Ministry of Higher Education and Scientific Research

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The Impact of Language Anxiety on Speaking Skill in EFLClasses

A Case Study of First Year LMD at Biskra University .

Research project submitted in partial fulfillment of the requirements for the degree of master of science of the language

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Board of Examiners

- Bouhitem .Taybe
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June, 2016

Dedication

I wish to dedicate this modest work

To my mother and my father with gratitude and love.

To my sisters : Hayat, Nadjet ,Nessrin , Chaima , Amira, and lovely Noussa

and my brothers :Morad, Walid ,Aymen ,Abdo

To all my friends .;,Nawal , Narimane ,Mani ,Laila ,Ibtissam,Hajer, Somaya ,

Fatima,Amira.wafa ,sara , Imane ,Nadjet ,Ahlam , Samh, Tota

Special thank   due to my fiancée; Abd Abdjebar for his patience

To   both family : Naili and Ghach

Acknowledgements

I am grateful to ALLAH who give me power, and chance to do

and complete this work .

I am deeply grateful to my teacher and supervisor TEMAGOULT SLIMANE

for his help ,and instructions .

I would like to thank all my teachers since my primary school, till now

I don't forget the university of Mohamed Khaider Biskra ,

Specifically, the English Department.

Abstract

Our study spots light on the consequences of anxiety as a negative student's behavior while learning EFL. Various studies gathered in this work converge toward the agreements that anxiety is really an inhibiting obstacle to learning EFL because language learning is realized only through exposure. If learners psychological states of mind is disturbed by some negative factors mainly "Anxiety" for sure his performance, and achievement, will be reduced. This is what we try to study and prove through specific studies in Biskra University (English Division). There are many learners are not psychologically prepared to carry out a conversations with their peers, or with their teachers. The issue is very ambition; but neither time nor circumstances allow us to develop it intensively, that why we limit our self to very specific, tools of research (questionnaire to students) to proof the statements of the problem, and hypothesis.

List of Abbreviation

FL: foreign language

EFL: English as a foreign language

SL: second language

FLA: Foreign Language Anxiety

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General

Introduction

Back ground of the study

Learning a foreign language is not an easy task for many Students, especially when it comes to speaking skill, because speaking is the most favorable skill, learners may be good at learning other skills such as reading, writing, and listening ,but when it comes to speak a foreign language they claim to have a ''mental block ''against it. Our study is about anxiety which is considered as the psychological phenomena, it is a major factor that affects the FL learning. Students are faced with many obstacles which prevent them from communicating using this favorable skill. Undoubtedly, the need to communicate in the English language. Nowadays, is the central aim of millions people around the globe .Some researchers define this study as the most common problem that prevents the speaking fluency and accuracy in EFL classes. According to Chastain (2011). Anxiety is a state of uneasiness and oppression of fear caused by the anticipation of something threatening, while Macintyre (2015) views that anxiety as a feeling of worry and emotional reaction that arise while learning or using a second language or foreign language. They generally agree that speaking foreign language is the main goal of many learners. However, the most important thing should be taken into consideration is that; learning to speak a second, third or fourth language is much difficult than learning to speak the first language for many reasons, because the learners have barriers in learning the foreign language such: as the negative feeling of anxiety like fear of failure, lack of confidence, being thought weak inside the class room. All of that prevent the learners from learning a foreign language, this phenomenon of anxiety in EFL classes is considered as a demanding task for many researchers and it is an affective filter that prevents speaking process to develop.

1- Definition of the issue

Anxiety is a psychological phenomenon that affects the foreign language learning. It is one of most negative influence affective variable, which prevents learners from successful learning a foreign language. It makes language learners nervous, afraid, it leads to poor oral performance. According to Oxford dictionary, the definition anxiety (n) is an unpleasant state of mental uneasiness, nervousness, apprehension and obsession about some uncertain event. In addition to Horwitz et al (2011) anxiety is a mixture of foreign language learner .Hashimato (2011) states that anxiety exerts a strong influence on individual's perceives of feeling, beliefs, and behaviours related to the uniqueness of the process of foreign language learner .Hashimato (2011) claims that anxiety exerts a strong influence on individual's perceives.

2. Statement of the problem

The Problem in this study concerns the negative influence of anxiety on students' oral performance. Many learners are suffering from stress, tension, nervousness; they feel afraid of being judged negatively, or not being socially accepted. According to some researchers related to this study it is a negative behaviour ,or as an act that prevents the learners from learning a foreign language and facing them with the problem of "mental block" which caused by the fear of negative evaluation, fear of making mistakes ,and apprehension about other's evaluation. The teachers themselves have not only explained the problem of language anxiety, but they also observed this phenomenon among the student of first year, they are interested to looking for answering: why EFL learner feels anxious in learning and speaking process.

3. Aim of the study

Our study aims to identify the sources that cause anxiety on foreign language learning process, especially in the case of speaking. It aims also to clarify the relationship between language learning process, and the impact of anxiety on learner's performance in the language, In addition to some strategies for reducing the negative consequences of anxiety.

4. Research question

-This research work is motivated by the following question:

- ✓ **-**What are the most important factors that causes speaking anxiety in foreign language learning?

5. Hypothesis

- ✓ -we hypothesize that if first year student in Biskra University are anxious, consequently, they will not be able to speak well English in foreign language classes.

6. Limitation of the study

-We limit our study with first year learners at Mohamed Khaider Biskra ,through this study we will focus on the effects of language learning anxiety "as problem" on the oral performance in EFL classes . This research will focus on finding and providing solutions to help students in developing their speaking ability; during this study, we will analyze the most important factors that cause speaking anxiety in EFL class.

7. Significance of the study

Our study is about the main psychological factor, which is anxiety this phenomenon is considered as an affective filter that prevents the learners from achieving their abilities in EFL classes. Teachers have to focus on developing their students' speaking skill by applying

different strategies .For that we find this area of research very important task for us as future teachers. Nowadays most EFL learners are facing problems in learning process one reason is because they feel anxious about making mistakes and afraid of negative evaluations, hence, leads to the lack of self-confidence, the lack of self-esteem, and motivation. During this work we attempt to high light the causes that prevent the learners from speaking the target language (English language) in communicative situations, also to look for the teachers whether they are aware of anxiety as an impediment to students speaking enhancement or not .and to search for the most appropriates strategies that would be a stimulus for learner to create a relaxed learning atmosphere in EFL classes.

8. Methodology

The study is qualitative research in nature based on the descriptive method, because among the scientific methods of research, we find it as an appropriate one for describing the nature of the two variable "the impact of language learning anxiety on speaking skill", our population during the 2015/2016 is first year EFL students at Biskra University, it's random Sampling of (120) learners from the total population (789) of students. In this study the questionnaire is very important research tool for data collections, and it will be more useful in helping us to get a better understanding of students' difficulties in speaking English. The data collection concerned in this work will be in the form of questionnaire for first year learners, because learners at this stage face crucial difficulties during the period of learning the EFL.

9. The Literature Review

In the last three decades the foreign language anxiety was recognized as one of the most important affective variables influencing foreign language learning issue in the field of study ;beside other affective factors namely: motivation self ,esteem, self-confidence

The problem of language anxiety and its negative effects on second language learning can hinder the process of teaching and learning. Many researchers give explanation to that subject thus, many scholars have studied the topic, and brought various suggestion. According to Spielberger .C.D (1983) in his book title: Manual for the State Strait Anxiety Inventory (from .Y.) Palo Alto CP: Consulting Press, where he say that Anxiety "is the subject feeling of tension, consternation, nervousness, and worry associated with the excitement of the automatic nervous system "whereas Gaudy E.Spielberger C. (1971) claim in their book title: Anxiety & Education Achievement; New York Wiley however they found that" anxiety seems to facilitate performance one simple, straight forward tasks and to interfere with performance one more complex task "while in (1991) Naver Benjamin wrote in his book "A Comparison of Training Program Intended for Different types of Test –Anxious Students" that Anxious students often know more than they can demonstrate on test .They may lack the critical test –taking skills , or they cannot remember the material on test . All the above cited works about anxiety did not mention the impact of foreign language anxiety on speaking skill in EFL Classes, that's why we are going to develop my work in order to clarify and discuss the main factors that cause that problem .

Conclusion

Almost all participants of the research acknowledged that people feel anxious and nervous while speaking English in front of others. Some EFL learners even express that they feel 'stupid' when they cannot speak English well in front of their classmates, Learners have many problems, and difficulties in learning English language, like grammar, pronunciation, English word-class system, etc., which were commonly thought to impede the fluency of the EFL learners and hence, were perceived to be major obstacles in achieving the desired performance goals in English language. What seems to distinguish speaking is the public

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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) When learners' processes of using an English speaking are not regularized due to lack of practice, either in the classroom or in the society, these difficulties are cause trouble for the EFL learners.

CHAPTER ONE

Anxiety in EFL Classes

Introduction

In Algeria learning English as a foreign language is a challenging assignment since the learner can have no contact with the target language outside the classroom, this chapter discusses anxiety from its different angles; however; anxiety or foreign language anxiety has long been a central issue for language researchers. In order to make it easy for the readers to understand the term of anxiety what our study is about and to give more explanation, we will deal with the different stages of anxiety by giving a full description for each one of them, then, we will explain   the impact of anxiety in speaking a foreign language.

1. Definition of anxiety

Before discussing the term foreign language anxiety, it is useful to look for the meaning of anxiety as a general word. Anxiety is a noun of an adjective anxious, according to:

1.1. Penguin Dictionary of Psychology

From this Dictionary the definition of anxiety is a vague emotional which means the ambiguous, unclear feeling. From these two definitions, it is clear that anxiety is about an obnoxious and unpleasant feeling. According to some researchers related to this study anxiety is an emotional response occurs in difficult situations or under threat.   Many researchers found that anxiety is still unclear and not easily subject to define in simple sentences. As Horwitz (2001), sees   that the problem of anxiety as not only the consequence of poor language ability and performance, but as it may interfere with the presented language ability as well; therefore be a reason of poor achievement   and language learning in one hand, in other hand Mussen et al (1974), conclude that anxiety is a term used to describe a usual feeling of personal experience when faced with danger, risk, or when learners become

anxious, they normally feel upset. The symptom of anxiety can relate to daily life experiences, for example, losing a job, a relationship breakdown, or hearing that someone died.

2. The definition of foreign language anxiety

Foreign /language learning can be defined as a demanding task for many teachers, however, one of the factors that make such problem difficult is the existence of anxiety. When anxiety is limited to, language learning situations its falls into specific anxiety situations, physiologists use this term to define learners who are generally anxious in different situations. Some FL foreign language learners claim that most of the time and during the presentation courses, especially in oral presentations they suffer from a negative evaluation because they forgot certain grammar issues or maybe they have difficulties in the pronunciations. So these students realize that they often know the correct answer but they fell into the wrong answer because of the nervousness and lack of confidence.

3. Types of Anxiety

The study of anxiety can be well-informed at various levels. Many researchers distinguished different types of anxiety. According to Spielberg et al (2005), anxiety have three types which are: trait anxiety, state anxiety, and specific –situation anxiety.

3.1. Trait anxiety

This type of anxiety describes the tendency of the student to be nervous, to feel anxious in some cases, anyone who is a trait anxious is a person who feels fearful and timid from doing anything such as; doing an activity in the classroom, speaking in front of students by using face to face applications, it will prevent the language learning process. Learners who develop a more anxiety-trait will be more able to be anxious in both less risky and difficult situations. According Spielbrger (2005), any person with trait anxiety is a

person who suffers from clam, relax, and emotionally stable; however, he defined trait anxiety as a probability of becoming anxious in any situation.

3.2. State anxiety

This second type arises in particular situations and is not permanent. For example, some EFL learners feel anxious if they are called by a teacher to speak in front of their classmates in this case this learners feel worry because of state anxiety; however, this kind of anxiety can prevent the learners from showing their full potential or in the case when someone loses a close person such as a best friend or the parents, he becomes so anxious. A learner who experienced this type of anxiety is likely to feel worry or unable to face any event. He may feel anxious and can simply react to outside stimuli. So state anxiety is an obnoxious feeling which can seriously disturb the learner's capacity to act in a positive way, since the exactness of state anxiety is a dangerous phenomenon; however, can even block the learner's ability to perform the work, for example, In the case of the exam the learner disturbed emotionally and hence very much anxious about his future .This type of anxiety has an effect on learner's cognition, emotion, and behavior. In terms of cognition, if learners face state anxiety they will be more sensitive about how others think about him in one hand, in other hand; in the term of emotion state anxiety also effects on emotional result, however, people having felt nervous or restless. In the view of its effect on behavior people who have state anxiety tend to assess the manner they behave, evaluate the imaginary and real failures and always attempt to fix ways to escape from the uneasy situation. According to some scholars, anxiety looked like other emotional factors such as: emotional disorder, tiredness. Individuals, who experience an anxiety trait, will learn to have a thought and feedback which reflect their ability to understand the nature of certain environmental stimuli.

3.3. Specific –Situation anxiety

This third type of anxiety associated with certain situations of anxiety, or on learning any context in which the learners feel incapable to fulfill some purpose; for example, when the student wants to be proficient in a second language either in reading or writing passages.

4.The role of anxiety in learning foreign language

Based on the findings of Scovel (1978), who reviewed the literature on the relation between second language accomplishment and anxiety. Most learners have such suggestion that anxiety is not a good thing, whether in a second language or other subjects because anxiety blocks learner's performance, some researchers report that anxiety is not only a facilitating issue; it can also be debilitating for that some scholars make a distinction between those two sorts of anxiety. The reason that the two types of anxiety function differently lies in the fact that facilitating anxiety, improves performance by motivating the learner to fight the new learning task and the individual emotionally for approach behavior; whereas, debilitating anxiety weakens the performance by motivating the learners to flee (escape). Anxiety is commonly a threatening that alerts a person to a fact something which is incorrect, however; the lack of anxiety may result in one phrase "I don't know what I can do".

4.1. Facilitating anxiety

According to Browne (2000), facilitating anxiety is helpful anxiety; while Oxford (1999), define it as: it is related to some concern or apprehension over a task to accomplish; facilitating anxiety is helpful manner that directly to the winner. Brown (2000), claims that facilitating anxiety means affects language learning positively, because is a type of anxiety that helps learners to progress their learning process and performance. All researchers know, that sometimes we find it complicated and very complex to produce our

maximum, if we know that success is almost guaranteed. An example given for facilitating anxiety is in the case where students feel that, they are in competition with another.

4.2 .Debilitating Anxiety

Debilitating anxiety may emerge powerfully in speaking a foreign language, the more anxious learners are, and the less likely they are doing well as the speaking process for that most of anxious students complain about the bad performance. The definition of debilitating anxiety differs from one work to another; however, inside the classes of language learning studies debilitating anxiety is related to poor performance. Deliberative anxiety or what named in Oxford (1999) harmful anxiety "refers to anxiety as negative factor something to be avoided at all costs". (Brown, 2000, p. 151). This type of anxiety is negative because of the negative and disagreeable feeling and emotions of learners that make their performance fail and go down, so the individual needs to overcome this feeling this may show strongly in speaking a foreign language. Some researchers recommended that an individual may have a great quantity of both anxieties, they also proposed that facilitating anxiety and debilitating anxiety may function together; however, the first one called helpful anxiety which related to its positive effects on language learning, while the second one is known as a harmful anxiety, it has a negative effect on speaker ' performance.

5. The works of anxiety

Anxiety does not only affect your thoughts and behaviors, it also affects your body. And there are three types of anxiety:

1/ Physical Symptoms

2/ Thoughts Symptoms

3/ Behaviors Symptoms

E.g., What can the teacher say when I forgetsomethingduring the presentation?

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                    ┌─────────────────┐
                    │    Thoughts     │
                    │    Symptoms     │
                    └─────────────────┘
                       ↗           ↖
                      ╱             ╲
   ┌──────────────────────┐    ┌─────────────────┐
   │ Behaviors  Symptoms  │ ⟷ │    Physical     │
   │                      │    │    Symptoms     │
   └──────────────────────┘    └─────────────────┘
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E.g.: find an excuse to get out of it. .   E.g., stomach ache, cold sweat,

(Figure 01) The three symptoms among anxiety (Source: From Anxiety BC

Article p, 04)

To distinguish these symbols of anxiety we give you some ways to follow you in order to decrease   the feeling of anxiety. Thoughts e.g. (What can the teacher say if I forget the main words during the presentation?) Behaviors Physical Symptoms (e.g., find an excuse to get out of it e.g., stomach ache, cold sweat, heart racing.

5.1 .Recognizing the physical symptoms of anxiety

You can identify the physical symbols of anxiety by asking yourself: what happens when I'm anxious; For example, when you feel nervous, you may get butterflies in your stomach and feel dizzy or lightheaded. Sweat a lot, breathe less.

5.2. Recognizing anxious thoughts

Anxiety also affects our way of thinking. Anxious thoughts naturally involve a fear of something bad happening in the future.

5.3. Recognizing anxious behaviors

Anxiety pushes the learner to live in danger; however, it makes us feel very worried, in this case this learner may have a strong desire to avoid this feeling that makes them nervous. For example, if you are afraid of something such as: dogs, you would perhaps avoid going to places where you may meet a dog (e.g. A dog park).

6. Sources of Anxiety

The different sources of anxiety in a foreign language have been recognized by several researchers. Foreign language anxiety is the reaction of nervousness experienced by non-native learner during learning or using a second or a foreign language. This feeling may prevent the speaker to develop any foreign language context either in productive skills (speaking or writing) or receptive skills (reading or listening). Language Anxiety is related to numerous factors such as: The lack of motivation, the lack of self-esteem, Severs Error Correction, Spontaneous Communication, oral test, the questions of the teachers, speaking activities, the lack of linguistic competence, and shyness. So learners can experience the feeling anxiety as a result, of different factors.

6.1. Communicative competence

Learners who have a complexity of speaking in front of other people are less able to learn a foreign language (FL) and increase their communication proficiency. Because Communication apprehension has a large influence on learner's communication competence.

6.2. Fear of negative evaluation

Making mistakes sometimes according to some learners is the main source of the fear because they do not consider the language mistakes as a natural thing, they look at it as a dangerous behavior especially in front of their teachers or their peers. According to psychological studies Fear of negative evaluation is the individual's feeling about how other classmates and teachers may negatively evaluate their ability. So that learner will keep silent.

6.3. Test anxiety

According to some learners who practice this type of anxiety the oral production and the foreign language process are a threatening situation, especially for those who want to study the foreign language. Horwitzet al (1986), claim that this aspect is a type of presentation, in which the learner feel fear of failure and doing imperfectly during the lectures.

6.4. Lack of motivation

Motivation can be defined as the desire to accomplish an ambition or to do something; it is an important factor that provokes anxiety, if it is missed. According to learners motivation is an important strategy for best achievement. When there is a motivation, students will attain greater and better results, development and success. There are two types of anxiety intrinsic and extrinsic anxiety; however, the first one is the energy that pushes the speaker toward performing engaging an action because this activity is pleasant or satisfying to do something

such as: learning a foreign language in one hand. In other hand extrinsic motivation means the external factors that help the speaker to learn, and to perform the second language. The lack of motivation, whether intrinsic motivation or extrinsic motivation might create the student depressed to learn second or foreign language. The absence of intrinsic motivation may manifest when the learner has no hope to learn the foreign language.

6.5. Lack of self esteem

Self-esteem is considered as an important affective feature in the development of scholastic and educational accomplishment. The lack of self-esteem results the mistrusting of student own abilities which direct them to achieve bad performance, because of lack of confidence.

6.6. Severs Error Correction

Stephenson points that making mistakes by learners in the field of learning a foreign language is a normal thing, because learners may face many difficulties which can push them to do a lot mistakes, starting by grammatical mistakes, wrong word stress pronunciation, for that the teachers should be a facilitators not a controller; he should follow their learner's mistakes and correct each one in calm, suitable, and gentle way in order to encourage them to speak and motivate them to reduce the feeling of anxiety.

6.7. Spontaneous Communication

Wilson (1989) says: "I start to panic when I have to speak without preparation "(p.103,cited in Wedjdan,F 2013). He pointed that preparation is a very important act in the learning process, because learners may feel nervous and afraid when they cannot express different thoughts and ideas frequently.

6.8. Oral Test

The problem of anxiety will occur in this case when the learners are obliged to speak in foreign language test orally, because test anxiety may occur as a consequence of some factors such as: teacher's questions or students' questions, of negative   evaluation.

6. 9. Questions of the teachers

Stephenson (1989) explains that: the teacher plays a major role in EFL classes a, however; the way that the teachers use to teach their student impact student's performance. Among some studies the teacher is the one who makes their students feel anxious through his manner of questions, because some Students think that the teachers' questions is a threatening and menacing.

6.10. Speaking activities

According to Lindy Woodrow anxiety in speaking may occur through many activities such as: performing an English act in front of their classmates for example presenting a role plays, performing a dialogue. All these activities may increase anxiety on learner's personality because they feel uncomfortable in such activities.

6.11. The Lack of Linguistic competency

The first reason that may prevent learners from achieving speaking skills is the lack of linguistic competence. Learners who suffer from linguistic competency are those learners who always feel afraid of taking risks during the speaking process, and choose to keep silent than receiving different evaluation from their teacher or from their classmates inside the class. The only one solution for those anxious is to work hard, in order to improve their vocabulary and to develop their grammatical competence.

6.12. Shyness

Some learners suffer from shyness ,this negative emotional thing occurring in speaking situation ,according to some learners shyness   could be the sources of anxiety especially in class of speaking .Many researchers support that most learners fail to perform the speaking performance ,because of the feeling of shyness ;this later one may be the result of lack of confidence ;for example when students   feel that they are not very confidence and tend to be very shy when the teacher ask them to speak English in front of their class mates , because they suppose of being laughed by their peers .So shyness play an important role in speaking performance .

6.13. Large class size

This phenomenon is a   common problem for EFL learners who have no solution just to talk in front of their classmates, however; speaking in public   makes students anxious, especially the students of universities because of the large number of students, in this case; those learners prefer to keep silent most of the time, they think that it is the perfect solution to avoid anxiety feeling. So the role of teacher in the class is to build a family among the students.

7. Some effective activities to lessen from anxiety

7.1. Project Work

The main advantages of project work are that learners have an active role and responsibilities in the performance of project work which can increase their confidence and reduce the effect of perceptions of low ability in a second language.

7.2. Establishing a supportive classroom atmosphere

Create a learning community that provides the perfect environment for motivation and a good atmosphere can help the speaker to overcome the fear of producing a mistake.

7.3. Providing indirect correction rather than direct one

Direct correction in speaking activities can demoralize speaker confidence; because it discourage student's speaking skill, especially; for those learners who suffer from the feeling of anxiety, so the teacher have to be a facilitator and helpful not as a controller, in addition; to that he should create a relaxed climate inside the classroom for giving the chance for everyone to speak even with making mistakes.

7.4. Provision of praise

This strategy is very useful, and its effect on student personality is totally positively , because the reaction of the teacher on their learner's behavior may impact on student 's personality, for example, praising a student in front of their classmates had a positive consequence ,because the learners understood this action as an indication that the teacher had at least a little confidence in their capacity.

7.5. Breathe deeply

Some scientific results claim that the way of breathing deeply or slowly is a helpful for the speaker's personality either before, after or during the speaking act, for example, practicing the activity of Yoga style, because formal practice before speaking will help you feel confident about what you are going to say and how you will say it ,either in front of many or few listeners.

7.6 .Relaxing techniques

Relaxing techniques are positive way which help student who suffer from speaking anxiety in the classroom, those students should follow at least one technique in order to decrease this bed emotional, In addition, according to Brown (2001), there are several exercises for the anxious student such as: walking before performing your speech at least four to five minutes, wide your muscles throughout your body. Doing each exercise for relaxation before a speaking act will help you to feel more comfortable about what you are going to say.

7.7. The teacher _student relation

Much of recent studies , claim that the existence positive relation between the teacher and student play a major role in the performance of the learners , however; it is considered as a key in an academic setting for successful learning because ,when the teacher behave with their learner in good manner the learners will feel   of security in the classroom atmosphere that decrease the level of anxiety which leads to well achievements.

8. The stages of language learning process

Researchers on language anxiety see that anxiety is a large issue in the field of foreign language learning , a lot of scholars tried to investigate the important knowledge about how anxiety influence the learners ,Ellis (2003) is one of them ; however, she wants at first to study the relation between anxiety as an issue and learners performance .FL anxiety interfere with three stages of learning process :1)Input 2)Process 3)Out put The explanation of these three stages with relation to anxiety will clarify why FL learners formulate mistakes and the reasons of linguistic problems FL learners face in learning .Those three stages can facilitate understanding anxiety experienced, while communicating in the target language ,and also it can affect the learners' capability to process information

at each stage which can cause foreign language learners spoken failure , or linguistics problems when learning or communicating in the target language

8-1 -Input

The stage of Input in learning process is considered as the first learning stage that activates the LAD language acquisition device .Input may be define as second language data that the learners receive either in formal setting as class room or in informal setting as naturalistic places such as the home   and the family ; input is the basic stage of language learning ,so anxiety in input stage (input anxiety)   means that anxiety which practiced by the learners   when they face something new at first time in target language for example a new word ,new phrases .Additionally, input anxiety is similar to receiver apprehension According to Krashen (1982),who define affective filter as the unreal obstacle which causes learner's inability to acquire a language which prevents the learners from using the full comprehensible input, they provoke a mental block that prevents input from realizing   the (LAD) Language acquisition device. The appropriate way for successful language acquisitions is to reduce, and lower from the learner's affective filter because the higher one leads to the loss of successful communication and an increased level of anxiety, and also to a nervousness of learner.

Krashen(1982), states that the affective filter is the last hypothesis of his theory of language acquisition which   use to explain the way how acquisition   may affected by different factors when existing with comprehensible input, for example; a negative attitude towards speakers of the language will rise the filter , while a positive attitude will   lower it for instance anxiety may cause the filter and also can prevent the learners from achieving their goals

8-2- Processing

Anxiety in this stage names processing anxiety, during this stage learners influenced by second language anxiety where the new information which present by mental processes takes place during this stage , in this case the effect of anxiety will be greater when related with learners abilities because anxiety intervenes with the students' cognitive tasks for example a student cannot speak fluently in free discussion or in the debate because the anxiety make him forget the meaningful vocabularies .Some psychologists schoolars as (Lightbown &Spada, 2006) ,believe that learners have to process information and to 'pay attention' when they want to produce any linguistic aspect . Lightbown and Spada claim that the most demanding language skill is the speaking skill, particularly in the target language, because it requires a numeral of mental activities at one time and for more comfortable students. Some findings declare that, if learners want to lessen from foreign language anxiety they have to emphasis at first to any linguistic aspect, however, they are trying to comprehend or produce by using cognitive sources in processing information, and then building knowledge which may called automatically for understanding and speaking.

8-3- Output

During the communication in the target language, anxiety arises   at this stage because it describes to learner's nervousness, and apprehensiveness when they asked to exhibit their capability to use previously learned .Psychologists argue that the three stage of anxiety have been found to be independent because each stage depends on the successful completion of the previous one. Learners in this stage will suffer from poor performance, at most of the time in the classroom, they will be passive instead of active learners . Anxious learners in that way they will lose the opportunity to be the superior students with powerful abilities. The sources of anxiety in the output stage that experienced by the foreign language learners, especially in the case of speaking, and communicating the target language

the description of the output stage suggests various implications for teachers who demand quick feedback from learners or expect them to speak fluently.

To sum up, through this general idea about learning stages many researchers as Krashen who claim that the anxiety experience in a natural way during the three stages of language learning; input stage, processing stage and output stage.

Conclusion

To sum up this chapter, foreign language anxiety has been studied by many schoolars   from different aspects, Teachers should take into consideration the impact of language learning anxiety among their students in EFL classes, because this negative issue may prevent the speaker from performing a best work in front of their classmates. In this chapter we developed our study to define the term anxiety as a general word, and also to classify its types, in addition to its impact on speaking skill, and some strategies to reduce it. For these researchers we find that there is a very strong link between speaking skill and anxiety as a problem.

CHAPTER TWO

Speaking Skill

Introduction

Speaking skill is a vital part of foreign language teaching and learning. Speaking is a productive skill among the four skills namely: listening, writing, and reading, which is the useful skill used by students for complete communication, however, we learn first, then we read, finally we write.

In this chapter we discuss some issues linked to speaking skill, as: definition of speaking, the aspect of speaking skill, the relation between speaking skill and others skills, in addition to some useful strategies that may be used by teacher in EFL classes for developing speaking skill. In this study, we will deal with the nature of speaking skill, and the main challenges that face EFL learners in their learning process.

1-Definition of speaking skill

The four learning skills are very important   for effective communication in both first and second languages. According to some researches related to this study the aim behind learning second language is to speak and to communicate in language situations, however, we speak for many reasons, to express our feelings, and thoughts, to deal with others by exchange information. The meaning of speaking skill differs from one researcher to another .According to Louama (2004), who argues that the process of performing the speaking skill is not an easy task, specifically for those learners who want to speak a foreign language as English language, because it takes a long time to develop this skill. So the speaking skill is a basic skill that foreign language learners should learn, adopt, and master with others language skills.

2- The nature of speaking Skill

According to Byrne (1986), oral communication contains the cooperation of meaning between two or more persons; however, Communication can happen between two or   more

interlocutors via conversation; because, it is always related to the context. AL Hosni (2014), says that speaking is the most essential skill among the skills (speaking, listening, reading, and writing) because learners who know a language are the speakers of that language, oral communication practice will be better if the message is involved either in pair or in small groups because learning through small groups or asking questions and responses will give enough opportunities for the students to express their thoughts without fear. These learners will have the chance to express their own point of views   and their ideas.

3-The relation between speaking and listening

According to Brown (2001), the teacher should be careful about using those two skills at once time   ,because both speaking and listening happen together ,for example when teacher focus their attention on speaking listening, listening skill is always present, so the relationship between those two skills is interrelated and very clear ,all those activities used to teach speaking skill ,because listening should lead naturally into speaking. According to Ehrlich & Avery (1992) ,there are   two types of listening which are reciprocal and non-reciprocal one ; the first one refers to those listening tasks where there is an opportunity for the listener to connect with the speaker and to discuss the content of the interaction ,while the second one refers to task such as :listening to the radio where the transmission of information is in one path ;for that listening and speaking are two important skills ,because both of them have positive function to learner's performance .

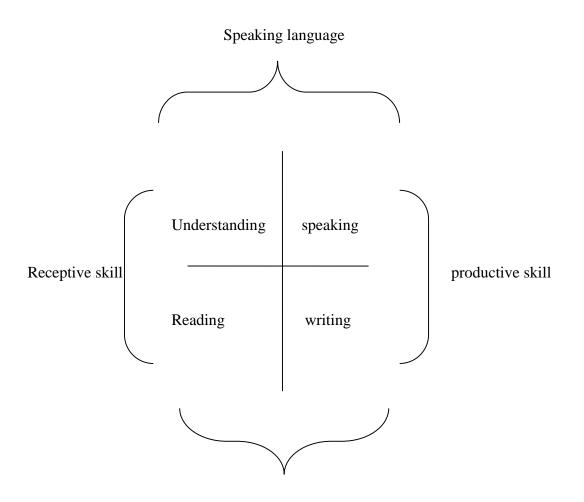## 4 -Speaking and listening differences

Many researchers distinguish between spoken and written language, they claim that speaking and listening are two productive skill which are totally different from each other one of those researches are Brown (2000), who claims that speaking and writing are different in many levels ,the first level is: The oral production is ephemeral; by another meaning is

very short, and can disappear when speaking finishes; while the second level is relates with orthography; however, the spoken language contains phoneme rhythm, intonation, stress, while writing language contains only graphemes such as: punctuation. The third level is the complexity among those two skills ;the written skill is more complicated than speaking skill , for example the people can produce short sentences with using conjunctions ,while in written language people produce longer subordinating sentences. The last difference is the quality of using vocabulary; however, in the case of speaking the speakers tend to use simple and very clear vocabulary.Lindsay &Knight (2006), state that there are also similarities between speaking and writing language, we write differently depending on the level of the reader, and we speak differently depending on whom we are speaking to ,and for what reason .So, good communication skills progress students' self-esteem for that speaking act gives students the chance to express their thoughts and ideas with confident.

5- The speaking importance

The importance of speaking is more exposed with the combination of other language skills such as :writing ,listening ,reading ,for example ,students during the process of speaking may develop their speaking ability, and during the process of reading they will gain many new words and vocabularies .Many EFL /SL Learners give more importance to this skill in their learning process, however, if they develop their speaking skill they will master all of the other skill ,because the relation between the four skills is interrelate.

6- Speaking and others skills relation

The aspect of four skill means those four terms "speaking , ,writing , listening, and reading "which they are very effective activities in communication process , however the teacher sometimes used to focus only on one skill in presenting lessons , the four skill are actively interrelated . The diagram blow shows all the four skill are related.

Speaking language

```
                    ┌──────────────────┐
Receptive skill     │  Understanding │ speaking      │     productive skill
                    │  ───────────┼───────────       │
                    │  Reading    │  writing         │
                    └──────────────────┘
```

Writing skill

Figure 1: inter- Relationship of the four skill   Donny Byrne (1976.08)

According to Donny Byrne(1976),the four skills: listening and   reading are called 'productive skills', while   speaking and writing are 'receptive skills 'the first two are useful sources of experience, but the second are very important tools to foster progress and reinforce EFL learner.

7-Aspect of speaking

The aspects of speaking have to take into consideration, in order to prepare the EFL learners to perform successfully in real existence situations.

7-1- Speaking is face to face

This type is usually contains face to face contact, this type occurs as dialogue or conversation in communication situations ,however, the relation between both the speaker and the listener is interrelated ;for example ,what the speaker wants to say is dependent to what's on the understanding of what else said before in the interactions.

7-2-Speaking is interactive

Bygate (1998), claims that there are some speaking positions where the speaker should turn easily the wheels of communication, however, those positions are completely interactive as talking with someone via telephone or making a debate with a small group.

7-3-Speaking happens in real time

According to Miller (2001), the speakers may face the problem of false start which means that when a student start to present anything in front of their classmates they may forget what he / she wants to say, while Byget(1987), claims that the process of producing of speech in factual time demand pressures freedom, from, his point of view, the use of formulaic expressions such as: correction, repetition may develop the fluency of the speaker.

8-Characteristics of speaking performance

The accuracy and fluency are two main characteristics of communicative approach. Richard &Rodges (2001), claim that fluency focuses is on the communicative process between learners or teachers –learners, rather than mastery the language form. Foreign language learners (EFL) should improve a communicative competence through class-room activities.

8-1-Fluency

Fluency is the main feature of the speaking achievement. Hughes(2000), defines fluency as the ability to explain oneself in comprehensible manner without too much

hesitation , in addition ,to that teachers should teach their learners to use their individual language freely in order to explain their own ideas .Fluency in this case means the ability to reply and answer in correct and coherent way via linking the words ,sentences ,and phrases successfully ,in one hand ,in other hand to pronounce the sounds clearly by using the roles such as :using stress and intonation . Speakers of second language suppose that fluency is the ability to speak fast .Thornbury(2005) ,argues that speed is an essential factor in fluency , because learners need to take breath or gasp in their speaking action in order to give the chance for listener to understand, and catch what they said .if the speakers has obstacles in speaking actions they will make frequent pauses which called by Thornbury as "tricks "or production, i.e. some of speakers tend to fill the pauses by saying some words which have no meaning, its looks like an complete words such as :"uh" and "um" instead of saying "I mean", or they will repeat each word .

8-2-Accuracy

The main cause that makes the second language teachers look and focus on the accuracy is that the learners in teaching process forget about being accuracy, and seek more to be fluency .Speakers should concentrate more in correcting language, because this process is very important for speaker proficiency, Skehan (1996), sees that accuracy is grammatical structure, vocabulary and pronunciation which are three component that the learners should use in their spoken language.

8-3-Grammar

This component of accuracy means the ability of the learner to use the grammatical structures in an appropriate manner, in addition to the ability of using subordinating clauses.

8-4-Vocabulary

EFL Learners often have difficulties in some situations , for example, when they want to express their feeling , attitudes or when they want to say something ,they have a lack of choosing the appropriate words ;however; sometimes they use inappropriate words as using synonyms which do not have the same meaning of the first word ;so processing accuracy in terms of vocabulary refers to the use of suitable choice.

8-5-Pronunciation

Learners should practice pronunciation correctly for example they should be aware of the words should de stressed; some scholars as Thornbury (2005), takes this point as a tool or standard to defer between the native speaker and non-native speaker ,for that some native students consider that the process to pronounce any foreign language as a very difficult act because they have to follow certain grammatical rules such as : knowing the correct case to put the stress in a words in one hand , in another hand learning how to transcribe the giving words in a correct from .

9 -Types of class room speaking difficulties

According to Brown (2000), there are six types of oral production that students are expected to take into consideration.

9-1-Imitative

Some learners tend to use this process by imitating the native speaker, however, they pronounce the word in the same way, and they heard them from the native speaker. These in fact can discourage the learners to work harder and to develop their capacities.

9-2-Intensive

This one is a second step after the imitative process, imitating to involve any speaking achievement that are designed to practice grammatical aspects of language or some phonological.

9-3- Responsive

Students in classrooms answer in short form when they asked about given situation or about a comment in order to reply their teacher , However; it cannot be unlimited to dialogues and their speech might be significant .So learners in language classes are responsive .

9-4-Transactional Dialogue

This one Could be a part of group or pair work transactional dialogue are an complete form of responsive language, they are achieved for the function of exchanging information; however, those dialogues are conducted for the reason of gathering information or from information exchange such as discussion, conversation ,and role play or debate

9-5-Interpersonal Dialogue

Learners may meet difficulties in achieving their interpersonal dialogues because they include colloquial language ellipses, slang which are difficulties to be worked by the students. Brown (2000), claims that learners would be aware about the linguistics features during the conversation such as: the relationship between speakers, casual style and the listener.

9-6-Extensive (monologue)

Learners at the intermediate or the advanced level are required to give short speeches oral reports, summaries or extended monologue contain activities such as: oral reports, oral

summarize. Learners are asked to perform monologues in which the language is more formal. Those activities can be used either together or separately, because its use depend on the needs of the learners of the object of the teachers.

10- Activities for Improving Speaking Skill

Teacher should choose an appropriate activities for their learners in side classroom ,and also learners should practice the target language through engaging them in different activities ,it is also important to assess students' speaking skills based on their prior knowledge .There many activities that teachers use .Kayi (2006) proposed the most used ones:

10-1-Discussion

In discussion activity, students have opportunities to speak English; however, this core activity runs every week. And it is a very important activity which helps students to practice their oral performance as discussing and sharing ideas about a choosing a topic by working with the group ,because the use of group work has been viewed as another interactional dynamics of language classroom; however ,interacting   with each students   inside the classroom may improve their speaking abilities ,by practicing their oral skill   after the performance with the group work . They are also learned about the errors they committed. And they take care of the errors committed in the next performance. While the discussion has many advantages, some of its positive points are: increased comprehension levels, improve student's personality, and encourage the speaker for free speaking without anxiousness or fearing either inside, or outside the classroom.

10-2-Role –play

Role-play is an authentic technique used by the learners in performing the lectures, however, the students are asked to make groups of three to five students. They prepare their

role and perform it in the class after they are given the situation. Revel (1979), sees the role-play as: "an individual's spontaneous behavior reacting to another in a hypothetical situation." (p.16). Students claim that role play is enjoyable activity because they find it as a chance for express their ideas, thoughts, and emotions, role play needs thought and large imaginations for achieving a perfect work; however, Dickson (1981) claims that the teacher has to give each learner the chance to give their arguments about a given issue, or for discussion a plan topic that may lead to a solving a problem this activity is very effective which is very helpful for learners for improving their level .

10-3-Communication Games

Communication Games considered as an effective activity which found by the learners as an enjoyable and successful strategies for gathering information and learning new vocabularies, language games come to change classroom environment, because its motivate students to participate inside the class- room and stimulate them to an additional Conversation.

10-4-Information Gap

This activity is very useful strategy, because the process of working with a partner can help the learners to have the information by sharing ideas together, for example three students from one group , each one suggest a list of words concerning to a topic , than they will choose the appropriate one as a good answer ,this strategy serves many advantages such as :solving problem , providing information ,and possessing and collecting many new vocabulary .

10-5-Brainstorming

Brainstorming activity is an effective exercises, among this activity students are asked to produce a limited ideas that related with a specific topic in speedily and easily manner.

The main features of best brainstorming is that learner will shear new idea because they are not criticized for their thoughts.

10-6-Storytelling

The act of telling a story is an appropriate activity for the learners; however, by practicing this act this learners will overcome the anxiety speaking problem for example the teacher may ask a few students to tell a short story or jokes at the beginning of the lectures. By this way the teacher will help students to assess their speaking skill and also will get their attentions, at the end of the lecture teachers will ask the student to select the good one among the other, and also the students will get a piece of information from this story .

10-7-Songs

The utilize of songs in teaching speaking inside the class room has a significant role in language teaching process , teachers should be aware about the quality of songs ,because not all the songs are useful for teaching English language or any other language ,some researchers claim that listening to songs according to students is very useful strategy because they enjoy when they listen to music ;it allows them to relax from the pressure of daily routine of the class room .

10-8-Dialogues

Holmes explains the concept of dialogues as putting two students together and let them use their creative imaginations to write and play-out the following dialogues short conversation or long conversation between two or more about a specific topic can help students to develop student's accuracy and fluency in English language, because both of them lead to practice pronunciation, stress, intonation, and memorization.

10-9-Picture Describing

Describing the picture used to be a helpful manner for the students to practice their speaking skill, however, the aim behind this process is to give the students a freedom to express their ideas and thought from the pictures, for example, teacher choose two or three students form two or three groups and show them a picture after that he give each group a question, so each group will shear ideas together about the picture than they select one student to speak after a few days after doing this activity those students will foster their creativity, imagination, and their public speaking skills.

10-10- Find the Difference

This exercise is similar to picture describing , students in this activity are free to choose any kind of picture , in this activity each student can work with his classmates and each team is given two different pictures, for example the first picture about boys building a house and another picture about cooking a dinner , than ask the speaker to speak and to analyses the different and the similarities points.

10-11-Jigsaw Activities

In addition to the above activities which they are a useful activities for the learners , because those activities help the students in easy way to progress their level , such as : Jigsaw activity .this one can be done with numerous partners, in this activity each student has one or more than one pieces of the "puzzle," the teacher have to ask the partner to work together in order to organize all the parts of pictures , because The puzzle piece may take only one forms. It may be a concept or a phrase from a written narrative .Or it may be one section from a comic strip or one photo from a set that tells a story.

11-Speaking Anxiety

Anxiety has been known as a common issue in foreign language classrooms, scholars have found that this problem is difficult to define because it is a general word ;however; it is related with the fear of speaking in public .According to Lanerfeldt (1992), who discusses the impact of anxiety on speaking performance , and he agrees that speaking anxiety is a negative feeling .Some psychological researchers related to this study claim that this issue of speaking anxiety is the result of fear and stress from expressing ideas and thoughts orally ,for example when a teacher asks an fearful students to present some things as telling a story or performing a role play , those students will fail to answer ,because speaking anxiety is something that has a unlimited negative impact on one's self-confidence , it discourage the speaker to speak in front of their classmates by pushing him/her to keep silent during the lecture ; this situation can abstract and prevent one´s ability to speak ,so students who face this types of anxiety will face a difficulties that may discourage the learner to speak and participate in oral lectures .According to Phillips (1991), Public speaking anxiety is very known among all the students in different universities , he claims that anxiety in speaking is a feeling of panic and stress related with physical atmospheres such as increased heart and breathing problems , He points that the fear of speaking in public is not the same as anxiety in social interaction ,because there are several causes of anxiety such as the lack of preparation , the fear of negative results , and low self-confidence , a lot of students hate to be the center of the attention in front of the listeners ,for that some psychologists studies refer the sense of speaking anxiety as a phobia .

12-What cause fear of speaking

In most of the time speaking anxiety has a relation with fear, because the anxious student has not been discouraged to speak from early stage ; however; this student will become as a silent students , and also as weaker speaker at an early stage which he/her will face many obstacles that prevent him/her from performing his /her speaking skill .According to Byget (1987), those anxious student are who are suffer from self-confidence which they feel in most of the time that they are unsuccessful students either in their life or in their study, Therefore those negative feeling such as: anxiety, stress, and low self-confidence arise in connection with negative experiences from speaking activities.

13-Speaking Anxious students

Early studies on anxiety and language learning claim that students who suffer from anxiety during the process of speaking are those students who are often very passive and clam inside the class; however, they are less attention with the teacher during the lecture, and ask for help less than other students. In addition to that they do not cause any discipline problems in the class. According to Margaretha Lanerfeldt (1992), anyone who complain from the problem of anxiety in speaking is seen as weaker speaker and less motivated than other, because today a school is a place where the students have to develop their level in order to be a successful learner in one hand, in another hand creating a good climate for the learners is very important strategy in order to help them for achieving a good results , because the climate inside the classroom reflect the work of the students , for example if a learner find a positive climate , they will be a motivator learners .The process of speaking has been commonly known as the most anxiety provoking skill related with foreign language leaning; however, Palacios (1998), states that speaking as a skill may consider as the main reason of anxiety among the learners, while Price (1991), find that speaking the target language in front of the students is the most anxiety provoking thing in learning the second

language, because when anxiety relates with second language as in communicating , especially when that language is English can create a incapacitating effect and can influence their educational goals.

Conclusion

Speaking is one of the major language skills that needs to be developed ;however speaking is very important process that helps and evaluates the learner's proficiency in the target language, Through this chapter ,we have attempted to shed light on the speaking skill and also we focused on the fact that for teaching speaking, teachers should select a list of techniques and strategies that may develop students oral proficiency ,however, learning to speak a foreign language refers to learning engagement in communicative situation .So that they will activate their speaking ability.

CHAPTER THREE

Field of Investigation

Organization of the work

This chapter aims to describe the impact of anxiety on speaking skill, precisely the English foreign language, and to answer the research questions, we have conducted a questionnaire for first year students from the department of English at Biskra University.

1. The population

The population under study involves (789) first year students of English as a foreign Language (EFL) at Department of foreign languages, division of English at the University of Biskra (2015-2016)

2 .The sample:

The first year students in the English Department of Biskra are about (789) students divide into two sections, and each section contains (12) groups, however; each group contains (62) students, we deal with a sample of (120) students of first year this study were recruits from one section. The reason behind choosing this case it that; those students of the first year are an appropriate case for gathering information, because first year students are new students in Biskra University and may feel anxious at the first time .

3- Description of the question

For, this study, we opted one questionnaire for first year student in Biskra University, the questionnaire contains question of the multiple types, where the students put a tick on the appropriate answer , the result of the questionnaire serves to investigate the impact of anxiety on speaking skill.

4-The student's questionnaires

The student's questionnaire was composed of (15) questions mad about (03) parts, the first part deals with general information about the students such as: the Age, Gender, the second part contains the questions about student's attitude toward the speaking skill.

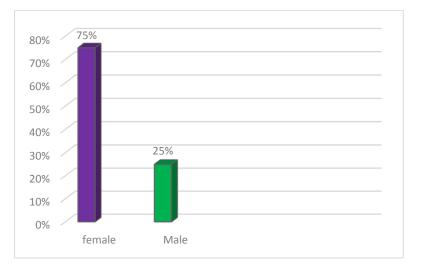**4-1- Discussion and analysis of the Students' Questionnaire:**

Section one: General information

Item :(1)

- **Gender:**

A-Male

B-Female
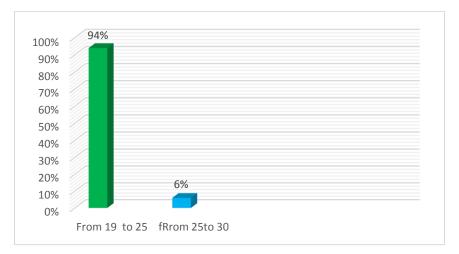
Figure 01:Students'Gender

This result shows that (75%) is the number of female, while (25%) is the number of males.

The main reason behind this result are: may be girls are more successful, and motivated to escape from staying at home in Algeria.

Item :(2)

- Age

A. From 19 to 25

B. From 25to 30

The majority of students (94%) are aged between (19 and 25), which may be born in (1996 or in 1991), and (06%) of the participants are aged between (25) and (30), from the results, we notice that the percentage age of first year students fits their academic schooling

Section two: Learning Anxiety:

Item :(03)

- **Do you feel anxious when you are asked to speak English inside the classroom?**
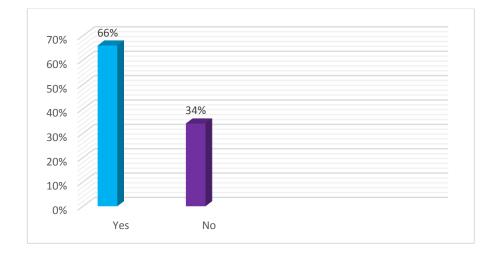
A. Yes

B. No

Figure: 03 Students States when asked to speak English in the classroom

44

This question aims to test student's attitude to the production of English language in the classroom. The figure above displays the measurement of anxiety within first year EFL students at Biskra University. We find that (64) students who represent (54%) feel anxious because of: the lack of self-confidence or the lack of self-esteem; for example when teachers ask a student to perform an act as: a role play this student will fear from the evaluation of the teacher at the end of performing process. While (56) of students who represent (46%) feel comfortable as the result of some factors in the classroom, such as: the motivation and encouragement of the teachers to their students.

Item: (04)

- **Do you fear of negative judgment when you speak in English?**
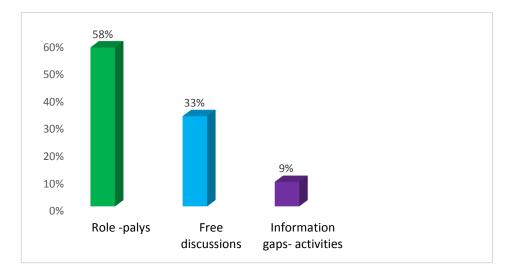
    A .Yes

    B. No

Figure 04: the percentage of the negative judgment according to the EFL learner

This question tends to know how learners in EFL classes fear of the negative judgment when they speak English in front of their classmates. (66%) of students consider receiving evaluation from both teacher and students that the evaluation of the students after performing any activity as a threat, while (34%) of students do not have any problem when performing an act as telling story, or presenting a role play .This would mean that those students are confident and feel at ease when producing the language.

Item: (05)

- **Which activity do you find your self – at ease?**

A. Information -gaps activity

B. Role play

C. Free discussion

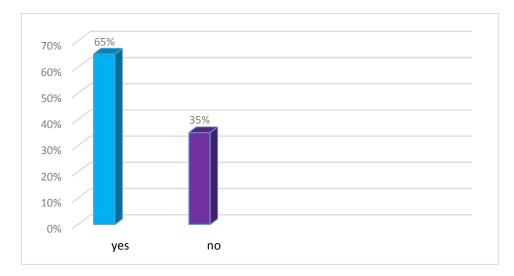*Figure o5: Students' choice of speaking activities*

This question attempts to highlight students 'performance when it comes to perform oral activities in the classroom is clear from the graph that (58%) of students prefer to perform a role play, (33%) of student prefer presenting a free discussion, while (09%) of students tend to choose information gap activities. Most students select the role plays activity, it can be understood that students tend to depend on each other to perform and thus feel less anxious a significant minority opted for discussion, it could be explained as those students can handle individual tasks and work without any problem.

Item: (06)

- **Do you feel afraid when you present something in front of your classmates?**
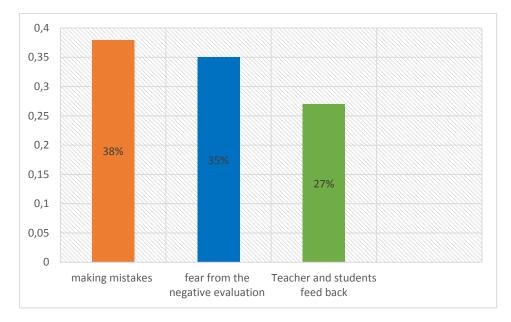
A. Yes

B .No

Figure 06: the student's feeling during the presentation.

This question tends to evaluate students' reactions to words, presenting something in the classroom, from this result (65%) of students in Biskra University faces feel afraid when they present an activity in the class, this may be caused by the lack of linguistic competence, or constant error correction, (35%) of students do not have this feeling, it could be explained as those students can handle individual tasks, and work without any problem.

Item: (07)

-Which of the below factors hinders you from speaking the language?

    A. Making mistakes

    B. Fear of negative evaluation

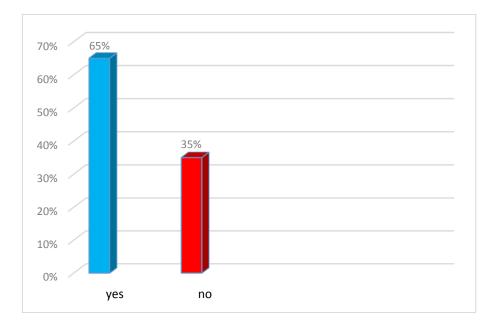   **C**. Teacher's and student's feedback

Figure 07: Factors affective students' ability to speaking skill

This question attempts to highlight the factors that affecting 'students ability to practice the language inside the classroom, (27%) of the students find that the teacher 'and students' feedback hinders them from speaking the language in the classroom, (38%) of the candidates find that making mistakes as an obstacle when performing oral activity in the classroom . A significant minority (35%) think that because of the negative evaluation, they cannot speak the language.

Item :(08)

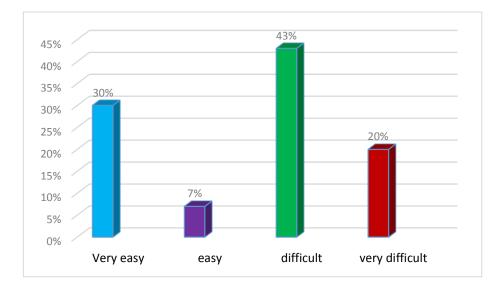- **Are you satisfied with your English level?**

    A. Yes

    B. No

The English Language competence of first year students in the English department   at Biskra University differs from one student to another,   (65%) of students who are satisfied with their English   level, it may mean that they are active in oral classes, for example when they participate in oral activities or take a part in oral sessions, they are confident when producing the language, in one hand , in other hand (35%) of them are very ; the minority opted for "No " this may lead to conclude that students luck the linguistic competence more over those students may not take part in oral activity and do not participate .

Section three: Anxiety and speaking.

Item: (09)

- **Speaking in English is?**

  A. Very easy
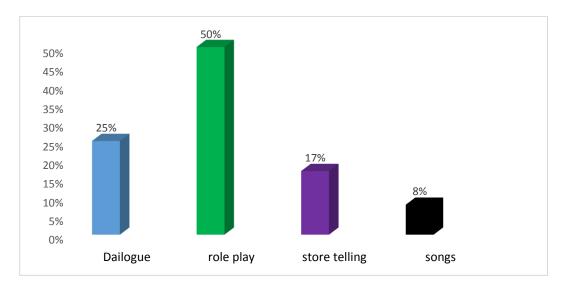
  B. C. Difficult

  C. Easy

  D. D. Very difficult .

This question tends to attempts to show students 'attitude to word speaking the English language. According to graphs (43%) of students find English is a difficult task; (30 %) of others consider it as an easy task, (20%) recognize speaking in English is a very difficult, while (07%) of students find it easy process. So, the ability to speak English Language differ from one student to another , students who find speaking difficulties may reveal that they are struggling when producing the language orally , and thus do not take part in oral activities . Students who think that speaking skill is very easy may be active students to participate in the classroom without any problem.

Item: *(10)*

-Which activity do you prefer in the classroom*?*

A .Dialogue

B. Story – telling

C. Role- plays

D. Songs

Figure 10 the appropriate activities inside the classroom

According to the graph half of the students 'percentage (50%) prefer Role plays activities , (25%) of the students prefer Dialogue activities , (17%) of the students prefer Story telling activities , and (08%) of the students prefer Songs of the students ..As a result of this study the majority of first year learners in Biskra university prefer to perform a role paly more than any other activity inside the classroom ; learners in this case find this activity as an appropriate act express their ideas , their feeling ; their attitude

Item: (11)

-Do you think that choosing these activities may build?

    A. Your fluency

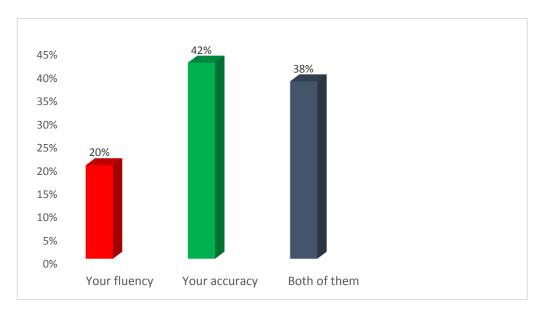   **B**. Your accuracy

    C. Both of them

According to first year learners the purpose of choosing the previous activities such as: role play, dialogue; free discussion is to build their accuracy, (42%) of students answering by choosing accuracy, those students will produce an oral language with less hesitation, with more speed ,and smooth. (20%) answering by choosing fluency; those participants produce correct grammar, exact pronunciation while (38%) of students tend to select the third one, they think that the main reason behind choosing some activities such as : Dialogue , Role - play , Store – telling , and Songs is to build both of accuracy and fluency

Question:(12)

-What do you think about the atmosphere inside the class?

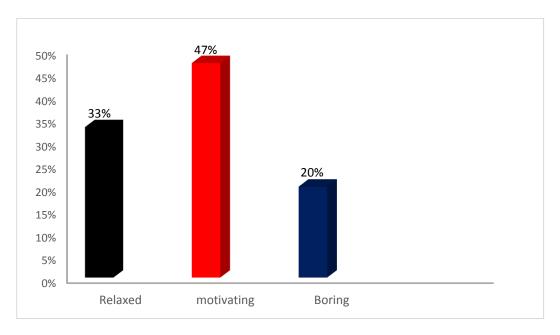   **A.** Relaxed

    B. Motivating

    C. Boring

The majority of first year students in Biskra University claim that the atmosphere in the classroom is acceptable, (47%) of students answering by it is motivating, it can be understood that those students tend to perform a set of activities in front of their classmates, they always participate writhing the lecture, and they discuss topics with their classmates and teacher. (33%) of students think that the atmosphere inside the classroom is relaxing it could be explained as those students prefer to keep silent, they participate from one time to another, those students choose to work in pairs or group in order to avoid any problem , they are less anxious in one hand, in another hand (20%) of students answering by boring; may be because of the luck of linguistic competence ; such as : the luck of vocabulary during the presentation lectures , dislike group work , those students are anxious students .According to some researchers the responsible one is the teachers, because if the teacher motivates their students in the classroom; their students will work together, and will create a good atmosphere

-How often do you practice English inside the classroom?

 A .Rarely

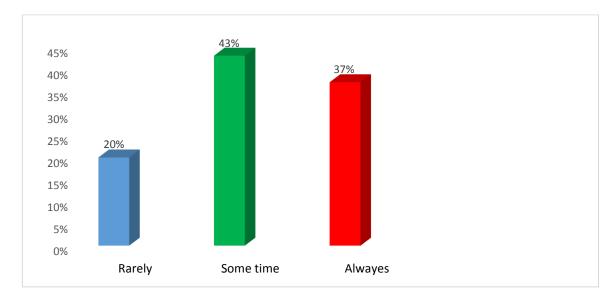 **B** .Some time

 Always

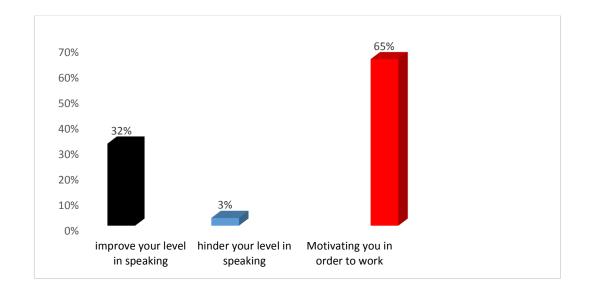*Figure 13: the percentage of using English language inside the class.*

According to above question the percentage of using English Language inside the classroom differ from one learner to another since it a foreign language. The majority of students claim that they practice English inside the class, they still struggle, face problems that hinder them from speaking, (37%) of students report that they practice it always,, it can be understood that those students do not have any problem, they are active, and take part in oral activities with their classmates. while (20%) of students claim that they practice it rarely, because they do not participate it well, maybe they hate to speak in English.

Item: (14)

-In your point of view working in group?

 A. Improve your level in speaking.

 B. Hinder your progress in speaking.

C. Motivating you in order to work harder.

Figure 14: Characteristics of group work

Working in group according to some learners has a negative and positive impact on learner's performance, (65%) of students prefer to use this activity because they believe that doing this activity will motivate them in order to work harder and helps them to produce correct language .(32%) of them tend to work in group to improve their level in another meaning they practice speaking skill accuracy and fluency, and (03%) of the participants think that group work is unhelpful strategy, because there are some learners prefer to work alone ,they believe that working in group may hinder their abilities to perform any activity

Item: (15)

-Do you think that anxiety is a real problem in learning?
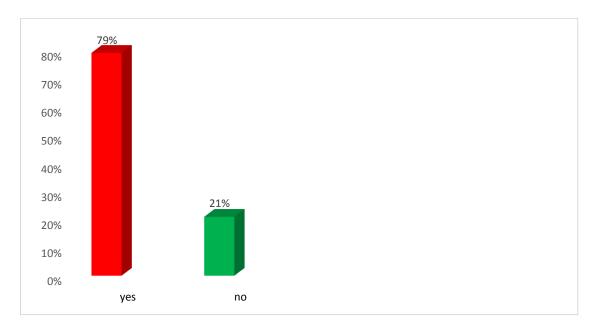
__Figure 15: students' evaluation of Anxiety in learning__ **process**

This question tends to evaluate students' evaluation of anxiety in EFL learning. According to the graphs , the majority of students in foreign language classes answering this question by saying" yes" because they know that anxiety in EFL Classes, and among learning any foreign language is a real problem , (79%) of first year students in Biskra university believe that anxiety is a common issue ,more over those students are anxious when working in oral session and do not take part in oral tasks ,for example when they are asked by the teacher in the exam to perform any activity as a role play, free discussion in one hand ;in another hand (21%) of students answering by saying "no" because they do not have problem during speaking process , they participate and improve their level in the class ,they are always present with their teacher during the lectures .

Conclusion

To conclude this chapter, the collected results from First year students' questionnaire show that anxiety is the most negatively influential effective's variable; however, most of the learners suffer from speaking in front of their classmates .To sum up this study, we can say that most of first year students in Biskra university are not motivated , they miss-self-confidence ,and they feel anxious during the process of speaking ,because of many reasons such as: the lack of linguistics competence, the lack of self – esteem Thus, we can say that the results in learners' questionnaire are in the direction of our hypothesis; however, we notice from this students ' questionnaire that   the anxiety is a negative issue in the field of learning English Language as a Foreign Language ; because it prevents the learners from achieving their goals and improving their level as trying to avoid the anxiety feeling , especially in case of speaking inside the class , in front of the listening.

General conclusion

The current study entitled "the impact of foreign language anxiety on speaking in EFL classes". The study aims at identify the sources that cause anxiety on foreign language learning process, especially in the case of speaking. It aims also at clarifying the relationship between language learning process and the impact of anxiety that inhibits learners' performance in the language, In addition to some strategies for reducing the consequences of anxiety. To find the correlation between the variables, we posed one questions which is: What are the most important factors that causes speaking anxiety in foreign language learning? ; We hypothesize that if students of first year in Biskra University are anxious, not be motivated to practice the foreign language. To undertake this study, we choose the descriptive method relying on one data collection tool, students' questionnaire. We choose a sample (120) students from the whole population of (789) first year students. This study is divided into three chapters, general introduction, where we have stated the issue, and showed by ambition to work on anxiety .The result of this work is divided into three chapters, in chapter one we gathered the theory and research studies related to my topic ,chapter two deals with one of the main learning processes "speaking skill ",we consider ,finally ,the last chapter deals with the practical work in a form of a questionnaire divided into three section ;the first section about the background of the students ,which contains two questions , the second section is about language learning anxiety ,we select   six questions .In the third section we choose seven questions related with speaking skill.as a result from this hole study anxiety according to first year students in Biskra University is a real problem in learning English as a Foreign Language .

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Appendix

Students' questionnaire

Dear students

You are kindly requested to answer these questions to clarify your attitude toward the impact of anxiety on speaking skills. Your contribution will bring valuable information to our work, so tick in the appropriate answer. Thank you very much in advance.

Section one: **Background information**

1. **Gander**

A- Male

B- Female

2. **Age:**

A-From19 to 25

B-From 25to 30

Section two: **Language Learning *Anxiety***

3-Do you feel anxious when you are asked to speak English inside the classroom?

A-Yes

B-No

4-Do you fear of negative evaluation when you speak in English?

    A-   Yes

    B-   No

5- Which activity do you feel at ease?

    A- Role –play

    B- Free discussion

    C- Information gapes activity

6- Do you feel afraid when you present something in front of your classmates?

    A -Yes

    B- No

7- Which of the below factor you think is very crucial when you speak English?

    A- Making mistakes

    B- Fear of negative evaluation

    C- Student and teacher feed back

8-Are you satisfied with your English level?

    A- Yes

    B- No

Section three: speaking skill

9- Speaking in English is:

    A- Very Easy

B- Easy ▢

C- Difficult ▢

D- Very difficult ▢

10- Which activity do you prefer in the class?

A -Dialogue ▢

B -Role – play ▢

C- Storytelling ▢

D -Songs ▢

11-Do you think that choosing these activities may build?

A-Your fluency ▢

B-Your accuracy ▢

C-Both of them ▢

12-What do you think about the atmosphere inside the class?

A -Relaxed ▢

B- Motivating ▢

C-Boring ▢

13- How often do you practice English outside the classroom?

A- Rarely ▢

B- Some times ▢

C- Always ☐

14- In your point of view; group work:

A- Improve your level ☐

B- Hinder your Progress ☐

C- Motivate you in order to work harder ☐

15- Do you think that anxiety is a real problem in EFL?

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الملخص

تهدف هذه الدراسة الى تسليط الضوء على النتائج المترتبة على القلق مثل سلوك السلبي للطالب من المتعلمين اللغة الإنجليزية كلغة اجنبية. ان الدارسات المختلفة التي تم جمعها في هذا العمل تؤكد على ان فكرة القلق هي في حقيقة الامر عقبة في مجال تعليم اللغة الثانية. ما نحاول تفسيره وتثبيته في هذه الدراسة المستمدة من طرف ـجامعة محمد خيضر بسكرة قسم اللغة الإنجليزية طلبة السنة أولى ـهو تحليل حدوث ووجود ظاهرة التوتر والقلق عند الطلبة اثناء انجازهم لبعض التمارين، لان هناك بعض المتعلمين ليسوا مستعدين نفسيا لإجراء بعض المحادثات مع زملائهم واساتذتهم. ان هذه القضية قضية مهمة جدا. لكن لا الوقت ولا الظروف تسمح لنا بتطويرها ودرستها دراسة واسعة. لهذا السبب اعتمدنا في درستنا هذه على أداة واحدة المتمثلة في استبيان لطلبة سنة أولى جامي اختصاص اللغة الإنجليزية   لإثبات صحة الاطروحة والإشكالية.