempts to investigate the significance of motivation in overcoming and reducing the level of students’ anxiety in speaking.

Section Three: (Q1-Q9). It is about anxiety and speaking. It focuses more on the effects of anxiety on the students’ performance and its main causes as well as the students’ attitudes toward anxiety and the main strategies that teachers can use in order to reduce and overcome speaking anxiety.

1.4. Analysis of Students’ Questionnaire

Section one: General Information

Question 01: Gender:

Responses	Participants	Percentage
Female	32	80%
Male	08	20%
Total	40	100%

Table 4: Participants’ Gender Distribution

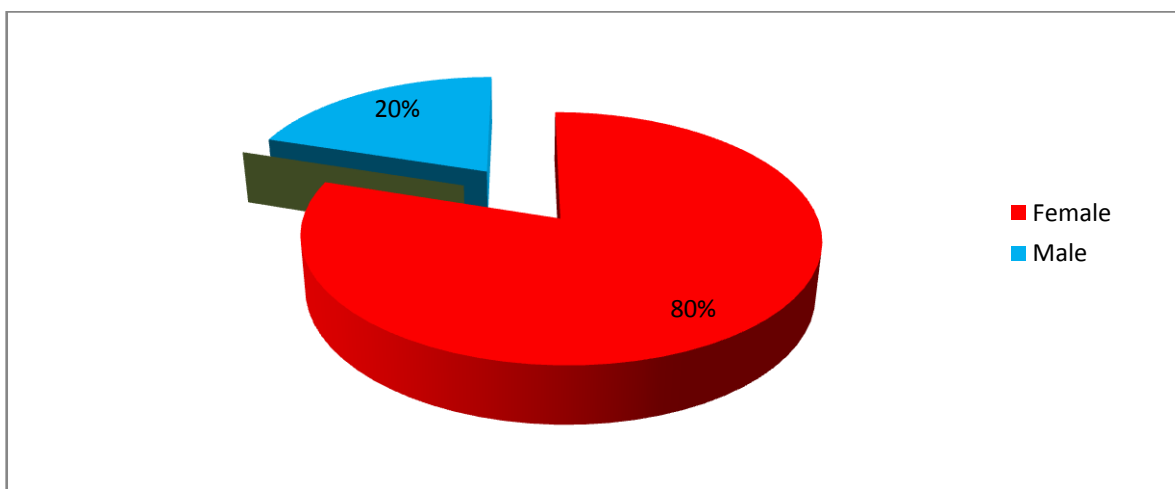


Figure 01: Participants’ Gender Distribution

According to this table, the number of females is 32 (80%) and the number of males is 08 (20%). It is clearly seen that the majority of second year LMD students are females; this means that the desire for learning English as a foreign language for the female respondents is more than for male respondents.

Question 02: Age

Years	Participants	Percentage
19	02	05%
20	10	25%
21	14	35%
22	06	15%
23	04	10%
24	03	7.5%
26	01	2.5%
Total	40	100%

Table 5: Students' Age Distribution

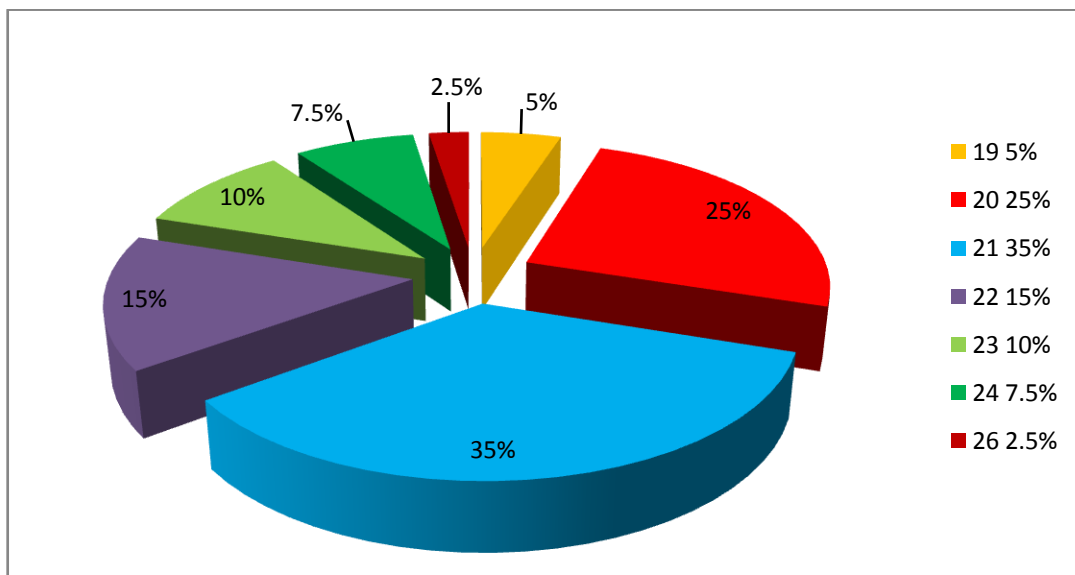


Figure 2: Students' Age Distribution

This table shows the diversity in ages ranging from nineteen to twenty-six. The majority of students are aged between (20-21). However, 14 students (35%) are 21 years old they are the majority. 10 students (25 %) are 20 years old. 06 students (15%) are 22

years old. 04students (10%) are 23 years old. 03students (7.5%) are 24 years old. Two students (05%) are 19 years old. finally just one student (2.5%) of 19years old. These results demonstrate the tendency of many youth to learn English as a foreign language.

Question 03: Your choice to study English at university was:

Responses	Participants	Percentage
Personal	31	77.5%
Imposed	03	7.5%
Advised	06	15%
Total	40	100%

Table 06: Students' Choice to Study English at University

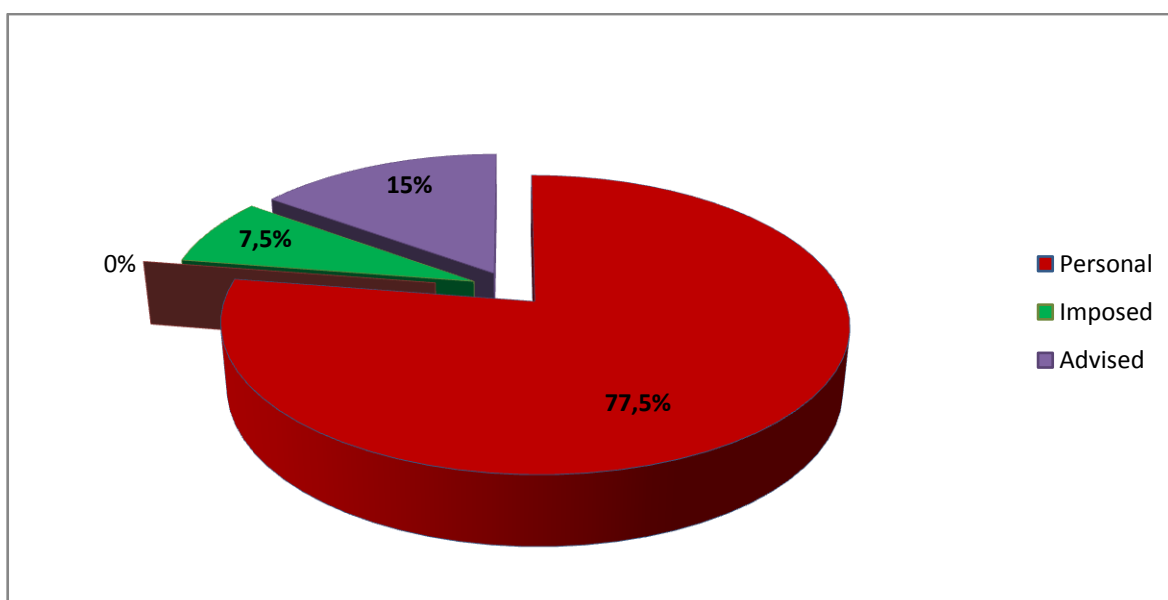


Figure 03: Students' Choice to Study English at University

The majority of students have opted for studying English as a personal choice; they represent (77.5%) from the total sample. This means that they are motivated to learn English. While the rest was either advised 06 students (15%) or imposed (7.5%). This is

maybe related to their parents' decision or to some other seasons. However, according to this table, the reasons that make the majority of students (31) study English with their free will are numerous: Firstly, because they like it so much, and secondly because it is an international language which serves as a means to communicate with English people from other countries. For other students, it is because they get good marks in BAC exam. For others, they want to be teachers and they need it to get a job in the future.

Section Two: Speaking and Motivation

Question 01:Do you speak English in the classroom?

Responses	Participants	Percentage
Very often	08	20%
Often	14	35%
Sometimes	18	45%
Never	00	00
Total	40	100%

Table 7: Rates of Participation in Class

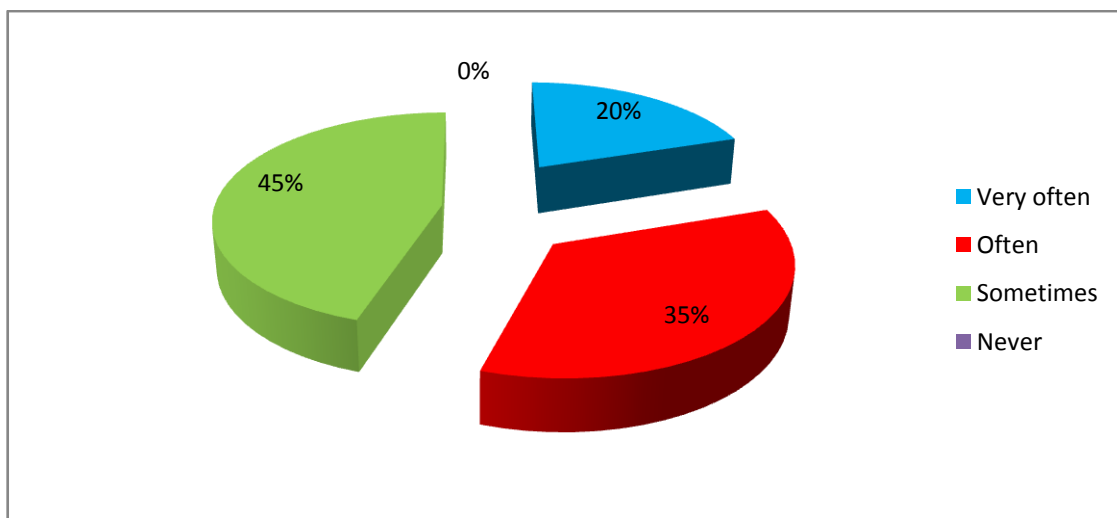


Figure 04: Rates of Participation in Class

The above table shows that the majority of students ‘sometimes’ speak English in the classroom; they represent (45%) from the total sample because of some factors such as speaking anxiety, demotivation or they may find English very hard to learn. However, 35% affirmed that they ‘often’ speak in class whereas only 08 students (20%) answer they ‘very often’ speak in the classroom. This is maybe related to their proficiency in English or to their motivation.

- If ‘sometimes’ or ‘never’, is it because of:

Responses	Participants	Percentage
Lack of vocabulary	07	17.5%
demotivation (no interest in the topic)	01	2.5%
Anxiety/shyness	04	10%
Fear of making mistakes	07	17.5%
The teacher	01	2.5%
Others	40	100%

Table 8: Reasons for the Lack of Speaking in Class

The number of students who answered this question is 18 (45%) to state the different difficulties that face them in studying and speaking English in class. For 07 students(17.5%), lack of vocabulary and fear of making mistakes are the major obstacles that prevent them from achieving their goals. 04 students(10%) stated that anxiety /shyness is the reason which make them participate sometimes in the classroom. However, just two students answered that it is because of the lack of interest in the topic and the teacher who is supposed to play a pivotal role in encouraging and motivating students to do their best.

Question 02: How can you assess your motivation to speak English?

Responses	Participants	Percentage
High	10	25%
Medium	29	72.5%
Low	01	2.5%
Total	40	100%

Table 9: Students ‘Assessment of Motivation in Speaking English

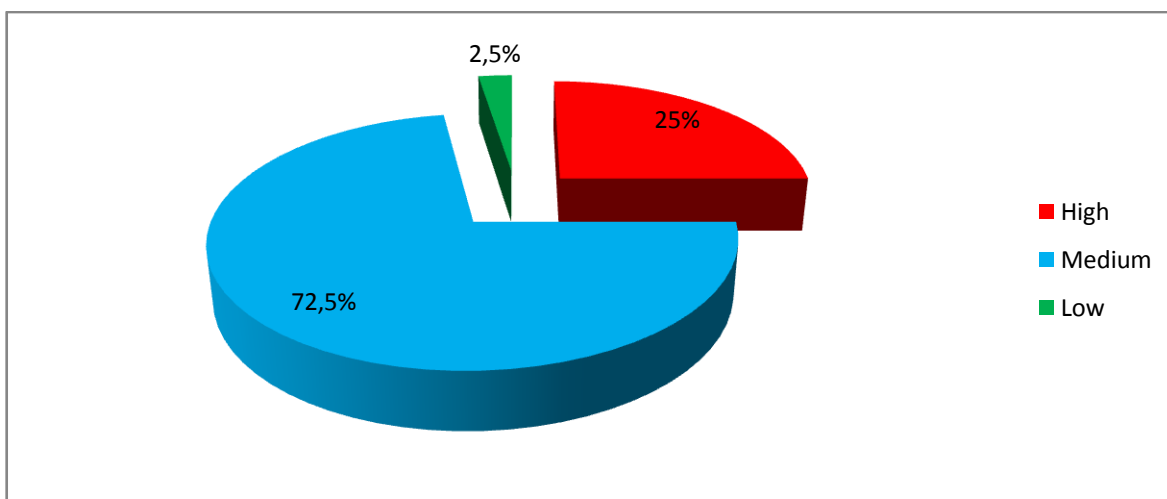


Figure 05: Students ‘Assessment of Motivation in Speaking English

Motivation is an essential part in students’ learning English. According to this table, the majority of students (72.5%) affirmed that their assessment of motivation to speak English is medium, 10 students (25%) stated that they are highly motivated to speak. And just one student (2.5%) said his assessment of motivation in speaking English is low.

Concerning to the justification of the answers, only 14 students justified. Those who revealed to be highly motivated in speaking English argued that there is a necessity to improve their pronunciation and they need to overcome their shyness and anxiety in order to perform well. For other students, they really like speaking English. However, medium motivated students who declared to have some difficulties such as the inability to understand the vocabulary used or the fear of making mistakes.

Question 03: Does your teacher of oral expression motivate you to speak English?

Responses	Participants	Percentage
Yes	35	87.5%
No	05	12.5%
Total	40	100%

Table 10: Students’ Perception of their Teachers’ Motivation

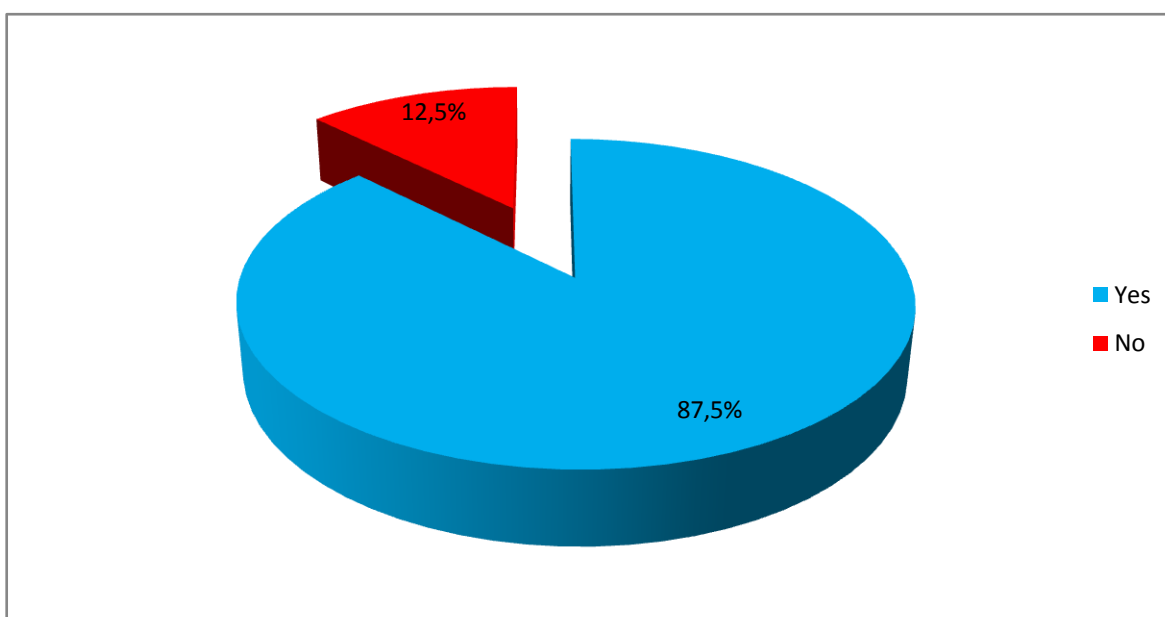


Figure 06: Students' Perception of their Teachers' Motivation

This table demonstrates that (87.5%) of the sample stated that their teachers of oral expression motivate them to speak English. This means that their teachers support and encourage them as an effective strategies whereas (12.5%) said that their teachers of oral expression do not motivate them to speak English.

Question 04: What kind of speaking activity(s) motivate(s) you more to speak in class?

Responses	Participants	Percentage
Games	05	12.5%
Free discussion	21	52.5%
Songs	04	10%
Role play	16	40%
Other	05	12.5%

Table 11: Motivational Speaking Activities

This table reveals that 21students (52.5%) prefer 'free discussion' as a speaking activity that motivates them more to speak in class may be because they are not constraint to one topic with specific group of audience; they feel free in selecting topics then discuss them with whom they want. On the other hand,(40%) prefer role play as they feel more

comfortable because there is a kind of cooperation and interaction. However, there are other participants 05(12.5%) who prefer games, presentation and short stories. Moreover, there is some participants who selected more than one option.

Question 05: Does your oral expression teacher use audio visual aids in class?

Responses	Participants	Percentage
Yes	29	72.5%
No	11	27.5%
Total	40	100%

Table 12: Teachers' Use of Audio Visual Aids

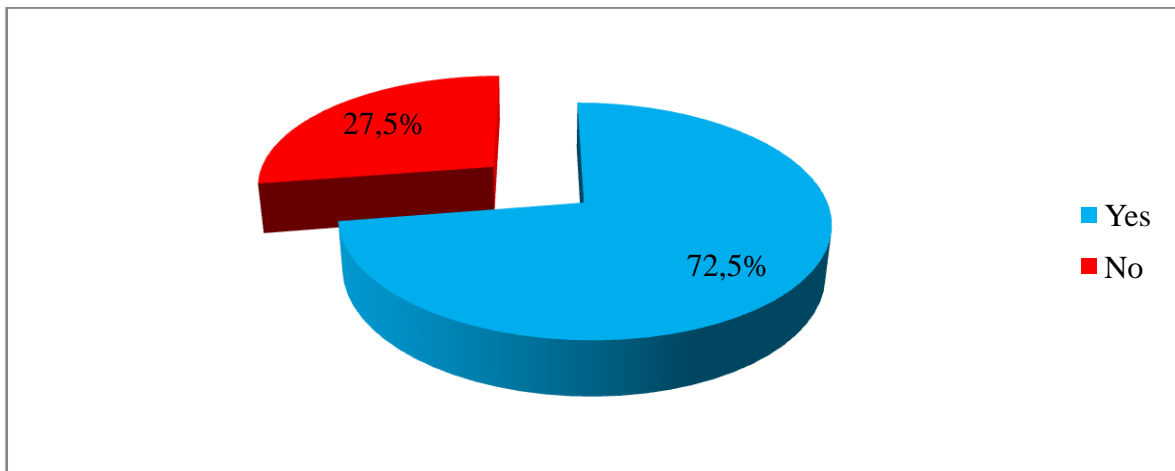


Figure 07: Teachers' Use of Audio Visual Aids

The results show that the most of the participants have said that their teachers use audio visual aids in class. However, the rest of students 11(27.5%) responded that their oral expression teachers do not use audio visual aids in class. In fact, an effective teacher is the one who is able to use different activities to cope with different students' needs and preferences.

- If 'yes', do they motivate you to speak?

Responses	Participants	Percentage
Yes	25	62.5%
No	04	10%

Table 13: The Effects of Audio Visual Aids in Motivating Students to Speak

Throughout this table, the majority of students (62.5%), from those who answered ‘yes’, said that audio visual aids motivate them to speak. Whereas, just 04 (10%) state that these devices do not motivate them to speak.

Section Three: Anxiety and Speaking

Question 01: For you, is speaking English as a foreign language

Responses	Participants	Percentage
Easy	13	32.5%
Not so easy/average	23	57.5%
Difficult	04	10%
Total	40	100%

Table 14: Students’ Perception of Speaking English

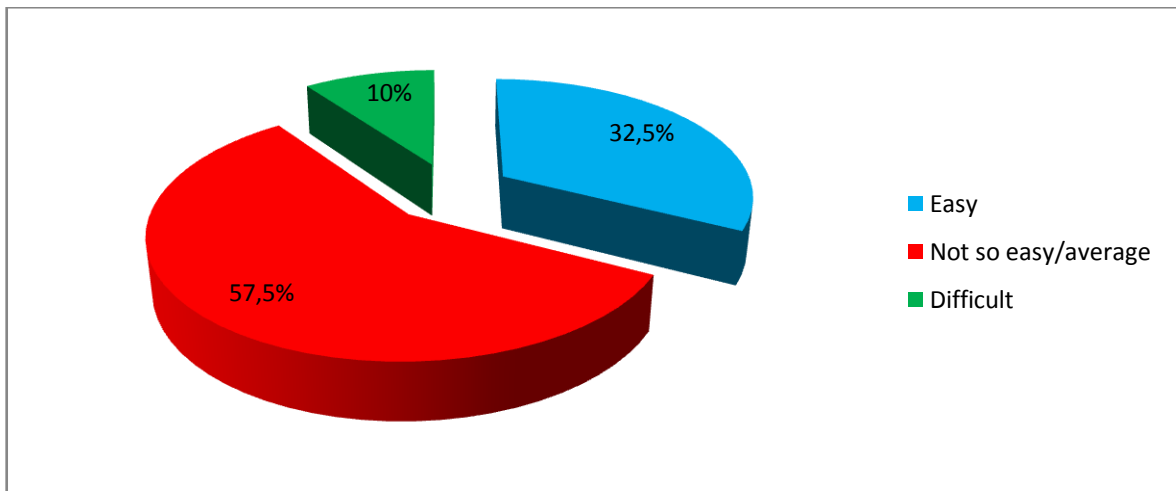


Figure 08: Students’ Perception about Speaking English

The results of this table show that 23(57.5%) students said that speaking English as a foreign language is not easy. However, 13 (32.5%) stated that speaking English is an easy task for them, whereas the rest of students 04(10%) declared that it is difficult.

- If it is 'not so easy' or 'difficult', is it because of:

Responses	Participants	Percentage
the accent	05	7.40%
the grammatical rules	07	25.92%
the vocabulary use/idioms	15	55.55%
Total	27	

Table 15: Reasons of Speaking English Difficulties

The above table shows that for the 27 students who find speaking English not easy or difficult, 05 of them reveal that it is because of the accent which they do not understand since they are not native speakers. For 07 students, the problem is with the grammatical rules whereas 15 students stated that the vocabulary used and idioms is the cause.

Question 02: How do you feel when you are asked to speak English in class?

Responses	Participants	Percentage
Comfortable	19	47.5%
Aanxious	21	52.5%
Total	40	100%

Table 16: Students' Feelings in Speaking English in Class

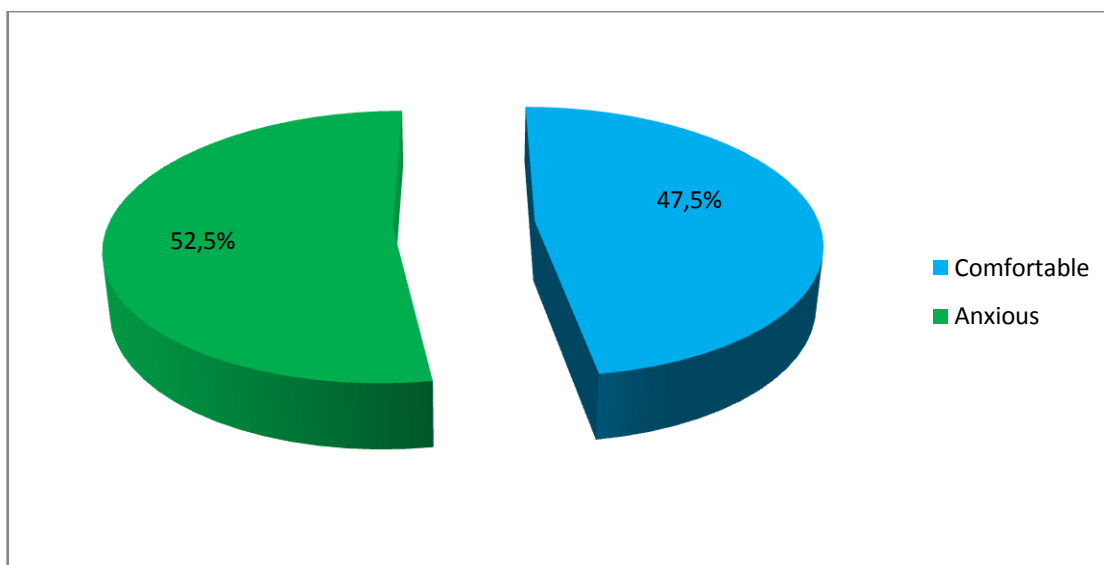


Figure 09: Students' Feelings in Speaking English in Class

From the results obtained in the table above, we notice that some students 19(47.5) feel comfortable when the teacher asks them to speak English in oral class may be because of the strategies and the activities the teacher uses. However, the rest 21(52.5%) of students stated that they feel anxious when they asked to speak in English probably because of the different factors or barriers that face them during using a language.

Question 03: Do you have a good relationship with your teacher?

Responses	Participants	Percentage
Yes	39	97.5%
No	01	2.5%
Total	40	100%

Table 17: The Relationship between Students and their Teachers

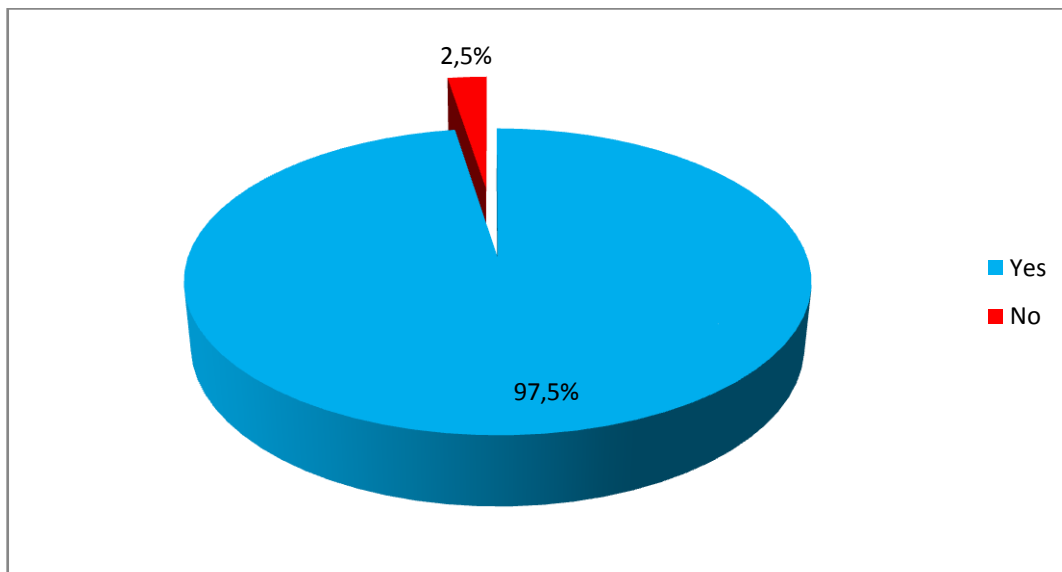


Figure 10: the Relationship between Students and their Teachers

According to this table, the highest percentage of students (97,5%) pointed out that they have a good relationship with their teachers. Nevertheless, just one student confessed not to have a good relationship with his teacher may be this attitude is basically related to some personal reasons.

Question 04: Do you have a good relationship with your classmates?

Responses	Participants	Percentage
Yes	38	95%
No	02	05%
Total	40	100%

Table 18: Students' Relationship with their Classmates

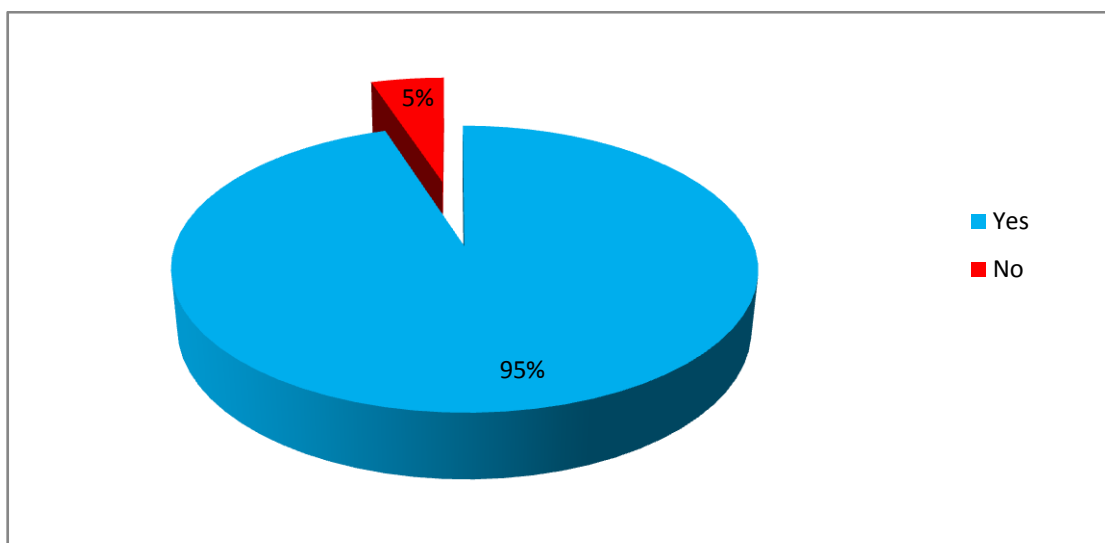


Figure 11: Students' Relationship with their Classmates

The current table represents the students' relationship with their classmates. The highest percentage of the students 38(95%) responded 'yes': they have a good relationship with their classmates. However, just 2 (05%) students responded 'no': they do not have a good relationship with their classmates.

Question 05: How often does your teacher correct your speaking mistakes?

Responses	Participants	Percentage
Very often	07	17.5%
Sometimes	24	60%
Rarely	08	20%
Never	01	2.5%

Total	40	100%
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Table 19: Students Perception about Correcting their Mistakes

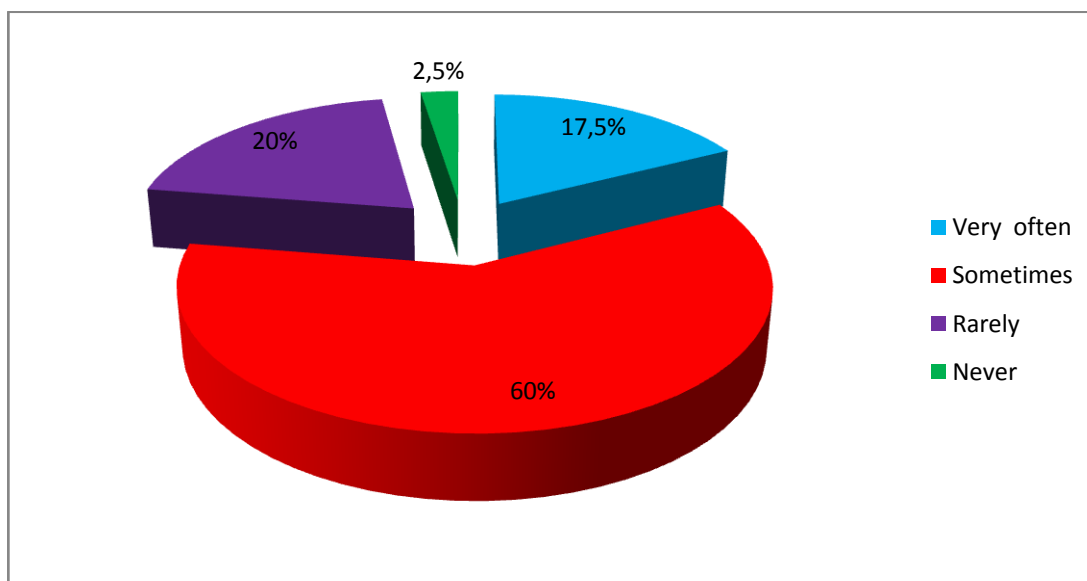


Figure 12: Students Perception about Correcting their Mistakes

From the table above, we can realize that 24 students (60%) stated that their teachers correct their mistakes sometimes, and 07 students (17.5%) said that their teachers correct their mistakes very often, and just 08 students (20%) said 'rarely'. However, only one student (2.5%) said that his teacher never correct his mistakes.

Question 06: Do you consider your teacher's feedback to your mistakes as:

Responses	Participants	Percentage
a motivator	35	87.5%
an obstacle to learning	02	05%
an anxiety factor	03	7.5%
Other	00	00%
Total	40	100%

Table 20: Students' consideration of their teachers' feedback

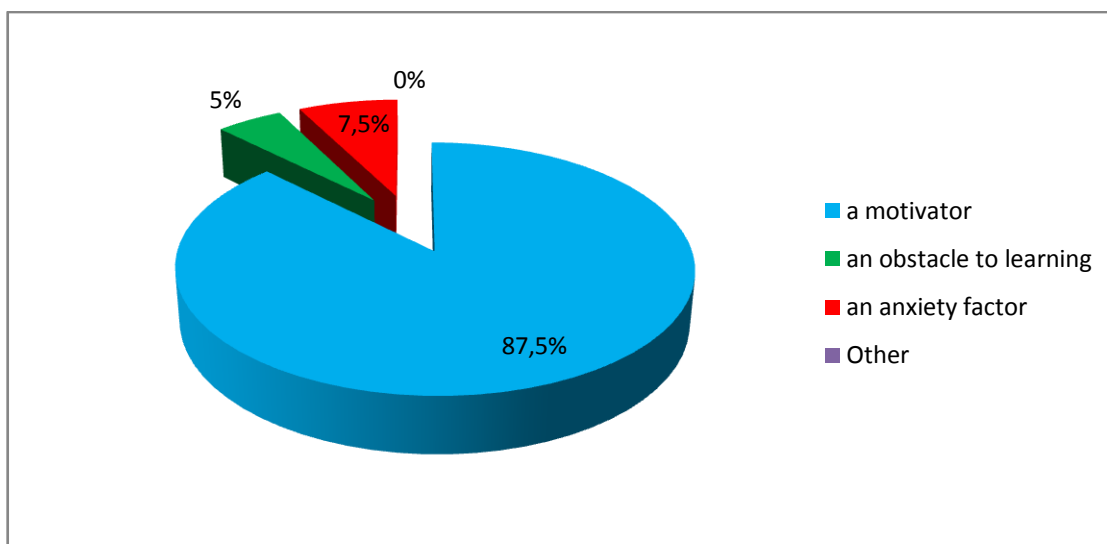


Figure 13: Students' Consideration of their Teachers' Feedback

The table reveals that 85% of students highly accept their teachers' feedback to their oral mistakes as a motivator. Whereas, only 03students (7.5%) said that it is an anxiety factor and only two students (5%) stated that it is an obstacle to learning.

Question 07: Do you consider anxiety one obstacle to speaking performance?

Responses	Participants	Percentage
Yes	23	57.5%
No	17	42.5%

Table 21: Students Opinion about the Effect of Anxiety on their Oral Performance

According to this table, 23 students (57, 5%) agree that anxiety is an obstacle to speaking performance. However, 17 students (42.5%) stated that anxiety is not an obstacle to speaking performance probably this means that either they face other obstacles which is not anxiety or may be because they are motivated and encouraged enough intrinsically and extrinsically.

Question 08: In your opinion, what can the teacher do to reduce or to overcome your anxiety in speaking?

There are 32 students (80%) who answered this open question. they have mentioned some strategies used by their teacher like giving them time to organize their ideas in order

to express them, letting students correct their own mistakes at the end not to not disturb them. Indeed, students prefer to be corrected at the end of their performance otherwise they would forget what they want to say and lose concentration. The teacher may then give comments and notes about the committed errors.

Other students added other strategies like organizing group work, having a good relationship with students, encouraging and motivating them to speak without fears. Others sustained that a pleasant atmosphere is a motivator strategy as well as the use of activities such as plays or presentation. In addition they believe that giving opportunity to every student to speak and avoid the direct and surprising questions all of this answers means that the majority of students guessed some techniques that the teacher can use as a solutions to reduce their anxiety.

2. Teachers' Questionnaire

2.1. Aims of the Questionnaire

This questionnaire aims to explore the teachers' experiences in teaching oral expression and the main effective motivational strategies that are often applied in the classroom to help students develop their speaking performance and reduce their speaking anxiety. Also, it aims to identify the main problems that students face in class as well as to investigate how motivation can be an effective solution to this problem and what are the motivational factors that influence students.

2.2. Administration of the Questionnaire

This questionnaire was designed for 06 oral expression teachers at the English division of Mohamed Kheider University in Biskra. All papers were answered and given back.

2.3. Description of the Questionnaire

The teachers' questionnaire comprises 13 questions. We purposely selected oral expression teachers because their module is the context where the speaking skill is the most used and observed. Moreover, in this module, teachers can easily perceive students' difficulties in speaking especially anxiety. This questionnaire is divided into three sections organized as follow:

Section One: This section is entitled “General Information”. It mainly consists of three open ended questions and aims to gain personal information about the teachers’ gender, qualification and their experience in teaching oral expression.

Section Two: This section is about “speaking and motivation” It contains open ended questions from 04 to 09 which attempts to investigate the teachers’ attitudes about their students’ motivation in speaking and the main activities that students find pleasant in the classroom. Moreover, it investigates whether teachers rely on some motivational strategies besides how they perceive the significance of motivation in overcoming and reducing the level of students’ anxiety in speaking.

Section Three: Anxiety and speaking is the title of this section. It contains open ended questions from 10 to 13 and focuses more on the attitudes of teachers about their students’ anxiety in speaking, the different problems that face students in class and their opinions about the strategies that they use in order to help students to decrease their students’ anxiety.

2.4. Analysis of the Questionnaire

Section One: General Information

Question 01: Your gender

Responses	Participants	Percentage
Female	04	60%
Male	02	40%
Total	06	100%

Table 22: Teachers’ Gender Distribution

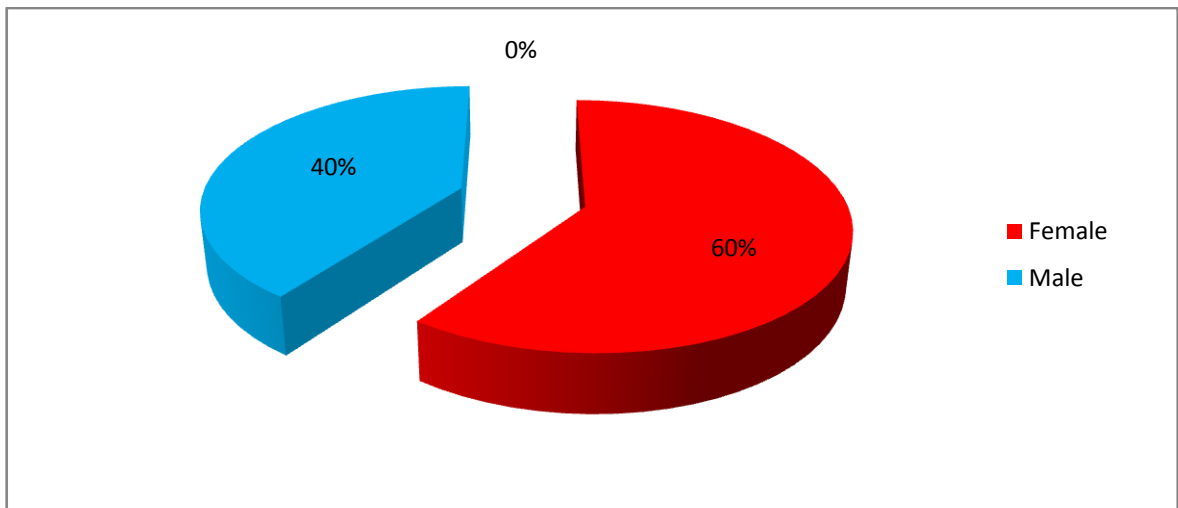


Figure 14: Teachers' Gender Distribution

The table shows that (80%) of the sample are female teachers whereas, (20%) are males.

Question 02: Your qualification

Responses	Participants	Percentage
License	01	16.67%
Master/Magister	05	83.33%
Doctorate	00	00%
Total	06	100%

Table 23: Teachers' Qualification

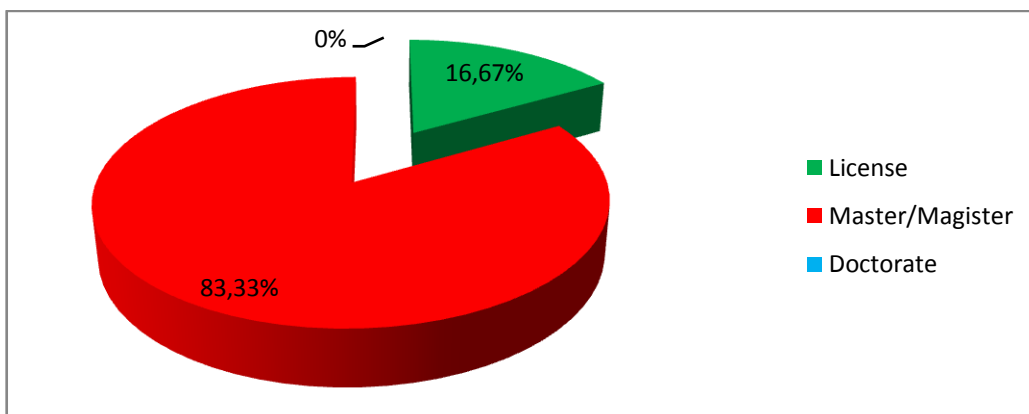


Figure 15: Teachers' Qualification

This table illustrates that (83.33%) which represents 05 teachers from the whole sample are Master/Magister degree and (16.67%) which represent just one teacher of License degree.

Question 03: How many years have you been teaching oral expression?

Responses	Participants	Percentage
One year	01	16.67%
Five years	01	16.67%
Two years	02	33.33%
More than 8 years	02	33.33%
Total	06	100%

Table 24: Teachers' Experience in Teaching

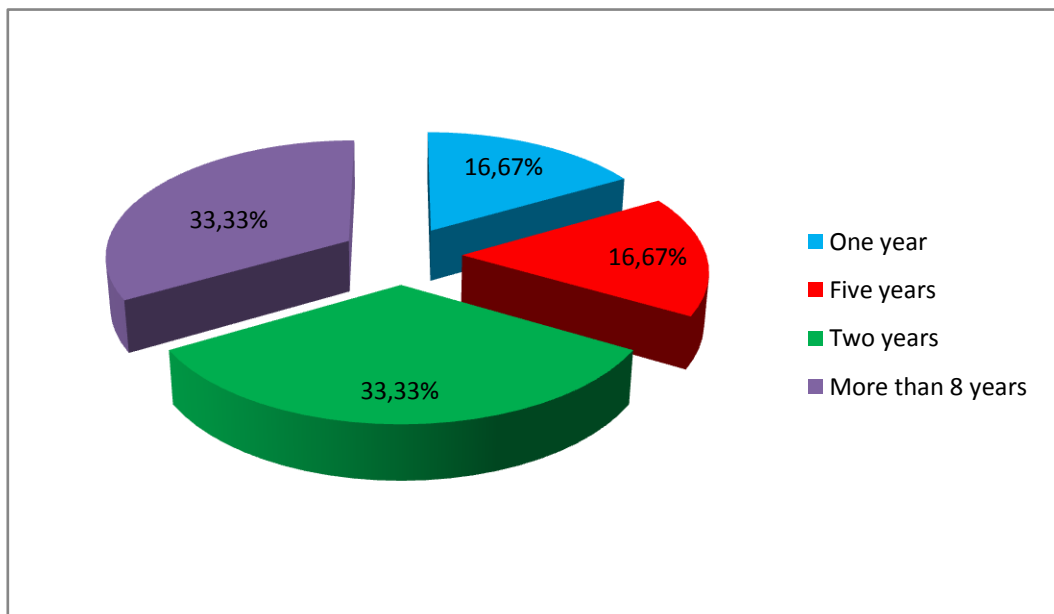


Figure16: Teachers' Experience in Teaching

The above table states that (33.33%) of teachers have an experience in teaching oral expression for more than 08 years. And just one teacher (16.67%) said that she had been teaching oral expression since 05 years. 02 teachers (33.33%) had been teaching oral expression since two years. Finally, just one teacher said he had been teaching oral expression since just one year. These results indicate that most teachers have certainly experienced different students' problems and difficulties such as anxiety.

Section Two: Speaking and Motivation

Question 04: Are your students motivated to speak in your oral class?

Responses	Participants	Percentage
Yes	04	66.67%
No	02	33.33%
Total	06	100%

Table 25: Teachers' Awareness of their Students' Motivation in Speaking

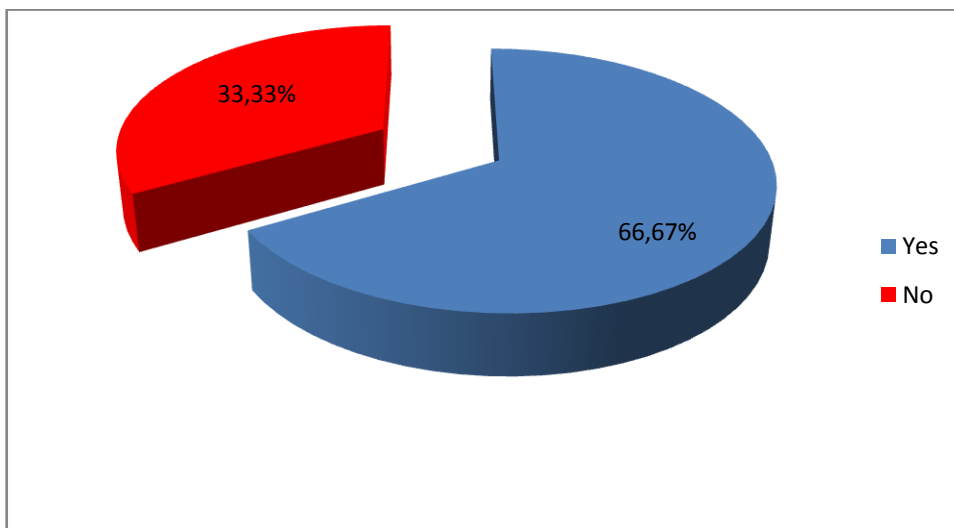


Figure 17: Teachers' Awareness of their Students' Motivation in Speaking

The results obtained in the above table indicate that (60%) of teachers see their students motivated to speak in oral class whereas, for (40%), students are not motivated to speak in their oral classes probably this is due to their anxiety, they are not interested or the activities that the teachers use are not effective.

➤. Whatever your answer, what do you think are the main reasons?

Concerning to their opinions about the main reasons behind students' motivation or demotivation, some teachers responded that some of their students aim to develop their spoken English, but the majority seek for marks only. Other teachers think that their students are motivated because the former attempt to create a pleasant environment for their students and built a good relationship with them.

Question 05: Do you think your students are

Responses	Participants	Percentage
Intrinsically motivated	02	33.33%
Extrinsically motivated	00	00%
Both of them	04	66.67%
Total	06	100%

Table 26: Teachers' Attitudes about their Students' Sources of Motivation

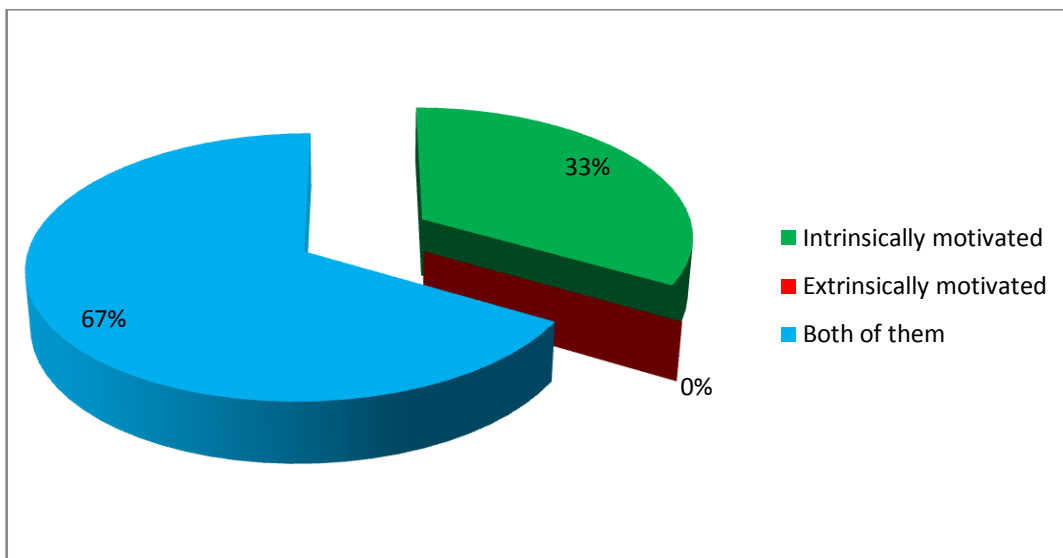


Figure 18: Teachers' Attitudes about their Students' Sources of Motivation

The results in the table above show that (66.67%) of teachers see that their students are extrinsically and intrinsically motivated. However, (33.33%) stated that their students are intrinsically motivated.

Question 06: What kind of speaking activities/techniques your students find more interesting?

Responses	Participants	01	02	03	04	05	06	Percentage
role play	06	*	*	*	*	*	*	100%
Songs	03	*	*	*				50%
free discussion	03	*		*	*		*	50%
Games	03	*	*	*			*	50%
story telling	03	*		*	*			50%
oral presentation	06	*	*	*	*	*	*	100%
Total	06							100%

Table 27: Speaking Activities/Techniques Students like

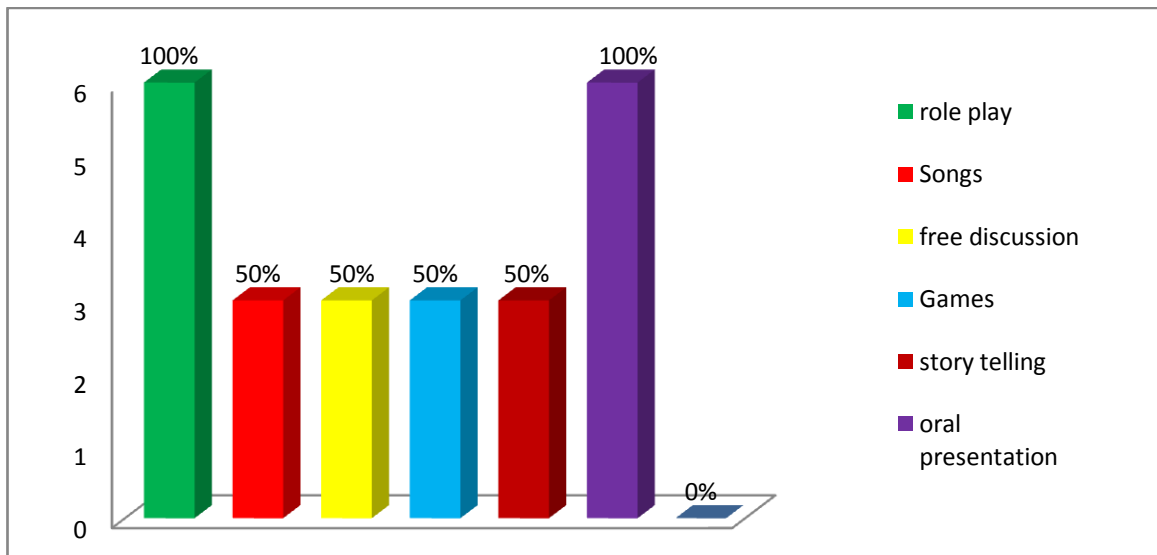


Figure 19: Speaking Activities/Techniques Students like

The current table shows that all teachers do not select just one response but all of them choose multiple responses and there are teachers (2) who selected all the options. It is necessary for teachers to vary the activities because students are not the same. This means that what some students enjoy is not the same for the others and what fit some students may not be the case with others.

Question 07: What are the main motivational strategies you rely on in your oral class?

Responses	Participants	01	02	03	04	05	06	Percentage
Encouraging diversity in learning styles	02	*			*			33.33%
Encouraging creativity	06	*	*	*	*	*	*	100%
Organizing group work	06	*	*	*	*	*	*	100%
Others	03	*			*	*		50%
Total	06							100%

Table 28: The Main Motivational Strategies Used in Oral Class

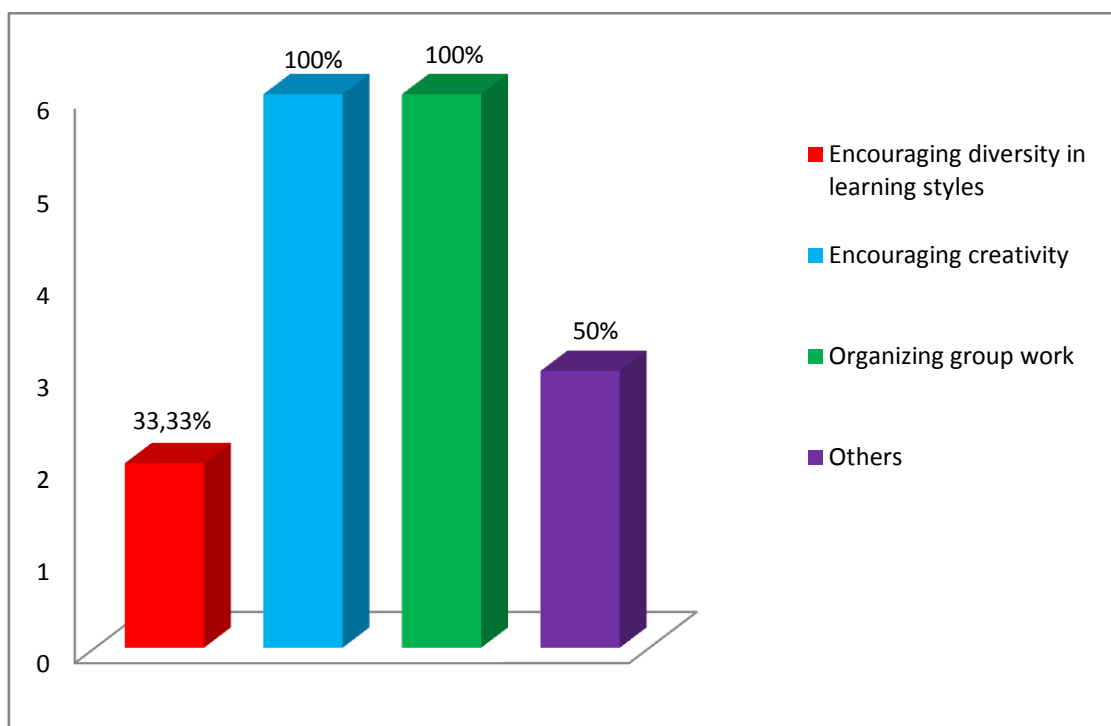


Figure 20: The Main Motivational Strategies Used in Oral Class

The table above shows that the teachers who selected multiple options (100%) affirmed that encouraging creativity and organizing group work are two of the main strategies they rely on in their oral classes. On the other hand, two teachers sustained that encouraging diversity in learning style is the most used strategy in association with other strategies. Concerning to the last option 'Others', 03 teachers suggested other strategies

like discussion and debates, oral presentation, role plays, songs and the use of internet materials(videos, movies). However, another teacher suggested creating a friendly atmosphere, using humor, varying activities, and using audio-visual aids. In addition, another teacher affirmed that one of the most effective techniques is to accept mistakes and encourage learners to continue, and correct only the mistakes that break down the meaning.

Question 08: Do you think that motivation contributes in decreasing students’ anxiety and helps them perform better in speaking?

Responses	Participants	Percentage
Yes	06	100 %
No	00	00%
Total	06	100%

Table 29: The Role of Motivation in Decreasing Students’ Anxiety

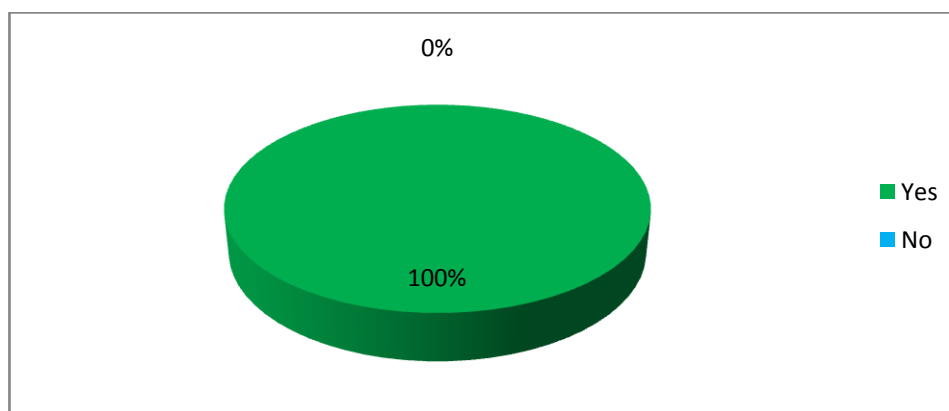


Figure 21: The Role of Motivation in Decreasing Students’ Anxiety

This question aims to see the opinions of teachers about whether motivation contributes in decreasing students’ anxiety and helps them perform better in speaking. The results obtained illustrate that all teachers (100%) consider motivation to really contribute in decreasing students’ anxiety and help them to perform better in speaking.

Section Three: Anxiety in Speaking

Question 09: Are your students comfortable when speaking in class?

Responses	Participants	Percentage
Yes	01	16.67%
No	05	83.33%
Total	06	100%

Table 30: Students' Comfort when Speaking in Class

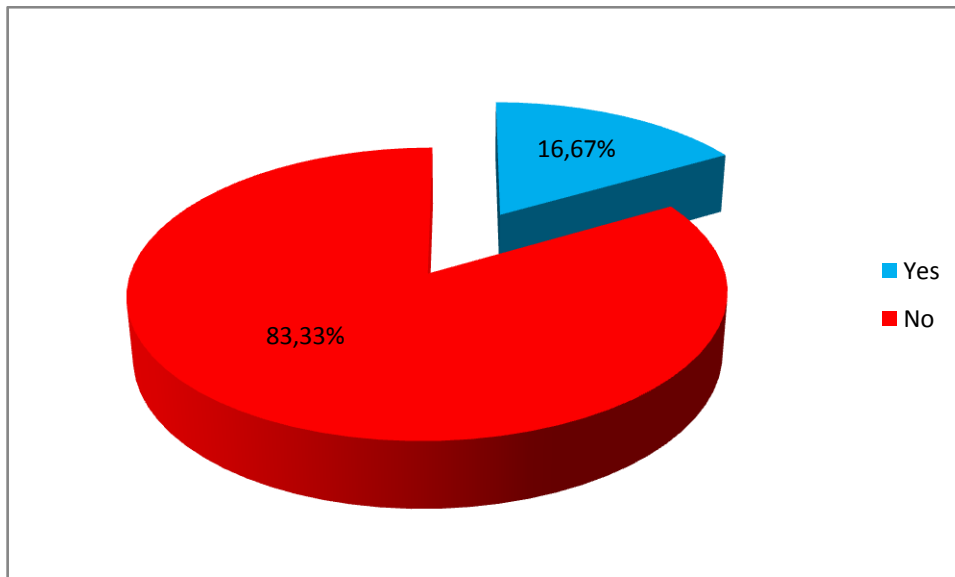


Figure22: Students' Comfort when Speaking in Class

This table indicates that the great number of teachers (83.33%) revealed that their students are not comfortable when speaking in class perhaps due to the different difficulties that they face when learning to speak English such as anxiety in the first degree then lack of motivation, fear of making mistakes, lack of vocabulary and lack of self confidence. Nevertheless, just one teacher claimed that they are comfortable when speaking in classroom. This is related to various factors such as high level of self-confidence, intrinsic /extrinsic motivation, or the activities and strategies the teacher uses in class.

Question 11: What are the speaking problems most of your students face in class?

Responses	Participants	Percentage
shyness/ anxiety	06	100%
fear of making mistakes	06	100%
No interest in the topic to be discussed	04	66.66%
Use of Arabic mother tongue	04	66.66%
speaking in front of class mates	05	83.33%
Total	06	100%

Table 31: Students' Speaking Problems

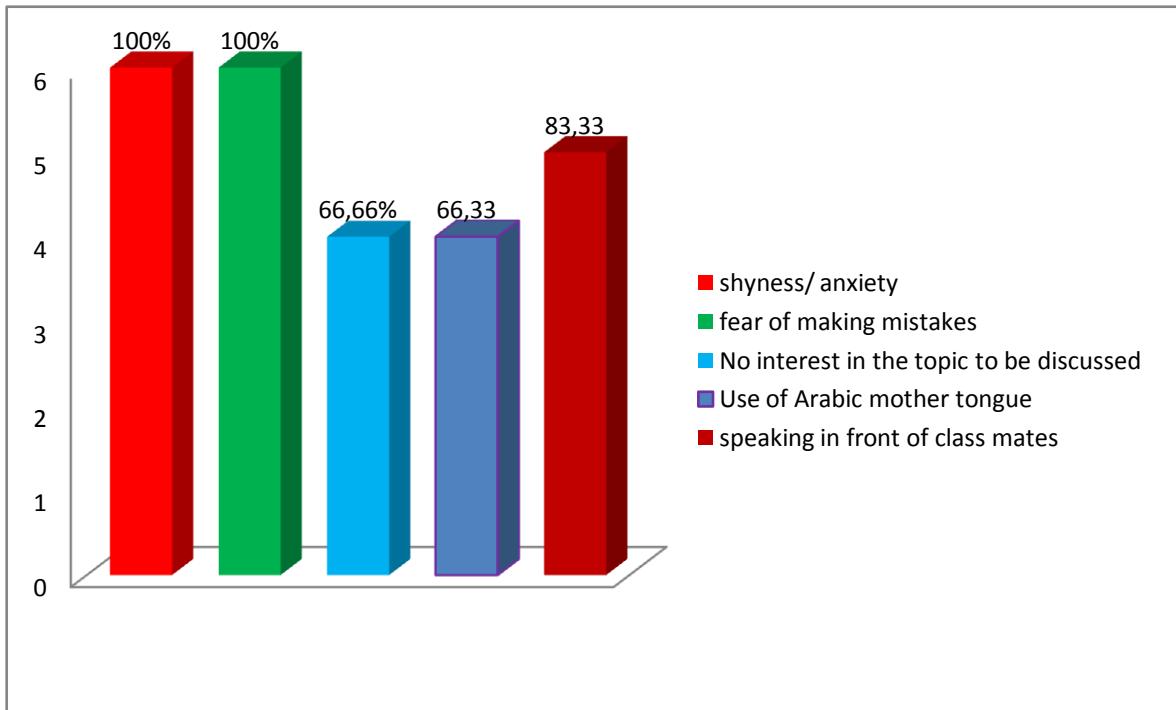


Figure23: Students' Speaking Problems

We can realize from this table that all teachers have sustained that the speaking problems most of their students face in class are shyness/ anxiety, fear of making mistakes, no interest in the topic to be discussed and fear of speaking in front of mates. Some of them added other problems like the lack of motivation, lack of vocabulary, or the use of Arabic (mother tongue). Therefore, all of these problems can prevent students from

performing well in oral classes and do not accomplishing their goals in learning English.

Question 12: Do you discuss these problems with them

Responses	Participants	Percentage
Yes	05	83.33%
No	01	16.67%
Total	06	100%

Table 32: Discussing Problems with Students

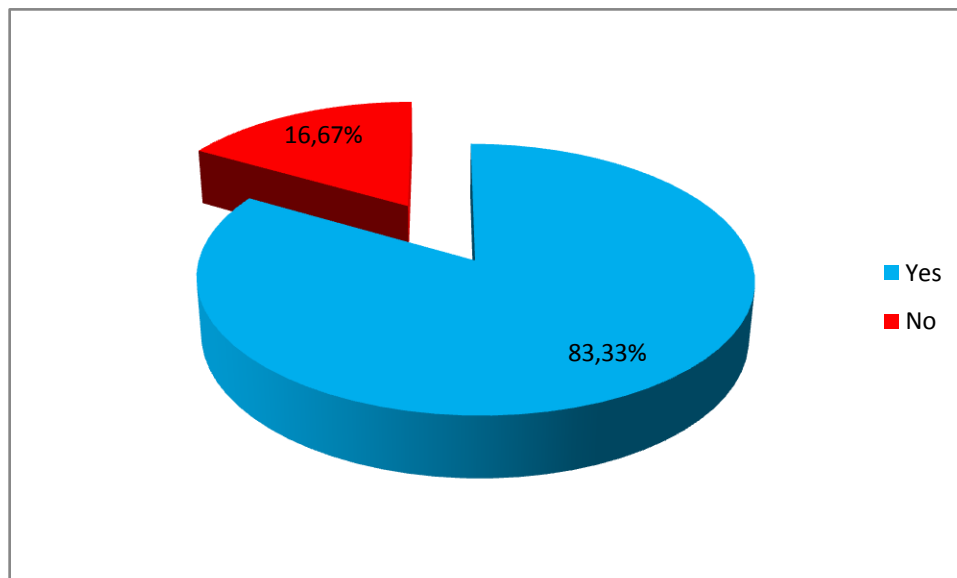


Figure 24: Discussing Problems with Students

According to the above table, (83.33%) of teachers persisted that they discuss these problems with their students. Indeed, learners need encouragement and guidance to be aware about the problems that they encounter, and how they can avoid and overcome them. However, just one teacher (16.66) confessed that he does not discuss these problems with his students.

Question 13: What strategies/tricks do you use to help them overcome their anxiety in speaking?

From the results obtained in the above table, all teachers (100%) strongly responded about the strategies they use to help their students overcome their anxiety in speaking. According to one teacher, mistakes are a part of learning, so teachers can correct just the mistakes that break down the meaning. In addition, students need to practise the language inside and outside the classroom to improve their level. Other strategies were suggested like asking students individual questions and insisting on their participation as well as preparing for them audio- visual materials, showing them real examples of success to overcome their psychological barriers and become motivational speakers. However, other teachers encourage their students via praise using words such as ‘good’, ‘excellent’, ‘continue’, ect. Furthermore, teachers may give their students sufficient time to express themselves.

Conclusion

In this chapter, the questionnaires that were designed for both second year LMD students and oral expression teachers at the English division of Biskra University have explored the influence of anxiety on students’ speaking skill and confirmed our hypothesis. The analysis of students’ questionnaire investigated that through increasing students’ motivation, their anxiety would be decreased. The findings obtained from the teachers’ questionnaire revealed that anxiety is of the most difficult psychological problems the majority of students suffer from. It hinders them from learning a foreign language effectively and more precisely speaking it proficiently. The majority of teachers are aware of the common students’ difficulties, and they rely on certain motivational strategies to motivate their students and reduce their anxiety. Indeed, some strategies when used effectively can lead students to succeed in their learning carrier. Besides, teachers should reduce students’ anxiety and make them feel at ease in order to raise their speaking performance in English. These results show that anxiety is not an easy psychological phenomenon that the majority of students at Biskra University suffer from in their learning to speak English as a foreign language. The whole teachers insisted that anxiety is the most harmful barrier to their students achievement and they believed that motivation is the most required factor that can be a solution to this problem

The findings obtained from the students' questionnaire revealed that students' anxiety is considered as one of the most dangerous barriers that prevent the majority of them from achieving their goals in learning English as a foreign language. It can also be a real factor that prevents their future carrier. Nevertheless, for students, motivation is an essential factor required in their learning. Indeed, the results indicated that oral expression teachers can play an important role in reducing students' anxiety via encouraging and motivating students to improve and develop their speaking English as a foreign language.

GENERAL CONCLUSION

This dissertation dealt with the significant role of motivation as a vital factor in decreasing students' anxiety in speaking English as a foreign language. The fundamental aim of our dissertation was to investigate the problem of English speaking anxiety which is considered to be one of the most difficult and harmful psychological phenomena that the majority of EFL students encounter in their attempt to speak. Researchers' studies have showed that anxiety is a hard feeling that requires more consideration and interest from students, teachers, and psychologists. Moreover, this study had as goal to demonstrate that the environment surrounding students is as an external factor that affects them directly in order to overcome anxiety and improve their speaking skill. This research work also aimed to clarify how motivation can be a valuable factor or solution to overcome these barriers of fear and anxiety to speak the foreign language. Indeed, this study has confirmed our hypothesis which stated that If EFL learners' motivation is increased, their anxiety in speaking would be decreased. More precisely, if the teacher uses effective motivational strategies, learners' anxiety would be decreased.

To conduct this study we have used a descriptive method because it is the most appropriate to deal with this theme. Indeed, we attempted to describe the situation and provide information concerning the problem of anxiety and to suggest some strategies to hinder it as relying on certain motivational strategies. Mainly this study comprised three main chapters: the first chapter was a general overview about Motivation in speaking; it contained the definitions of motivation, types, theories, sources, then some motivational strategies to enhance learners' speaking skill. The second chapter was about anxiety and its relation to speaking. It basically contained several definitions, types, causes, characteristics, and solutions such as educational strategies to reduce anxiety. Concerning the third chapter, it included the analysis of both teachers' and students' questionnaires. The former was directed to a sample of second year LMD students at the section of English at Biskra University and aimed to identify their attitudes towards anxiety and motivation. The latter was designed for teachers of oral expression at the same section and served to explore the teachers' attitudes about students' anxiety in speaking as well as to investigate the main strategies used oral expression teachers to solve the problem.

The findings of students' questionnaire have revealed that through increasing these latter motivation, their anxiety would be decreased and thus their speaking proficiency would be improved. Students' anxiety is considered as one of the most dangerous barriers that prevent the majority of learners from fulfilling their objectives in learning English as a foreign language. It can also be a real factor that intimidates their future carrier. Nevertheless, for students, motivation is a required factor in their learning. Indeed, the results indicated that oral expression teachers can play an important role in reducing students' anxiety via encouraging and motivating them to improve and develop their speaking of English.

Furthermore, the findings obtained from the teachers' questionnaire confirmed the previous results as it revealed that anxiety is of the most difficult psychological problems that the majority of students suffer from. It hinders them from learning a foreign language effectively. The majority of teachers are aware of the common students' difficulties, and they rely on certain motivational strategies to motivate their students to overcome their anxiety as: group work, Encourage Diversity in learning Styles, Encourage Creativity, Ability to listen and pay attention to students, Greet students and remember their names, Smile at them, Encourage student choice, Use positive feedback, Encourage self-evaluation.

In addition, the findings explored the influence of anxiety on students' speaking skill and confirmed our hypothesis. Indeed, some strategies when used effectively can lead students to succeed in their learning carrier. Besides, teachers should encourage their students to do their best in order to reduce their anxiety and make them feel comfortable and confident in order to improve their speaking of the English language. These results showed that anxiety is not an easy psychological phenomenon that the majority of students at Biskra University suffer from in their learning to speak English as a foreign language. Also, it is not impossible to fight and to reduce and even it is the most harmful obstacle to their students' achievement; teachers believe that motivation is the most needed factor that can solve this problem.

RECOMENDATIONS

From the results of the students and the teachers' questionnaire about the role of motivation in decreasing students' anxiety in speaking English as a foreign language, we provide some suggestions for both the teachers and the students that can contribute in reducing and overcoming the level of students' anxiety in speaking English as a foreign language.

Recommendations for learners

- Since anxiety is one of the main factors that hinder students from fulfilling their goals in their learning process, they must do their possible to stop its damages.
- They should know that if there is a will, there is a way and to any problem there is a solution. They just need to be patient and change some negative thoughts that cause fear, thinking positively is so needed.
- Learners can follow certain motivational strategies to overcome their anxiety
- It must take into account that mistakes are part of learners' learning process and every one can make them. It is also important to know that perfection does not mean success because it is an impossible objective and it is not needed for succeeding.
- Relaxation is the key to make anxiety vanish or decrease by following some simple steps during the class such as: sitting in a comfortable and straight way, take slow and deep breaths, stretch and have some muscle relaxation exercises which will turn nervous energy into a positive one.
- Thinking and organizing ideas before expressing them.
- Being friendly and socialize with their surroundings in order to feel comfortable.
- Having a pleasant relationship with the teacher during class time by greeting them and ask relevant questions.
- Avoiding setting at the back of the classroom,
- Self confidence is so important in learning process. So Building self confidence depends on the amount students practice speaking English

Recommendations for Teachers

Teachers must help their students to decrease their anxiety by applying certain strategies that are significant and effective.

- Oral expression teachers should have a good relationship with their students and be very patient in the classroom.
- Humor and warmth are essential characteristics to ensure the classroom environment as walking around the room, making occasional contact with students.
- Giving students opportunities to speak and encourage group activities pair work, role plays to carry out the lessons.
- Varying classroom activities make students more motivated to speak.
- Create Pleasant and enjoyable classroom atmosphere, by introducing some fun activities like: song activities listening activities, role play, games.

Also Huberty (2009, pp, 14-15). has suggested some strategies to assist teachers in their teaching process.

- Providing relaxation training.
- Using practice tests
- Reviewing task content before examinations
- performing, self-monitoring techniques, positive self-talk, and self-relaxation
- Relaxing grading standards or procedures if it is possible to do so without lowering performance criteria
- Recognizing effort as well as performance
- Avoiding criticism, sarcasm, or punishment for performance problems
- Using alternative forms of assessment
- Modifying time constraints and instructions
- Emphasizing success, rather than failure
- Applying different strategies in classes plays a significant role in encouraging students and motivating them to enjoy their language learning in one hand, and to push them to change certain negative emotions as: anxiety, different fears, and lack of confidence.

- Teachers have to be aware about how and when to use them in order to fulfill their goals and to cover the maximum students' different styles of learning. And make them have a desire to acquire their language.

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APPENDICES

Students ' Questionnaire

Dear students,

The main aim of this questionnaire is to shed light on the role of motivation in decreasing students' level of anxiety in speaking skill. Indeed, the questionnaire investigates the effect of using certain motivational strategies to accomplish, develop motivation, and thus reduce anxiety in speaking English as a foreign language.

You are kindly requested to fill this questionnaire by ticking the appropriate box/ boxes or by making full statements when needed.

Thanks for your cooperation.

Section one: General Information

1- Gender:

a- Female b-Male

2- Age:

3- Your choice to study English at university was:

a- personal b- imposed c- advised

- If 'personal', please give two reasons for your choice:

.....
.....

Section Two: Speaking and Motivation

1- Do you speak English in the classroom?

a- very often b- often c- sometimes d- never

- If 'sometimes' or 'never', is it because of :

a- Lack of vocabulary

b- demotivation (no interest in the topic)

c- Anxiety/shyness

d- Fear of making mistakes

e - The teacher

f- Other:

2 -How you can assess your motivation to speak English?

a -High

b - Medium

c -Low

- Please, justify your answer

.....

3-Does your teacher of oral expression motivate you to speak English?

a-Yes

b-No

4- What kind of speaking activity(s) motivate(s) you more to speak in class?

a- Games

b- Free discussion

c- Songs

d- Role play

e- Other:

5- Does your oral expression teacher use audio visual aids in class?

a- Yes

b- No

-If 'yes', do they motivate you to speak?

a- Yes

b- No

Section Three: Anxiety and Speaking

1-For you, is speaking English as a foreign language:

a-Easy

b-Not so easy/average

c-Difficult

-If it is 'not so easy' or 'difficult', is it because:

a- the accent

b-the grammatical rules

c-the vocabulary use/idioms

d-other :

2- How do you feel when you are asked to speak English in class?

a-comfortable

b-anxious

3-Do you have a good relationship with your teacher?

a- Yes

b- No

4-Do you have a good relationship with your classmates?

a- Yes

b- No

5-How often does your teacher correct your speaking mistakes?

a- Very often

b- sometimes

c- rarely

d- never

6-Do you consider your teacher's feedback to your mistakes as:

a- a motivator

b- an obstacle to learning

c- an anxiety factor

d- other:

7-Do you consider anxiety one obstacle to speaking performance?

a- Yes

b- No

-If 'yes', why?
.....

8-In your opinion, what can the teacher do to reduce or to overcome your anxiety in speaking?

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

Thanks for your help.

Teachers' Questionnaire

Dear teachers

The main aim of this questionnaire is to shed light on the significant role of motivation in decreasing students' anxiety in speaking English as a foreign language. More precisely, it investigates how the teacher can use motivational strategies to help learners become more motivated and to reduce or overcome their anxiety in speaking.

Thank you for your collaboration

Section One: General Information

1. Your gender:

a -Female

b -male

2. Your qualification:

a -License

b -Master/Magister

c -Doctorate

3. How many years have you been teaching oral expression?

.....

Section Two: Speaking and Motivation

4. Are your students motivated to speak in your oral class?

a- Yes b- No

-Whatever your answer, what do you think are the main reasons?

.....

.....

5. Do you think your students are :

a -Intrinsically motivated

b -Extrinsically motivated

6- What kind of speaking activities/techniques your students find more interesting?

a- role play

b- songs

c- free discussion

d- games

e- story telling

f- oral presentation

g- others:

- Why?

.....

.....

7. What are the main motivational strategies you rely on in your oral class?

a- Encouraging diversity in learning styles

b- Encouraging creativity

c- Organizing group work

d- Others

.....

8. Do you think that motivation contributes in decreasing students' anxiety and helps them perform better in speaking?

a -Yes

b -No

- Please explain how:

.....

.....

9. Do you think that motivational factors (internal/ external) influence students' anxiety toward learning English?

a -Yes

b -No

Section Three: Anxiety and Speaking

10. Are your students comfortable when speaking in class?

a- Yes

b- No

11. What are the speaking problems most of your students face in class?

a- shyness/ anxiety

b- fear of making mistakes

c- difficulty of the subject/topic

d- speaking in front of class mates

e- other(s):

.....

12. Do you discuss these problems with them?

a-Yes

b -No

13. What strategies/tricks do you use to help them overcome their anxiety in speaking?

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

Thanks for your help.

ملخص

هذه الدراسة أساسا تتناول دور وأهمية التحفيز في خفض نسبة القلق لدى طلبة السنة الثانية ليسانس ل م د في مهارة الكلام في اللغة الإنجليزية و عليه يعتبر القلق من أبرز الظواهر النفسية التي طالما أثارت جدلا كبيرا في أوساط علماء النفس و الأساتذة خاصة أساتذة التعبير الشفهي فهو من بين أهم وأصعب المشاكل النفسية التي يعاني منها الطلبة بحيث أنها تعيق تعلمهم وتمنعهم عن الأداء الكلامي , و عليه هذه الدراسة تهدف إلى اكتشاف أهم الأسباب المؤدية إلى القلق عند تكلم الطلبة للغة الأجنبية وكذلك هذه الدراسة تسعى جاهدة للوصول إلى حلول ناجعة على ضوء الدراسات العديدة التي تطرق إليها العديد من الباحثين. من بين هذه الحلول التحفيز الذي يعتبر عامل حيوي من حيث مساهمته الفعالة في كبح القلق وتخفيض نسبته وتحسين الأداء الكلامي للطلبة. ومن أجل تحقيق فرضية البحث التي هي إن ارتفاع نسبة التحفيز قلت نسبة القلق , وللوصول إلى النتائج المرجوة هذه الدراسة اعتمدت على وسيلة مهمة وهي استبيانين. الأول موجه إلى نسبة 40 طالب السنة الثانية ليسانس نظام ل م د لغة إنجليزية يهدف إلى معرفة أهم الأسباب التي تجعل الطلبة قلقين طيلة الوقت أثناء الأداء الكلامي . أما الاستبيان الثاني فهو موجه إلى أساتذة التعبير الشفهي قسم الإنجليزية بجامعة محمد خيضر ببسكرة بهدف معرفة أهم أسباب القلق و أهم الحلول المقترحة . هذه الدراسة تتضمن ثلاثة فصول أما الفصل الأول فهو نظرة شاملة للتحفيز في مهارة الكلام. الفصل الثاني يتناول ظاهرة القلق في مهارة الكلام . أما الفصل الأخير فهو استبيان الأول موجه للطلبة بغية معرفة أهم الأسباب المؤدية إلى قلقهم أثناء محاولتهم الأداء. والثاني موجه للأساتذة بهدف معرفة أهم إستراتيجيات التحفيز التي يعتمدون عليها في الأقسام. إذا نتائج الاستبيانين المتحصل عليها تثبت صحة فرضية هذه الدراسة أنه إذا ارتفع نسبة التحفيز تنخفض نسبة القلق.