Investigating the Effects of Anxiety on EFL Learners' Oral Communication in the Classroom

The case of Third Year LMD Students of SLD at the University of Bejaia

Thesis submitted in Partial Fulfillment of the Requirements for a Degree of Master in Didactics at the University of Bejaia

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Dedication

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Abstract

Affective variables including anxiety are the most important facts to consider in the foreign language learning. Foreign language anxiety is widely used to describe the feeling of tension and apprehension which harms the language learning development. The present study examines the effects of foreign language anxiety on EFL students' oral communication in the classroom among the third year students of didactics at the University of Bejaia. The population of this study included 408 students of the English department who are learning English as a foreign language, but the sample consisted of 80 students from the two sections. Furthermore, we adopted the quantitative method to collect data from the large number of students using the questionnaire. Findings of this research indicated that student with low level of language anxiety are more likely to communicate in the classroom. Moreover, we revealed that learners who experience high level of self esteem are more able to cope with their anxiety because they draw a positive self image which makes them feel at ease when speaking English in the classroom. As a result, through the analysis of the results, we released that the reduction of anxiety and the high level of self confidence made of the third year students of Bejaia feel at ease when communicating in the classroom. The study also offers some pedagogical recommendations for teachers to cope with language anxiety in the classroom.

Key words:

Foreign Language Anxiety, Oral Communication, Self Esteem.

List of Abbreviation

EFL: (English as a Foreign Language)

FLA: (Foreign Language Acquisition)

FLCAS: (Foreign Language Classroom Anxiety Scale)

TMT: (Terror Management Theory)

LMD: (Licence Master Doctorat)

LAD: (Language Acquisition Device)

SLD:(Sciences of Language and Didactics)

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General Introduction

Introduction

Currently we notice a great demand for English language learning, but the feeling of anxiety and apprehension are mostly expressed by EFL learners when they try to speak in English in the classroom. Furthermore, his hampers them to communicate in the target language; thus, we refer to this phenomenon as a speaking anxiety which is considered by researchers as an uncomfortable psychological state which is related to many factors. To investigate this subject, many facts should be taken into consideration, from the causal factors in the classroom to the influence it casts on student's oral communication, because we know that foreign language anxiety touches more the speaking skill. Therefore, along this study we try to demonstrate the extent to which anxiety may be a hurdle against the communication in the classroom.

Statement of the problem

Learning to communicate in a foreign language is full of challenges, in this study we intend to investigate the common trouble in the field which is speaking anxiety. It is argued that a high level of anxiety hinders communication in English. Moreover, the learners always express the feelings of tension and nervousness when it comes to speak in English. Thus, our research will investigate effects of foreign language anxiety on EFL learners' oral communication in the classroom.

Research Questions

To investigate the above central problem, the following question has been asked:

1. How speaking anxiety affects on students 'oral communication in English?

Research hypothesis

We start from the supposition that if EFL students' speaking anxiety is reduced, they will be able to communicate comfortably in the classroom.

Aim of the study

The major purpose of the research is:

To demonstrate how the affective side can have a negative influence on learning the foreign language and more especially on the oral communication.

Background and significance of the study

The present study investigates the main factors behind the language anxiety and its effects on the oral communication in the target language. Some researchers such as Horwitz(1986), Price(1991), and Youth(1990)have described foreign language anxiety, they interviewed anxious students in order to have a better understanding of their experiences.

Therefore the main significance of this study is to convince teachers by the importance of helping the learners by creating a comfortable classroom atmosphere and do not interrupt at any mistake they commit. It is also significant because it seeks to increase students' self esteem and confidence and make them believe in their capacities to communicate even they make mistakes since we are in the setting of learning, and the language being learnt is a foreign one so we expect and accept learner's mistakes.

Methods and procedures:

This study uses the quantitative type of research because in the treatment of such topics we require an interpretation of some numbers and statistics, as well as it allows us to obtain descriptive information on variables. This research will be a further step to investigate the effects of anxiety on EFL learners' oral communication in the classroom.

Concerning the research means, the data will be gathered by using questionnaire which is the common tool to collect the information from a large number of students; therefore, the questionnaire will be administered for the third year students of English at the University Abderrahmane Mira of Bejaia, and then when we get our information collected, we analyze the findings and results in a descriptive way in the practical chapter.

Structure of the study

Our research will be divided into two main parts. While the first one will be theoretical it contains two chapters that gives us the literature review related to the foreign language anxiety trough different detailed sections. The second one will be practical; it includes two chapters which provide us by a deep analysis about the findings and results obtained from the questionnaire.

The population sample

The third year LMD students of didactics will be our case study to conduct this research, they include two sections which will be taken into consideration. This population is chosen since they are in their third year in specializing in English language, so we expect them to have enough knowledge and have already experienced the foreign language anxiety; therefore, we expect them to answer our questions appropriately.

Theoretical Part

I.Chapter One: The Bacground related to Foreign Language Anxiety

Intoduction

EFL learners have all experienced the feeling of tension, stress, and anxiety when it comes to express in the target language. Foreign language anxiety has been the central focus of many researchers that aimed at providing a clear understanding of this phenomenon. Thus the present research aims at finding more about anxiety and its effective influence on EFL learners. The following review of literature shows that anxiety can influence both language learning and language communication processes Therefore this literature review deals with the role of the foreign language anxiety on students' oral communication which is detailed via two main chapters: the first chapter provides the reader by the background related to FLA, it is divided into two sections the first one is about anxiety in learning; whereas the second is about the description of the foreign language anxiety in the classroom. The second chapter includes the study of the relationship between anxiety and oral performance which is detailed through two sections where the first one is about the impact of emotions on oral communication; while the second goes beyond investigating the role played by anxiety in oral achievement.

The major goal behind this study is to demonstrate how the affective side including anxiety may embed the foreign language learning in general and the oral performance in particular.

I.2. Section one: anxiety in learning

The current section is as a background related to anxiety in language learning, it includes some theories of anxiety suggested by different scholars, as well as it provides some revision on past researches related to FLA; furthermore, it includes some definitions of FLA given by different scholars, finally it gives us a brief distinction between first and second language anxiety. This section also provides us by a distinction between the two types of anxiety.

I.2.1. Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety

Horwitz, Horwitz and Cope's define foreign language anxiety as" *a distinct complex construct of self perceptions, beliefs, and behavior related classroom language learning arising from the uniqueness of language learning process"* ,Horwits and Cope (1986). Moreover; they stated that there is no clear relationship between language anxiety and language achievement, and from their clinical experience of observing student's anxiety, they revealed that anxiety is viewed as a situation specific anxiety. They suggested that the language learning has a particular anxiety which is different from anxieties of other fields since some people are very good at other subjects but frustrated when they had to learn the foreign language. In addition they introduced a specific instrument to measure the foreign language anxiety which is Foreign Language Classroom Anxiety Scale (FLCAS), Horwitz and Cope (1986)

I.2.2. Previous Related Researches

Mohammad Bagher Shabani (2012) investigated the relationship between foreign language classroom scale (FLACS) and fear of negative evaluation (FNE) scale in an Iranian context. The descriptive analysis showed that the participants suffer from FLA and there is no difference between male and female at the level of anxiety. However, the statements expressed in the questionnaires revealed that the primary source of anxiety

and fear of negative evaluation is the fear of failing class and fear of leaving unfavorable impression on others, respectively

Ayu Rita Bt Mohamad and Nadhia Dalila Bt Ab Wahid attempted to identify the potential sources of anxiety relevant to students' affective needs or concerns in an institution of higher learning through the use of in- depth qualitative questionnaires. The study was conducted with business degree students of the faculty of Industrial Management. As a result, findings showed that the level of language anxiety is varied between males and females.

Ming-Chieh Chiang (2012) investigated the relationships between foreign language anxiety and English speaking proficiency among elementary school students in Taiwan.86 elementary school students who lived in New Taipei city were taken as participants. The result synthesized a negative correlation between participants 'anxiety and their speaking English performance. The highest mean of anxiety factors is speech anxiety and the lowest mean of anxiety factors in fear of making mistakes. The results also indicated that parent's involvements and expectations are source of anxiety for elementary school students.

Zhang Xianping addressed the issue of language anxiety and its effects on oral performance of students in the classroom. Participants were 27 non-English major college students in an Ordinary University in China. 8 volunteers were chosen to conduct in an interview in a classroom context; it was found that there is a reverse relationship between   language anxiety and the quality of oral performance that is the higher the anxiety score, the lower their oral performance score.

 Ebrahim Khodadadi and Gholam Hassan Khajav (2012) studied the role of anxiety and motivation in foreign language achievement in an Iranian context. For this purpose foreign language anxiety scale and language learning orientations scale were administered to 264 participants. The result showed that lack of motivation and less self-determined types of external motivation are positively related to language anxiety. Therefore they conducted that both anxiety and motivation significantly predict the English achievement of the language learners within an Iranian context.

Yusuke Kondo Investigated the relationship between language anxiety and proficiency in a speaking test. The participants of this research were sixty-four

University students of Japan. the data on language anxiety were collected through questionnaires, and the data on language anxiety were collected through speaking test. As a result, the study found that language anxiety in the speaking tests was only a poor predictor of English proficiency.

I.2.3. Related Definitions to Anxiety

Many researchers had given different definitions to the word anxiety. However, all the definitions are descended from the idea that anxiety is an uncomfortable psychological state that empeds language learning development. In their well known article, Horwitz, Horwitz and Cope (1986) defined foreign language anxiety as*" a distinct complex construct of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from uniqueness of language learning process".*

Darwin (1972) thought of anxiety as an emotional reaction that is aroused when an organism feels physically under threat. Cited in Wilson (2006).

Horwitz and Young(199:11) noted that there are two different approaches to identifying language anxiety.*" (1) language anxiety is simply a transfer of anxiety from another domain for example test anxiety"." (2) something about language learning makes language anxiety a unique experience"*

Many educators asserted that language anxiety has a negative impact on the language learning development, it may be as a barrier for students 'oral communication. It has been found that the feeling of tension and nervousness affects more on the two basic task requirement of foreign language learning; listening and speaking because during interaction both skills are needed. Horwitz et al. (1986:29-cited in Tanveer 2007:4).

According to our knowledge gained from the psycholinguistic module, anxiety is a psychological state which is associated with such symptoms, fear, hesitation that could be accompanied by physiological signs like heart beating, sweating, trembling, and stuttering. Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the automatic nervous system, Spielberg (1983).

I.2.4. Difference between first and second language anxiety

Firstly it should be noted that speaking in public situation whether in our first or second language provokes anxiety among the speaker. However, previous researchers proposed that the kind of anxiety we experience when speaking the first language is quite different from the anxiety that we experience when speaking a foreign language.

It is argued that the anxiety experienced when speaking the foreign language seems to be more debilitating than the anxiety experienced when speaking the first language (Cited in Tanveer, 2007:3), because when trying to communicate in the foreign language, the task becomes more complicated where the speaker has to look for a suitable lexis for a particular context. In addition the speaker has to pay attention to the pronunciation of words (the correct pronunciation).

I.2.5. Facilitating and Debilitating anxiety

Findings have distinguished between two types of anxiety, in which the first is a debilitating anxiety and the second is a facilitating one.

I.2.5.1. Facilitating Anxiety

As the name suggests it is the type of anxiety which leads the learner to improve, as well as facilitates his learning process. Therefore; Vasalwar (2001-cited in Chakrabarti and Sengupta, 2012:54) has found that a low level of anxiety may affect positively on student's reading comprehension because the stress can be the best motivator which keeps the learner alert and help him to succeed in his revisions for exams and his performance in the second language in general. In this sense we find Scovel (1978-cited in Abderrazzag. S, 2010) suggests that facilitating anxiety pushes the learner to do his best in order to overcome his lacks, and to limit the negative effects of anxiety that disturbs their learning.

I.2.5.2 Debilitating Anxiety

It refers to the type of anxiety that leads the learner to have a poor learning and performance, from here we understand that anxiety have a negative impact on learning and achievement. Moreover, this kind of anxiety harms learner's performance in many ways both indirectly through worry and self doubts, and directly by reducing participation and creating over avoidance of language (Oxford 1999:60). Thus, debilitating anxiety makes learners lose their self-confidence and self-esteem and become unmotivated.

In this context we find both of Albert and Haber (1960-cited in Abderrazzag. S, 2010) suggested:

" debilitating anxiety has a negative impact on student's motivation and his preparation before exams like waiting until the last minute to revise or to prepare for a big tests. Feeling more anxious and unprepared and arriving at the exam late and having to answer all the questions in time".

Thus, this type of anxiety freezes the learner's ability to progress since it makes him looks down to his knowledge and performance in the foreign language learning. Therefore, anxiety does not only emped learner's outcome in the foreign language learning, but rather it can be a means to succeed and achieve high level of proficiency in his learning.

Several researches reveal that both of debilitating and facilitating anxiety may be present in an individual at the same time. Moreover, it has been proposed that they may function together. Scovel (1978-cited in Willson, 2006:45/46).

I.3. Section two: Description of Foreign Language Classroom Anxiety Scale (FLCAS)

This sections describes the foreign language anxiety classroom scale (FLCAS) via different sub tittles including the components of FLA and its types, as well as the factors responsible for Language anxiety (FLACS).

I.3.1. Definition of foreign language classroom anxiety

Horwitz et al. (1991:128) views FLACS *" as a distinct complex construct of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process"*. Horwitz and her colleagues have also described anxious students through such symptoms "freezing" in class " going blank" before the exam. Horwitz et al. (1991) reported some common statements of anxious students in the foreign language classroom:

"I never feel quite sure of myself when I m speaking in my foreign language class"

"I tremble when I know I m going to be called on in language class"

"I keep thinking that the other students are better at languages than I m"

"I worry about the consequences of failing my foreign language classroom"

Therefore; the role of the teacher in such situation is to interfere and diminish student's fear of speaking by informing them that their classmates in the classroom experience the same feelings (Ellaine Philips:128).

I.3.2. Factors Associated with Learner's Own Sense of 'Self' and Language Classroom Environment

It is evident that language anxiety is related to many factors that impact on student's willingness to perform in the classroom, so here are some of them:

I.3.2.1. Self Perception

Self perception can be understood as the learner's beliefs about his learning and his environment. Self perception refers to a set of individual's thoughts, believes, and perceptions that EFL learners attributes to themselves (Laine, 1987:15). Krashen (1980:15-cited in Young, 1991:427) uses the term self-esteem to refer to "self concept" he indicated that with low self-esteem and worry about what others think, the degree of anxiety is high and students will not be able to respond. It was strongly agreed that

individuals who have high levels of self-esteem are less anxious than those who have low level of self esteem (Horwitz et al.1986:129)

According to Terror Management Theory (TMT), *" People are motivated to maintain a positive self-image because self-esteem protects them from anxiety"* (Green berg et al. 1992- cited in Onwuegbuzie et al. (1999:229). Thus, self esteem in this case acts as a protector which prevents the learners from being destructed by anxiety.

I.3.2.2. Learner's Beliefs about Language Learning

EFL learners may generate some negative beliefs about their learning process. Some of these beliefs contribute to student's frustration and tension in the calassroom (Horwitz et al.:127). The following are some reported beliefs:

"*I just know I have some kinds of disability: I can't learn a foreign language no matter how hard I try"*. The idea conveyed here is that students think that it is necessary to be accurate in order to speak a language and these erroneous beliefs make them apprehended and avoid performance in their speaking classes. (Horwitz et al.1986:183).

According to Young (1991:428), anonymous beliefs about language learning can be the main cause for creating language anxiety. We notice a great deal of EFL learners think that pronunciation is the single most important aspect of the language learning. Thus, this kind of thoughts would demotivate and frustrate them because their speech pronunciation is poor (Ohata, 2005:138),as well as this idea is also supported by young(1991) who reported that these wrong beliefs about the real mastery of the communication competence in the target language are the root for anxiety. Therefore, all these negative beliefs may hinder learner's language communication; as well as, freeze student's language learning development .

I.3.2.3 Instructor's Beliefs about Language Teaching

Some teachers can be the source of the language anxiety, because in most cases we find them behind students to correct their mistakes in a harsh way. As a result, this will certainly make students afraid of expressing their ideas or participating in the classroom.

Instructor's beliefs that their role is to correct rather than to facilitate students when they make mistakes are contributing to increase language anxiety among them. The common problem that EFL students encounter with their teachers is not necessarily error correction but the manner of error correction. In addition teacher's thoughts that he is the powerful element in the classroom and he exercises his power on his students where he does everything and talks all the time , besides he doesn't give the opportunity for his students to speak, Brandl (1987- cited in Onwuegbuzie et al.1999:220).

Besides several teachers think that being harsh and frightening maintains learning and motivates students, but they ignore that this behavior promote anxiety among them as it is expressed bellow (Young, 1990-cited in Young 1991:428):

" Instructors who believe their role to correct students

Constantly when they make any error, who feel that

They cannot have students working in pairs because

The class may get out of control, who believe that

The teacher should be doing most of talking teaching,

And who think their role is more like a drill sergeant

Than a facilitator maybe contributing to learner language anxiety"

(Young1991:428- cited in
Laarbi.H, 2013:20)

I.3.2.4 Classroom Procedures

The classroom activities involving oral tasks are a major source of anxiety in an EFL classroom. Young (1991-cited in Larbi. H, 2013:21) claimed that students experience high level of anxiety in an oral activity in which it is necessary to express orally in front of their peers. We know how we get anxious when a teacher asks us to speak in front of our classmates where we become shy and tongue- tied, and we always feel unpleasant during oral activities because this creates a stressful classroom environment. Many students get anxious when they are called to respond individually, rather than if they are given a choice to respond voluntarily.

Horwitz et al. (1986:123) reported some statements of anxious students as follows:

" *sometimes when I speak English in class I'm so afraid I feel like hiding behind my chair*"

"*My English appears not good enough; I can't express very well*".

"*I need to use English perfectly; I can't make mistakes in front of my students*".

Tanveer. M (2007:1)

To sum up, any attempt to decrease the amount of anxiety among EFL learners should take into consideration the learning environment which affects language learning development. For this, the Communicative Language Teaching approach is often recommended by researchers to provide such a helpful environment where it gives students the opportunity to talk to one another and not exclusively to the teacher (cited in Tanveer 2007 :18).

I.3.3 Types of Anxiety

Researchers have distinguished between three types of anxiety, in what we have trait anxiety, state anxiety, and situation specific anxiety.

I.3.3.1 Trait Anxiety

It is related to one's personality features, it is relatively stable (Richard and Schmidt, 2002:560). Trait anxiety has been referred to as "*a constant condition without time limitation*" (Levitt, 1980:11- cited in Willson 2006:42).

It has been proven that persons who are nervous, are those who highly experience trait anxiety, in contrast to those who have low level of anxiety are usually calm and relaxed persons. (MaIintyre, 1999 :28). It has been asserted that individuals who experience trait anxiety become worried by simple and less dangerous stimuli in the environment because anxiety makes them feel uncomfortable.

I.3.3.2. State Anxiety

It is also known as transient anxiety, it is as a response to a particular anxiety provoking stimulus like important tests (Spielberg, 1983:cited in Horwitz, 2001:113). Thus, state anxiety does not belong to person's personality, but rather it is a transit or state or condition of an organism that varies in intensity over time (Spielberg, 1966:12).

In this sense Spielberger et al., 2001- cited in Abderrazzag.S, 2010) found that *"trait anxiety is considered as an obstacle and an interruption of an individual's emotive equilibrium. For example when a person hears a bad news of his close friend, he becomes some anxious, so emotional equilibrium will be put into question"*. As well as, this type of anxiety can be harmful since in some situations it makes the learner incapable to adopt some behaviors to end this agitation, for instance in the exams it leads the learners to get anxious, bored, and even starts to get stressed about the results of his exam (cited in Abderrazzag.S:2010).

I.3.3.3 Situation Specific Anxiety

Situation specific anxiety can be defined as the type of anxiety that occurs in a particular situation. It is aroused by a specific type of situation or event, such as public speaking or class participation (Ellis, 1994: 480). According to MacIntyre (1999:28) situation specific anxiety is similar to trait anxiety, but except it is related to a particular or one situation only (Cited in Hayet Larbi,2013:15). Thus, situation specific anxiety leads the learner to be disabled to be proficient in a second language especially in reading and writing.

I.3.4. Categorization of Foreign Language Anxiety

Horwitz et al. (1986:127) considered language anxiety as composed of three categories: communication apprehension, test anxiety, as well as fear of negative evaluation which are detailed as follows:

I.3.4.1 Communication Apprehension

As it is mentioned before, the speaking skill is the most affected by language anxiety (MacIntyre and Gardener, 1991), because we always feel shy to expose our language imperfection in front of our peers. Learner's personality trait like shyness and quietness are considered too frequently participates to communication apprehension, and these feelings of shyness are different from one person to another and from one situation to another.

Mc Choskey and Bond (1980, 1984-cited in 1987:1) found seven factors that could result in a quite child *" (1) low intellectual skill (2) speech skill deficiency (3) voluntary social introversion (4) social alienation (5) communication anxiety (6) low social esteem (7) ethnic cultural divergence in communication norms"*.

In addition, Aydine (2008:423) describes communication apprehension as *"a fear of getting into communication with others"* which stems from learners inability to "understand others and make oneself understood"(Horwitz et al. 1986:127).It is clear that students who experience communication apprehension does not feel comfortable when speaking in the target language in front of others because they consider that their level in speaking is low. Thus, this type of anxiety has a great impact on their communication competence. (cited in Hayet Larbi,2013:16).

I.3.4.2 Test Anxiety

As it is explained by Horwitz et al. (1986) *"it refers to a type of anxiety performance stemming from a fear of failure"*. Furthermore, test anxiety is worth noticeable in a foreign language classroom where students avoid to participate because they feel that they are imperfect and they will fail, this idea is supported by Horwitz et al. (1986:127)who reported that*" test anxious students often put unrealistic demands on themselves and feel that anything less a perfect test performance is a failure"* . It is also

important to note that oral testing has the potential to provoke test and oral communication anxiety among foreign language learners(Horwitz et al. 1986:127).

Horwitz and al. (1986) reported that test anxiety threatens the language performance because it makes student loses his self confidence and makes him think that he will fail to learn. As a result, EFL learners consider the oral expression session as a destructive one and not an opportunity to improve his speaking ability.

I.3.4.3. Fear of Negative Evaluation

It is the third category underlying the language anxiety. It is an extension of the second category (test anxiety) of the foreign language anxiety because it is limited to a test-talking situations, rather it may occur at any evaluative situation like interviews or speaking in a foreign language class (Horwitz et al.1986:127) . We should point out that the negative evaluation is not restricted to the teachers only, but also the fear of peers' reaction that make them lose their self esteem (Shams,2007:10).

In general fear of negative evaluation refers to the learner's estimation of how they will be negatively evaluated by their classmates, as well as by his teacher. So this kind of students ignore that making mistakes is a natural phenomenon and these mistakes will help him to make efforts to promote his oral performance. It is asserted that classroom anxiety comes from the way that the teacher corrects the mistake and not from mistake's correction itself.

To sum up, the learning environment has an active role to play in the foreign language learning process especially in the oral communication, Horwitz et al. (cited in Abderaazzag,2010), stated*" self perceptions, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process"*.

Conclusion

Along this chapter we discussed a variety of concepts related to language anxiety out and in the classroom. Firstly we provided a clear understanding of a learning anxiety which is clarified by many scholars who conducted their researches in this field. Secondly, We discussed a special instrument for measuring anxiety in the classroom which is foreign language anxiety scale (FLCAS).As well as, along this chapter we revealed that in an EFL classroom it is significant to recognize the factors contributing to this issue including factors related to learner's own sense' Self' as well as those related to the classroom environment in order to assist students to make progress in their language development.

II. Chapter Two: Relationship between Language Anxiety and Oral Performance

II.1. Introduction

Being able to communicate effectively in the target language is a never simple process; it has been always a problematic area in the language learning where most of the students expose their feelings of uneasiness when they have to communicate orally in an EFL classroom. Thus, in the current chapter we are going to demonstrate how the affective side in general may hamper the oral communication, as well as the role played by anxiety in the language communication and development which will be detailed trough two sections. The first section provides us by a background related the crucial effects played by the affective factors on the communication in the target language. As well as in the second section details the impact of the language anxiety on oral achievement.

II.2. Section one: the Impact of Emotions on Language Oral Communication

In the language learning when we speak about the oral communication we often refer to the speaking skill. Thus, speaking is one of the four language skills which displays language proficiency. Kouicem (2000:26) Stated that speaking is the most complex skill because being able to communicate orally requires many abilities. This includes the mastery of the four components of the communicative competence, and the requirements of the other language skills. Lwana (2004:1-cited in Kouicem (2000:26) reported*" speaking in a foreign language is very difficult and competence in speaking takes a long time to develop"*.

II.2.1. Definition of Speaking

Speaking is a means through which people express their needs and thoughts. It is defined as a complex of sending and receiving messages through the use of verbal expressions. Hedge (2000:261) defines speaking as *" a skill which people are judged while first expression is formed"*.

II.2.2. Importance of Speaking

By the coming of the Communicative Language Teaching approach the speaking skill was given more interest. We often attribute perfection to language through the mastery of the oral skill without looking to the writing or other skills. As it is cited in Kouicem (2000) people always ask questions do you speak English and not do you write English. Nevertheless, the correct mastery of language needs the integration of other skills. Therefore, speaking skill is the crucial one through which people express their needs, opinions, and requests.

Jermy Harmer in his book the Practice of English Language emphasized the importance of speaking where he stated that a successful mastery of the language requires to practice in the classroom otherwise students will be considered as they are wasting their time. This suggests that it is crucial to practice the foreign language in the classroom since this latter is the first setting where the EFL learner learns before succeeding to communicate outside the classroom.

II.2.3. Affective Factors Affecting Adult's Oral Communication

The mastery of the foreign language is not restricted only to the mastery of grammar rules, but to achieve fluency in the target language we need other proficiencies. That's why EFL learners encounter many constraints while trying to communicate in the target language. Some of these difficulties are listed as follows:

II.2.3.1. Age or Maturational Constraints

The age is considered as one of the most important factor to fail in second language acquisition. Shumin (2002). Several researchers as Krashen asserted that children are best language learners due to their early exposure to the foreign language, by contrast adults who are deficient to achieve proficiency in the second language because they are out of what we call "the critical period" when the acquisition of the language becomes more complicated. In addition, adults 'language learning stagnates at a certain level, this phenomenon is called" fossilization" where no progress will be noticed. Furthermore, adult's foreign language may be characterized by the lack of mastery of prosodic features since even they could utter pronunciation correctly they ignore some aspects like the stress and intonation that are important in conveying messages in the language communication. Scaralla and Oxford (1992-cited in Shumin).

II.2.3.2. Aural Medium

Shumin (2002:205) reported that the listening skill plays a vital role in the development of the speaking ability. During interaction one person speaks and the other listens; thus, each of them plays a double role-both speaker and listener. It is revealed that both of the speaking and the listening skills complete each others, because if you are not able.

to understand what the interlocutor says certainly you will not be able to respond, as Krashen cited in one of his five theories (1981, 1982) the comprehensible input, it states that if people are not exposed to a comprehensible input , the information will not be processed as an intake which will be later produced as an output.

II.2.3.3. Sociocultural Factors

The cultural aspects impact on the language learning, because the language communication occurs in a social context; thus, the meaning is socially regulated, Denitra Copoulon (1990-cited in Shuman 2000). This means that the correct mastery of the language is to know how the language is used and how it varies depending on communities. We find that the aspect of interference affects negatively on our language learning, because it is difficult for an EFL learner to form an appropriate expression without referring to his first language. Shuman (2000).

Furthermore, non verbal communication system may mislead the non-native speaker since some gestures for instance do not denote the same meaning with the target language context due to the unfamiliarity. As a result, to achieve fluency in the foreign language speaking, one has to master also the sociocultural context in which the target language is used.

II.2.4. Effects of Affective Factors in Second Language Acquisition

As it was mentioned before, the affective side is a prerequisite aspect to take into consideration when learning a foreign language, because it may affect positively as well as negatively on this process. These emotions include self esteem, attitudes, motivation, and anxiety. It is evident that speaking a foreign language in public cause anxiety where we feel tongue-tied, frustrated, and even we lose words, Shuman(2002).This feeling arises because we always feel afraid about the way we will be judged by the others. So many researchers revealed that*" the sensitivity of adult learners to making mistakes of, or fear of "losing face" has been the explanation for their inability to speak English without hesitation"*, Shuman (2002).

Learner's affective factors are of the main significance in the foreign language learning outcomes. Krashen's model affective filter hypothesis states that affective factors in second language learning are like a filter which filtrate the amount of input in the brain. He revealed that people with high level of affective filter will lower their intake, whereas people with low level of affective filter allow more input into their

language acquisition. According to him affect includes, motivation, attitudes, anxiety, and self confidence.

II.2.4.1. Motivation

Motivation is an important affective factor in second language learning; Therefore, it is the internal state which guides the behavior, it is the heart to do something. Gardener (1985)defines motivation *as "the extent the individiual works or strives to learn the language because of a desire and the satisfaction experienced in this activity"*.

Gardener and Krashen pointed out that there are two types of motivation, the integrative and the instrumental motivation. The first one is concerned with the learning of FL to participate in the social life, but the second one is concerned with FL learning for different target needs including, examination, traveling, and getting a job.(cited in Xian Du,2009:162).

II.2.4.2. Attitudes

According to psychology, attitudes refer to an evaluative emotional reactions. It is the way you think and feel about something (Collin Cobouild Students 'Dictionary). As well as psychologists found that positive attitudes towards L2 leads to rapid acquisition, while negative attitudes slows down the progress. It is evident that attitudes influence classroom participation where students with positive attitudes are active performers, in contrast to those who get bored are passive and their achievement is low.

II.2.4.3. Anxiety

Since anxiety is our main concern along this study, we tend to demonstrate its vital role in SLA. As it is defined before it is the feeling of apprehension, nervousness, and worry associated with arousal of automatic nervous system Spielberg (1983). Foreign language anxiety has three types in what we have, communication apprehension, fear of negative evaluation, and test anxiety.

II.2.4.4. Self Confidence

Self confidence is one of the important personality factors. It has been proven that learners who draw a positive self image and believe in their own capacities would certainly succeed, in contrast to those who lack self confidence they will fail in SLA, in addition their attempt to save face in front of their peers hinders them from advancing in their learning.

To sum up, Krashen's affective filter hypothesis is of the main significance in the second language acquisition, since it provides a clear understanding of how the feelings like anxiety and self confidence contribute to the failure or success in the foreign language learning. So the ignorance of such elements will influence on the learning as well as on the teaching processes.

II.2.5. Krashen's Affective Filter Hypothsis

Krashen's affective filter hypothesis is of great practical impact in second language acquisition .These affective variables can affect negatively as well as positively on language learning. Thus, the affective filter hypothesis emphasizes the notion that emotions can facilitate as it can embed the foreign language learning (cited in Hayet Larbi,2013:12). For Krashen students with a high affective filter hinders the information from being processed by the Language Acquisition Device (LAD), by contrast to those whose affective filter is low are more likely to achieve success in the language learning. Therefore as it is cited above the anxiety and lack of self confidence lead to increase the level of the filter; as a result, the received input becomes incomprehensible and not able of being processed as an intake which will be later produced as output. Krashen (1982).

```
Affective

  Filter
                    ┌─────────────┐
                    │  Language   │
  Input  ··········│ Acquisition ├──► Acquired Knowledge ──► Output
                    │ Device(LAD) │
                    └─────────────┘
```
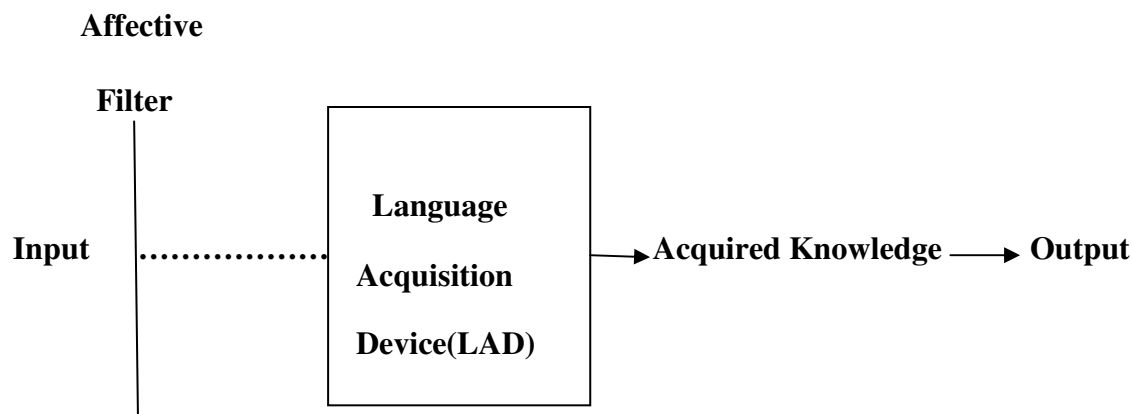
Figure2: the Affective filter process (adapted from Krashen 1982:32)

II.3. Section two: Language Anxiety and Oral Achievement

Many educators have suggested that foreign language anxiety have a negative effect on learners' speaking ability. The presence of such feeling hinders learner's speech as well as his learning in general, Onwuegbuzie, et al. (1999-cited in zadeh.2012:468). In this section we are going to clarify the relationship between language anxiety and second language learning. Findings concerning anxiety and language achievement indicated a consistent moderate negative relationship between anxiety and achievement, Elaine K.Horwitz (2001:112).

II.3.1. Effects of Anxiety on the three Learning Stages

A series of experiments to examine the effect of anxiety on the cognitive processing revealed that anxiety influences the language learning at three stages, the input stage, the processing stage, and the output stage, Macintyre (1999).

II.3.1.1. Anxiety at the Input Stage

Anxiety acts as a filter preventing some information from getting into the cognitive processing system (Peter D macintyre:35). According to Krashen anxious students are not able and find difficulties in understanding spoken dialogues because

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anxiety interferes and hinders the information to be processed, in contrast to relaxed students they would be better to assimilate the new information because of the absence of anxiety. Wheeles (1975-cited in macintyre.1999:35) has identified this phenomenon as the problem of "receiver apprehension".

In addition Bailey et al. (2000:475-cited in Laarbi. H (2013:24) suggests that *"input anxiety may reduce the effectiveness of the input by limiting the anxious students 'ability to attend the material presented by the instructor and reducing the student's ability to represent input internally"*. This is the case with anxious students who are not proficient in assimilating what others say because anxiety prevents the input from being processed.

II.3.1.2. Anxiety at the Processing Stage

Anxiety at the   Processing stage is viewed as the aspect of anxiety which*" students experience when performing a cognitive operation on new information"*, Bailey et al.(2000:475-cited in . Laarbi, H. (2013:24).It is suggested that anxiety affects both the speed and the accuracy of learning, Macintyre (1999:35).In this stage we find students worried and unable to learn new word or grammar, that's why we consider anxiety at this stage as a distraction for the language learning. Moreover, students who process the information more deeply and incorporates it with the previous knowledge and tries to make sense to the received input *"creates a better understanding of the language and its use"*. Macintyre (1999:36).Other educators in the field indicated that a deep processing of language input helps much in the foreign language learning. Cohen (1990,Oxford and Nyikos.1989-cited in macIntyre.1999:36).

In addition, a high degree of anxiety at this stage affects more the language learning and *"the efficiency with memory processes are used to solve problems"*, Tobias (1977:475-citet in Laabi, H. (2013:25).The processing of the information in the brain is a complex process because it requires more than one mental activity including *"choosing words, pronouncing them, and stringing them with appropriate marker"*, Tanveer (2007:20).As a result, this process leads learners to get anxious, stressed, and even panic Horwitz et al.(1986:128). Chen (2005:10-cited in Tanveer, 2007) suggested

that it slows down the mental process which leads to learners 'difficulty to recognize the pronunciation of the word.

Therefore, anxiety is a central causing factor of any limitation in the processing of the information in the mind which leads to an impaired behavior; that's why, researchers found a recursive cyclical relationship between each of, anxiety, cognition, and behavior, Macintyre (1995:93).
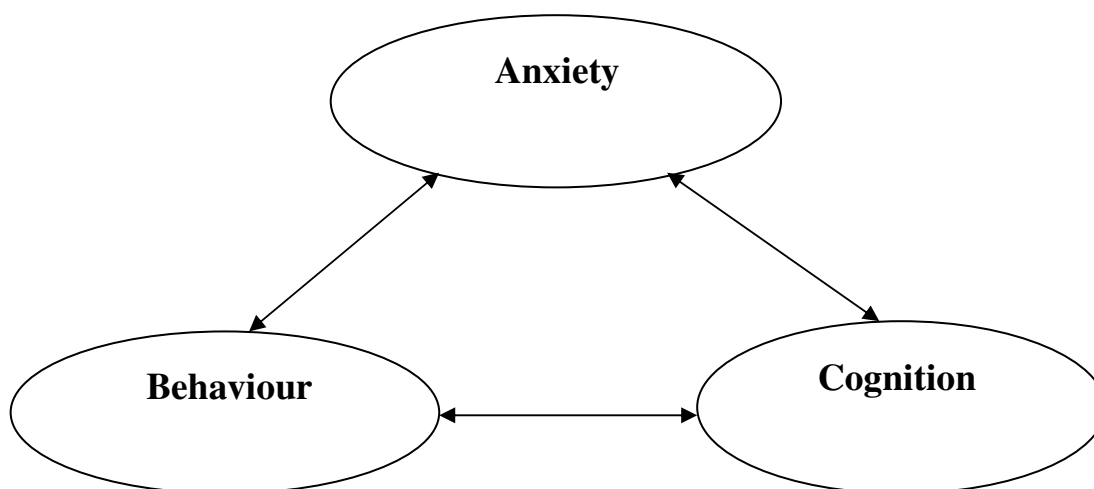
Figure03: recursive relation among anxiety, cognition, and behavior, MacIntyre(1995:93).

II.3.1.3. Anxiety at the Output Stage

Output refers to the process of the reproduction of the reprocessed input. This idea is supported by many scholars in which we find MacIntyre (1999:36) says in this sense *"many people had experienced the feeling of "freezing up" on an important test, they know the answer but it will not come to mind"*. In the stage the retrieval of the information is almost impossible because of the presence of the increased level of anxiety which forbids this process. That's why during communication the word is in the" tip of the tongue" but we are not able to utter it, MacIntyre (1999:36), this process is called "freeze up" since anxiety prevents the information to be retrieved. It has been asserted that this phenomenon occurs either with the spoken or the written language.

The above listed stages of the language learning show that the three are intermeshed, where the absence of one stage leads to deficit in the other stage, so if the learner is not exposed to a comprehensible input, the information will not be processed, as a result the information will not be produced as an output(cited in feagure:3). MacIntyre and Gardner (1994-cited in Hayet. L,2013:25).
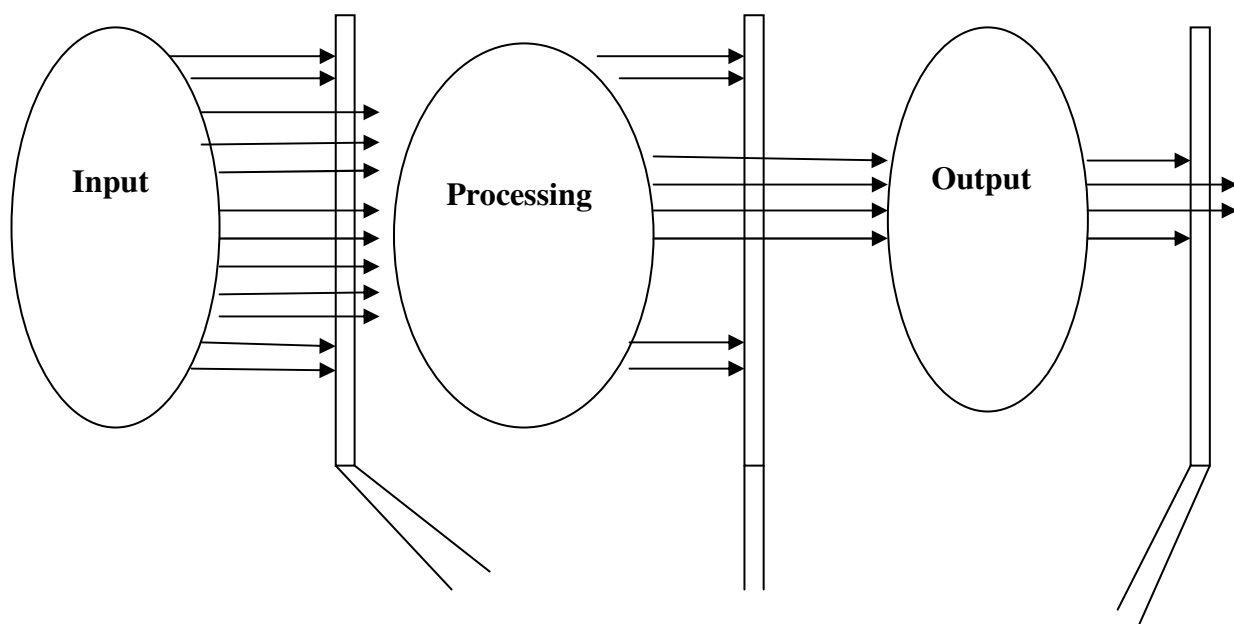
Figure4: Modal of the Effects of anxiety on learning from Instruction (MacIntyre 1999:36).

II.3.2. Foreign language anxiety a cause or effect of poor language achievement

It was agreed by many researchers that foreign language anxiety is psychological variable which interrupts the learning process. Yet**,** the issue whether the poor language ability is the cause of language anxiety or its result was a matter of speculation since many researchers analyzed this topic from different perspectives. Because of the sensibility of this issue many researchers were unable to affirm the directionality of cause and effect,Willson (2007).

The Deficit Modal and anxiety focuses on the idea that the learners fail to perform in the target language due to the lack of development in the speaking skill. MacIntyre (1995-cited in Nor Shidrah Mat Daud). Gaugschow and Javorksky (cited in Shidrah Mat Daud) claimed that students are not able to perform in the target language because of deficits in the cognitive linguistic which provokes anxiety.

Aida (1994:164-cited in Willson, 2007:93) investigated this topic trough the use of correlation and analysis of variances including Japan students. She revealed that *" the more students get anxious, students receive lower grades, but maintained that due to the correlational nature of this study the results of ANOVA do not prove that a cause effect relationship exists in Japeneese"*. Gaugschow and Javorksky (cited in Shidrah Mat Daud) claimed that students are not able to perform in the target language because of deficits in the cognitive linguistic which provokes anxiety. Gardner and MacIntyre (1991:110) cited that poor language ability and negative attitudes may predict anxiety and failure.

In the other side we find other scholars related to the interference modal and not the deficit one support the idea that low performance is due to student's low performance which is resulted from the difficulty to retrieve the information and not to the poor knowledge in the subject matter, Mush and Broader (1999-cited in Stephenson, 2007). As well as we find Horwitz (1986) reported *"foreign language anxiety is the result of the mismatch between mature thoughts and immature foreign and second language proficiency"*.

II.3.3. Effects of Anxiety on the Oral Performance

Because the language is a system of communication; therefore, the oral communication is the central side in a language lesson in school today. However, to teach students how to speak is not an easy task at all, because there are many reasons for which they get anxious to express their ideas. Therefore, here we are going to discover the influence of this feeling on the oral performance. Many researchers synthesized that foreign language learners suffer significantly during oral activities, Philips (1990: 125-cited in Ellaine M).In this sense Young (1990) asserted that students get anxious when they had to speak in front of their peers. Anxious students often display *" distortion of*

sounds, the inability to produce the intonation and rhythm of language, freezing up when they are called to perform, and forgetting words and phrases just learned or simply refusing to speak and remaining silent", Young (1991:430-cited in Wilson.2006:102). It is evident that EFL learners feel uncomfortable in oral classes when they are called by the teacher to answer, because they prefer to offer a response orally by themselves, Young (1990:104).

It is evident that the speaking skill seems to be the most anxiety provoker, kiranida (2009 and Young, 1992) asserted that students with high level of language anxiety, are led to a poor performance during oral communication. Furthermore; Gardner et al. (1997) asserted that the type of anxiety that influences oral tests is test anxiety because students are worried to fail in their performance.

According to our experience as foreign language students, we notice that our classmates suffer severely during oral tests, where they know what to say but they find difficulty in how to say it because they expect that they will fail. In addition students do not feel apprehensive if they have time to prepare what to say; yet, when they are asked to answer spontaneously they would be stressed. Horwitz et al. (1986:126-cited inWillson, 2006:103).Thus;*" the large majority confess to some degree of nervousness related to the speaking skill"* (Ellaine M and Phylips:127).

To sum up, Philips (1992) asserted that there is a powerful relationship between language anxiety and oral performance, he reported that the more anxious students the lower performance they display in oral tests; furthermore, language anxiety may impact on learner's performance as well as on his attitudes towards learning.

II.3.4.The Relationship between Foreign Language Anxiety and other affective variables

It is evident that foreign language anxiety may influence on other affective variables at different levels including oral communication.

II.3.4.1.The Relationship between Anxiety, Self Confidence, and Oral Performance

It was suggested by previous educators that anxiety is one of the most influential affective variable which prevents learners from successfully learning a foreign language. This is what makes students afraid and stressed and lead them to embed their language learning development, as well as to freeze their oral performance.

One of the highly associated factor of anxiety is self confidence, it includes judgment and evaluations about one's own value. Self confidence can have a negative impact on oral communication where the learner draws a negative image on his ability Heyde (1979).Gardner and Clement (1990-cited in Zafar, S.& Meenakshi,K:35) stated *"self confidence is a combination of low levels of language-specific anxiety, confidence in ones language skills and self perceptions of high level of proficiencies"*. MacIntyre (1998) cited: *"self confidence significantly contributes to students 'willingness to communicate in the foreign language"*. Anxiety is seen as a major barrier which threatens student's self esteem. MacIntyre and Gardner (1991) claimed that*" anxious student is the one who feels uncomfortable towards speaking a foreign language, avoids taking part in conversations for more safety his social image, and makes a least attempts with new linguistic forms"*.

II.3.4.2 The Relationship between Foreign Language Anxiety and Motivation

Several researchers in the field of language learning attempted to describe the relationship between language anxiety and language motivation. For this sake many of their studies were conducted to investigate whether FLA is a separate factor on its own or as a secondary factor of foreign language self confidence, Khodadadi (2012:272). Gardner(1987) revealed that when it is considered as a separate variable, foreign

language anxiety is believed to be negatively related to foreign language motivation, as it is viewed as a secondary factor of self-confidence but gained as a result of perceived communicative competence. As a result, motivated language learners is the consequence of the lack of anxiety.

In this sense scholars like Huang (2012) investigated the relationship between foreign language anxiety and Self determination Theory of language learning motivation. The results showed a positive relationship between the anxiety and motivation and affirmed that anxiety is more related to the extrinsic motivation than to the intrinsic one.

II.3.5 Introverted .Vs. Extroverted Learners and Language Anxiety

Personality trait play a crucial role in second language learning, thus the most influential personality traits are extroverted and introverted learners. Many studies were conducted to study the relationship between the two learning styles. It is stated that these two types of personality help much in the study of the language anxiety among EFL learners, because it is indicated that introverted learners are more likely to cope with apprehension and feelings, but this is not always achievable since in some cases these learners are shy and uncomfortable. By contrast extroverted are more active and like to share with peers and have a tendency to social activities, due to their low level of anxiety, Branches et al. (2006-cited in abderrazzag.S, 2010:13).

Some educators argue that extroverted are better language learners because they always seek to improve their communicative competence in the language and feel confident in their abilities, Ellis (1994). Whereas introverted learners favor to communicate meaning instead of expressing orally, Cherman and Oxford (1989-cited in M.VAci.KAYAOGLU:820). Introverted learners avoid as many as possible to interact and share ideas with their classmates and prefer to remain silent. In the other hand we find extroverted learners like to be engaged in speaking activities, as well as to participate in the classroom discussion because anxiety does not hinder their performance. It has been found that introverted learner experiences a high degree of anxiety that's why they feel at ease when listening and watching to what his peers are

discussing because they feel that they will be negatively evaluated by his teacher and classmates (Brown,2007). Some other researchers consider extroverted learners have a short span of attention where they become easily distracted (Zafar,S & Meenakshi K, 2012:34).

Furthermore, the majority of studies conducted that extroverted learners are skillful in the oral skill and make more efforts to improve his communicative competence and their self confidence makes them draw a positive self image; as a result, the amount of anxiety is almost absent. In this sense Mayer (1995) defines extroverted learners as:

" the after thinkers, they expect the waters to prove shallow, and plunge readily into new and untried experience. Mind outwardly directed, interest and attention following objective happening primarily those of the unmediated environment .Their real world therefore in the center world of people and thinking". (Cited in Abderrazag.S, 2010:14)

Moreover, to investigate the impact of anxiety on these two variable on the communication in the target language, recent studies revealed that it is related to willingness to communicate (Horwitz et al .1986). It has been found that the factors that cause foreign language anxiety among introverted learners is the communication apprehension and self esteem, this last influences negatively on his oral communication because self esteem prevents him from achieving proficiency in the second language communication.

However, other studies argued that both of the two types do not influence on the language learning since each of them have equal chances for the outcomes, and it's up to the teacher to vary the activities in order to satisfy the two learning styles. Therefore, each of the introverted and extroverted learners learn differently depending on the way in which they feel at ease.

II.3.6. Alleviation of Foreign Language Anxiety

To alleviate with the foreign language anxiety, the identification of anxiety sources is considered as an important first step to overcome this psychological problem among EFL learners. Educators have suggested several techniques to cope with language anxiety in the classroom, but all of them emphasized the idea that the teacher has a vital role in creating a comfortable atmosphere in the classroom to optimize the language learning process and make learners cope with their oral classroom anxiety Tanveer (2007:30). In addition the instructor should integrate to his classes some practical tasks, to achieve this the teacher has to help students to optimize their learning by using some fluency activities in order to minimize apprehension during oral communication.

Researchers on language anxiety such as Foss and Reized (cited in Young,1991:430) hold that *" the recognition of students 'irrational beliefs or fears and their unrealistic expectations can help students interpret anxiety producing situations more realistically and adopt an approach rather than 'avoiding behaviors' "*. Thus, the focus here was on the importance of the identification of sources of fears so that they will be able to cope with them instead remaining silent.

Furthermore, Young (1990) found that students get less anxious when the teacher's manner of correcting mistakes is not harsh and has a good sense of humor, as well as the teacher should have a better relationship with his learners, and he shouldn't represent the power and authority in the classroom, but rather he ought to deal with his students as a friend . For this sake we suggest the community language teaching method to cope with this issue where the teacher imposes himself as a therapist by taking into consideration students 'feelings and fears through group work and conversation.

Conclusion

Along this chapter we discussed the importance of the affective variables on the communication in the target language. We revealed that emotions like motivation, attitudes, self confidence, as well as anxiety affect negatively on foreign language learning .We also investigated the role played by anxiety in impeding the oral communication process, this feeling makes students lose their self confidence and look down to their oral communicative capacities.

The above review of the literature related to investigating the effects of language anxiety on EFL learners oral communication in the classroom demonstrated how anxiety and other related affective factors serve as a barrier in the target language speaking. As we revealed that the classroom environment is the main anxiety provoking factor. Thus, the coming chapter will be a further step to examine the impact of anxiety on EFL third year students of Bejaia on their oral communication in the classroom.

Practical Part

Chapter three: Methodological Design and presentation of general findings

Introduction

This chapter is detailed through two main sections. The first one is concerned with the research design including the methods adopted to collect data from the population, as well as the procedures and the description of the population. Then, the second section displays the general findings and results obtained from the analysis of the collected data.

III.1. Section One: Research Design and Methodology

Our study is a quantitative one because in the treatment of such subjects we need to measure and quantify some findings. Thus, we asked different students in order to investigate the effects of anxiety on their oral performance relying on the basis of statistics obtained from the analysis of the questionnaire. Therefore, the aim of the current research determined the methodology to adopt in order to investigate the problem.

III.1.1. Description of the Research Setting

Our research is conducted at the university Abderrahmane Mira of Bejaia, it is done with the third year students of SLD. It consists of 100 copies of the questionnaire which was the useful tool for gathering the information from a large number of students, they were distributed for 100 students in the amphitheatres because in this setting we expect students to be numerous so that we can accumulate the required number of copies; yet, the number of the received papers were 80 copies which is due to student's unwillingness to answer.

III.1.2. Description of the research method

The research method followed to collect data is based on the quantification of variables which were collected from learners 'questionnaire. The quantitative option helps more in measuring the extent that foreign language anxiety has on students 'oral communication. Thus, the results were transformed into numerical scores that reflect the level of anxiety among our participants. The questionnaire was divided into three sections from general to specific questions, and all under the main title which is oral communication anxiety questionnaire. As a result, information obtained from the questionnaire permitted us to examine how can the FLA be as a hurdle against students oral performance, beside they allowed us to compare students 'reasons for their tension.

III.1.3. Description of the population

The population sample of the present study consists of 408 third year students of Bejaia belonging to two sections. But our sample was only 80 students. The participants were selected randomly where we notice that more than 60% where females and only 40% represented males, in addition the overage age among them is 21 years old. The population was chosen because they are in their third year in studying English as a foreign language and they perceive the difficulties they encounter when learning English including anxiety.

III.1.4. Procedures of data collection

For the sake of gathering the information needed in this research from 80 students of didactics, the questionnaire was a suitable means to obtain the information needed, as well as in a short time. The procedure consists of administering the questionnaire to students from the two sections. Moreover, 40 questionnaires were administered on 14-05-2015 for the first section, while the other 40 questionnaires were administered for the second section on 17-05-2015. It is evident that along this procedure we encountered some difficulties which consisted of students negative response to our demand to fill in the questionnaire.

III.1.5. Research Tools

In our procedure of data collection we used only the questionnaire to collect the

required information from our participants.

III.1.5.1. Questionnaire (students'questionnaire)

Our questionnaire was administered for 100 third year students of didactics at the University of Bejaia, but only 80 of them responded and answered to the questions. All the copies were returned back in the same day because we tried as many as possible to have back the questionnaire as soon as possible which is due a limited period of time, that's why the procedure took only two days. Concerning the questions of the questionnaires, they were inspired by Abdgerrazzag.S (2010), and Laabi.H (2013). Furthermore, the questions were simplified so that we avoid any possible ambiguity. The questions were divided into three main sections, the first one consists of general information related to participants, and then the second is about anxiety in the classroom. Finally, the third one is about the effects of anxiety on students 'oral communication. Concerning the design of the questions, they were carefully chosen questions where they all took the psychometrical from 0 to 100.

III. Section Two: **Presentation of general findings**

In this section we use the table that to refer to general findings, as well as pie charts which represent the results obtained from the table 01for each of the 15 questions of the three sections in the questionnaires.

We attributed percentages to adjectives of frequency in what we have:

Always = 100 % .   often   =   75%   . sometimes   = 50%   . rarely = 25% .   never = 0

III.2.1. Table 01 of general findings general Finding

	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	Total
S1	25	50	50	75	50	50	25	100	50	50	75	50	0	100	25	50%
S2	50	50	75	50	25	25	50	75	25	50	50	75	50	75	25	50%
S3	50	50	25	0	100	100	50	100	25	50	100	75	50	100	25	60%
S4	50	50	25	25	25	50	50	25	50	50	25	50	100	50	50	45%
S5	75	50	50	50	25	50	0	25	100	75	50	100	25	75	75	55%
S6	75	0	25	0	25	100	75	100	0	50	25	50	50	100	25	46.66%
S7	75	75	100	25	50	50	25	0	50	0	50	25	0	25	50	40%
S8	25	25	50	75	75	50	50	0	75	75	75	100	0	100	25	53.33%
S9	75	50	75	50	75	50	75	75	75	50	50	50	75	50	50	61.66%
S10	50	25	50	25	75	50	75	50	75	0	50	25	50	75	0	45%
S11	25	25	25	25	25	50	50	50	25	25	100	50	50	50	50	41.66%
S12	50	50	75	25	25	25	25	25	25	25	75	75	75	75	25	45%
S13	50	50	25	75	75	50	100	75	100	100	50	25	50	100	50	65%
S14	50	25	50	25	50	25	25	50	50	25	75	75	50	50	25	43.33%
S15	50	50	75	50	100	25	75	50	25	75	50	75	50	50	50	56.66%
S16	25	75	75	75	100	50	75	100	25	100	100	100	100	100	50	76.66%
S17	50	25	25	100	50	100	75	100	25	100	50	75	25	50	50	60%
S18	50	50	50	25	25	25	75	25	25	50	25	50	25	100	100	46%
S19	50	50	50	50	75	50	50	50	25	25	100	75	75	50	25	53.33%
S20	25	25	50	25	50	25	50	50	25	25	50	50	50	100	50	36.66%
S21	25	50	50	25	50	25	50	25	25	25	100	75	75	100	25	48.33%
S22	75	25	25	25	50	25	50	75	25	50	100	75	25	100	100	56.66%
S23	50	50	50	25	50	25	50	25	25	25	100	75	50	100	25	48.33%
S24	25	25	100	25	25	25	25	25	25	25	75	75	75	0	25	38.33%
S25	25	50	50	50	25	50	50	25	75	25	75	100	50	100	75	55%
S26	25	25	50	25	50	50	25	50	25	25	100	100	75	100	25	50%
S27	50	50	25	25	75	50	50	100	25	50	50	50	75	75	50	53.33%
S28	50	50	75	25	75	50	25	100	50	100	25	50	25	75	50	55%
S29	25	75	50	25	25	25	75	50	50	25	75	100	50	75	75	53.33%
S30	25	25	75	50	50	25	50	25	25	50	75	50	50	50	25	43.33%

S31	25	25	50	25	25	25	50	50	25	25	50	75	75	75	25	41.66%
S32	25	25	50	25	25	50	50	25	0	50	75	100	50	75	50	45%
S33	25	25	50	25	25	25	25	25	25	25	100	75	75	25	25	38.33%
S34	50	50	25	25	100	50	50	50	75	50	50	50	50	100	75	56.66%
S35	50	75	50	25	25	75	50	100	50	25	100	100	100	100	25	63.33%
S36	75	25	25	25	25	25	50	25	25	25	100	100	100	100	100	55%
S37	50	75	50	75	50	100	50	100	100	100	75	100	25	25	100	68.33%
S38	50	50	50	50	50	75	75	100	50	50	75	75	75	75	75	65%
S39	50	50	50	25	50	50	50	75	25	25	75	50	50	75	25	48.33%
S40	25	50	75	50	25	25	50	50	50	25	75	100	100	50	25	51.66%
S41	50	25	75	50	25	50	75	25	50	100	50	50	75	50	100	56.66%
S42	50	50	75	50	50	50	50	50	75	25	50	50	75	75	25	53.33%
S43	25	25	50	25	50	50	50	100	50	75	50	75	50	100	25	53.33%
S44	50	50	50	75	75	50	50	75	50	50	50	100	75	100	75	65%
S45	75	75	50	25	75	50	100	75	50	25	75	100	75	75	75	66.66%
S46	50	25	50	25	25	25	25	25	50	25	100	100	100	75	25	48.33%
S47	25	50	75	25	25	25	50	25	25	100	100	100	75	25	25	50%
S48	50	50	25	75	25	25	25	50	25	50	100	75	100	75	25	51.66%
S49	25	50	25	50	50	75	75	25	100	75	100	25	50	25	50	53.33%
S50	75	100	25	25	75	50	25	75	75	50	25	100	75	100	75	63.33%
S51	50	25	100	25	50	100	75	100	25	75	25	50	75	100	100	65%
S52	50	50	75	75	100	75	100	75	75	50	50	50	25	50	75	65%
S53	100	50	75	100	100	50	100	25	75	75	50	50	25	75	100	70%
S54	75	50	50	50	50	50	50	75	25	25	50	100	75	75	25	55%
S55	50	50	25	25	50	50	75	50	25	50	50	50	50	75	25	46.66%
S56	25	50	25	25	25	50	50	75	25	50	100	75	75	50	25	48.33%
S57	100	100	75	25	100	25	100	25	50	75	100	25	0	75	50	61.66%
S58	25	50	25	50	75	50	50	75	0	0	100	75	0	25	0	40%
S59	50	50	100	50	50	50	75	50	50	75	75	75	50	75	50	61.66%
S60	25	50	25	50	75	50	50	75	50	50	0	100	75	25	0	46.66%
S61	50	75	50	100	75	50	100	50	50	25	75	50	25	50	75	60%
S62	50	75	50	25	25	50	50	50	100	75	100	50	50	25	25	53.33%
S63	25	25	100	25	50	50	50	50	25	25	75	100	50	75	25	50%
S64	50	25	50	25	50	50	75	50	75	50	75	75	100	100	25	58.33%
S65	25	25	100	25	50	50	50	50	25	25	75	100	50	75	25	50%
S66	25	50	50	25	50	50	50	50	25	50	75	50	50	25	0	41.66%
S67	50	75	75	25	50	50	25	50	25	25	50	100	75	50	75	53.33%
S68	75	25	25	50	100	50	50	50	75	25	75	50	75	50	50	55%
S69	75	25	25	50	100	50	50	50	75	25	75	50	75	50	50	55%
S70	50	50	75	50	75	75	75	100	50	50	50	100	25	50	25	60%
S71	25	50	100	50	50	50	50	75	50	25	75	50	25	75	50	53.33%
S72	25	50	50	50	50	25	25	25	50	25	100	100	100	100	25	53.33%
S73	100	50	75	75	75	50	75	75	75	75	75	75	75	75	75	73.33%

|															
S74	75	75	50	75	75	100	75	100	50	50	75	50	75	50	50	68.33%
S75	50	50	25	100	50	75	75	50	75	100	75	100	75	75	50	68.33%
S76	75	25	50	0	50	50	25	75	100	100	50	100	0	100	50	56.66%
S77	75	50	25	50	50	25	0	25	0	25	75	25	50	100	50	41.66%
S78	25	100	50	25	25	50	75	100	75	50	75	75	50	25	25	55%
S79	25	50	75	75	75	50	75	50	50	75	75	75	50	75	50	61.66%
S80	50	50	100	50	50	50	100	50	50	100	50	50	100	50	50	60%
total	47.5 5%	46.2 3%	53.4 7%	14.3 5%	53.7 5%	48.7 1%	55.3 7%	56.8 5%	46.2 5%	48.7 5%	69.0 6%	70.9 3%	57.1 8%	69.0 6%	45.6 2%	

III.2.2. pie charts related to students level of Anxiety in the classroom

Section one: General Information
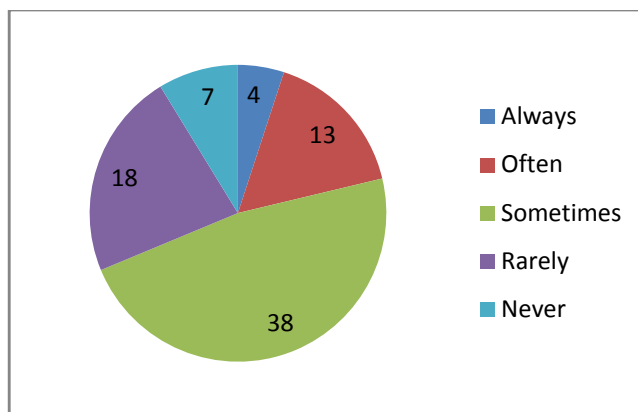
**Graph01: Pie Chart of Students' Anxiety of Speak English.**

Results in the pie chart above show that 38 of the participants sometimes get afraid towards speaking English in the classroom. Furthermore, we find about 18 rarely experience this feeling, whereas 13 said that they often worry about speaking English in the classroom, and 5 of them said always. Finally we find only 7 of the students said never.
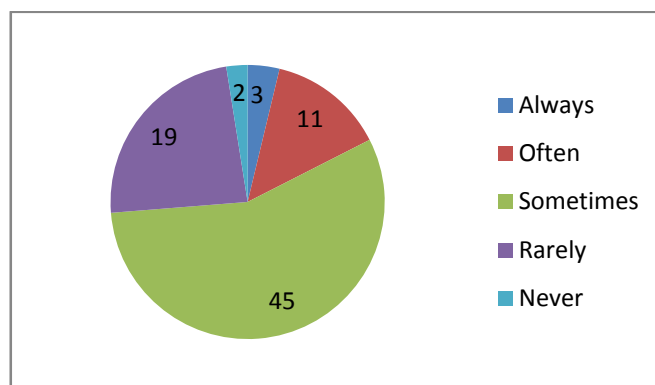
Graph02: Pie Chart of Students' Perception towards Teacher's Correction of Mistakes.

Results in the pie chart above demonstrates that the majority of the participants care about teachers' correction of mistakes where we notice 45 of them reported that they sometimes feel disrupted, then 19 of them rarely feel stressed, and 11said often . Furthermore, only 3 students said that they are always disturbed by the teacher error correction. Finally, only 2 students said never.
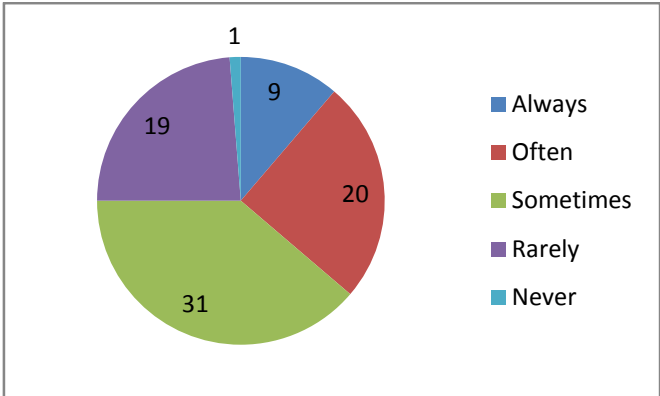
**Graph 03: Pie Chart related Teacher's Comprehensible Input.**

The pie chart above reveals that 31 of the participants expressed that they sometimes exposed to a comprehensible input. Beside 20 who said that they often able to understand what the teacher says, whereas 19 rarely could assimilate teacher's speech, as well as only 9 said that teacher's language is comprehensible, and finally 1 of them said never.
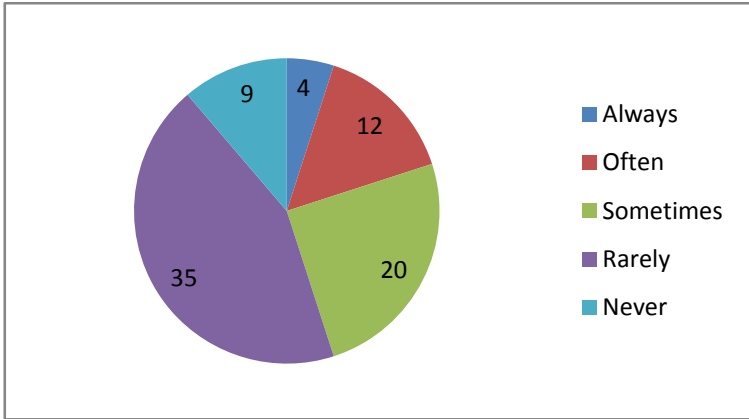
Graph 04: Pie Chart of Students' Worry about Peers 'Negative Evaluation.

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From the results obtained from the pie chart above, we notice that about 35 of the respondents do not fear to be laughed when speaking English. And 20 are sometimes feared about peers response, then 12 of them say that they often experience this feeling; moreover, 9 said never. Finally only a small quantity about 4 students expressed their frequent fear of being laughed.
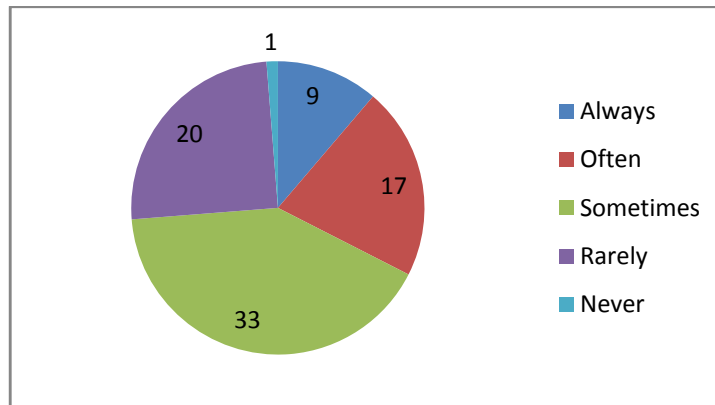
Graph 05: **Pie Chart related to Students' Panic to take an Oral Test.**

It is obvious from the results in the graph05 that the majority about 33 participants sometimesfeel tense when they have an oral evaluation, and 20 of them are rarely worried about oral tests. Whereas 17 often express their panic towards oral quizzes; moreover, 9 said that they always panic from being evaluated orally, and only 1 student hardly said never.

## Section Two: Anxiety in the Classroom
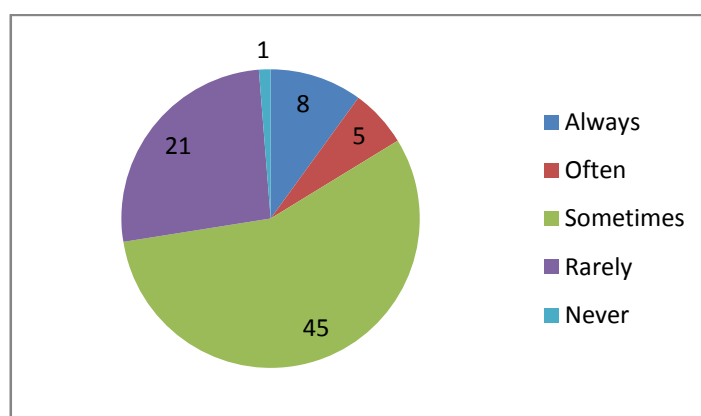
Graph 06: Pie chart related to Students' Unwillingness to Answer.

Most of the participants from the graph 06 we revealed that 45 of them express that they sometimes tremble when they are unwillingly asked to answer. As we find 21 of them

rarely fell their uneasiness in answering the questions in the classroom. Moreover, 8 responded that they always get stressed, and 5 of them often experience this behavior. Finally, about one student who does not at all feel anxious.
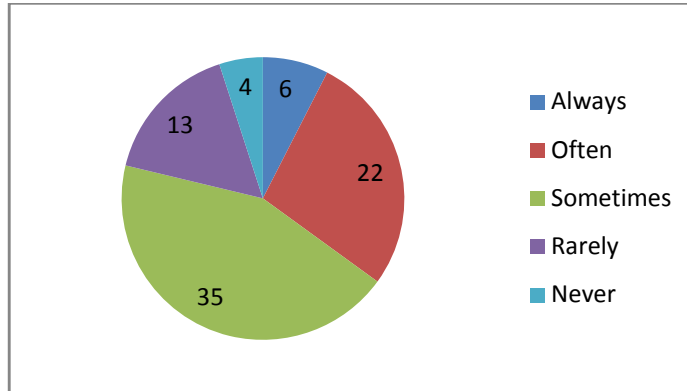
Graph 07: Pie Chart related to Students Uneasiness during Oral Activities.

According to the results obtained from the graph above, we confess that a large number 35 participants sometimes forget what they want to say when it comes to express orally, followed by 22 of students who often experience this feeling; moreover,13 expressed that they rarely acquire this feeling towards oral activity . Furthermore, only few of students about 6 said that they always get apprehended .Finally, 4 say that they never stutter when they had to perform orally.
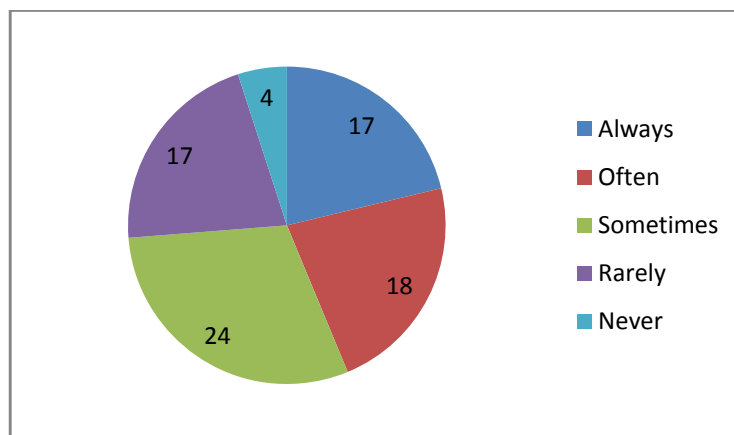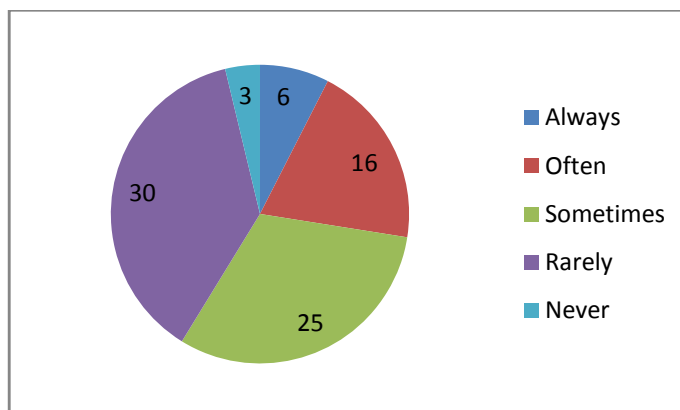

Graph 08: Pie chart related to Students' Feeling to take a Conversation.

As results in the pie chart indicate that the quantities are almost equal, where 24 of our participants sometimes feel their heart beating to exchange ideas with his friends, as we find also 18 students who reported that they often experience this feeling; whereas, 17 students

responded that they rarely fear of taking a conversation and also 17 of them always fear of taking conversation, and than 4 said never.

Graph 09: Pie chart related to Students Behavior to Perform without a Previous Preparation

What is worth noticeable in the graph 09, is that the bigger quantity of the informants about 30 students feel at ease even they are not prepared to perform where they expressed rarely . Whereas, 25 sometimes get anxious from being unprepared, as well as we find about 16 of them often adopt this behavior, but only 6 responded their uneasiness to perform without preparation , and 3 hardly said never.
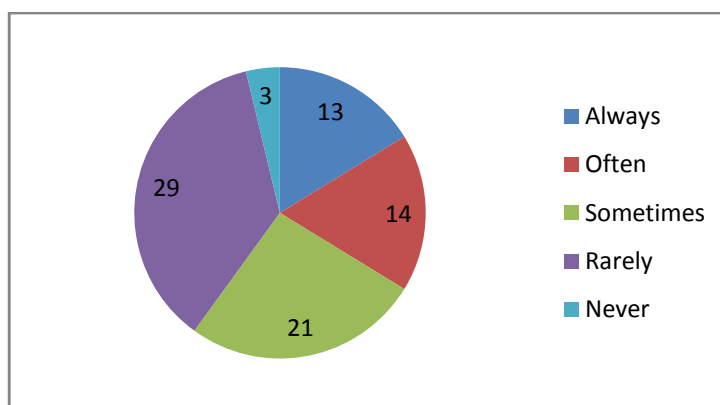
Graph 10: Pie Chart represents Students Behavior when Comparing their Speaking ability to the one of their Peers.

Pie chart 10 above illustrates that 29 of students rarely get nervous if their classmates are better language speakers than they are, followed by 21 of informants who sometimes feel shy and unable to express towards a good speaker of English; moreover 14 students expressed that they often become tong-tied, and only13of the students claim that they always experience this feeling and finally 3of the students answered never.

Section Three: Effects of Anxiety on Students 'Oral Communication
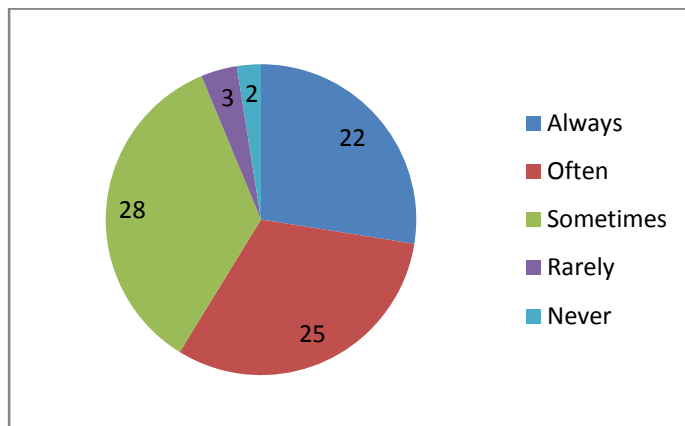
Graph 11: Pie Chart related to Students 'Self Confidence to Speak English.

The graph shows that 28 of our informants sometimes feel confident when speaking English, followed by 22 who often feel confident. Moreover, 22 reported that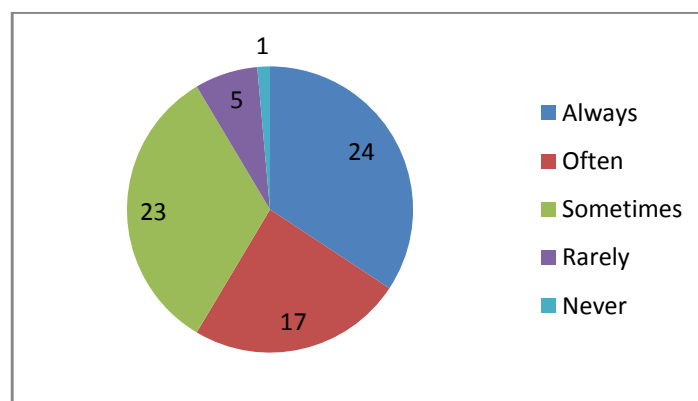 they always draw a positive self image about their capacity to succeed to perform in English. Whereas, 3 are doubtful in their qualifications towards language speaking, finally only a small portion about 2 learners said never.

Graph 12: Pie Chart represents Students 'Ability towards Classroom participation.

Graph 12 reveals that 27of the participants often have a tendency to participate in the classroom, beside 24 of them reported that they always feel comfortable to exchange with their peers, while 23 say that they sometimes join their classmates in a class discussion. Moreover, we find 5 rarely participate, finally one said never.
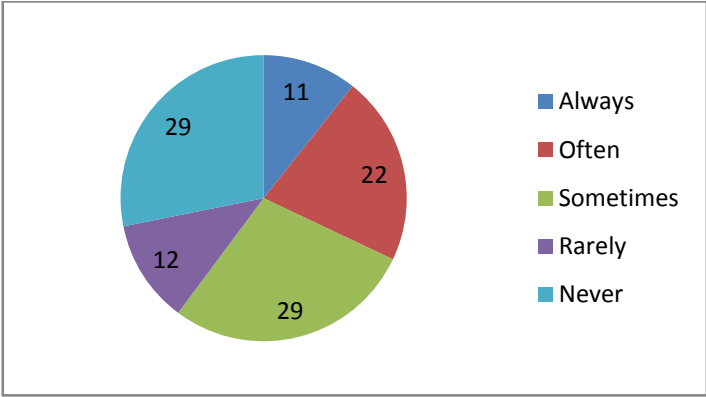
Graph 13: Pie chart of Students' Easiness towards a good Speaker of English

The graph shows that almost the majority of informants about 29 of them sometimes feel comfortable to communicate with a good English speaker, and 22often expressed their easiness. While 12 of them reported they rarely feel relaxed to exchange ideas, but a small amount of 11 participants who reported that they always enjoy speaking with a good language speaker, as well as 6 expressed never.
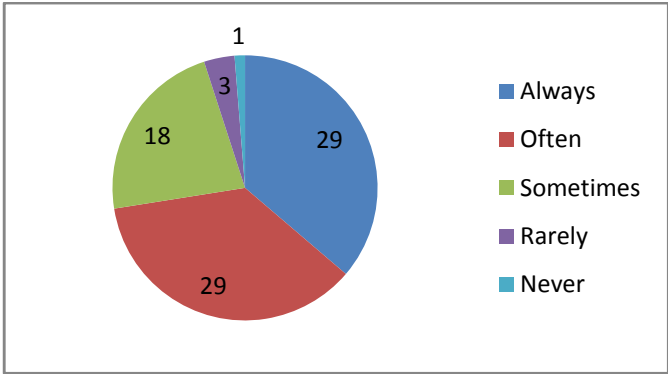
Graph 14: Pie Chart of Students Facilitating Anxiety.

What is worth noticeable in this pie chart is that a great majority of the respondents around 29 who expressed that they always seek to develop their speaking skill through their anxiety, and other 29 reported that their tension towards learning often helps them much in improving their language learning. While 18 said sometimes; furthermore only 3 rarely improve their level through their worry, finally 1 hardly said never.
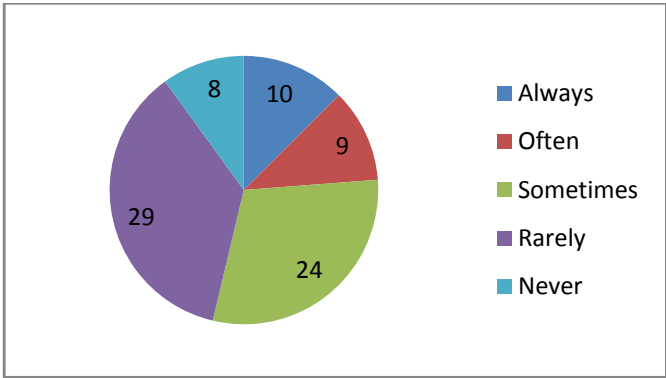
Graph 15: Pie Chart of Learners' Lose of Self Esteem Resulted from Anxiety.

The results above indicate that 29 rarely lose their self esteem to recognize their deficit in English performance, followed by 24 of students who responded that they sometimes lose their face when committing mistakes, and around 10 of the them reported that they always feel discouraged, as well as 9 expressed that they often acquire this behavior, in what we have only 8 who reported never.

Conclusion

Through this chapter we dealt with the methodology underlying this study including the research design adopted to achieve this investigation. Secondly, we presented general findings obtained after our analysis of the students 'questionnaire. Thus as a starting observation concerning the level of anxiety among our participants we noticed through the results that they do not experience high level of anxiety and this is what will be confirmed in the coming chapter.

Chapter Four: Results, Limitation and Recommendation for Further Reseach

IV.1. The analysis of all students' answers for each question

Table 02: scores of all students on each question

Number of students	Scores on each question	
	item1	47.5 %
	Item 2	46.5 %
	Item 3	53.4%
	Item4	14.37 %
	Item 5	53.75 %
	Item6	48.75 %
80 Students	Item 7	55.31%
	Item 8	56.87 %
	Item 9	46.25 %
	Item10	48.75%
	Item11	69.06%
	Item12	70.93%
	Item13	57.18%
	Item 14	69.06%
	Item15	45.62%

From the table above which demonstrates the 80 students score for each question, we notice that the scores related to the first section entitled students general information about anxiety, the score is diminished in the fourth question where they got 14.37% which means that they do not worry about how they will be evaluated by the classroom, while the higher score is noted in the fifth question where about 53.75% of the participants do not experience test anxiety.

Moreover, in the second section which is related to speaking anxiety in the classroom, we notice that students scored around 56.87% this leads us to synthesize that participants sometimes worried about communicating in English, but this is not due to students' feeling of inferiority since the score in the question 10 is 45.62%, so it indicates that they didn't really get anxious because their peers speak better than them.

In the third section, it is worth noticeable that our participants expressed their ability to take a conversation in the classroom where we scored 70.93% of the students who feel at ease to display their language ability in the classroom, because they are highly confident. Another evidence of this is the result obtained from the question 15 where the lower score of 45.62% was reported which means that the respondents do not really lose their self esteem from having some deficits in speaking English in the classroom. Thus, our participants almost exclude the feeling of anxiety in their oral performance.

IV.2. Discussion and Interpretation of the Results

The graph Nº01 revealed that half of our participants that they sometimes worry about speaking English in the classroom, where 38 reported that they occasionally panic towards English communication. This means that students' apprehension depends on different circumstances because sometimes we find it helpful for students to perform, but in other cases it may be harmful. It is also evident from the graph Nº2 that teacher correction of mistakes is not itself an anxiety provoker 45 reported that they sometimes worry about how the teacher would correct their mistakes because if it is done in a harsh way, it would lead to students' feeling of feeling stupid in front in their peers.

Concerning the role of teachers 'input in increasing anxiety among learners, it is demonstrated from the graph Nº03 that students are not highly exposed to comprehensible input where 31 participants indicated that they are sometimes able to understand what the teacher says and about 19 students rarely could decipherer the teacher talk. Thus, being not exposed to a comprehensible input increases anxiety among participants; that's why, Krashen in the Input Hypothesis emphasizes that the teacher talk should be I+1 so that students could assimilate and reduce anxiety, Krashen (1982:21).

Furthermore, graph Nº04 indicates students perception towards classroom evaluation related to their performance, about 35 of them who reported that they rarely experience fear of negative evaluation; maybe because they draw a positive self image which is resulted from their self confidence. So this last contributes to students

'willingness to speak and ignore how they will be evaluated by others, MacIntyre (1988).

It is obvious from the results obtained from the graph N°05 that the majority of participants around 33 respondents who expressed that they sometimes panic towards passing an oral test, and then followed by 17 students who experience the same feeling. This maybe resulted from the fear of failing which is an important anxiety provoker, because for them their capacity to perform is imperfect and they would certainly fail to communicate in English, Horwitz (1986); moreover, their worry about the results and getting bad marks make them feel apprehended.

From the graph N°06 we reveal that more than half of our participants about 45 who said that they sometimes get tense and even tremble when they have to answer in the classroom. This feeling arouses from student's shyness and fear of making mistakes and they doubts whether they will succeed or not; that's why, they spend time in looking for suitable words and hesitates to respond. Moreover, we notice from the graph n°07 around 35 learners who reported that they sometimes lose words when it comes to participate in an oral activity and 22 said often stutter and even forget the things that they know. Thus, we can relate these facts to students feeling of inferiority and worry their bad oral performance will be the evidence for that.

As the results demonstrated in the graph N°08, it is indicated that 24 of the respondents sometimes feel their heart beating and nervousness from being engaged in a classroom conversation. This may be due to students avoidance to display their poor language background in front of their peers.

Graph N°09 shows that there are 30 of the students who rarely panic to perform even they are not prepared and prefer to respond spontaneously and also exclude the feeling of anxiety among them. Therefore, we relate this result to the classroom environment which is maybe a good motivator for students to exclude worry, as well as the role of the teacher in helping learners, and this is what helps them to eliminate the feeling of nervousness.

Looking at the item 10, we synthesize that most of our participants around 29 who expressed that they are rarely impacted by their classmates 'performance. So their

willingness to speak is not reduced since they don't underestimate their level comparing to their classmates.

Beside from the results obtained from the graph N°11, we find a large quantity of 28 who reported that they are sometimes confident and about 25 informants who expressed that they are often self confident in their capacities to speak English, and this is what led them to reduce the amount of anxiety and feel at ease and even relaxed while communicating in English. Therefore, learners 'positive self image helps much in the foreign language learning, as well as the as it is shown in the graph 12 that the important thing to mention is that a great portion about 27 learner who expressed that they often have a tendency to participate in the classroom conversation which is due to learners 'motivation and their positive attitudes towards language learning which made of them active participants, it may be due to their aware about the importance of the classroom participation which is the first step to further communication outside the classroom, Harmer(2000).

In what concern graph N°13, it suggests that 29 participants sometimes feel comfortable to communicate with a good speaker of English which is may be due in some cases to students' worry that the confrontation will be hard and to not succeed to use words in a suitable context, in addition they estimate their level to be low comparing to that speaker; thus, noting the difference made them feel apprehended.

It is worth noticeable that in the graph N°14 our participants experience a facilitating type of anxiety, where we find about 29 of them reported that their worry about language learning affects positively on their performance; hence, in this case students are pushed to do their best to improve their speaking ability.

Although there are students who reported that their language level makes them lose their self esteem the graph N°15 shows that a small minority about 3 students who responded that they rarely lose their face despite their deficit in their language level, because they are aware that the classroom is a setting where they will perfect their language speaking .

To sum up, from the students 'answers and from our analysis and interpretation of the results especially those of related to the relation of language on oral performance, we revealed that our participants do not really experience a high level of

anxiety related to their communication in English, from the answers we noted that student's self confidence made them reduce the negative effects of anxiety.

IV.3.Limitation of the present study

It is evident that to conduct the present study was not an easy task since we encountered many difficulties. Among these obstacles the time limitation was the major enemy which hindered our investigation, because of the very limited amount of time which is resulted from the strike which took more than one month; this certainly affected much on our acceleration. As a result, we found ourselves in front of a very complicated task, where we had to read much on our topic and making researches in the Web, as well as to select the needed information. So all these ought to be done in a very limited amount of time.

Another limitation faced us along this study is the lack of cooperation among our participants, where some of them expressed their unwillingness to fill in the questionnaires despite the teachers' help. Moreover, we noticed their careless about being serious in answering our questions because they felt that they were obliged by their teacher and embarrassed.

IV.4. Recommendations

Knowing that language anxiety related to speaking the target language is a central issue underlying our field of investigation. It has been noted that it is crucial to be aware about the drawbacks of this uncomfortable psychological state to succeed in the foreign language learning as well as to overcome their uneasiness towards speaking English. Thus, to achieve this, we recommend EFL teachers to adopt some techniques which take into account learners' affective side because a successful learning is based on learners 'affective variable Krashen (1983:31), so the role of the instructor is to diminish the amount of anxiety by motivating students and help them to have positive attitudes towards their learning. It is also important that the teacher tolerates students' mistakes through convincing them that the classroom is a setting for learning, so via mistakes they would perfect their performance.

For the sake of helping students to overcome their fears of making mistakes which is maybe due to lack of practice, we suggest the communicative language approach which is the ideal method that focuses on practice and communicative activities based on the process of how students improve their speaking skill.

In order to create a collaborative and supportive learning environment, it would be preferable to assist students with cooperative activities that allow them share thoughts and participate in a whole classroom discussion in order to eliminate the fear of making mistakes. And this will certainly make students feel enjoyed when speaking English in the classroom.

It is worth noticeable that the sense of competition creates a more stressful learning atmosphere. That's why, we recommend foreign language teachers to deal with the students as independent individuals i.e. to take into consideration their individual differences and interest and even their preferred learning style.

Furthermore; we should encourage students to speak in the classroom through the selection of the adequate activities to their level, in order to increase the chances to succeed and eliminate the erroneous beliefs about their failure in learning a foreign language. We find also that the learner centeredness will be more helpful to minimize language apprehension among the learners than the traditional ways of learning and teaching where the teacher is the dominant element of the classroom. So this will give more opportunities for learners to express and their contribution in their own learning that leads to reduce their tension.

Finally, from the recommendation suggested above it is necessary to tell the EFL teachers that the above strategies are not standards for all situations, since each teacher has a different classroom environment; thus, it is up to him to choose a suitable technique to adopt that leads to cope with the issue of language anxiety which keeps embedding the development of our language learning process, as well as to increase the level of self esteem among students.

We emphasized the role of the teacher because in most cases he is the first responsible for language learning anxiety. So it is crucial to be aware about this issue in order to know how to overcome their lacks concerning the way of providing feedback and the type of classroom procedures.

Conclusion

From our analysis of the reported findings concerning the present investigation, and through the interpretation of results, we realized that foreign language anxiety can influence badly on students' oral achievement, as it may be also a good motivator for students because in some cases it leads them to foster their level. Furthermore, this can be done through the existence of self esteem which led our participants to reduce the amount of anxiety in their learning. Moreover, in this chapter we described some hinders encountered during the achievement of the current study and we supplied our teachers by some pedagogical recommendations to overcome this issue whenever encountered because even it doesn't exist highly but a little could develop into a severe problem.

General conclusion

Conclusion

The present study investigates the effects of anxiety on EFL learners' oral communication in the classroom. Because of the negative influence that anxiety has on foreign language learning and its ultimate achievement; we noted that students' willingness to speak is most of the time affected by their feelings of apprehension. Thus, we intended along this research to demonstrate how the affective side maybe as a barrier which prevents the learners to succeed in the foreign language oral communication.

For the sake to capture the diverse range of participants' answers, the quantitative approach was considered as a suitable strategy to collect the information from a large amount of students. So we adopted this method to measure how students deal with their anxiety, how the language instructor can be an anxiety provoker, as well as what is the influence it casts on their oral performance. Therefore, all these allowed us to quantify their feelings through using statistics. Our procedure of data collection consisted of a questionnaire which is designed for the third year students. It included fifteen questions divided into three main sections of investigation.

This research falls into two main parts in what we have the theoretical and the practical ones. The former includes two chapters, the first one is entitled' Background related to Foreign Language Anxiety', it offers an overview about what is the foreign language anxiety, it includes two sections in which the first one deals with 'Anxiety in Learning'; furthermore, the second is about the description of foreign language classroom anxiety scale (FLCAS). Then, the second chapter investigates 'the Effects of Anxiety on Students' Oral Performance' under two other sections, while the first one is about the 'Impact of Emotion on the Oral Communication', the second was on the 'Language Anxiety and Oral Achievement' which is our central goal behind this research. In addition to this, the latter which is the theoretical part is divided into two other chapters where the third chapter is concerned with the 'Presentation of General Findings and Results' obtained from the questionnaire, it consists of presenting and describing the students' answers through statistics. Finally, the last chapter is devoted for the 'Discussion and Interpretation of the Results' where it is the ultimate chapter which includes the 'Discussion and the Interpretation of the Results' presented in the previous chapter.

General Conclusion

Through the theoretical part, we revealed how different scholars viewed foreign language anxiety in what we exposed Horwitz, Horwitz, and Cope's theory (1991) on language anxiety which was helpful in treatment of this topic, since it offered a clear understanding of what language anxiety stands for. They adopted a special instrument to measure anxiety in the classroom, which is (FLCAS) to describe the language anxiety in the classroom from its causal factors aroused from learners themselves, and their negative and erroneous beliefs towards language learning up to the influence of the classroom environment on the language learning process.

Along this study we focused on the important role played by self confidence to fail or succeed in the foreign language learning. We demonstrated through different scholars its significance and its relationships with FLA, where it is reported that high level of self confidence leads to diminish apprehension among learners, since it make them draw a positive self image related to their 'ability to communicate in the classroom.

Therefore, findings related to the present study which is, investigating the effects of anxiety on EFL learners 'oral communication in the classroom, and through the analysis of the results, we revealed that students on which we attempted to conduct this research, are more likely to communicate orally in the classroom when their anxiety is decreased, and this last can be typically resulted from their increased level of self confidence that led them to cope with their fears. Therefore, depending on the previous analysis and the interpretation of the results, we synthesized that the classroom environment plays a vital role in increasing or decreasing anxiety among our participants. Thus, our hypothesis upon which our investigation is based is confirmed since throughout this study we could prove that the participants who experience a high level of anxiety are not able to take an oral communication; in contrast to those who could cope with their language anxiety, always feel at ease when communicating in the classroom. So the reduction of anxiety equals to the successful oral communication.

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AppendiX

Student's Questionnaire

Oral Communication Anxiety Questionnaire

Dear students,

This questionnaire is an attempt for gathering the information needed for the accomplishment of master's dissertation. We direct this questionnaire in order to investigate the effects of anxiety on student's oral communication in English. We would be very grateful if you could help us to accomplish our research by filling in the questionnaire.

You are kindly invited to answer these questions and tick appropriately.

Section One: General Information

Please specify your gender and age:

1- Do you get afraid to speak English in the classroom?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

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

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

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

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

4- Do you worry that other students will laugh at you when you speak English?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

5- Do you panic when you have to take an oral test?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

Section two: Speaking Anxiety in the Classroom

6- Do you tremble when your teacher asks you to answer?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

7- During an oral activity do you forget what you want to say and you start stuttering?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

8- Do you feel your heart beating when you are called to take a conversation?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

9- Do you hide behind your classmates when you are not prepared to perform in English?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

10- Do you become tong-tied (you cannot speak) when you notice that your classmate speaks better than you?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

Section three: Effects of Anxiety on Students' Oral Communication

11- Do you feel confident when you speak English?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

12- Are you able to participate in a whole classroom conversation?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

13- Do you feel comfortable around a good speaker of English language?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

14- Is your apprehension (stress) towards speaking English makes you do better and improve your speaking ability?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

15- Does your language level make you lose your self esteem?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ never ☐

Thank you for your cooperation.