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Anxiety of Speaking in the EFL Classroom: the Case of 4th Year Pupils at Hadj Messaoud Mohamed Middle School in Guerrara-Ghardaia

*Dissertation Submitted to the University of Ghardaia as a Partial Fulfillment of
the Requirements for the Master's Degree in Didactics*

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Dedication

First of all, with genuine gratitude and warm regard to the Almighty Allah for giving me the strength and the ability to finish this dissertation, I dedicate this work.

To my father and mother; to my stars along my path, my beloved brothers and sisters.

To my beloved wife Fatima and my children Mohammed Iyad, Firas, Sadjia, Assinet, and Khalil.

To Dr. Malika Kouti; to my friends, Ali Ouled Himouda, Dr. Mohammed Amine Cherbi, and all my friends and colleagues.

Abaz

Dedication

In the name of Allah, the most Gracious and most merciful, who helped me

to present this dissertation,

I dedicate this work to all my family, my friends and colleagues

Ali

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Abstract

The present study investigates speaking anxiety in the English as a Foreign Language (EFL) context, particularly among middle school pupils, providing insights into its nature from the perspectives of both teachers and pupils. The study aims to highlight the challenges and factors behind this phenomenon. It also focuses on suggesting different methods and techniques to reduce learners' anxiety and shyness when speaking in English. To achieve these objectives, the descriptive type of research was adopted where the researchers attended and observed (using an observation checklist) sessions of English module (focusing on speaking courses) with 4th year pupils at Hadj Messaoud Mohamed Middle School in Guerrara-Ghardaia. The data were collected and analyzed using both quantitative and qualitative approaches: a questionnaire was administered to 93 pupils of the same level, in the same school. The interview was conducted across various middle schools in the city of Ghardaia. The study findings revealed that students generally exhibited a high level of speaking anxiety. The observation and interview results highlighted the main symptoms associated with speaking anxiety that teachers are familiar with. Based on the study's findings, practical suggestions and recommendations are proposed for EFL teachers and learners to effectively cope with speaking anxiety and enhance oral performance in the classroom.

Keywords: anxiety, speaking, middle school pupils, EFL classroom.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLSA: Foreign Language Speaking Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

SA: Speaking Anxiety

TD: *Travaux Dirigés*

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General Introduction

General Introduction

1. Background of the Study

The ultimate aim of learning a FL is to develop the ability to communicate in the target language. However, using a foreign tongue may give rise to a number of challenges and tough confrontations for FL learners. Researchers have demonstrated the effect many factors could have on the EFL learning process. The existence of feelings of anxiety, confusion, shyness, embarrassment, and apprehension may affect their oral performance, especially when EFL learners are trying to communicate in the target language inside classrooms.

Many learners claim to have a mental impediment in learning a FL, although these same individuals may be successful learners in other situations, such as learning mathematics and science: learners find FL learning, especially in classroom situations, particularly stressful (Horwitz *et al.*, 1986, p.126). Concerning their stress in the classroom, one of the most obvious reasons for this phenomenon, among other affective variables, is anxiety, which impedes their ability to perform successfully in the EFL class.

As far as the speaking skill is concerned, Yahia (2024) asserted: “*Arab EFL learners encounter a multitude of obstacles when it comes to speaking English.*” (p58). Even if this study is not the first one of its kind and scope, there is an urgent need to explore FLA with a wider group of pupils motivated the present research, which also investigated anxiety during English classroom lesson with a focus on types, factors of anxiety and suggests strategies to alleviate it.

Various researches’ results clearly indicated the existence of high levels of language anxiety in most of the learners who are learning English, even through the use of modern communicative

language teaching techniques from highly experienced language teachers. The persistence of the problem, in spite of being addressed by a large number of researchers, suggested that the issue of speaking anxiety still needs to be scrutinized in more regarding its nature, causes, impact and treatment. In this case, the present researcher will take part to get more data to support the previous studies.

2. Rationale

Our rationale behind selecting this topic is to investigate the causes of speaking anxiety in the EFL classrooms. We seek to contribute to a more comprehensive understanding of the challenges faced by EFL pupils, and how they can be addressed to facilitate more effective language learning. We attempt to track this phenomenon to its beginnings, that is to say, the study deals with middle school case.

3. Statement of the Problem

Anxiety is one of the most well-documented psychological phenomenon in the EFL context which stands as an obstacle learners have to surmount in language classes, especially when it comes to speaking. Speaking Anxiety is one of the most frequently noticed problems in EFL classes that most of learners encounter. According to Young (1990), Speaking in the FL is often considered by pupils as their most anxiety producing experience (p.539).

Since it is taught to learners as a FL in a country where English is not the primary language, English is a harder subject for Algerian pupils to master than other subjects. It makes pupils anxious during the learning process for this reason. Spielberg (1983) defines, anxiety as the subjective experience of stress, anxiety, trepidation, and unease linked to an activation of the autonomic nervous system (Horwitz *et al.*, 1986, p. 27).

In the light of this, this study deals with the following main research problem:

What are the factors behind speaking anxiety, experienced by middle school pupils in the EFL classrooms?

4. Research Questions

1. What is the level of EFL speaking anxiety experienced by middle school pupils?
2. How do teachers perceive their pupils' speaking anxiety?
3. What are the teachers' strategies of reducing English-speaking anxiety among middle school pupils?

5. Hypotheses

Concerning the main problem in this study, we hypothesize that EFL pupils' mother tongue (Arabic) and lack of vocabulary are the main causes of pupils' speaking anxiety.

For the sub-questions, we suggest the following hypotheses:

1. Anxiety may represent the main problem in speaking English by middle school pupils.
2. Speaking anxiety may be one of the most difficult issues to deal with by middle school EFL teachers.
3. Teachers can utilize different teaching methods to reduce EFL pupils' speaking anxiety.

6. Research Objectives

The fact that there is little research which has been carried out about EFL speaking anxiety from both the pupils' and teachers' perspectives in the Algerian middle schools prompted the researchers to examine the speaking anxiety. The aim of our study is to find out if middle school pupils, in an EFL environment, experience anxiety while performing in English. This study will

also try to find out the perceptions of the teachers about their pupils' speaking anxiety. Furthermore, we try to tackle the main factors behind pupils' anxiety in the EFL classroom. Moreover, we aim to investigate the various techniques and methods of addressing this phenomenon.

7. Methodology

This study depended on the descriptive type of research where the researchers attended sessions of English with 4MS classroom of 33 pupils at Haj M'hammed Matahri Middle School in Ghardaïa province during the second term. We ensured a full and detailed observation of the pupils' responses in speaking sessions, focusing on their feelings of anxiety. The population of this research was chosen because we believe that they are already mature enough, in terms of age and psychology which could affect their self- responsibility to take part in this study. Second, they already have enough knowledge in speaking skill, whenever they are asked to perform orally, they are ready to operate their vocabulary, pronunciation and grammar mastery.

The study utilized both the quantitative and qualitative approaches where the data were collected via two instruments: a questionnaire was administered to 93 4MS pupils at the same school. A semi structured interview was directed to 12 teachers from four different schools Matahri Middle School, Sidi Abaz Middle School, Ibn Rostom Middle School and Babanou Middle school to get a full view and discussion on learners' speaking anxiety and how instructors recognize and deal with it in their classes.

8. Limitation of the Study

It is important to acknowledge these limitations when interpreting the results of the study and to consider them when making any conclusions or implications based on the observed data.

Amongst these limitations, we mention the duration of the observation, which was limited to one hour per group. This time constraint may not provide a complete picture of the pupils' behavior and performance throughout an entire class session or over an extended period. Certain aspects of their speaking proficiency and anxiety levels may have been missed or not fully captured within this limited timeframe. Nevertheless, the study's results may also be influenced by external factors, such as the specific classroom environment, teaching methods, or the presence of the observers themselves. These factors could potentially impact the pupils' behaviour and performance during the observation, limiting the generalizability of the study's findings to other contexts.

The pupils' questionnaire took place at Haj Messoud Haj Mohammed in Guerara province, Ghardaïa, where the cultural and living conditions may be different from those in other corners of Algeria. Thus, the educational atmosphere in the research may be unique to this environment. Furthermore, the reliance on a checklist and note-taking as the primary method of data collection may introduce potential bias or subjectivity. The interpretation and categorization of observations may vary among investigators, potentially affecting the reliability and consistency of the recorded data.

9. Structure of the Dissertation

This dissertation is divided into three chapters: chapters one and two deal with the theoretical framework of the research; however, chapter three is completely devoted to the practical part. The first chapter, entitled "Speaking Skill," contains an overview of the speaking skill. It includes speaking skill definition and its importance. Also, it sheds light on the characteristics of speaking performance and some of the approaches to teaching it in the EFL classroom along with types of speaking tasks. Nevertheless, this chapter end up with the major speaking problems encountered during the EFL classes and some factors affecting oral performance.

The second chapter, “Foreign Language Anxiety” is an overview of the existing literature about the second variable which is EFLA. It starts with definition of anxiety in general and EFLA in specific. It also tackles types of anxiety, components of EFLA, and factors affecting it. This chapter comes to an end with the correlation between the two variables: EFLA and oral performance, and the main strategies of reducing this phenomenon in the EFL classroom.

Chapter three is devoted to the interpretation and analysis of the data collected and findings through different research tools which consist of classroom observation results, pupils’ questionnaire results and the analysis of the teachers’ interview.

10. Definition of Terms

- **Anxiety:** it is a kind of emotion that is characterized by apprehension and somatic symptoms of tension in which an individual anticipates impending danger, catastrophe, or misfortune. The body often mobilizes itself to meet the perceived threat: Muscles become tense, breathing is faster, and the heart beats more rapidly (*Dictionary of Psychology*, 2024, p.66)
- **EFL Speaking:** it refers to the practice of learning and using English as a Foreign Language. It’s a term used to describe the study of English by non-native speakers in countries where English is not the dominant language (Nordquist, 2020, p. 4)
- **Speaking Anxiety:** speaking anxiety is best defined as the nervousness that a speaker feels before and/or during a presentation. Sweating palms, a shaky voice, a dry throat, difficulty breathing, and even memory loss are all common symptoms of anxiety. The symptoms you, as an individual, will feel are hard to predict (*Fundamentals of Public Speaking*, 2024, p.2)

Chapter one

Speaking skill

Chapter One

Speaking Skill

1.1 Introduction

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

Speaking in the EFL class plays a crucial role in developing language proficiency and communication skills. It provides learners with valuable opportunities to practice and apply their knowledge in real-life situations. By engaging in meaningful conversations, pupils can enhance their fluency, accuracy, and confidence in expressing themselves in the target language. Active participation in speaking activities fosters a supportive and interactive learning environment, enabling learners to overcome speaking anxiety and gradually become more proficient communicators. With effective instruction and targeted practice, pupils can cultivate their speaking skills and effectively navigate the challenges of language acquisition.

1.2 Definition of the Speaking Skill

FL learning involves the skills of listening, speaking, reading, and writing. These four skills are intended to develop the learners' knowledge (reading and writing) and fluency (listening and speaking). According to linguists, amongst these skills, speaking, is said to be the most important one as it exposes the language proficiency. Yunzhong (1985) claimed that many language teachers

consider speaking as the most effective means of gaining a fluent reading, a correct speech, and the foundation for a good writing as well (Hughes, 2002, p. 133). This, in return, made of teaching speaking a valued issue in the field of EFL. Bygate (1987) declared:

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

Speaking is an activity which takes place within the confines of our community and people use language in a variety of situations and for different purposes. The most important reason for teaching speaking is that it is a basic and important language skill since learning a given language requires communication which requires a speaking skill so that both the speaker and the receiver will be able to exchange information and express their thoughts.

The concept of speaking seems to be quite familiar to everyone, but, in fact, it is difficult to give it a precise definition since it has been defined in various ways in different disciplines. Lindsay and Knight (2006) considered speaking as “*a productive skill which involves putting a message together, communicating the message, and interacting with other people*” (p.57). It has been also defined as a complex process of sending and receiving verbal or non-verbal messages such as gestures and facial expressions. Luoma (2002) stated, “*The ability to speak in a foreign language is at the heart of what it means to be able to use a foreign language*” (p.9).

Thus, speaking is one of the most important skills to be developed and enhanced as a tool of effective communication. Along with its importance, it is also regarded as one of the most difficult aspects of language learning (Leong & Ahmadi, 2017, p34). This is mainly because it involves the cooperation of the different types of knowledge with the good mastery of the speaking skills

(Bygate, 1987, p61). Therefore, learners need to develop their ability to string sounds and words together. They also need to interact successfully with other speakers: respond appropriately and use appropriate language for the situation they are in and the person they are talking to.

In the early stages of their development, learners need to be able to talk round words or expressions they do not know so that the conversation does not get stuck while they think of the right word. Thus, they need to learn expressions to define things. Besides, learners need to practise speaking in a wide range of contexts with people they know, strangers, at work, or in school. Added to this, they need to produce a language accurately enough for the listener to understand without too much effort and balance between their fluency and accuracy. (Luama,2004).In short, as one of the most challenging aspects in foreign language teaching learning, speaking is regarded as one of the most important skills that foreign language learners need to develop (pp 1-8).

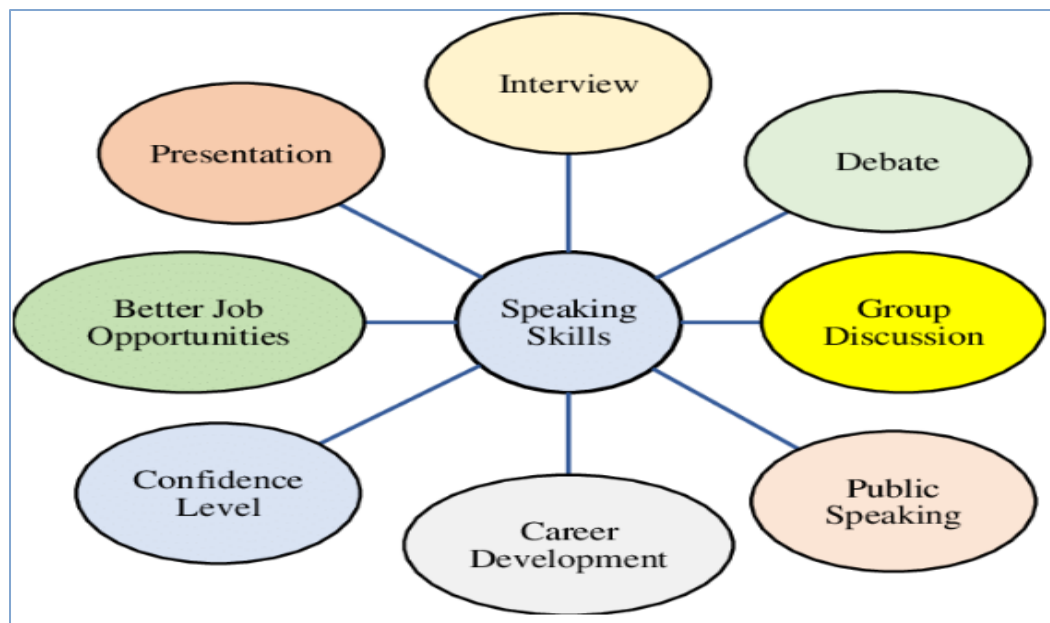
1.3 The Importance of Speaking Skill

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

Celce-Murcia (2001) claimed that for people, *"the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication"* (p.103). As for Brown and Yule (1983), speaking is the skill that the pupils will be judged upon most in real life situations (p115). Accordingly, Leong and Ahmadi (2017) highlighted the

importance of the speaking skill as an aid for learners to enhance grammar and vocabulary as well as expressing various language functions such as informing, describing, asking for or expressing thoughts, beliefs, and viewpoints (p35). Jeremy Harmer (2001) emphasized the importance of speaking too as he stated that a successful mastery of the language requires practice in the classroom. Otherwise, learners will be considered as they are wasting their time (p50). This suggests that it is crucial to practise the foreign language in the classroom since this latter is the first setting where EFL learners learn before succeeding to communicate

Figure 1.1: The Importance of Speaking Skills (Khasturi, 2022, p3).



1.4 Aspects of Speaking Performance

The old language teaching methods furthered accuracy over fluency. Later, this proved to be insufficient for language learning. Learners who study a foreign language wishing to be fluent and

accurate should have a good use of vocabulary, grammar and pronunciation which are the characteristics that define the proficiency in speaking skills.

1.4.1 Fluency

Fluency is the essential goal that teachers seek to achieve in teaching speaking and the main characteristic of the speakers' performance. Hedge (2000) defined fluency as "*the ability to relate units of speech together in a smooth way without interruption or inappropriate slowness or hesitation.*" (p.54). That is, learners need to be able to choose language and put it together into a comprehensible message quickly enough to fit the flow of conversation. It has two main indicators: speech continuity and speech rate. In order to maintain fluency, learners need to adapt what they want to say to their language level and develop strategies to talk round what they cannot express directly. Thornbury (2005) suggested what he named "Production Strategies" or "Tricks" which the speakers use to fill the pauses can be "uh, um, er, erm...", some "Vagueness Expressions" such as "I mean" and "sort of", or the repetition of one word (p.42). To assess the learner's fluency, Hughes (2002) stated that learners are not asked to produce speech fast, in the same rhythm as the native speakers. However, learners need to follow a normal speed with a clear continuity and a logical sequencing of sentences (pp 105). In this case, Pye and Greenall (1996) viewed, "*testing fluency is to assess coherent spoken interaction with good speed, rhythm, and few intrusive hesitations*" (p.51).

1.4.2 Accuracy

Nunan (1999) stated that learners need a linguistic competence, a mastery of syntax and an adequate vocabulary to speak in another language. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest in the dialogue. Accordingly, paying

attention to the correctness and the completeness of the language forms are of a more importance for the oral proficiency. Therefore, learners need to produce a message that is accurate enough in terms of word order, word endings, and pronunciation for the listener to understand (p226). Brown, H, D (2000) asserted that despite fluency may be the ultimate goal of any language class, accuracy should be achieved to some extent through focusing on elements of grammar, vocabulary, and pronunciation to produce a comprehensible and accurate language. (pp. 49-58)

1.4.3 Grammar

In the Longman Dictionary Contemporary English (2000, p193) grammar is defined as the rules by which words change their forms and combine into sentences, speakers should know how to use a correct sentence, which needs at least subject, verb, object... and they should differentiate between adjective, adverbs....., grammar help people to convey message and express emotions, feelings and ideas in an effective and appropriate way. According to Littlewood (1981) Grammar is an essential resource in using language communicatively so grammar is very important in communication, grammar helps learners to use language accurately, and facilitate the interaction between people and makes speakers' meaning clear (p10). Grammar is an important character which helps learners to perform their speaking skills, because when a message is drop with appropriate grammar, it is easy to recognize the ambition and meaning of that message, so the learning of English grammar is important before anything else.

1.4.4 Vocabulary

Vocabulary is defined as a list of words with their meaning especially in a book for learning a foreign Language. (Oxford Learners' Pocket Dictionary 2008, p 495). According to Harmer (2001), achieving accuracy in terms of vocabulary refers to the appropriate selection of words that should correspond to the nature of the topic, the participants, and the setting in which the

conversation occurs (p271). Ellis (2005) declared that learners often find difficulties when they try to express what they want to say due to the lack of appropriate vocabulary and sometimes the incorrect use of words, as the case of synonyms which do not carry the same meaning in all contexts. For this, learners should accumulate a wide range of vocabulary with an appropriate selection and use to perform well-formed utterances.

1.4.5 Pronunciation

Pronunciation is an important feature of any spoken language. According to Dictionary.com, an online dictionary, pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. To speak the English language correctly, Harmer (2001) emphasized that learners need to be aware of the different phonological rules, places of sound articulations, and sound features. Additionally, knowing where to put stress and when to rise or fall intonation would improve their level of proficiency, allow them understand others' speech, and help them attain an accurate pronunciation. These features help FL learners to attain the goal of accurate pronunciation which allows them to understand others' speech (p250).

1.5 Speaking in EFL Classroom

According to Applegate (1975), "*Communication can only be effective when the pupil is sensitive to the social and cultural aspects of language use and how these differ between his first and second language.*" (p. 271). However, EFL classes must be guided by the elements of conversation and the means to generate genuine conversations. Put differently, to succeed in EFL classes, the use of correct approaches, interesting activities, and proper equipment is quite essential. There are different approaches to teaching speaking in a second or a foreign, yet the focus will be

on the communicative language teaching approach (CLT) as it is considered to be the most important approaches in teaching the language because focuses on the use of language

in everyday situations.

1.5.1 The Communicative Language Teaching Approach (CLT)

According to Lindsay and Knight (2006), the communicative approach (CLT) emerged in the 1960s as a reaction to previous methods and approaches that ignored communication and interaction. This teaching approach aims at helping learners to use the foreign language (English) while communicating outside the classroom (p20). Harmer (2001, p.70) emphasized the importance of exposing learners to the language; he claimed that in order to develop their language skills, learners should get as much opportunities of using the foreign language as possible. The CLT is based on the communicative competence. In this respect, Johnson stated that “classroom communicative competence is essential in order for the second language pupils to participate in and learn from their classroom experience” (1995, p. 161). According to the applied linguists Canale and Swain (1980), the theory of the communicative competence is made up of four different sub-competences: grammatical, sociolinguistic, strategic, and discourse. As stated by them, the grammatical competence refers to the ability to create grammatically correct utterances, i.e., the knowledge of grammatical structures, pronunciation and spelling.

The sociolinguistic competence refers to the ability to produce sociolinguistically appropriate utterance, i.e., the social rules or the shared knowledge among the group of people. Concerning the strategic competence, it refers to the ability to solve communication problems as they arise, i.e., the different strategies learners use to deliver when they lack expressions. As concerns the

discourse competence, it is the ability to produce coherent and cohesive utterances, i.e., to decipher the message and other discourse features. In short, the communicative approach is significantly essential in foreign language teaching as it reinforces language use, usage, and communication (pp. 45-47).

1.6 Why Teaching Speaking?

The objective of teaching speaking in the classroom is to make pupils to develop communicative efficiency and improve their ability to express their opinions and feelings. Teaching speaking gives pupils the opportunity to use the new language they are learning and lead them to speak fluently and without difficulty. McCarthy (1972) declared:

When people are learning to speak a language they are concerned mainly with two things, first, knowing what to say words and phrases to use it at any given moment, in any given situation and second, being able to say it able to perform the required action, the movement necessary, far saying those words and phrases aloud (p9).

Speaking is an activity which takes place within the confines of our Learning speaking helps pupils to improve their writing skill and develop their vocabulary and grammar. In addition, they will be able to express themselves, give opinion, ask, explain, converse, discuss and to do other function of language Speaking can also assist pupils in job interviews and it enlarges their options in job choices, it helps them communicate well in business at work or school, Baker and Westrup (2003) say that a pupil who can speak English well may have greater chance for further education, of finding employment and going promotion. It means people who speak English very well have more chance to get job in companies and organization words (p5).

1.7 Speaking Tasks in EFL Classroom

The learning environment is very important during speaking lessons. The teacher needs to focus on creating a positive classroom culture that aims at activating and provoking speaking. Consequently, different forms of speaking activities were administered to help teachers to achieve this purpose. Thornbury (2005) added that the teaching of speaking depends on the existence of a classroom culture of speaking, and that classrooms culture needs to become ‘talking classrooms’ (p. 131). If teachers set up activities that would enhance their speaking skill such as information gap activities, role-plays, discussions, and games, learners can build confidence and improve their speaking skill.

1.7.1 Information Gap

In an information gap activity, pupils are supposed to work in pairs, they need missing information to complete a task by talking to each other to find it. In this activity, the learners have different information that the other pupils may not have, this makes them use the language. Harmer (2007) stated, “*information gap is where two speakers have different bits of information, and ‘a gap’ between the two in the information can be close only through sharing that information*” (p.88).

1.7.2 Games

Games are intended to provoke learners’ interaction and communication. Harmer (2001) stated that communication games are activities which increase interaction among learners through talking to one another in order to solve a puzzle, draw a picture, put things in the right order, find similarities and differences between pictures, and so on (p.83). A good example of communication games is ‘Ten Questions. In this game, one person must think of an animal, but they can’t tell anyone what it is. The other players have 10 chances to ask questions about the animal in order to

figure out and guess what it is! For example, players might ask: “Does it have a tail?” “Does it live in the ocean?” “Does it have fur?” (lingokids.com).

1.7.3 Role Play and Simulation

Role play is used to foster oral fluency. Harmer (1998) defined: “role play activities are those where pupils are asked to imagine that they are in different situations and act accordingly” (p.92). This type of activities helps learners lowering their anxiety because they are going to be behind the scene. In addition to that, Harmer (2007) added that “giving pupils a role allows them to “hide behind” the character they are playing, and this can sometimes allow them to express themselves more freely than they would if they were voicing their own opinions and feelings” (P. 127). Simulation is similar to role play, but in simulation pupils would create a realistic environment. To Douglas (2007), “Simulation can be defined as a structured set of circumstances that mirror real life and participants act as instructed” (p245). Simulation motivates learners, it gives them an opportunity to be involved in language use, and it makes chances for meaningful practice of the learnt language and rise the self-confidence of anxious pupils.

Figure 1.2: Components of Foreign Language Anxiety (Naukrihub, 2007, p.56)



1.7.4 Debate and Discussion

Debate and discussion are very important in teaching speaking because they help pupils provide an experience in developing a convincing argument, they, also, bring them the art of reading thinking and speaking together in one place.

Using debates and discussions in the classroom provides pupils the opportunity to work in a collaboratively and cooperatively in groups. While debating pupils are able to discover new information and put knowledge into action. Classroom discussions help pupils learn through a friendly atmosphere

1.7.5 Story Telling/Completion

Story telling or completion is very enjoyable activity where the pupils have the opportunity to summarize a tale or story. In other sense, in this activity pupil may sit in a circle and narrate what the heard or create their own, this makes them add new characters, events, descriptions and so on.

1.8 Speaking Challenges in EFL Classroom

Many studies tended to enhance the speaking skill of EFL Learners. But EFL learners are facing problems in learning speaking skill. They find themselves in distress while speaking. To communicate with others in English is a tough task for them. According to Tom et al. (2013), speaking skills could be the most challenging skill for learners to master; it is likely to cause difficulty when learners do not have good background knowledge of the English language (p. 666). Moreover, speaking skill, is amongst the four English language skills, is the hardest to acquire (Hinkel, 2006, p.114). Among these problems we state:

1.8.1 Inhibition

Inhibition occurs when pupils want to say something in the classroom but many factors stop them to do so. They are worried about making mistakes and fearful of criticism as well as ashamed of the other learners' attention towards them. likewise, Littlewood (1999) say that: "it is easy for a foreign language classroom create inhibition and anxiety" (p93). In the same account, Richards (2008) stated that learners find difficulties in presenting a good image of themselves and sometimes avoid participating voluntarily. Indeed, these feelings are the results of the inappropriate development of the speaking skill, especially if the speakers are exposed to critical audience. (p19)

1.8.2 Uneven Participation

It means to the amount of each pupil's time of talking. Rivers (1968) claims that certain personality factors may affect participation in a FL. Some pupils tend to dominate and take almost the whole pupils' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest during the course (p193). Harmer (2001) suggests streaming weak participators in letting them work together. In such cases they will not hide behind the strong participators, and the teacher here can achieve a high level of participation.(p170)

1.8.3 Classroom Arrangement

Classroom arrangement may prevent pupils to perform different speaking activities. Bowman et al. (1989) argues: "*Traditional classroom seating arrangements often work against you in your interactive teaching*" (p40).

1.8.4 Lack of Knowledge and Vocabulary

Learners sometimes complain that they do not have ideas about a given topic. In this view, Rivers (1968) claims that learners often have nothing to say probably because their teachers selected a topic that is not appropriate for them or they do not have enough information about it (p192). Baker and Westrup (2003) argued that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have poor information about what to say, which vocabulary to apply, or how to use grammar accurately. The teacher then must be aware of this problem and try to find solutions to overcome this deficiency such as teaching vocabulary by flashcards or pictures on the board. (p14)

1.8.5 Lack of Motivation and Interest

Having nothing to say faces pupils because of the lack of motivation, and when pupils find themselves in uncomfortable task or atmosphere, they will find it hard to deal with it, sometimes teacher has chosen a topic about which pupils know very little so this makes pupils keep silent because they have no ideas and no comment about the topic. Baker and Westrup (2003) declared: *“It is difficult for many pupils to respond when the teacher asks them to say nothing in a foreign language because they might have little ideas about what to say”* (p.75). Motivation is very important and it is the first key to encourage pupils’ speaking skills develops best in motivational atmosphere, so teachers should choose passionate and interesting topics to help them expressing their ideas, and communicate easily in the classroom.

1.8.6 The Use of Mother Language

Baker and Westrup (2003) argued: *“Barriers to learning can occur if pupil knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”* (p.12).

The reasons why learners borrow from their mother language are the lack of vocabulary they have from the target language and the inability of using this target language correctly because of the permanent use of their mother tongue. Pupil often use their mother tongue when they explain something to his friends or classmates. Another use of mother tongue can be from teachers when they use pupil’s language. Here, pupil will feel comfortable doing it too. Yahia.F (2024) suggests: *“New teaching strategies should be implemented to minimize the impact of mother tongue interference on English language learning.”* (p 63).

1.9 Factors Affecting Speaking Skill

Tuan and Mai (2015) that in order to help pupils’ overcome problems in learning speaking, it is necessary for teachers to figure out factors that affect their speaking performance conditions, affective factors, listening ability, Topical Knowledge and feedback during speaking activities (p.142).

1.9.1 Performance Conditions

Pupils’ perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance (p.60). The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support (p.65)

1.9.2 Affective Factors

One of the most important influences on language learning success or failure is probably the affective side of the learner Oxford (1990, p.267). Krashen (1982) that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety (p.10)

1.9.3 Listening Ability

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998, P.199). Pupils' must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) that when one person speaks, the other responds through attending by means of the listening process (P.18). In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he she cannot understand what is said. It means speaking is closely related to listening.

1.9.4 Topical Knowledge

Bachman & Palmer (1996) state that topical knowledge is defined as knowledge structures in long-term memory (P.18). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) that certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not (P.20). Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance (P.18).

1.9.5 Feedback during Speaking Activities

Most pupils' want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) that the decisions that the teachers make about how to react to pupils' performance will depend upon the stages of the lesson, the activities, the types of mistakes made and the particular pupil who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (P.68). Harmer (1991). If the pupils are corrected all the time, they can find this very demotivating and become afraid to speak (P.70). They suggest that the teachers should always correct the pupils' mistakes positively and with encouragement Baker & Westrup (2003, p. 58). Based on Explanation above Factors affecting speaking skill there are performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability, Topical Knowledge and feedback during speaking activities.

1.9.6 Study Habits at Home

Study habits are a factor from several factors that can influence learning. (Kumar, 2015) stated that study habits refer to the habitual practices that learners do during the process of getting new information. In other words, study habits are regular tendencies used by a person to gain a knowledge. Good study habits can help students achieve and/or maintain good grades. A person with poor study habits will not be able to learn properly. That is, he/ she will suffer from different problems. Generally, students develop their study habits before going to university. So, they are generally expected to have effective study habits. But, the environment of school and university are very different. (p.18)

1.10 Conclusion

Knowing the linguistic rules of the target language is not sufficient in speaking a FL. It requires having enough knowledge of all the elements of the target language (cultural background of the target language). To communicate effectively, learners should work on developing their speaking skill. Learners may face difficulties in communication; however, many activities are suggested to enhance EFL learners speaking skill. In this chapter, we tried to cover important information related to the speaking skill, focusing on the main concepts of the current study. Speaking as a skill is defined, and its characteristics and features are discussed. In addition, we focused on some learners' difficulties with suggestion of some teaching activities and tasks to overcome the difficulties to enhance EFL learners speaking skill. Finally, we mentioned some major effects that accompany speaking and communication. This chapter spotted light on the issue of the study from a theoretical point of view. It will take path to investigate the theoretical point of view about speaking anxiety.

Chapter Two

Anxiety of Speaking

Chapter Two

Anxiety of Speaking

2.1 Introduction

In this chapter, we focus on the theoretical background related to anxiety in language learning. At the beginning, we define anxiety in general and Foreign Language Anxiety (FLA) in particular. Then, we elaborate Horwitz. et al.'s Theory of Foreign Language Anxiety (1986). Moreover, we include the difference between types of FLA introducing its components, and the distinction between the facilitating and the debilitating anxiety. Furthermore, we provide the sources of FLA. Finally, the chapter ends by giving the relation between FLA and the Speaking Skill. It shows the correlation between the two and offers some strategies to alleviate and ease language anxiety inside EFL classroom.

2.2 Definition of Anxiety

Anxiety definitions may vary according to the angle studies or the understanding of the concept. Reber (1985) in his Penguin Dictionary of Psychology, stated: "*Anxiety is more generally, a vague and unpleasant emotional state with qualities of apprehension, dread, distress, and uneasiness*" (p. 43). The American Psychological Association (APA) official web page defined anxiety as "*an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure*". In T. Scovel (1978) review, "*Anxiety is a complex affective concept associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry*" (p134). Spielberger (1972) asserts that anxiety is "*the emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence or absence of objective danger*" (p.489).

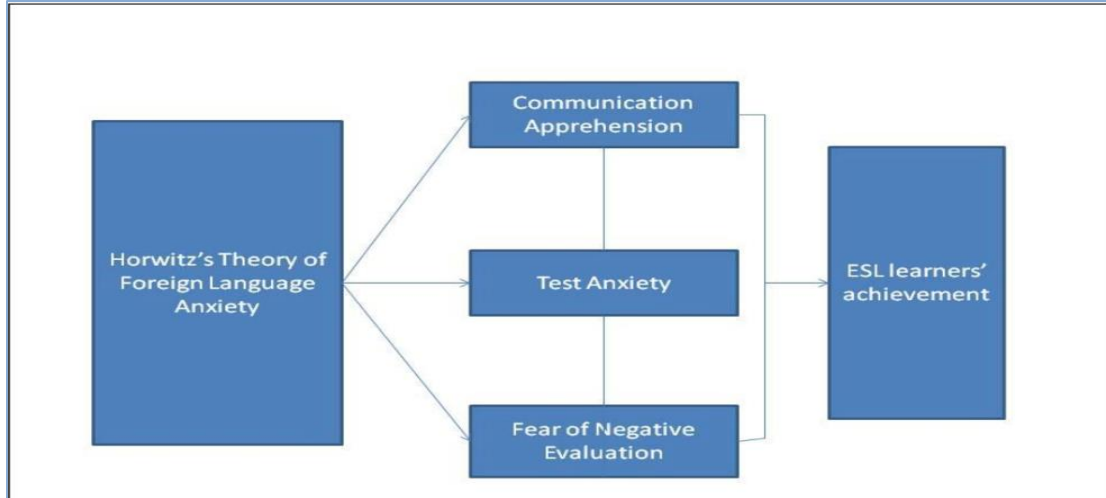
As far as language learning is concerned, the importance of anxiety has steered the wheel to significant research and discussions on the issue (Gardner, 1985, Horwitz and Young, 1991, H.D. Brown 1994; Reid 1995, cited in Arnold 1999; p60). Horwitz, et al. (1991) conceptualized FLA: “*A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the learning process*” (p. 31) MacIntyre (1998) conceived of language anxiety as “*the worry and negative emotional reaction aroused when learning or using a second language*” (p.27). Accordingly, MacIntyre and Gardner (1993) stated that this anxiety is “*directly linked to performing in the target language, not a general performance anxiety*” (p.5). Indeed, anxiety is an unpleasant emotional state that is regarded as a personal trait or clinically speaking an illness; however, FLA is specifically related to language learners in mere educational settings, likely affecting individuals who are not characteristically anxious outside the language learning atmosphere. The importance given to FLA is justifiably crucial because it is a hindrance to effective language learning because it hampers the learning process, and mostly learners’ achievements

2.3 Horwitz, Horwitz and Cope’s Theory of FLA

Horwitz et al. (1986) are the first who defined FLA as a situation-specific anxiety. In a study published in 1986, they emphasize the specific nature of FLA. In their theory, they defined FLA as “*a distinct complex construct of self-perception, beliefs, and behaviours related to classroom language learning arising from the uniqueness of language learning process*” (p.128). They also pointed out that previous anxiety researches did not establish a clear cut between anxiety and foreign language achievements due to the lack of anxiety measures specific to the foreign language learning (p. 113). Moreover, they mentioned their clinical experience with foreign language learners in university classes during their teaching process and suggested that FLA should be

viewed as a situation-specific anxiety arising from its uniqueness of the formal language of a foreign language. Therefore, they signaled the reasons behind the inconsistency of the research findings on foreign and second language anxiety, which is the multifaceted conceptualization of anxiety that differentiates a number of types of anxiety, including trait anxiety, state anxiety, achievement anxiety and facilitating-debilitating (2010, pp. 154-167). In addition, Horwitz, et al. (1986) introduced The Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels. It comprised of thirty-three statements with significant part-whole correlations with the total scale which aims to measure communication apprehension, test anxiety, and fear of negative evaluation associated with language anxiety. They provided evidence that it is a reliable tool. (pp. 125-132)

Figure 2.1: Horwitz et al.'s Theory of FLA (Wahid and Salwa,2012)



2.4 Types of Anxiety

After dealing with the concept of “Anxiety” in general, and FLA in particular, we introduce the various types of anxiety. Traditional psychological classification of anxiety types (Horwitz, 2001)

distinguishes anxiety of individuals who are generally anxious in a variety of situations from those who are anxious only in specific contexts. According to McIntyre and Gardner (1991) there are three types of anxiety: trait anxiety, state anxiety and situation specific anxiety. (p87)

2.4.1. Trait Anxiety

Trait anxiety (TA) can be seen as a habitual feeling and an aspect of the personality of the person, it refers to distinct reactions toward a threat in the environment in general. It is «an individual's likelihood of becoming anxious in any situation" (Spielberger, 1983, cited in MacIntyre & Gardner, 1991, p. 87). Trait anxiety is a part of one's character and it is a permanent feeling of anxiety, i.e. a learner who had this type of anxiety tend to be highly apprehensive in a number of objectively non-threatening situations. It is incited by the confrontation with a threat. Through many research conducted in high school and university, it has been found that TA reflects the stable tendency of the person to respond with nervousness in any threatening situation. In studies by (Young, 1990; MacIntyre & Gardner, 1991b), such conceptualization of trait anxiety has been confirmed. Spielberger (1983) states that "*TA may be defined as an individual's likelihood of becoming anxious in any situation.*" Adopting also avoidance behaviours (Eysenck 1979 in MacIntyre & Gardner, 1991b: p87) learners with high level of trait anxiety are nervous and lack emotional stability. While, learners with low level are emotionally stable, calm and relax. Learners with high level of TA are likely to become anxious and have stress in different situations. Therefore, TA is a part of personal character.

2.4.2 State Anxiety

State Anxiety (SA), according to Spielberg (1983), is defined as an apprehension that is experienced at a particular moment in time as a response to a definite situation. McIntyre (1999) referred to state anxiety as a "*moment-to-moment experience of anxiety*" (p. 28). A further

clarification comes by Spielberg (1983) that “*state anxiety is a transient anxiety, an unpleasant emotional temporary state, a response to a particular anxiety provoking stimulus such as an important test*” (as cited in Horwitz, 2001, p. 113). Thus, this kind of anxiety appears only if a person is temporarily in a real threat. Otherwise, it will not be noticed in the person.

2.4.3 Situation-Specific Anxiety

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

2.5 Components of Foreign Language Anxiety

Horwitz, Horwitz and Cope (1986) identified three interrelated components of FLA, addressing them “*Performance Anxieties*” (p.127). They first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning (Trang2012, p69). This theory evolved widely from clinical data and anecdotal evidence. It divided foreign language anxiety into three

components: These three are respectively Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation (FNE).

2.5.1 Communication Apprehension (CA)

Communication is regarded as a key aspect in language learning. However, many EFL learners show a kind of CA whenever asked to perform in front of their classmates or their teacher. Generally, these learners find difficulties in speaking, understanding, or even communicating with each other using the target language. Hence, Horwitz et al (1986) said that all the speaking difficulties that learners face whether inside or outside the classroom, in pairs or in groups, are all “manifestations of communication apprehension” (p.127). Likewise, they mentioned that: The special communication apprehension permeating foreign language learning derives from personal knowledge that one will almost certainly have a difficulty understanding others and making oneself understood. Possibly because of this knowledge, many otherwise talkative people are silent in a foreign language classroom (Horwitz et al, 1986, p.127). They consider it a kind of shyness characterized by fear or anxiety about communicating with people (p.128).

2.5.2 Test Anxiety (TA)

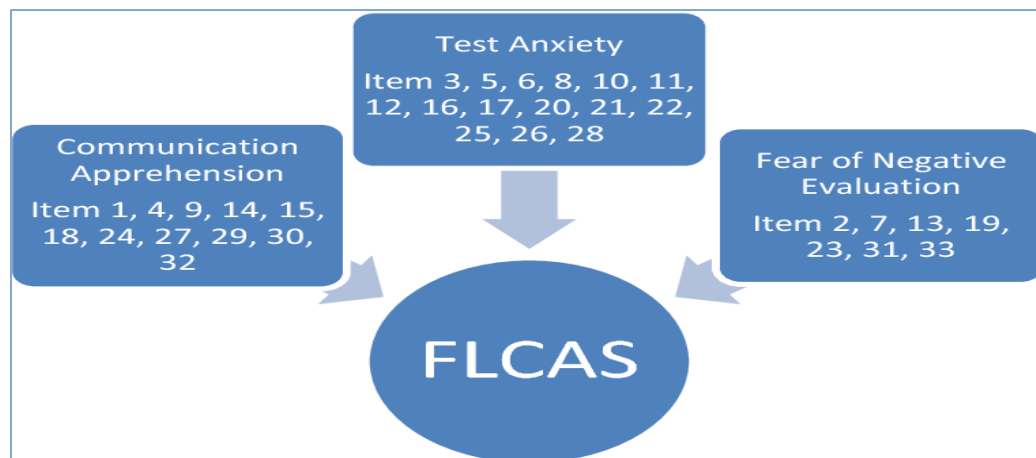
Test anxiety stems from fear of failure which is closely related to fear of negative evaluation. TA consists of a number of causes among foreign language learners. Neely and Shaughnessy (1984) reported that there are six factors associated with TA, such (1) inappropriate content; (2) inappropriate standardization samples; (3) examiner and language bias; (4) inequitable social consequences; (5) measurement of different constructs; and (6) differential predictive validity (p1). Similarly, Young (1990) indicated other reasons like techniques limit, format, length of tests, and the degree of clarity of instructions. Research has shown a significant correlation between TA and

success and found that the correlation was negative. This result indicates that high-test anxiety was associated with failure.

2.5.3 Fear of Negative Evaluation (FNE)

Horwitz, et al. (1986) viewed FNE as a characteristic of foreign language anxiety. It is the apprehension of evaluative situations or being evaluated negatively (p.128). Young (1990) supports Horwitz et al.'s concept, arguing that since students are exposed to various evaluative situations in the classroom such as speaking with their teachers or peers, or giving a presentation in front of the whole class, FNE can be a situational variable contributing to SA. It is noteworthy that FNE is similar to test anxiety; however, its broader scope differentiates it from test anxiety (pp. 539-553). In general, FNE refers to the learners' estimation of how they will be negatively evaluated by their classmates as well as by their teachers.

Figure 2.2: Components of FLA Scale (Aida, 1994, p.6)



2.6 Factors of Foreign Language Anxiety

It has been agreed so far that language anxiety plays a significant role in language learning. Although teachers and learners are aware of its existence in language learning, they should identify

also where it comes from. It may come from the teacher, the pupil, or the learning conditions. Young (1991) provided six sources of language anxiety, namely: “1. *personal and interpersonal anxieties*; 2. *Learner beliefs about language*; 3. *Instructor beliefs about language teaching*; 4. *Instructor learner interaction*; 5. *Classroom procedures* and 6. *Language testing*” (p.427).

2.6.1. Personal and Interpersonal Anxieties

Researchers like Young (1991), Price (1991), Baily (1983), and Ellis (1994) believed that personal and interpersonal anxieties, the most common sources of language anxiety, have been investigated in correlation with other social and psychological contrasts such as self-esteem, competitiveness, group identity, or social discourse. As for Young (1991), he considered that personal and interpersonal issues are probably the most common sources of language anxiety dealt with in most studies (p.427). Too, she argued that the category of personal and interpersonal anxieties include self-esteem, competitiveness, speech anxiety, shyness, stage fight, embarrassment, social-evaluation anxiety and comprehension apprehension. In the same way, Baily (1983), said that learners’ competitiveness among their friends may lead to anxiety.

Ellis (1994), also, argued that if learners cannot achieve high performance among their mates, they will lose their faces in the target language. Horwitz, et al. (1986) continued that “*pupils’ high self-esteem may be challenged during L2 learning because communication attempts will be evaluated according to uncertain or even unknown linguistic and social-cultural standards*” (p.128). According to Tsiplakides (2009), anxious learners can participate and use the language in front of their teachers rather than in front of other pupils (p. 41).

2.6.2 Learners’ Beliefs about Language Learning

Young (1991) concluded that learners' beliefs about the foreign language learning are another major factor contributing to FLA, who asserts that what learners believe is probably more significant than any external reality. For example, Horwitz and associates Horwitz revealed that pupils' great concern over the correctness of their utterances and having an evident accent might lead to anxiety, even though these beliefs are unrealistic for FL learning. As an example, learners believe that talking to native speakers will help them to learn a language. Others also believe that speaking is the first priority when someone learns a foreign or a second language. When these beliefs are unrealistic and quite difficult to achieve, Young (1991) argued that language pupils may become so anxious because of them. Horwitz, et al. (1986) also found that overstudying is an FLA related phenomenon. Although pupils dedicate a lot of time to studying, they still do poorly in tests or oral exams. They become even more frustrated when they realize they do the same mistakes repeatedly as FLA has a cyclical nature (pp. 125-132).

2.6.3 Instructors' Beliefs about Language Teaching

Peacock (2001) found that in addition to learners' beliefs, instructors' beliefs about language teaching can be a further source of studying FLA (pp.1-20). Young (1999) maintained that the following beliefs held by teachers may be contributing to the learners' language anxiety:

- The role of an instructor is to correct learners' errors continually.
- Working in pairs may get the class out of control
- The instructor should do most of the talking and teaching.

Young (1999) asserted that the teacher should do most of the talking and that the instructor's role is that of a "drill sergeant" rather than a facilitator (p.428). These images may incite language anxiety to learners. However, this is unlikely to happen if the teacher tries to change the principle of teaching. For Horwitz (1988), many learners believe that if the instructor tolerates making

mistakes at the beginning, it will be hard for learners to get rid of them afterwards. Consequently, high degrees of tension and intolerance will rise in the classroom. Therefore, Young (1991) asserted that teachers should argue on their teaching approaches with their colleagues, as a way to erase what obstructs the learning process and adopt helpful ways for both the teacher and the learner.

2.6.4 Instructor-learner Interactions

Some studies have been conducted to investigate how instructor-learner interactions impact on learners' performance. Young (1990) suggested that the teacher should avoid putting down learners on the spot or focusing on their errors directly when learners make a mistake. Young (1992) further stated that the teacher should pay attention to the way of correcting errors because what matters is not necessarily error correction but the manner of error correction. That is, when, how often, and most importantly, how errors are corrected since harsh and ironic error corrections are frequently considered as FLA generators, especially when exaggerating in their reaction towards their learners' mistakes (p95). According to Horwitz et al (1986) and Nunan (1992), their manners of error treatment contribute to the construction of barriers, frustration, and misconceptions about the FL learning experience, resulting in learners' abundance rather than hard work.

However, Young's (1991) results showed that in some other cases, learners worry if their mistakes were not corrected or did not get the appropriate attention. Thus, along the same findings, teachers should conveniently and precisely choose when, how, and which error should be corrected, especially in speaking activities where the learners may experience self-doubt, confusion, and incoherence. Regarding this, Herron (1981) said, "*correcting every pupil's error is counterproductive to learning foreign language. Pupil often feels threatened and embarrassed from over-correction*" (p. 301). This might be helpful for learners to express their ideas precisely without thinking of being corrected while speaking.

2.6.5 Classroom Procedures

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

2.6.6 Language Testing

According to Daly (1991), the learner experiences fear when the test situation is ambiguous and highly evaluative. It is clear that unfamiliar tests may also produce anxiety to the learners (p9). For Hughes (2003), highly anxious learners, in oral exams, do not only predict their failure but they also obsess themselves with its consequences. As a result, according to Horwitz et al (1986), learners’ focus tends to shift from the task itself to the aftermaths of their failure. Correspondingly, Daly (1991) claimed that learners’ developed affective reactions direct their learning decisions to either try harder or get rid and abandon (p11).

2.7 The Effect of Foreign Language Anxiety on Speaking Performance

Numerous studies have consistently highlighted the negative correlation between foreign language anxiety (FLA) and speaking performance, providing robust evidence to support this claim (Horwitz et al., 1986; Horwitz et al., 2010; MacIntyre, 1999). The research conducted by Horwitz et al. (1986) revealed that anxiety specifically related to speaking in a foreign language can have a

detrimental impact on learners' performance. Similarly, Juhana (2012) explained that FLA can adversely affect the quality of oral language production, leading individuals to appear less fluent than their actual proficiency level would suggest. Moreover, Young (1991) asserted that learners with high levels of language anxiety often struggle during oral communication, exhibiting difficulties such as distorted sounds, impaired intonation and rhythm, freezing up when required to speak, forgetting recently learned words and phrases, or even choosing to remain silent altogether (p.102). In further support of these findings, MacIntyre (1999) emphasized that anxious learners tend to make more errors, both consciously and unconsciously, and frequently engage in code switching, compared to their peers with lower levels of anxiety. Similarly, Liu (2006) noted that learners with low levels of anxiety display confidence and genuine interest in oral performance. Their speech tends to be more fluent, with fewer unnatural pauses, when compared to highly anxious learners. Liu's study also highlighted the influence of FLA on learners' speaking performance and their overall attitudes towards language learning.

In summary, affective factors, particularly anxiety, play a crucial role in second language/foreign language acquisition (p120). Supporting this notion, Krashen's Affective Filter Hypothesis (1982) posits that anxiety acts as an "affective filter" or a "mental block" that impedes the processing of linguistic input and hinders language acquisition (Krashen, 1982, p. 100). Therefore, it is essential to address and alleviate foreign language anxiety in order to facilitate effective language learning and proficiency development.

2.8 Strategies for Reducing FLA

Over several years, there has been a significant amount of attention directed towards research that aims to address and alleviate language anxiety. These studies have primarily focused on

exploring various strategies designed to reduce foreign language anxiety (FLA). These strategies can be broadly categorized into two groups: teaching strategies and learning strategies. The teaching strategies involve approaches used by educators to create a supportive and conducive learning environment, while the learning strategies pertain to techniques employed by learners themselves to cope with and overcome language anxiety.

2.8.1 Teaching Strategies

In their comprehensive work, Horwitz and Young (1991) presented a wealth of invaluable insights and practical recommendations aimed at effectively reducing foreign language anxiety (FLA) within language classrooms. Among their suggestions were the utilization of an anxiety graph, which enables educators to identify the peak levels of anxiety during interactions, as well as the implementation of supplemental instruction or support groups. Additionally, they emphasized the importance of incorporating more pair and group work, engaging pupils in language games that promote problem-solving skills, and integrating role-plays into language learning activities.

Building upon Horwitz and Young's contributions, Hashemi and Abbasi (2013, p641) further compiled a collection of helpful recommendations to alleviate learners' anxiety. These suggestions serve as valuable additions to the existing strategies and include:

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

practise their speaking skill.

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

2.8.2 Learning Strategies

In order to navigate the challenges posed by anxiety-inducing situations, foreign language learners can greatly benefit from developing their own personalized strategies. Extensive research conducted by Hauck and Hurd (2005) has yielded a set of valuable strategies that learners can utilize to effectively cope with foreign language anxiety (FLA). These strategies include:

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

- To use relaxation techniques such as deep breathing, speaking more slowly, etc.

2.9 Conclusion

Among the various language skills, speaking often emerges as the most anxiety-provoking one. In recognition of this fact, this particular chapter delved into an extensive exploration of anxiety, encompassing its different types and components, as well as identifying the key factors contributing to its manifestation. Furthermore, the chapter shed light on the intricate relationship between anxiety and the speaking skill, elucidating the profound impact it can have on learners' overall performance. In an effort to provide practical support, a range of strategies were also offered to alleviate and effectively cope with anxiety, empowering learners to overcome anxiety.

Chapter Three

Data Analysis and Recommendations

Chapter Three

Data Analysis and Recommendations

3.1 Introduction

This chapter serves as the practical part of the research paper, outlining the precise steps taken throughout the study. Its primary objective is to provide a comprehensive overview of the research process. The chapter begins by introducing the participants involved and offers a thorough explanation of the primary instruments and research tools employed. Furthermore, it delves into the results obtained, followed by a detailed analysis of the gathered data and a comprehensive discussion of the findings. Additionally, the chapter presents a set of recommendations and strategies aimed at teachers, with the intention of reducing speaking anxiety in the EFL classroom and enhancing oral performance.

3.2 Participants and Corpus

The participants of this study are selected purposively based on their learning experience with English language. The population of this research was chosen because we believe that they are already mature enough, in terms of age and psychology which could affect their self-responsibility to take part in this study. Second, they already have enough knowledge in speaking skill, whenever they are asked to perform orally. The number of participants is 93 pupils of 4MS of both sexes. Their ages ranged from 14 to 16. The study was conducted in Haj Messoud Haj Mohammed in Guerrara province.

3.3 Data Collection

In order to obtain the data, the writer used three techniques of data collection namely observation, questionnaire and interview.

3.3.1 Observation

The first technique in collecting the data was carrying out an observation. According to Creswell (2009), observation is the process of collecting endless information directly by observing people and places in the research field (p239). The researchers suggested a pair work entitled “Speak to your friend about your favourite sport or hobby” This speaking task was administered to two groups of pupils in the TD session which consists of 16 pupils each for one hour. The researchers sit in the back of the classroom and write down remarks in an observation check list.

3.3.2 Questionnaire

The second technique to collect the needed data was by administering a questionnaire to measure the level of speaking anxiety (SA). According to Brown (2001), questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers(p130). The questionnaire divided into 20 questions. The scale was in the form of close-ended questions based on The FLCAS which has been reported to be a valid and reliable instrument to measure the pupils’ foreign language anxieties (Horwitz, 1986).

3.3.3 Interview

The third technique to collect the data was interviewing. As Seidman (1998) clearly notes, "*at the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience*" (p. 3). An interview was used in order to collect the data about the opinion in their mind of the problem that being investigated. In this study, a semi-structured interview which was made up from 10 open-ended questions was utilized to get additional information from teachers' perspective. The writer conducted focus group interview for pupils and individual interview for teachers. The interview covered 12 teachers from four different middle schools which are Matahri Middle School, Sidi Abaz Middle School, Ibn Rostom Middle School and Babanou Middle school. This interview seems more open-minded technique, so the participants expressed their opinion freely concerning FLA perception, its possible causes and strategies to reduce it.

3.4 Data Analysis

3.4.1 The Observation Results

During the classroom observation, which was conducted for a duration of one hour for each group of 16 pupils, the investigators utilized a separate sheet as a checklist to record their findings and make note of individual remarks for each pupil.

This approach allowed the investigators to systematically assess and gather data on various aspects of the pupils' performance and behavior throughout the observation. By using a checklist, the investigators were able to track specific criteria, note any observations or tendencies, and provide individual remarks for each pupil. This method ensured a descriptive and organized approach to

the observation process, enabling the investigators to gather valuable information on the pupils' engagement, progress, strengths, and areas of improvement. The checklist served as a reliable tool to maintain consistency and accuracy in recording the observations, facilitating a thorough analysis of the pupils' performance during the observation period.

Table 3.1: Presence of Speaking Anxiety in the Classroom

Criteria Being Observed	Yes	No
Started to panic when the teacher asked something he/she didn't know.	68.75%	31.25%
Trembled when being called in.	59.37%	40.62%
Got nervous when speaking in front of the class.	81.25%	18.75%
Felt insecure to volunteer to answer teacher's questions	62.5%	37.5%
Got worried when made a mistake	56.25%	43.75%

The data presented in Table 1 provides insight into the presence of speaking anxiety within the classroom. The observed criteria demonstrate the following tendencies. Approximately 68.75% of pupils started to panic when the teacher asked them something they didn't know. This suggests a significant level of anxiety when faced with unfamiliar questions. Around 59.37% of pupils exhibited trembling when called upon to speak. This physical response indicates a nervous reaction to being put on the spot. In addition, a substantial majority, approximately 81.25% of pupils, experienced nervousness when speaking in front of the entire class. This suggests apprehension related to public speaking. Moreover, 62.5% of pupils felt insecure about volunteering to answer the teacher's questions. This indicates a lack of confidence in their ability to respond adequately.

Last but not least, 56.25% of pupils expressed worry when making mistakes. This highlights the fear of being judged or evaluated negatively.

Table 3.2: Pupils' Speaking Proficiency

Criteria Being Observed	Yes	No
Making grammatical mistakes when speaking	56.25%	43.75%
Forget vocabulary they know.	53.12%	46.87%
Mispronunciation of words they know.	75%	25%
Making halts.	56.25%	43.75%

The data presented in Table 2 provides insights into the speaking proficiency of the pupils. The observed criteria indicate the following tendencies. Approximately 56.25% of the pupils made grammatical mistakes when speaking such as the use of tenses and personal pronouns. This suggests a need for further development in their understanding and usage of grammar rules. In addition, around 53.12% of the pupils experienced difficulty in recalling vocabulary they already knew. This indicates a need for reinforcement and practice in expanding their vocabulary. Moreover, a significant majority, about 75% of the pupils, demonstrated mispronunciation of words they already knew. This highlights the importance of focusing on pronunciation skills to enhance their overall speaking proficiency. Finally, 56.25% of the pupils made pauses or halts during their speech. This suggests a need for improvement in maintaining a smooth and fluent flow of communication.

3.4.1.1 Interpretation of the Results

The insightful classroom observation conducted in this particular case study shed light on the experience of FLSA among middle school pupils. Throughout the observation, numerous indicators of speaking anxiety became evident, such as visible signs of nervousness during speaking tasks, discomfort when speaking in front of the class, and even moments of panic when confronted with unfamiliar questions or topics. Furthermore, it was evident that these pupils felt insecure about volunteering to answer the teacher's questions, adding to their overall anxiety. The impact of speaking anxiety on the oral performance of the majority of pupils was striking. It was observed that their anxiety often led to mispronunciations of words they were familiar with and occasional gaps in vocabulary recall during speaking. Additionally, their grammatical accuracy suffered as they made various grammatical errors due to the heightened anxiety they experienced. The classroom observation proved helpful in allowing the researcher to witness immediately the reactions of pupils in various speaking situations. Not only were numerous signs and manifestations of anxiety noted, but the observation also provided valuable insights into the pupils' oral performance and how their anxiety influenced it.

3.4.2 The Questionnaire Results

Table 3.3: *Pupils' Belief about English Sessions.*

Possibilities	N°	%
Boring	74	79.57
interesting	19	20.43
Total	93	

The majority of pupils find English sessions boring, with 79.57% expressing this sentiment. This indicates a need for more engaging and interactive teaching methods to make the sessions more enjoyable and effective.

Table 3.4: *Preference Interacting (Communicating) in the Class*

Possibilities	N°	%
Yes	86	92.47
No	07	7.53
Total	93	

On a positive note, 92.47% of pupils enjoy interacting and communicating in the class. This suggests that creating opportunities for pupil participation and collaborative activities can enhance their language learning experience.

Table 3.5: *Making Mistake Prevention from Participating*

Possibilities	N°	%
Yes	48	51.61
No	45	48.39
Total	93	

Interestingly, the data shows that 51.61% of pupils feel that making mistakes prevents them from participating. This highlights the importance of creating a supportive and non-judgmental environment where pupils feel comfortable taking risks and learning from their errors.

Table 3.6: *Teacher's Help When Speaking in English.*

Possibilities	N°	%
Yes	74	79.57
No	19	20.43
Total	93	

It is encouraging to see that 79.57% of pupils feel that their teachers help them feel at ease when speaking in English. This indicates that educators play a crucial role in fostering a positive classroom atmosphere that promotes confidence and fluency.

Table 3.7: *Classmates Bullying During Speaking in the Class*

Possibilities	N°	%
Yes	32	34.41
No	61	65.59
Total	93	

The majority of pupils (65.59%) do not experience bullying from their classmates when speaking in English. However, it is essential for teachers to address any instances of bullying promptly and create a respectful learning environment for all pupils.

Table 3.8: *Speaking English Outside the Class: Home, Club, etc.*

Possibilities	N°	%
Yes	37	39.78
No	56	60.22
Total	93	

Regarding speaking English outside the classroom, 39.78% of pupils reported doing so. Encouraging pupils to practice the language in real-life settings, such as at home or in social clubs, can significantly enhance their language proficiency.

Table 3.9: *Feeling about Pupils' Evaluation of Speaking English between Classmates.*

Possibilities	N°	%
Yes	43	46.24
No	50	53.76
Total	93	

It is worth noting that 46.24% of pupils feel that their classmates speak English better than them. This perception can potentially impact their confidence levels and willingness to participate. Teachers should provide support and encouragement to help pupils recognize their progress and build self-assurance in their language skills.

Table 3.10: *Getting Upset When Pupils do Not Understand What Their Teacher Says in English.*

Possibilities	N°	%
Yes	55	59.14
No	38	40.86
Total	93	

59.14% of pupils admit to feeling upset when they do not understand what their teacher says in English. This highlights the importance of employing clear and comprehensible language input and providing additional support for pupils who may struggle with comprehension.

Table 3.11: *Preference of Speaking in Tutorial Session (Groups).*

Possibilities	N°	%
Yes	67	72.04
No	26	27.96
Total	93	

In terms of speaking in tutorial sessions, 72.04% of pupils enjoy this format, while 27.96% do not. This suggests that small-group discussions and peer interactions can be beneficial for many pupils in developing their speaking skills.

Table 3.12: *Preference of Speaking in Lesson Sessions (Whole Class).*

Possibilities	N°	%
Yes	57	61.29
No	36	38.71
Total	93	

61.29% of pupils enjoy speaking in lesson sessions with the whole class, indicating the value of whole-class discussions and presentations in promoting oral proficiency.

Table 3.13: *Self- talk in English When Pupils Do Not Find Someone to Talk.*

Possibilities	N°	%
Yes	39	41.94
No	54	58.06
Total	93	

Interestingly, 41.94% of pupils admit to talking to themselves in English when they cannot find someone to converse with. This self-directed practice can be a valuable tool for language development and should be encouraged.

Table 3.14: *Shyness When Speaking in the Classroom.*

Possibilities	N°	%
Yes	51	54.84
No	42	45.16
Total	93	

Regarding shyness when speaking in the classroom, 54.84% of pupils feel this way. Creating a supportive and inclusive environment where pupils feel safe to express themselves can help alleviate this shyness and increase participation levels.

Table 3.15: *Preference of Reading Silently*

Possibilities	N°	%
Yes	68	73.12
No	25	26.88
Total	93	

When it comes to reading, 73.12% of pupils enjoy reading silently, while 27.96% prefer reading aloud. Teachers should provide opportunities for both types of reading activities to cater to pupils' preferences and promote their overall language development. While **72.19%** of the pupils prefer silent reading to **27.81%**

Table 3.16: *Practice of Repeating after Native Speakers via Movies, Documentaries, etc.*

Possibilities	N°	%
Yes	53	56.99
No	40	43.01
Total	93	

In terms of practicing speaking skills through exposure to native speakers via media, 56.99% of pupils engage in this practice. Encouraging the use of authentic resources, such as movies and documentaries, can expose pupils to natural language patterns and improve their pronunciation and fluency.

Table 3.17: *Panic When Pupils Have to Speak without Preparation.*

Possibilities	N°	%
Yes	62	66.67
No	31	33.33
Total	93	

Interestingly, 66.67% of pupils feel panic when they have to speak without preparation. Providing pupils with strategies and practice opportunities to speak spontaneously can help alleviate this anxiety and build their confidence in impromptu speaking situations.

Table 3.18: *Parents Assistance for Pupils to Improve English.*

Possibilities	N°	%
Yes	43	46.24
No	50	53.76
Total	93	

Regarding parental involvement, 46.24% of pupils feel that their parents help them improve their English. It is essential for parents and guardians to support their children's language learning journey by providing resources, encouragement, and opportunities for practice outside of the classroom.

Table 3.19: *Media Importance in Practicing Speaking Skill.*

Possibilities	N°	%
Yes	73	78.49
No	20	21.51
Total	93	

Encouragingly, 78.49% of pupils find media helpful in practicing their speaking skills. Integrating multimedia resources into classroom activities can enhance pupils' engagement and provide them with real-life language input.

Table 3.20: *Teacher Offering Pupils the Chance to Speak in the Class.*

Possibilities	N°	%
Yes	75	80.65
No	18	19.35
Total	93	

80.65% of pupils feel that their teachers offer them the chance to speak in the class. This demonstrates the importance of providing sufficient speaking opportunities and creating a pupil-centered learning environment.

Table 3.21: *Speaking English Attempt with Classmates.*

Possibilities	N°	%
Yes	43	46.24
No	50	53.76
Total	93	

Only 46.24% of pupils often try to speak English with their classmates, indicating that more peer-to-peer interaction and practice could be encouraged.

3.4.2.1 Interpretation of the Results

After analyzing the quantitative data presented in the tables, we can draw a conclusion that reveals valuable insights into the pupils' attitudes, perceptions, and experiences related to English sessions and speaking in the classroom.

As an answer to the first research question of this study, what is the level of EFL speaking anxiety experienced by middle school pupils? The questionnaire results suggest that a significant number of pupils experience a relatively high level of anxiety when speaking without preparation. Approximately 66.67% of pupils reported feeling panic or anxious in these situations. This indicates that for a considerable portion of the pupils' population, speaking can be a source of significant stress and discomfort. In addition, the interpretations of the questionnaire results indicate several key areas for improvement in English language sessions. The majority of pupils find the sessions boring, highlighting the need for more engaging teaching methods. However, pupils enjoy interacting and communicating in the classroom, emphasizing the value of creating opportunities for participation and collaboration. It is important to foster a supportive environment where pupils feel comfortable taking risks and learning from mistakes. Teachers play a vital role in helping pupils feel at ease when speaking in English. Bullying is not prevalent among classmates, but it is crucial to address any instances promptly.

Encouraging pupils to practice English outside the classroom can enhance their language proficiency. Comparisons with classmates and difficulties in understanding the teacher can impact confidence and comprehension. Small-group and whole-class discussions are both valued by pupils. Self-directed practice, addressing shyness, and offering varied reading activities are important considerations. Repeating after native speakers and utilizing media resources can

enhance pronunciation and fluency. Strategies to alleviate anxiety in impromptu speaking situations should be implemented. Parental involvement and the use of multimedia resources are seen as valuable. By addressing these interpretations, educators can create a more engaging and supportive learning environment, fostering language development and enjoyment for pupils.

3.4.3 The Teachers' Interview Results

1. Realization of Pupils' Anxiety When Trying to Speak English.

Most of teachers participating in the interview said that they can often recognize anxiety in their pupils trying to speak English by observing various behavioral and physiological signs. These may include:

1. Hesitation or unwillingness to speak.
2. Limited or no eye contact.
3. Nervous behaviours such as fidgeting or avoiding participation.
4. Physical symptoms such as sweating, shaking, or a trembling voice.
5. Frequent pauses, fillers, or stammering during speaking.
6. Expressions of frustration or negative self-talk.
7. Avoidance of speaking activities or situations where they have to speak in English.

2. Signs and Symptoms Noticed During the Lessons.

Various nonverbal cues that may indicate a pupil is feeling anxious about speaking English in the classroom were provided such as:

1. Avoidance of eye contact with the teacher or classmates.
2. Nervous or repetitive movements, such as tapping feet or fidgeting with hands.
3. Body language that suggests discomfort, like crossed arms or slouching.
4. Excessive sweating or blushing.
5. Withdrawing from participation or physically shrinking away when asked to speak.
6. Looking down or looking around for long periods, avoiding the front of the classroom.

3. Pupils' Spoken Language Inhibition in The Classroom.

The most significant answer to this question is that when pupils feel anxious, their spoken language may be inhibited in various ways. They may experience difficulty in finding the right words, have trouble with pronunciation, and may speak less fluently. Their speech may be marked by long pauses, hesitations, or even an avoidance of speaking altogether due to fear of making mistakes or being judged negatively. They might also have a more limited range of vocabulary and grammar, and their ability to express complex thoughts could be compromised. Anxiety can reduce their willingness to participate in speaking activities, which can further limit their practice and proficiency.

4. Anxiety of pupils Impediment of Their Participation in Class.

Most interviewees agreed that anxiety of pupils can significantly impede their participation in class to various extents. Anxious pupils may be less likely to voluntarily participate in speaking activities, may speak less frequently, or may avoid participation altogether due to fear of making mistakes or being judged. This can lead to reduced practice opportunities and progress in their language acquisition. 5. Does the anxiety of pupils affect other pupils, you as a teacher or the lesson?

5. Anxiety Effects on Other Pupils, on Teacher or on The lesson.

Some respondents admitted that anxiety in pupils regarding speaking English in an EFL classroom can affect the entire classroom, including other pupils, the teacher, and the lesson itself. Anxious pupils may be less likely to participate, which can lead to a less interactive and engaging class experience. This can also place additional tension on the teacher, who may need to invest more effort in encouraging participation and maintaining a positive learning environment. Moreover, if anxiety is visibly affecting one pupil, it might also affect others by creating a tense atmosphere, possibly leading to decreased confidence among classmates. It can also lead to a contagion effect, where the anxiety of one pupil spreads to others, potentially lowering the overall motivation and engagement in the class.

The teacher might experience challenges in delivering the lesson effectively, as they need to be sensitive to the needs of anxious pupils while still meeting educational objectives. Overall, anxiety can disrupt the flow of lessons and impede the language learning process, potentially reducing the opportunity for practice and improvement in speaking skills among all pupils. They agreed that anxiety in pupils can have a wave effect in the classroom, it might affect other pupils by creating a tense environment or reducing the overall participation, as anxious pupils may not engage in activities that require speaking, which could set a quiet or negative tone in the class. For teachers, it can be challenging to manage and might require additional time and effort to support anxious pupils, possibly detracting from lesson time. The lesson itself might be impacted if the flow of activities is disrupted or if objectives related to speaking and communication are not met due to pupils' reluctance or discomfort in participating.

6.The Causes of Speaking Anxiety in EFL Classroom.

To the majority of the interviewees the causes of speaking anxiety in the EFL classroom can vary, but common factors include fear of making mistakes and being judged negatively by peers or the teacher, lack of preparation, low self-esteem, previous negative learning experiences, insufficient language exposure, and high classroom performance expectations. Other factors may include the pressure to speak in front of others, unfamiliarity with the language, and personal anxiety traits. It's also possible that cultural differences and learning environment can contribute to this anxiety. Teachers are encouraged to identify these causes to effectively address and manage speaking anxiety in their classrooms.

7.Pupils Exposure to Speaking.

Some teachers feel that pupils are not exposed enough to speaking due to the Algerian Teaching Syllabus in Middle School comparing to that in universities. Others claimed that large class sizes or limited classroom time dedicated to active speaking practice impact speaking negatively.

8.Effects of Pupils' Number on Speaking in EFL Classroom.

Some teachers in the interview considered larger classes, pupils may feel less exposed and thus less anxious about speaking, but they might also get fewer opportunities to speak due to the high number of learners. Conversely, in smaller classes, pupils might feel more pressure to participate because they are more noticeable, but they also have more chances to practice speaking. The effect of class size can impact the level of individual attention from the teacher, the formation of group work, and the quality of feedback provided.

9. Classroom Management Effects on Speaking.

Remarkable contributions from teachers can be summarized in the following elements:

1. Establishing a supportive environment: Good classroom management creates a positive atmosphere where pupils feel comfortable and encouraged to participate and speak up.
2. Structuring activities: Thoughtfully organized activities can provide ample opportunities for pupils to practice speaking, breaking down barriers to participation.
3. Reducing anxiety: When a teacher manages the classroom well, it reduces chaos and unpredictability, which can lower anxiety levels and boost confidence in speaking.
4. Balancing participation: Good management ensures that all pupils, not just the more vocal ones, have the chance to speak, which can promote a more equitable learning environment.
5. Providing feedback: Clear expectations and constructive feedback, which are parts of effective classroom management, can guide pupils in their speaking efforts and help them improve.

10. Effective Strategies to Reduce English Speaking Anxiety in EFL Classroom.

To reduce English speaking anxiety in the EFL classroom, teachers can use various strategies which may include:

1. Creating a Supportive Environment: Ensure the classroom atmosphere is positive and supportive to encourage pupils to speak without fear of judgment.
2. Building Relationship: Develop a good relationship between teachers and pupils, as personal connection can contribute to pupils feeling safe to express themselves.

3. Encouraging Participation: Gradually involve pupils in speaking activities, starting with less intimidating tasks and moving toward more complex ones.
4. Use of Pair and Group Work: Small group or pair activities can be less daunting than speaking in front of the whole class and can encourage more participation.
5. Positive Feedback: Provide constructive feedback in a way that is encouraging and focuses on the effort as well as the accuracy.
6. Error Correction Techniques: Be mindful of how and when to correct pupils' errors. Correction that is too immediate or harsh can increase anxiety.
7. Variety in Speaking Activities: Use a mix of speaking tasks to cater to different preferences and to reduce monotony, which may help ease anxiety.
8. Preparation Time: Allow pupils time to prepare before speaking, which can help reduce nervousness as they feel more ready to participate.
9. Role-plays and Simulations: These activities can help pupils practice speaking in a context that feels more real and less like a test.
10. Desensitization: Gradually expose pupils to the speaking activities that make them anxious so they can get more accustomed to them over time.
11. Encourage Autonomy: Empower pupils by giving them some control over learning activities and topics, which may reduce anxiety by providing a sense of ownership.

3.4.3.1 Interpretation of the Results

The findings of this comprehensive interview, which involved 12 language teachers, contribute valuable alternative insights into the topic of speaking anxiety from the perspective of educators. It is worth noting that the results align closely with previous research on SA.

The answers provided by teachers in this study largely support and reinforce the existing body of knowledge on speaking anxiety. These findings add further credibility and depth to our understanding of this phenomenon. Moreover, the interview shed light on several key themes and trends that emerged from the teachers' perspectives. One prominent theme was the existence of speaking anxiety among language learners, with teachers acknowledging its impact on pupils' oral performance and overall language development.

The teachers expressed concern about pupils' fear of making mistakes and being negatively evaluated, which hindered their willingness to engage in speaking activities. Interestingly, the teachers also shared various strategies they have employed to address speaking anxiety in their classrooms. Additionally, the teachers highlighted the importance of individualized support for anxious learners. They emphasized the need for teachers to recognize the needs and anxieties of each pupil, adapting teaching methods and materials accordingly. This personalized approach was seen as crucial in building trust, reducing anxiety, and fostering a positive learning experience for pupils.

Overall, the insights shared by the teachers in this interview contribute significantly to the existing knowledge on speaking anxiety. Their experiences and perspectives offer valuable guidance for educators and researchers seeking effective strategies to address this pervasive issue in language classrooms. By acknowledging and addressing speaking anxiety, teachers can create an inclusive and empowering environment that enhances pupils' confidence and facilitates their linguistic growth.

3.5 Recommendations

Based on the findings of this study, we would like to provide some valuable recommendations that can benefit not only the teachers but also the pupils and future researchers who may research on a similar study.

3.5.1 For Teachers

First and foremost, it is strongly recommended that teachers should understand the underlying reasons behind pupils' anxiety when it comes to speaking English. By identifying these causes, they can then employ appropriate strategies tailored to address and alleviate such anxiety. It is crucial for teachers to give special attention to those pupils who are more passive and less inclined to actively participate in speaking activities. By encouraging and motivating these pupils, they can help them develop their speaking skills and boost their confidence. Furthermore, teachers should actively create an environment that fosters and promotes greater pupil engagement in speaking English. This can be achieved by providing ample opportunities for pupils to practice speaking in the classroom. Encouraging discussions, debates, and group activities can effectively enhance their speaking abilities and facilitate a more interactive learning experience. Last but not least, it is highly recommended that teachers implement fun and engaging learning activities to capture pupils' interest and motivation in speaking English. By incorporating enjoyable and interactive elements into the lessons, educators can create a positive and stimulating learning environment that encourages pupils to actively participate and become more proficient in spoken English.

3.5.2 For Pupils

For pupils, it is important to recognize that feeling anxious while speaking in front of others is a common experience that can happen to anyone. It is crucial for them to put in a harmonious effort

to effectively manage their speaking anxiety. One valuable recommendation for pupils is to actively seek out English vocabulary from various sources. By expanding their vocabulary, pupils can enhance their confidence and fluency in speaking. Additionally, in-depth preparation is a key. Pupils should dedicate time to prepare and familiarize themselves with the topic or content they will be speaking about. This preparation will not only boost their confidence but also ensure a smoother and more effective speaking activity. Moreover, building self-confidence is vital. Pupils should work on developing a positive attitude and belief in their abilities. Engaging in positive self-talk can be helpful in boosting self-confidence. Additionally, practicing speaking English both inside and outside the classroom is highly encouraged. This can be achieved through conversations with peers, participating in language exchange programs, or why not recording and reviewing one's own speaking practice.

3.5.3 For Researchers

While addressing SA is not a new concept, there is a dearth of research specifically focused on SA in middle school pupils. It is highly encouraged for future researchers to delve deeper into the investigation of the impact and effectiveness of pupils' and teachers' strategies in addressing and overcoming SA among pupils in the classroom. To achieve more comprehensive results, it is preferable to adopt research methodologies such as Experimental Research or Classroom Action Research. By employing Experimental Research, researchers can design experiments that allow for controlled variables and systematic observation of the effects of different strategies on pupils' SA. This approach will provide valuable insights into the causal relationships between specific strategies and their effectiveness in alleviating anxiety. Alternatively, Classroom Action Research offers a practical and hands-on approach, enabling researchers to work directly within the

classroom environment. This method allows for the implementation and evaluation of various strategies in real-time, providing a rich source of qualitative data that can shed light on the effectiveness of different approaches in overcoming speaking anxiety. Through these research methodologies, future studies can generate a wealth of data that goes beyond the scope of the current study, contributing to a more comprehensive understanding of our subject matter. This will enable educators to identify and implement evidence-based strategies that effectively address pupils' SA, leading to improved language learning outcomes.

3.6 Conclusion

The present chapter was devoted to the quantitative and qualitative analysis of data which were collected through three instruments. As a result, the analysis of classroom observation pupils' questionnaire and an interview revealed that middle school pupils were generally high anxious to speak English. Indeed, the SA affects negatively the pupils' oral performance. Then, some suggesting and recommendations were provided to teachers to shed light on some strategies that might help overcome the obstacles faced by teachers and during the teaching process.

General Conclusion

General Conclusion

This study sheds light on the intricate phenomenon of speaking anxiety, taking into consideration various parameters such as symptoms, types, and major factors and causes associated with this issue. Recognizing that middle school can be seen as “the cradle of anxiety,” the study aims to suggest strategies that can assist both teachers and students in coping with speaking anxiety in this crucial stage of education. The research questions and hypotheses were highlighted in this research, which is divided into three chapters: the first and the second dealt with the theoretical aspect of anxiety whereas the third one is dedicated to practical field using different research instruments (an observation checklist, a questionnaire for pupils and an interview for teachers). By these three means the two first hypothesis were confirmed and the third helped us to find some strategies to reduce the language and speaking anxiety and improve the speaking skill to face these obstacles. In spite of the limitations faced the researchers during this study, it was possible to answer all the research questions.

This research delves into the investigation of the research questions and hypotheses through a three-chapter structure. The first two chapters extensively explore the theoretical aspects of speaking and anxiety, while the third chapter focuses on practical implementation in the field using various research instruments such as observation checklists, pupils’ questionnaires, and teachers’ interviews. Through these means, the first two hypotheses were confirmed, and valuable strategies were identified to reduce language and speaking anxiety, ultimately improving speaking skills to overcome these obstacles.

Despite the limitations encountered during the study, all research questions were successfully addressed. It is important to emphasize that while this study is not the first to examine

speaking anxiety, it holds significant value in its focus on pupils who have only had a four-year exposure to the English language. This stage, we termed "The Cradle of Anxiety", highlights the critical nature of speaking anxiety as a hindrance to language learning. It is essential that educational institutions, universities, and policymakers in the field of education recognize and address this issue when dealing with English language teaching and learning.

In conclusion, speaking anxiety must be regarded as a crucial problem in the classroom that can impede the true potential of many pupils. This study sheds light on its significance and provides valuable insights that can inform teaching practices and educational policies. By acknowledging and addressing speaking anxiety, we can create a more supportive and effective learning environment for language learners.

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Appendices

Appendix A: Class Observation Checklist

observed:.....date:.....Pupils' first name:.....

Duration:.....number of the students present :.....

Section 1: The Presence of Speaking Anxiety in the Classroom

Observation	Tendency: Yes/No	Observations to support
Started to panic when the teacher asked something he/she didn't know.		
Trembled when being called in.		
Got nervous when speaking in front of the class.		
Felt insecure to volunteer to answer teacher's questions		
Got worried when made a mistake		

Section 2: Pupils' Oral Proficiency

Observation	Tendency: Yes/No	Observations to support
Making grammatical errors when speaking		
Forget vocabulary they already know		
Mispronunciation of words they already know		
Making halts		

Appendix B: Pupils' Questionnaire

Dear pupils,

It is a fact that enhancing speaking skill is a dream for all English learners, but most of them suffer from anxiety and shyness in classroom communication. To conduct research, we are going to investigate factors leading to this learning issue. Therefore, you are kindly invited to answer these questions attentively. (tick the suitable answer for you)

Section 1:

- 1) Gender: male female
- 2) Age:

Section 2:

- 1) How do you find English sessions?

Interesting Boring

- 2) Do you like interacting (Communicating) in the class?

Yes No

- 3) Does making mistake prevent you from participating?

Yes No

- 4) Does your teacher help you feel at ease when you speak in English?

Yes No

- 5) Do your classmates bully you when you speak in the class?

Yes No

- 6) Do you speak English outside the class: home, club, etc?

Yes No

- 7) Do you feel that other students speak English better than you?

Yes No

- 8) Do you get upset when you do not understand what your teacher says in English?

Yes No

- 9) Do you like speaking in tutorial session (groups)?

Yes No

10) Do you like speaking in lesson Sessions (whole class)?

Yes No

Section 3:

1) Do you talk to yourself in English when you do not find someone to?

Yes No

2) Do you feel shy when you speak in the classroom?

Yes No

3) Do you like reading silently?

Yes No

4) Do you like reading loudly?

Yes No

5) Do you practise repeating after native speakers via movies, documentaries, etc?

Yes No

6) Do you panic when you have to speak without preparation?

Yes No

7) Do your parents help you improve your English?

yes No

8) Do you find media helpful in practicing your speaking skill?

Yes No

9) Does your teacher offer you the chance to speak in the class?

Yes No

10) Do you often try to speak English with classmates?

Yes No

Thank you for your collaboration

Appendix C: Teachers' interview

Dear teachers,

This interview is an attempt to gather information needed for the accomplishment of a master dissertation. We seek to shed some light on anxiety of speaking in the EFL classroom. We would be very grateful if you answered these questions.

1. How do you realize that your pupils feel anxious when trying to speak English?

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

2. What signs and symptoms do you notice during your lesson?

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

3. How is your pupils' spoken language inhibited at this time?

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

4. Does the anxiety of pupils impede their participation in class to any extent?

.....

How?.....

.....

5. Does the anxiety of pupils affect other pupils, you as a teacher or the lesson?

.....

How?.....

.....

6. According to you, what are the causes of speaking anxiety in EFL classroom?

.....
.....

7. Do you think pupils are exposed enough to speaking?

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

8.What are the effects of pupils' number on speaking in EFL classroom?

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

9.How can classroom management affect speaking?

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

10.What are the most effective strategies to reduce English speaking anxiety in EFL classroom?

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

ملخص:

تبحث هذه الدراسة في القلق من التحدث باللغة الإنجليزية كلغة أجنبية ، لا سيما بين تلاميذ المدارس المتوسطة، مما يوفر رؤى حول طبيعتها من وجهة نظر كل من المعلمين والتلاميذ. تهدف الدراسة إلى تسليط الضوء على التحديات والعوامل الكامنة وراء هذه الظاهرة. كما يركز على اقتراح طرق وتقنيات مختلفة لتقليل قلق المتعلمين وخجلهم عند التحدث باللغة الإنجليزية. لتحقيق هذه الأهداف، تم اعتماد النوع الوصفي من البحث حيث حضر الباحثون ولاحظوا (باستخدام قائمة مراقبة مرجعية) جلسات وحدة اللغة الإنجليزية (مع التركيز على دورات التحدث) مع تلاميذ اقسام السنة الرابعة متوسط في مدرسة حاج مسعود محمد المتوسطة في بلدية القرارة بغرداية. تم جمع البيانات وتحليلها باستخدام المنهج الكمي والنوعي: تم تقديم استبيان إلى 93 تلميذاً من نفس المستوى، في نفس المدرسة. أجريت المقابلة في مختلف المدارس المتوسطة في مدينة غرداية. كشفت نتائج الدراسة أن الطلاب أظهروا عموماً مستوى عالٍ من القلق من التحدث. سلطت نتائج الملاحظة والمقابلة الضوء على الأعراض الرئيسية المرتبطة بالقلق من التحدث التي يعرفها الاساتذة. بناءً على نتائج الدراسة، تم اقتراح اقتراحات وتوصيات عملية للاساتذة والتلاميذ للتعامل بشكل فعال مع القلق من التحدث وتعزيز الأداء الشفوي في الفصل الدراسي.

الكلمات المفتاحية: القلق، الكلام، تلاميذ المدارس المتوسطة، قسم انجليزية لغة اجنبية