

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ABDERRAHMANE MIRA UNIVERSITY OF BEJAIA
FACULTY OF LANGUAGES
DEPARTMENT OF ENGLISH

Investigating the Effects of Anxiety on EFL Learners' Unwillingness to Communicate in the Classroom

The case of Second Year LMD Students of English at the University of Bejaia

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Didactics of English at Bejaia University

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June, 2013

DEDICATION

First and Foremost, to my family I dedicate this work. Without you, this would have been impossible. Thank you for being there when I needed you and supporting me with all that you have. It has meant a great deal to me. I love you all!

To my best friends Zakia and Djamila. Thank you for your precious and priceless support and understanding. Without you I wouldn't overcome the obstacles.

To all my colleagues from Didactics and ESP specialties. Thank you for the nice times that we spent together helping each other.

To my two beautiful nieces SAMIA and LYDIA.

Last and not least, I would like to dedicate this work to a person who helped me a lot throughout this work named SAMIR. Thank you for all your support.

To all my friends.

“All the flowers of tomorrow are from the seeds of today”

A Chinese Proverb

ACKNOWLEDGEMENTS

I would like first to thank ALLAH for giving me strength and capacity to complete this work.

I wish to express my infinite gratefulness to my supervisor Mr. Sofiane MAMMERY for the time he spent correcting my work and for his understanding.

I would like also to express my open-hearted gratitude and respect to the two teachers Mrs. HALIL Houria and Mr. KACI Farid for the time they spent to consider this work and for their correction and pieces of advice: thank you very much.

I would like to thank Mrs. Nadia AHOUARI-IDRI for her help.

I would like to express my warm thanks to all the teachers and Second year LMD students of the department of English for their support and seriousness in completing the questionnaires.

I want to thank Miss Hassina TIGHZERT for her sympathy, advice and warm welcome in her class. Thank you very much.

Last and most certainly not least, I owe a special thanks to Mr. BOUTEBAKH my former teacher for his encouragement.

Appreciations go also to all who helped me in one way or another to accomplish this work.

Abstract:

The primary goal behind foreign language teaching and learning is to be able to communicate in the target language. Since we are in a foreign language context, classroom is the sole setting where communicating in English can be fostered. However, most of the learners are reluctant to use the target language in the classroom. Therefore, a common problem confronting language instructors in the classroom is their learners' unwillingness to communicate. Thus, the present study investigated the effects of anxiety on EFL learners' unwillingness to communicate in the classroom. This study intends to provide a better understanding of the effects of anxiety on students' oral communication in the English language classes and to identify the major sources of their anxiety. The sample of the study consisted of sixty eight second year students and ten teachers of the department of English, at Bejaia University. In order to answer the study questions and test the hypothesis, two questionnaires were used one for students and the other for teachers. In the former, the researcher adapted Horwitz et al.' s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) model with a five Likert-type scale used in order to measure our participants' language anxiety. For the latter, it is administered to the teachers for the purpose of checking the reliability of the collected data from the students. After analyzing the collected data, the findings indicated that our participants' unwillingness to communicate in the classroom was caused by their language anxiety. Besides, their anxiety stemmed from communication apprehension and fear of negative evaluation. However, test anxiety was not found to be an anxiety provoking in our participants. The study also offered some implications for both EFL learners and teachers as a trial to make an end for such troubles.

Keys words: EFL, foreign language anxiety (FLA), unwillingness to communicate, communication apprehension.

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Résumé

List of abbreviations

- EFL**: English as a Foreign Language.
- FLCAS**: Foreign Language Classroom Anxiety Scale.
- SLCAS**: Second Language Classroom Anxiety Scale.
- FLA**: Foreign Language Anxiety.
- FLCA**: Foreign Language Classroom Anxiety.
- CPH**: Critical Period Hypothesis.
- LAD**: Language Acquisition Device.
- CA**: Communication Apprehension.
- EAP**: English for Academic Purposes.
- LMD**: Licence/Master/Doctorate.

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Glossary of Terms

EFL learners: learners of English as a Foreign Language.

Foreign language: it is a language which is neither the native nor the official language in a given setting. “Foreign language is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language” (Richards and Schmidt 2002: 206).

Reason: refers to the cause/factor or an explanation for something that has happened or that somebody has done as defined by the Oxford Advanced Learners’ Dictionary of Current English (2000).

Unwillingness to communicate: refers to learner’s reluctance to speak in the classroom using the target language. It is defined by Burgoon (1976- cited in Ma 2003: 4) as “a chronic tendency to avoid and/or devalue oral communication and to view the communication situation as relatively unrewarding”

Communication apprehension: it is defined as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey et al. 1985: 186).

General Introduction

Introduction:

In the field of second language acquisition (SLA) many studies have been devoted to investigate learners' affective variables and its impact on language learning success or failure. In fact a considerable interest in the role of the affective variables in the setting of learning became an important factor for the researchers of the field due to its impact on both FL learning and teaching.

The current paper examines the anxiety phenomenon in the field of second/foreign language learning. Moreover, the construct of anxiety has been the most investigated affective variable because many researchers believe that anxiety is the most significant affective factor to affect language learning (Horwitz 2001). It is rather the most affective variable which has received much attention (Hedge 2000: 20).

I. Statement of the Problem:

Learning to communicate in another language is not an easy task, it is rather one of the most challenging tasks students are likely to undertake. Moreover, achieving fluency and being able to communicate effectively in the target language is the main goal behind any language learning. However, communicating in the target language requires a certain degree of learners' willingness to speak in the classroom. Unfortunately it is not similar for all language learners. Hence, a very common problem faced by many foreign language instructors in the classroom is their learners' unwillingness to communicate in the target language, and this is what the present study is concerned with. A considerable research is conducted in this area due to the universality of the issue. Besides, it reveals that this problem is encountered even in SL contexts, where exposure to the target language is more available and not only in FL contexts, the case of our study.

Therefore, the Kernel issue underlying this study is to investigate anxiety hindrance when learning or speaking a foreign language.

II. Research Questions:

The present study seeks to answer the following questions:

1. To which extent may anxiety affect negatively EFL learners' communication in the classroom?

2. What are the major factors and situations that provoke EFL learners' anxiety?
3. How can teachers help their learners to cope with their language anxiety?

III. Hypothesis:

For the sake of solving the aforementioned problem, we hypothesize that:

EFL learners are unwilling to take part in the classroom because anxiety hinders their performance.

IV. Purpose of the Study:

The present study attempts to investigate the following: First, it is conducted to shed light on the importance of speaking and communication for successful language learning. Second, it aims at providing a better understanding of the extent to which affective factors can facilitate or hinder foreign language learning. Third, to raise teachers' awareness of the negative effects anxiety has on EFL learners, to seek appropriate techniques that can help learners overcome their language anxieties.

V. Significance of the Study:

This study investigates the influence of foreign language anxiety on students' speaking. Moreover, Foreign Language Anxiety (FLA) has been the focus of many studies due to its important effects on learners. Therefore, its main significance is to provide a clear understanding of the actual situation and to raise learners' awareness about their anxieties in order to help themselves by themselves before others do. Moreover, to convince them that mistakes represent a part of their learning and that we learn through them.

VI. Population:

This study is conducted on 577 second year students of English enrolled in the LMD system at the University of Abderahmane Mira, Bejaia. This population is chosen because they are in their second year specializing in English language, so they have a certain knowledge about both foreign language learning and the difficulties that learners face in the classroom. Our population also consists of all the teachers of the Department of English at the University of Bejaia.

VII. Sample:

Because of the difficulty of covering the large number of the population mentioned above, we selected a sample for both students and teachers. For the students 68 of them participate in this research.

As far as the teachers are concerned, 10 teachers from the overall number of teachers of the department of English of Bejaia University are chosen.

VIII. Methods and Procedure:

The nature of the topic being investigated determines which method to use, and the present study employed a quantitative research method using questionnaires. Questionnaires are useful for collecting data from larger numbers of people in a comparatively short amount of time (Perry 2005- cited in Yu 2009: 48). Therefore, the study employs two questionnaires one for students and other for teachers for the sake of getting more reliable data. The two questionnaires are administered both to the students and the teachers on March of the current year. Then, when we get our data collected, we organize and analyze it manually using statistics, and interpret it in a descriptive way.

IX. Organization of the Work:

Two main parts underlie this work. First, The theoretical part which consists of two chapters. The first chapter is entitled theoretical background and it consists of two main sections. Section one reviews the importance of speaking in EFL classes and section two describes foreign language anxiety and its effects on students' speaking. The second chapter is a collection of previous studies related to the current research which reveals the significance of the present one.

Second, the practical part encompasses two chapters. The third chapter presents analysis and interpretation of the collected data from the two used questionnaires which, in its turn, falls into two sections. Section one describes the students' questionnaire, while the second section deals with the teachers' one. The fourth chapter discusses the research findings and suggests some implications to cope with students' foreign language anxiety.

Chapter One

Theoretical Background

Introduction:

Achieving speaking fluency seems to be the main goal of learning any language. However, “even after studying a language for many years L2 learners will not turn into L2 speakers” (MacIntyre 2007: 564). Thus, oral communication problems can be the major challenges to effective foreign language learning and communication. Therefore, this chapter presents a general theoretical background to the study of foreign language anxiety. It is divided into two sections: the first section is devoted to speaking and oral communication in the target language. While the second section describes foreign language anxiety as it affects students’ classroom oral communication.

I.1. Section One: An Overview of Speaking a Foreign Language

I.1.1. Definition of Speaking:

Speaking is one of the four language skills which reflects peoples’ thoughts and personalities and the process by which one can express his ideas and opinions. Moreover, Hedge (2000- cited in Kouicem 2010: 27) describes speaking as the “skill by which they [people] are judged while first impressions are being formed”. Speaking is a productive skill which is crucial for an effective and successful communication and it reflects one’s mastery and language abilities.

I.1.2. Importance of Speaking:

Speaking is the most important language skill due to its crucial functions in learning a language (Ya-ni 2007- cited in Jamshiednejad 2011: 4), and the main and the ultimate goal of language learning. It is through speaking that one can express his thoughts, feelings, and exchange information and ideas with people. However, an effective speaking requires the integration of the other language skills because they are interdependent and rely on each other. Therefore, speaking is a crucial language skill because it is the sole means through which one can obtain and reach his needs, goals and practise what has been acquired from both listening and reading.

I.1.3. Factors Affecting Adult EFL Learners’ Oral Communication:

Mastering word meaning and grammar rules of a foreign language is not enough to master and learn the language itself or achieve fluency. However, as language learners, we

should have the ability to use the language in real communication contexts. That is why achieving fluency for EFL learners is not an easy task simply because some constraints can be encountered such as the following:

I.1.3.1. Age or Maturational Constraints:

Age is one of the important factors that affect foreign language learning, and on which its success or failure depends (Shumin 2002: 205). Many researchers suggest that young learners are expected to acquire languages effortlessly and faster than adults can do. This is because “people of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought” (Harmer 2005: 37).

In addition, proponents of the Critical Period Hypothesis (CPH) argue that a period during childhood, 1st ten years, is the most appropriate for language learning when the brain is able “to receive input” (Yule 2006: 145). Possibly, it is due to the fact that a young brain is characterized by its plasticity (Harmer 2005: 37). Then, after this period has ended, complex acquisition of first and second language becomes difficult, if not impossible. Besides, Pinker (1994- cited in Harmer 2005: 37) asserts that this can be applied not only to first language acquisition but to second or foreign languages as well.

Although adult learners can pronounce words and sentences perfectly, a failure may occur when arriving at stress and intonation patterns of connected speech (Shumin 2002: 205). Unlike young learners, adolescents and adults are unsuccessful language learners because they are unmotivated, uncooperative, thereby they do not attain success (Harmer 2005: 37).

I.1.3.2. Aural Medium:

According to Shumin (2002: 205), “listening plays an extremely important role in the development of speaking abilities” .In fact, one always needs to be exposed to input in order to get the idea about what to speak. Otherwise, speakers will not stick to one context/topic of discussion. Therefore, according to Shumin (2002: 205), “speaking feeds on listening, which precedes it”.

Research (Krashen 1981; 1982) reveals that there is a relationship/correlation between the received input and language acquisition/production because language is acquired through exposure to comprehensible input. Therefore, language acquisition stems from three interrelated processes: input, processing, and then, output. Since the received information comes to the listener's brain in which it is going to be processed, then to produce output on the basis of the processed data. That is why "if one cannot understand what is said, one is certainly unable to respond" (Shumin 2002: 205). This reveals the importance of listening in developing the speaking skill.

I.1.3.3. Sociocultural Factors:

The sociocultural factors of a language refer to all the social and cultural aspects that govern a language. It is described as "shared values and beliefs which create the traditions and social structures that bind a community together and are expressed in their language" (Carrasquillo 1994- cited in Shumin 2002: 206). Hence, knowing the meaning of words and grammar rules of a particular language is not enough to be fluent in that language and to be able to communicate with native speakers because one idiomatic expression is enough to keep you silent and dumb.

Moreover, using gestures and mimes (nonverbal communication) is of a paramount importance for a successful communication. However, mimes carry different meanings and significations from culture to culture (Shumin 2002: 206). Thus, in order to learn to speak a language fluently, one should know its social use (Shumin 2002:206), since ignoring nonverbal cues always leads to misunderstanding. This is what causes troubles among EFL learners. Thus, in order to speak a language fluently, one has to know and master all its aspects beside grammatical rules.

I.1.3.4. Affective Factors:

In terms of the affective side, language is exposed to many factors such as inhibition, self-esteem, risk-taking, motivation, anxiety, extroversion, and emotions. Psychologists emphasize the impact of learners' affective side on learning a foreign language and believe that "learners' feelings are as important as their mental or cognitive abilities" (Harmer 2005: 74). The case of Maslow (1987- cited in Harmer 2005: 74) who,

in his hierarchical pyramid of needs, considers self-esteem to be a ‘necessary need’ which learners need to reach before cognitive or aesthetic needs.

If learners are not motivated, they will not be willing to speak or use the target language. Similarly, anxiety can hamper learners’ speaking and make them tongue-tied that they cannot utter words or lose them all (Shumin 2002: 206). Rogers (1994- cited in Harmer 2005: 74) expresses that learners should receive their learning as an experience and not only as a teaching process. He insists on the importance of enhancing learners’ self-image in order to engage them in their learning.

As far as humanistic classrooms are concerned, “learning a language is as much an issue of personal identity, self-knowledge, feelings and emotions as it is about language” (Harmer 2005: 75). That is why, Scholars, since the seventies, encouraged the integration of activities which make learners motivated and engaged to learn. These activities are called ‘Caring and Sharing in the Foreign Language Classroom’ by Gertrude Moscovitz (1978- cited in Harmer 2005: 90). The aforementioned activities aims at making learners happy and think only about their good experiences when, at the same time, they teach them aspects of language, as explained below:

Students might be asked to make sentences with was and were about their favourite things, for example when I was a child my favourite food was hamburger or when I was a child my favourite relative was my uncle.

(Harmer 2005: 91)

I.1.4. Definition of Communicative Competence:

Communication is the process of giving and receiving information and thoughts between individuals in which a message is transmitted from a sender to a receiver (Richards and Schmidt 2002: 89). Hence, communicative competence is the “aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Hymes 1967- cited in Brown 2000: 246). In other words, communicative competence is the ability to use the already acquired knowledge effectively for communication goals, in which cooperation between its participants is required (Savignon 1983- cited in Brown 2000: 246).

I.1.5. Components Underlying Speaking Effectiveness:

Based on the model of Canale and Swain (1980-cited in Oxford 1990: 7), speaking effectiveness (communicative competence) encompasses four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. These components refer to the abilities that govern speaking proficiency.

I.1.5.1. Grammatical Competence:

It refers to the knowledge of “the linguistic code including vocabulary, grammar, pronunciation, spelling, and word formation” (Oxford 1990: 7). Besides, Canale and Swain (1980- cited in Brown 2000: 247) describe communicative competence as the “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar, semantics and phonology”. That is, we can say that one has a grammatical competence if one masters the grammar, vocabulary, phonology, and semantics of a language. So, EFL learners have to know how language is used and how its rules are applied in order to transmit the message. That is, how words are joined together to form sentences and how sentences are joined to form messages (Shumin 2002: 207).

I.1.5.2. Discourse Competence:

In addition to the grammatical competence, learners also need to have ‘discourse competence’ which complements it. It is also concerned with intersentential relationships, whereas grammatical competence deals with intrasentential sentence-level (Brown 2000: 247).

According to Oxford (1990: 7), discourse competence is “the ability to combine ideas to achieve cohesion in form and coherence in thought”. In other words, it is the “ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances” (Brown 2000: 247).

I.1.5.3. Sociolinguistic Competence:

Sociolinguistic competence is “the knowledge of the relationship between language and its nonlinguistic context” (Richards and Schmidt 2002: 90). Moreover, Brown (2000: 247) describes it as “the knowledge of the sociocultural rules of language and of discourse”. Therefore, learners must be able to know and understand what is beyond the utterance and what the user of the target language intends to communicate regarding social and cultural norms (Shumin 2002: 207).

Thus, sociolinguistic competence “requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction” (Savignon 1983- cited in Brown 2000: 247). In addition, learners, in order to acquire the sociolinguistic competence, have to know how different types of speech acts are used including persuading, apologizing, and thanks (Oxford 1990: 7).

I.1.5.4. Strategic Competence:

It is to know how to compensate for communication breakdowns, also “the ability to use strategies like gestures or ‘talking around’ an unknown word in order to overcome limitations in language knowledge” (Oxford 1990: 7). Also Canale and Swain (1980- cited in Hedge 2000: 52) refer to strategic competence as “how to cope in an authentic communicative situation and how to keep the communicative channel open”. Strategic competence, as Shumin (2002: 208) points out, is considered as “the most important of all the communicative competence elements”. Moreover, it is simply the ability to use strategies and tactics, both verbal and nonverbal, to make up for inadequate performance or communication weaknesses (Canale and Swain 1980- cited in Brown 2000: 247). That is, strategic competence encompasses the use of communication strategies such as mime “paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style” (Savignon 1983- cited in Brown 2000: 247).

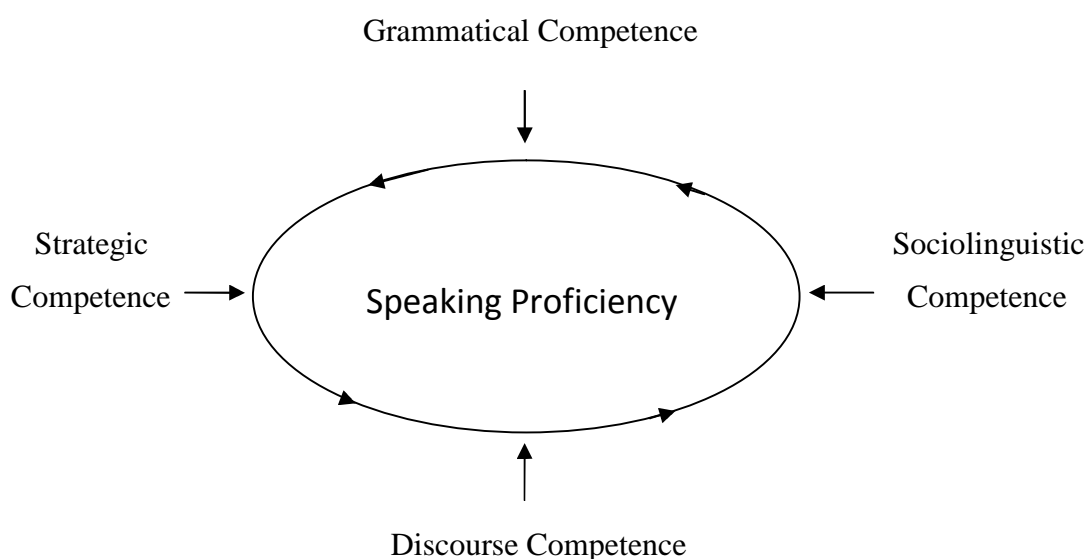


Figure 1: Components of the Communicative Competence (Shumin 2002: 207)

I.1.6. Communication Strategies:

They refer to the strategies that language learners use to overcome communication breakdowns which are described by Faerch and Kasper (1983- cited in Brown 2000: 127) as “potentiality conscious plans for solving what to [solve] an individual presents itself as a problem in reaching a particular communicative goal”. Moreover, based on the Dörnyei’s (1995- cited in Brown 2000: 127) classification, communication strategies cut down into two categories:

I.1.6.1. Avoidance Strategies: They contain three subcategories:

I.1.6.1.1. Syntactic/Lexical Avoidance: It refers to the learners’ avoidance of using a lexical item because he/she does not know it through repeating the previous or preceding word, as in the following conversation:

L: I lost my road.

NS: you lost your road?

L: uh,...I lost. I lost. I got lost.

(Brown 2000: 128)

I.1.6.1.2. Phonological Avoidance: It is when one avoids using a word because it is difficult to pronounce.

I.1.6.1.3. Topic Avoidance: It is when one avoids the topic of conversation completely because it is difficult to engage in. For instance, a situation in which a learner is asked to set his future plans if he does not know how to use the future tense.

I.1.6.2. Compensatory Strategies: They include the strategies that learners use to compensate for lack of knowledge.

The common used communication strategies are presented in the following table:

Avoidance Strategies

1. Message abandonment: Leaving a message unfinished because of language difficulties.
2. Topic avoidance: Avoiding topic areas or concepts that pose language difficulties.

Compensatory Strategies

3. Circumlocution: Describing or exemplifying the target object of action (e.g., the thing you open bottles with for corkscrew).
4. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat).
5. Use of all-purpose Words: Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, stuff, what-do-you-call-it).
6. Word Coinage: Creating a nonexistent L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).
7. Prefabricated Patterns: Using memorized stock phrases, usually for “survival” purposes (e.g., Where is the_____ or Comment allez-vous?, where the morphological components are not known to the learner).
8. Nonlinguistic signals: Mime, gestures, facial expression, or sound imitation.
9. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
10. Foreignizing: Using an L1 word by adjusting it to L2 phonology (i.e., with an L2 pronunciation) and/or morphology (e.g., adding to it an L2 suffix).
11. Code-switching: Using an L1 word with L1 pronunciation or an L3 word with L3 pronunciation while speaking L2.

12. Appeal for help: Asking for aid from the interlocutor either directly (e.g., What do you call...?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

13. Stalling or time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., Well, now let's see, uh, as a matter of fact).

Table 1: Communication Strategies (Dörnyei 1995- cited in Brown 2000: 128)

I.1.7. Krashen's Affective Filter Hypothesis:

Krashen (1982: 31) suggests the notion of the affective filter which reflects the way in which affective factors (such as anxiety and self-esteem) can facilitate or impede second or foreign language learning. The affective filter hypothesis is based on the idea that "successful second language acquisition depends on the learners' feelings" (Richards and Schmidt 2002: 16). Moreover, a filter may prevent the input from being processed by the Language Acquisition Device (LAD), thus hindering language learning success (Krashen 1981: 110). Accordingly, if the provided input has not been fully processed, because of the filter which acts as a prevention, nothing will be produced as output.

Although one with low level of the affective filter can reach success in language learning, when it is high the input is hindered from reaching the LAD. That is learners' negative attitudes (low level of motivation/self-image, and anxiety) increases the level of the filter which prevents the comprehensible input. Therefore, it prevents the input to become intake and then to be produced as output, so it hinders students' learning and production at the same time. Accordingly, Stevick (1976- cited in Krashen 1982: 31) asserts that:

Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device.

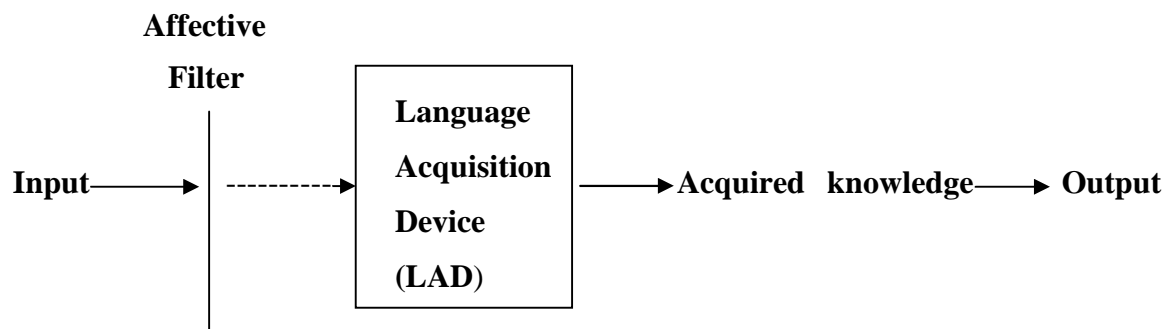


Figure 2: The Affective Filter Process (adapted from Krashen 1982: 32)

I.2. Section Two: A Description of Foreign Language Classroom Anxiety

(FLCA):

I.2.1. Definition of Anxiety:

Generally speaking, anxiety is recognized as an affective factor that can influence individual's behaviour. It is "a fear, panic, and worry" as Abu- Rabia defines it (2004- cited in Awan et al. 2010: 33). It is still considered to be related to one's expectation of danger (Blau 1955- cited in Aydin 2008: 422).

In the present research, we are more concerned with language anxiety which is, for many researchers, associated with language learning and use. In this content, MacIntyre (1999: 27) asserts that "language anxiety is defined as the worry and negative emotional reaction aroused when learning or using a second language". Similarly, Horwitz et al. (1986: 128) describe language anxiety as "a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning". That is to say, language anxiety reflects one's psychological state in language learning settings.

However, language anxiety can have a negative effect and serve as an obstacle to language learning as argued by Arnold and Brown (1999- cited in Chakrabarti and Sengupta 2012: 52) "anxiety is quite possibly the affective factor that most pervasively obstructs the learning process". Besides, it is an inhibition of students' performance in second or foreign language classrooms (Duxbury and Tsai 2010: 4).

Furthermore, McIntyre and Gardner (1994- cited in Plastina 2004: 115) describe anxiety as "the feeling of tension and apprehension specifically associated with second language contexts". Hence, language anxiety, as all these researchers show, is related to language learning contexts.

I.2.2. Types of Anxiety:

Building on the works of many researchers (McIntyre 1999; Katalin 2006; Baralt and Gurzynski-Weiss 2011), anxiety is of many types:

I.2.2.1. Trait Anxiety:

The word “trait” refers to a specific feature in one’s personality, and “a person’s enduring psychological attribute or characteristic” (Richards and Schmidt 2002: 560). So trait anxiety is a personality characteristic of an individual (MacIntyre 1999: 28). Similarly, trait anxiety is recognized as one’s intrinsic personality feature (Baralt and Gurzynski-Weiss 2011: 202).

According to Goldberg (1993- cited in MacIntyre 1999: 28), persons who are nervous are those who highly experience trait anxiety because they are not emotionally stable. In contrast, those who have low levels of trait anxiety are “usually calm and relaxed persons” (MacIntyre 1999: 28). Also Eysenck (1979- cited in Katalin 2006: 40) considers anxiety to be “a personality trait”, which can occur in a wide range of situations (Speilberger 1983- cited in MacIntyre 1999: 28).

I.2.2.2. Situation-Specific Anxiety:

Situation-specific anxiety refers to the kind of anxiety which occurs in a particular situation as a response to a particular stimulus. It is “aroused by a specific type of situation or event such as public speaking, examinations, or class participation” (Ellis 1994 cited in Chakrabarti and Sengupta 2012: 59). According to MacIntyre (1999: 28), situation-specific anxiety is similar to trait anxiety except it is related to particular or one situation only.

Furthermore, Baralt and Gurzynski-Weiss (2011: 202) describes situation-specific anxiety as “a kind of anxiety that is caused by a certain situation”. Stage fright, test anxiety and language anxiety are some examples of situation-specific anxiety (MacIntyre 1999: 28).

I.2.2.3. State Anxiety:

State anxiety refers to the feeling of nervousness and worry that can disappear after a particular period of time (MacIntyre and Gardener 1991- cited in Chakrabarti and Sengupta 2012: 59). Moreover, it describes learners’ feelings “at a particular moment in response to a situation” (Baralt and Gurzynski-Weiss 2011: 202).

Contrary to trait anxiety, state anxiety is temporary in nature and changes frequently, and it reflects the experience of anxiety itself. In other words, state anxiety encompasses both state anxiety and situation-specific anxiety because it refers to the

situation where one becomes anxious “whether it is caused by test taking, public speaking, or trying to communicate in a second language” (MacIntyre 1999: 28).

According to MacIntyre (1999: 28), state anxiety affects individual’s emotions, cognition, and behavior. With regard to emotions, state anxiety causes “high levels of arousal and a more sensitive automatic nervous system”. As far as cognition is concerned, persons with high levels of state anxiety worry about what others believe and think of them (Carver and Scheier 1986- cited in MacIntyre 1999: 29). Persons who experience state anxiety are very careful about their behavior. In this regard, McIntyre argues that:

People with state anxiety evaluate their behavior, ruminate over real and imagined failures, and often try to plan ways to escape from the situation. The behavioral effects include physical manifestations of anxiety (wringing hands, sweaty palms, faster heartbeat) and attempts to physically withdraw from the situation.

(MacIntyre 1999: 29)

I.2.3. Components of Foreign Language Anxiety:

Based on the work of Horwitz et al. (1986), language anxiety encompasses three related components:

I.2.3.1. Communication Apprehension:

Generally speaking, communication apprehension refers to the anxiety to speak in front of others or “a type of shyness characterized by fear of or anxiety about communicating with people” (McCroskey 1977- cited in Horwitz et al. 1986: 127). Thus, people who encounter difficulties when they speak a foreign language are, generally, those who encounter troubles to speak in public (Horwitz et al. 1986: 127).

Besides, Aydin (2008: 423) describes communication apprehension as “the fear of getting into real communication with others” which stems from learners’ inability to “understand others and make oneself understood” (Horwitz et al. 1986: 127). In other words, they can neither understand what is being said to them nor transmit a message as a response to the interlocutor. Moreover, learners who experience high levels of communication apprehension are those who display a great deal of negative self-perceptions (Mahmoodzadeh 2012: 467).

Consequently, in a foreign language class, even more talkative people become tongue-tied and unable to speak and vice versa. Sometimes a silent student can communicate successfully in a foreign language class. The best example of this phenomenon is “stutterers who are sometimes able to enunciate normally when singing or acting” (Horwitz et al. 1986: 127).

I.2.3.2. Test Anxiety:

Concerning test anxiety, it is one of the foreign language learning anxieties which derives from a fear of failing (Gordon 1955- cited in Horwitz et al.1986: 127). It is likewise believed, by many researchers, that test anxiety is developed from the fear of failure (Mahmoodzadeh 2012: 468; Aydin 2008: 423). Furthermore, test anxiety is described as an “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations” (Dusek 1980- cited in Mahmoodzadeh 2012: 468).

With regards to students’ beliefs, test anxiety also derives from the feeling of being imperfect. This is the idea that Horwitz et al. (1986: 127) want to convey when saying “test anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure”. Therefore, test anxious students encounter troubles constantly “since tests and quizzes are frequent and even the brightest and most prepared students often make errors” (Horwitz et al. 1986:128).

I.2.3.3. Fear of Negative Evaluation:

Fear of negative evaluation is also called social or evaluation apprehension. It is the third component underlying language anxiety. It is explained by Watson and Friend (1969- cited in Horwitz et al. 1986: 128) as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively”. Similarly, Young (1991: 429) believes that students do not find it embarrassing if error correction would be in class and in front of their peers, instead they worry about the manner in which the instructor is going to correct their mistakes. Thus, a ‘harsh’ error correction is an anxiety provoking factor (Young 1991: 429).

Fear of negative evaluation is like test anxiety, however, fear of negative evaluation is not restricted to testing contexts. It can rather occur in any social situation such as job interview or speaking in a foreign language class (Horwitz et al. 1986: 128).

I.2.4. Sources of Foreign Language Anxiety:

In an attempt to clarify sources of language anxiety in second or foreign language learning settings, a number of researchers treat foreign language anxiety specific to language learning. Therefore, based on the work of Young (1991), six possible sources of language anxiety can be identified having roots in the learner, the teacher, and the instructional process. According to Young (1991: 427), at least, six factors contribute to the arousal of foreign language anxiety:

I.2.4.1. Personal and Interpersonal Anxieties:

Young (1991: 427) points out that most of the studies identified personal and interpersonal worries as the main source of language anxiety. In terms of personal factors, the level of self-esteem is an anxiety-provoking factor among learners as argued by Krashen (1991- cited in Young 1991: 427) who claims that:

The more I think about self -esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety.

Self-esteem is a feeling of “interacting” within oneself which can affect language learning (Oxford 1999: 62). Besides, students who perceive their ability to learn or use a foreign or second language as low are more expected to experience foreign language anxiety (Young 1991: 427). In other words, language anxiety affects more learners with low self-esteem rather than those who are highly self-esteemed. Hence, people with low self-esteem do not succeed in language learning unlike those with high self-esteem (Price 1991- cited in Oxford 1999: 62). Regarding students with high language anxiety and unlike those who have low self-esteem, learners who are highly self-esteemed can control their anxiety and perform well in their language class (Oxford 1999: 62).

Another personal factor provoking foreign language anxiety is the learner’s personality as MacIntyre (1999: 32) claims “the personality of the learner seems to

predispose him or her to developing language anxiety”. Thus, shy and introverted persons are more expected to experience high levels of foreign language anxiety because they are not willing enough to be involved in classroom communication (Brown 1991- cited in MacIntyre 1999: 33).

Concerning interpersonal factors, competitiveness is cited to be more likely to cause language anxiety among learners, which refers to the act of competing against each other seeking to perform better than others. In this regard, Bailey (1991- cited in Young 1991: 427) believes that competitiveness can cause language anxiety among learners “when they compare themselves to others or to an idealized self-image”. However, some students enjoy competitions.

I.2.4.2. Learners’ Beliefs about Language Learning:

Learners’ beliefs about the learning process and environment also can lead to anxiety. According to Young (1991- cited in MacIntyre 1999: 32), “unrealistic learner beliefs, such as beliefs about how quickly the language can be learned or that speakers need excellent accent and pronunciation, add to the apprehension”. In this regard, Gynan (1991- cited in Young 1991: 428) claims that learners vary in their opinions about language practices that are believed to be successful in their learning. Some learners like pronunciation practices and believe that they are helpful in their learning. Others prefer “vocabulary, classroom conjugation, communication, memorization of grammar, travel to a country where the language is spoken, translation and making friends”.

Similarly, in Horwitz’ s (1988- cited in Oxford 1999: 65) study, learners report that, in order to speak a language, it is necessary to be accurate and to have a good accent. Also you become fluent after two years of learning a foreign language and so on. Following all these erroneous beliefs, learners will arrive only at one point which is, of course, anxiety. Thus “if they believe that pronunciation is the most important aspect of a language, they end up frustrated and stressed”, and “when beliefs and reality clash, anxiety results” (Young 1991: 428).

I.2.4.3. Instructor’s Beliefs about Language Teaching:

Sometimes, the teacher can be the cause of anxiety. That is, teachers who believe that they should correct their students all the time are just calling for their anxiety. As a

result, students will avoid speaking in the classroom in order not to make errors, then in order not to be corrected. Moreover, there are teachers who do not give any opportunity for their learners to participate or any sort of contribution in dealing with lessons, which is in fact an important stimulus for their motivation and engagement. These teachers are planting seeds of anxiety in their learners, as expressed below:

Instructors who believe their role is 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 the talking and teaching, and who think their role is more like a drill sergeant than a facilitator may be contributing to learner language anxiety.

(Young 1991: 428)

Besides, a lot of teachers believe that students' motivation in the classroom is maintained through intimidating or frightening them. These teachers think that "a little bit of intimidation is a necessary and supportive motivator for promoting students' performance" (Young 1990- cited in Young 1991: 428). However, these behaviours can sustain and promote language anxiety among learners.

I.2.4.4. Instructor-learner Interactions:

In addition to all the factors mentioned above, the manner in which mistakes are corrected can lead to an unpleasant teacher-student relationship. This makes students nervous "especially if harsh, embarrassing error correction is done in front of other students" (Young 1991- cited in MacIntyre 1999: 32). Moreover, many researchers (Horwitz et al. 1986; Koch and Terrell 1990, Price and Young 1990; Price 1991 and Young 1991- cited in Oxford 1999: 65) associate language anxiety to instructor-learner interactions. They emphasize the idea that correcting learners' errors in an unkind and 'ridicule' way especially humiliating them in front of their peers, using unpleasant words, is among the most anxiety provoking factors under this rubric.

Moreover, Price (1991- cited in MacIntyre 1999: 31) asserts that "fears about communicating and social evaluation are likely based on a students' relationship with teachers and peers". Consequently, most of the students display the feeling of fear towards

their teachers, especially foreign language teachers. As a result, students avoid speaking in class which leads to language anxiety (communication apprehension).

Furthermore, in studies done by Horwitz et al. (1986; Koch and Terrell 1990; Price and Young 1990- cited in Young 1991: 428), learners cite some cases in which they become anxious as “responding incorrectly, being incorrect in front of their peers, and looking or sounding dumb”. In contrast, other students admitted the importance of correcting their errors if it is done occasionally but not always. Therefore, as Young (1991: 429) believes, students do not worry about error correction itself, however their concern lies in the way being corrected “when, how often, and, most importantly, how errors are corrected”. Hence, a bad relationship between the teacher and students can affect and increase language anxiety among learners, especially if conflicts exist between them.

I.2.4.5. Classroom Procedures:

Classroom procedures and activities are another source of foreign language anxiety, in which learners worry more about speaking “the target language in front of a group” (Young 1991: 429). Especially, activities which oblige the learners to produce orally in the target language.

Besides, Koch and Terrell (1991- cited in Oxford 1999: 65) report that almost all the participants think that being called on and asked to present orally in front of their peers are “the most anxiety-producing activities”. In this regard, Young (1991: 429) asserts that oral activities and being obliged to use the target language are among the major sources of language anxiety. However, even other skills such as writing, listening and reading were identified, by some students, to be anxiety provoking (Oxford 1999: 65).

I.2.4.6. Language Testing:

Generally, even in other courses, learners experience anxiety when performing in tests, especially in foreign language learning where learners experience anxiety in their class when learning before coming to tests. According to Young (1991: 429), language testing can cause anxiety. Moreover, learners, generally, worry about making tests because they are going to be evaluated. Hence, when a teacher ask his learners to do a particular task just for the sake of checking whether they have understood or not, they will not show

any sort of anxiety. That is why, in many cases, learners ask whether it will be evaluated/graded or not.

With regard to test anxiety, Daly (1991- cited in Young 1991: 429) claims that learners may experience anxiety when they work hard to prepare for a test, at last they find that the test items treat something different. Accordingly, it is possible to experience test anxiety “when the situation is novel, ambiguous, or highly evaluative” (Daly 1991- cited in Young 1991: 429).

Other factors contributing to foreign language anxiety are, as Price (1991- cited in MacIntyre 1999: 32) suggests “speaking in front of their peers, fear of being laughed at, embarrassed, and making a fool of oneself are major concerns of anxious language students”. Regarding all the factors mentioned above, the main source of foreign language anxiety is likely to be “the fear of speaking in front of other people using a language with which one has limited proficiency” (MacIntyre 1999: 33).

I.2.5. Facilitating and Debilitating Aspects of Foreign Language Anxiety:

Regarding Language research, Language anxiety can be both debilitating and facilitating:

I.2.5.1. Debilitating Anxiety:

Most language research reveals that language anxiety affects negatively language learning and hinders students’ achievements (Duxbury and Tsai 2010: 4). Moreover, “the negative kind of anxiety harms learners’ performance in many ways both indirectly through worry and self-doubts and directly by reducing participation and creating overt avoidance of the language” (Oxford 1999: 60). Therefore, debilitating anxiety ‘harmful anxiety’ affects learners through reducing their motivation, self-confidence, and increasing their negative attitudes which inhibit their learning.

Chakrabarti and Sengupta (2012) explore the effects of foreign language anxiety on language achievements. It has been found that anxiety is the major cause of students’ poor achievements. Similarly, Awan et al. (2010) explore foreign language classroom anxiety and its relationship with students’ achievements. They find that language anxiety and achievements are negatively related to each other. Likewise Liu (2006) investigates anxiety

in Chinese EFL students at different proficiency levels. The results show that more proficient students tend to be less anxious and more confident when speaking in class.

I.2.5.2. Facilitating Anxiety:

In reverse, some researchers claim that some anxiety can facilitate learning, however only few investigations conducted to examine facilitative or “helpful” aspects of language anxiety. However, Horwitz (1990- cited in Oxford 1999: 61) suggests that anxiety is facilitative only when dealing with simple tasks, otherwise, it is debilitating.

Facilitative anxiety refers to the helpful side of anxiety. According to Oxford (1999: 61), anxiety can facilitate language learning such as keeping learners alert. Therefore, Vazalwar (2011- cited in Chakrabarti and Sengupta 2012: 54) has found that a low level of anxiety can affect positively students’ reading comprehension.

Thus, anxiety serves both as a debilitating and facilitating factor in language learning depending on the level of the arousal. When anxiety is high, it leads to poor performance. While if it is low, learners can perform well. However, “although a certain level of anxiety may be beneficial, too much anxiety can lead to a debilitating effect, which may lead to avoidance or inefficient work performance” (Zheng 2008: 2) as explained in the following figure:

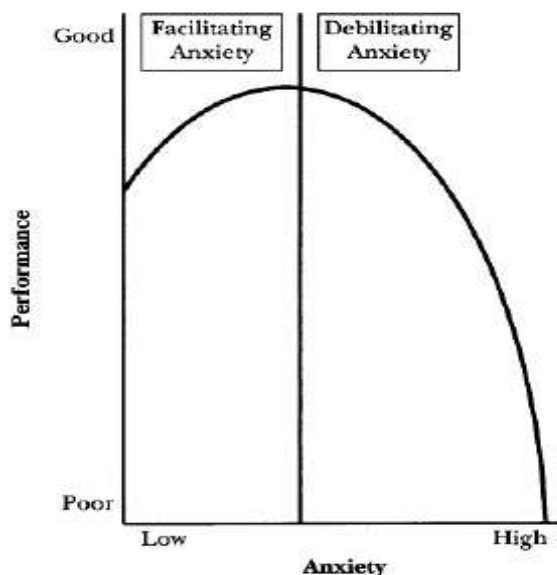


Figure 3: Inverted “U” Shape Relation between Anxiety and Performance (Yerkes-Dodson Law 1908- cited in Chakrabarti and Sengupta 2012: 56)

I.2.6. Effects of Anxiety on the three processes of Learning:

Many researchers have investigated foreign language anxiety as it occurs in the three processes of learning (input, processing, and output). This is due to its serious effects on the cognitive processing system and on learning a foreign language in general (MacIntyre 1999; and Bailey et al. 2000). Hence, and building on the Tobias model of the effects of anxiety on learning from instruction (Tobias 1986- cited in MacIntyre and Gardner 1994: 286), anxiety affects language learning at three stages (input stage, processing stage, and output stage).

I.2.6.1. Anxiety at the Input Stage:

Input refers to the first time information is represented in memory (MacIntyre and Gardner 1994: 286). Hence, input anxiety is the anxiety that affects students when being exposed to a new vocabulary (Bailey et al. 2000: 475). According to MacIntyre and Gardner (1994: 286), the degree of concentration, attention in students and their ability to encode the input being exposed to can increase the level of input anxiety. In other words, input anxiety “acts like a filter preventing some information from getting into the cognitive processing system” (MacIntyre 1999: 35).

Moreover, Tobias (1977- cited in Bailey et al. 2000: 475) suggests that input anxiety “may reduce the effectiveness of input by limiting the anxious students’ ability to attend to material presented by the instructor and reducing the students’ ability to represent input internally”. That is why anxious students find difficulties when speaking the target language because anxiety hinders the processing of the input. Unlike relaxed students who can perform well and speak the target language better since nothing prevents them from processing the input and responding to the external stimuli (MacIntyre 1999: 35). This is what Wheelers (1975- cited in MacIntyre 1999: 35) describes as “receiver apprehension”.

I.2.6.2. Anxiety at the Processing Stage:

Processing refers to the internal manipulations of the input (MacIntyre and Gardner 1994: 286). Thus, processing anxiety is the aspect of anxiety which “students experience when performing cognitive operations on new information” (Bailey et al. 2000: 475). Moreover, processing anxiety “can influence both the speed and accuracy of learning” (MacIntyre 1999: 35). Besides, students’ fear and worry prevent them from learning and processing new information because “anxiety acts as a distraction”. Besides, the anxiety

experienced at the processing stage is related to “the complexity of the information, the extent on which memory is relied, and the level of organization of the presented material” (Tobias 1986- cited in Bailey et al. 2000: 475).

According to MacIntyre (1999: 36), the processing of information should be done in a deeper manner (i.e. the new information should be combined and linked to the old knowledge, and understood). For him, students doing so “create a better understanding of the language and its use”. Then, they provide a better processing of the incoming information so that it becomes part of their knowledge. In addition, an increasing anxiety during the processing stage affects students’ learning and “the efficiency with which memory processes are used to solve problems” (Tobias 1977- cited in Bailey et al. 2000: 475).

I.2.6.3. Anxiety at the Output Stage:

Output is the production of the processed items. So, output anxiety is “the apprehension students experience” when they are asked to produce the previously learned material (Bailey et al. 2000: 475). According to MacIntyre (1999: 36), the fact that one knows the correct answer and cannot remember it, what he calls “freezing up”, is because “anxiety acts as a disruption to the retrieval of information”. That is why, sometimes a word can be “on the tip of the tongue”, but cannot come out (MacIntyre 1999: 36), and this occurs either with spoken or written production. This point is also stressed by McIntyre and Gardener (1994b- cited in Bailey et al. 2000: 475) who assert that “high levels of anxiety at this stage might hinder students’ ability to speak or to write in the target language”. Tobias (1977- cited in Bailey et al. 2000: 475) claims that output anxiety occurs after the input, being exposed to, has been processed and before the completion of the output stage.

The aforementioned stages are interrelated, that if the information has not been well processed, it will not be well produced (see figure: 4 below). Hence, the three stages are interdependent and each one form the basis of the other (MacIntyre and Gardener 1994b- cited in Bailey et al. 2000: 475).

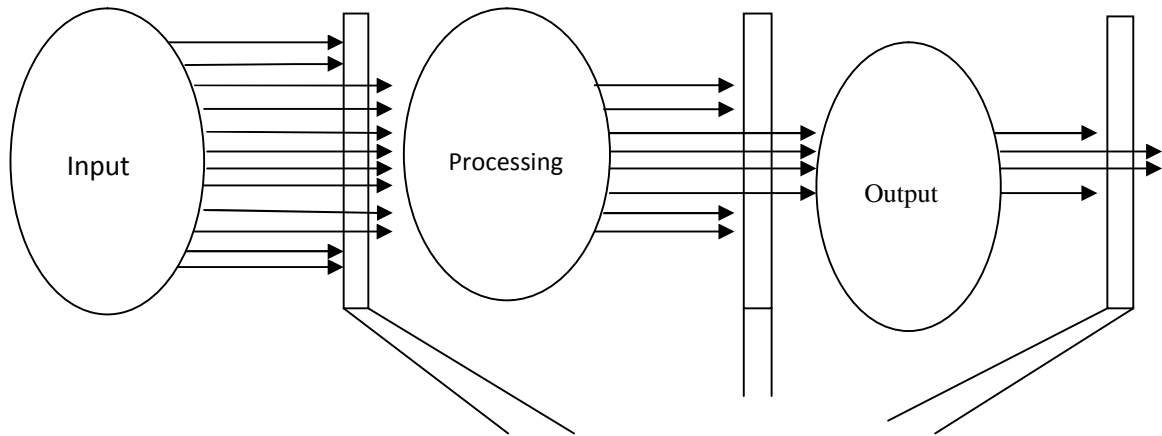


Figure 4: Model of the Effects of Anxiety on Learning from Instruction (McIntyre 1999: 36).

Conclusion:

The elements discussed in this chapter reveal the importance of oral communication in foreign language learning. Hence, speaking reflects all what has been learned/acquired through other skills such as mastery of grammar and word meaning. However, speaking can be difficult to attain if anxiety is present. This chapter also introduces foreign language anxiety as it affects learners' ability to speak and it presents different sources and effects of anxiety on learning a foreign language.

Chapter Two

Literature Review

Introduction:

Foreign language learning classroom anxiety (FLCA) has been the focus of many studies as it affects foreign language learning and teaching, and a subject which has received increasing interest. As a result, many researchers conducted their studies investigating the effects of anxiety on language learning, trying to find solutions to learners' communication difficulties that are resulted from anxiety and that make students' language learning more difficult. Thus, the present chapter presents the different studies that have dealt with FLCA.

II. Different Studies Related to the Present Investigation:

Masoud (2013) investigates the effect of gender on foreign language anxiety in Iranian classrooms. The study is conducted on 96 adults EFL learners learning English at lower intermediate level at two foreign language institutes in Mashhad. The purpose of the study is to recognize EFL learners' perception of their anxiety in foreign language classes and to shed light on the influence of matched-gender and mixed-gender EFL classrooms on Iranian learners' foreign language anxiety. Findings reveal that in Iran, mixed-gender classrooms can provoke anxiety among learners because of the presence of the opposite gender which is found to be an anxiety-provoking factor.

Chakrabarti and Sengupta (2012) investigate second language learning anxiety and its effects on achievement in the language. They survey 146 students studying in Bengali medium secondary schools in the state of west Bengal. In order to measure their anxiety, they use Foreign Language Classroom Anxiety Scale (henceforth FLCAS) developed by Horwitz et al. (1986). It has been used in many studies of anxiety in foreign language learning and found to be a highly reliable measure. The study aims at examining anxiety level of the Indian learners where English is learned as a second language. As well as, at finding out the effect of second language learners' anxiety on their learning achievement, and also to find which anxiety component (test anxiety, communication apprehension or fear of negative evaluation) is more influential. Findings show that students' anxiety related to learning English (L2) makes a learner feel insecure and nervous and aggravates the difficulty in using the language. From the results of the study, test anxiety is the most

influential anxiety component comparing to communication apprehension and fear of negative evaluation. Moreover, it is the major cause of students' poor achievements.

Qian and Seepho (2012) examine foreign language speaking anxiety reduction through a Jigsaw Activity (one of the cooperative learning methods and a group activity in which students are divided into groups called "home" group. Each student is assigned a specific part of task. Then students who are assigned the same part of a task from all "home" groups meet together, thus forming an "expert" group). The sample of the study consists of 30 first-year students majoring in primary education. The proposed study intends to investigate levels of anxiety as well as to determine students' view about using Jigsaw activity and its effects on their language speaking. The outcomes indicate that English speaking anxiety is common among most of the students, and it has been found that the use of the Jigsaw activity helps the learners a lot to relieve their speaking-anxiety levels. Moreover, students have positive views and attitudes towards the use of Jigsaw activity as an instrument for reducing their anxiety.

Riasati (2012) studies EFL learners' perception of factors influencing willingness to speak English in language classes. The study is conducted on 7 language learners learning English as a foreign language in a private language institute. The objective of the study is to know how Iranian EFL learners' perceive the factors affecting their willingness to speak English in language classes. The results clearly show that learners' willingness to speak in the classroom is affected by a number of factors including: type of the topic of discussion, the person you are speaking to, teacher, and class atmosphere, as well as learners' personality and their perception of their speaking competence.

Baralt and Gurzynski-Weiss (2011) provide a comparison between learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication. The researchers conducted their research on 25 students of fourth-semester intermediate-level Spanish. The proposed study intends to answer the question: Does using two modalities (CMC and FTF) differently affect learners' state anxiety? The outcomes reveal that -in contrast to what was expected- state anxiety is not reduced in CMC than FTF modalities. Besides, learners said that they have the same state anxiety level in both CMC and FTF modalities.

Lucas et al. (2011) conduct a research on English language learning anxiety among foreign language learners in the Philippines. The study aims at investigating causes of anxiety among EFL learners in the Philippines, as well as to determine language strategies used by learners who suffer from foreign language anxiety. The results indicate that language learning strategies are of a paramount importance, because they help students to relieve their language anxiety. In addition, the outcomes also show that learners use vocabulary and speaking strategies which help them in their language learning and tackle with their anxiety. Moreover, learners suffer from test anxiety and fear of negative evaluation on the basis that learners become anxious when they are evaluated by both teacher and their peers, when using the target language.

Mak (2011) examines the factors contributing in the speaking-in-class anxiety with Chinese ESL learners. The research is conducted on 313 first year students from a Hong Kong University who are randomly selected. By using the FLCAS instrument, it has been found that five factors can cause learners' speaking-in-class anxiety including: (1) Speech anxiety and fear of negative evaluation. (2) Feeling uncomfortable when speaking with native speakers. (3) Learners have negative attitudes towards the English classroom. (4) Negative self-evaluation. (5) Fear of failing the class. Besides, respondents indicate other factors which contribute to their anxiety such as speaking in front of their colleagues without being prepared, being corrected while speaking, as well as inadequate wait-time and the last one is the fact that the language used in class is the target language whereas first language is not allowed.

Awan et al. (2010) investigates foreign language classroom anxiety and its relationship with students' achievement. The researcher selects 146 undergraduate students in the second and sixth semester of studying English as a foreign language at different departments of Sargodha University. The research sought to clarify the concept of classroom anxiety and its effects on students' achievements. In other words, the relationship between language anxiety and achievement of the students, level of anxiety in undergraduate students considering their gender/background differences, parents' education, and the main causes of anxiety. The results of the research clearly show that language anxiety has a negative effect on students' achievements which is debilitating. Concerning gender differences in learning English as a foreign language, female students

are found to be less anxious than male students, and students' background is determined as an important variable in language learning. The study also indicates speaking in front of others as the main source of language anxiety among EFL learners who tend to worry about making grammatical mistakes, mispronunciation and being unable to speak spontaneously.

Aydin (2008) studies language anxiety and fear of negative evaluation among Turkish EFL learners. The sample of the study comprised of 112 students of the English Language Teaching Department of Balikesir University. The aim of the study is to examine the sources and levels of fear of negative evaluation and language anxiety among Turkish EFL students, and to recognize the relation between them. It has been found that anxiety and fear of negative evaluation are experienced by EFL learners and recognized fear of negative evaluation as the main source of language anxiety. The study indicates four main results: (1) EFL learners experience language anxiety emanated from unpreparedness for class, communication apprehension (CA), both with teachers and peers, and towards correcting their mistakes while speaking. (2) Fear of negative evaluation (FNE) is aroused from fear of making mistakes, disapproval by others and being negatively judged by others. (3) Fear of negative evaluation is determined as a factor of foreign language anxiety and that it leads to CA and fear of making mistakes when speaking, thus negative attitudes towards language learning. (4) Lastly, the paper indicates other variables concerning language anxiety and FNE as gender differences and age. Hence, females experience test anxiety more than males. Besides, younger students suffer from CA much more than adult learners do.

Williams and Andrade (2008) conduct a research on foreign language learning anxiety in Japanese EFL University classes mainly causes, coping, and locus of control. The research is conducted on 243 students (132 males and 111 females) at six private universities in Japan. The researchers aim at determining the causes of foreign language anxiety and how to cope with it. The study is designed to pinpoint the situations that provoke students' anxiety in Japanese classes, to discover who is responsible for classroom anxiety, and how to cope with it. Since the paper seeks to investigate three questions, we expect three responses or results. Throughout the survey, (1) students indicate many situations in which they become anxious, among them those related to language production

when learners are asked to use the target language. (2) Most of the students report that language anxiety stems from the teacher or other people. (3) Concerning how to cope with language anxiety, the majority of the students express their inability to overcome their anxieties.

Liu (2006) examines anxiety in Chinese EFL students at different proficiency levels. Liu surveys 547 first-year undergraduate non-English majors at three different levels in the University of Beijing. The study aims at determining levels of anxiety among Chinese students with different levels. The study clearly shows that more than one-third of the students from each level experience anxiety when speaking English in oral language classes. Besides, for proficiency, it has been found that more proficient students tend to be less anxious. Thus, students who gave high proficiency levels are found to be more confident when speaking in class.

Woodrow (2006) studies anxiety and speaking English as a second language including clarification of anxiety as a concept, causes of anxiety, and the relation between anxiety and second language learning. The research is conducted on 275 advanced English for Academic Purposes (EAP) students. The study aims at explaining speaking anxiety as it affects second language learners studying in Australia. By using SLCAS, it has been found that interacting with native speakers is the main source of anxiety for learners. Besides, the study identifies two levels of language learning anxiety: skills deficit and retrieval interference. The former is due to lack of practice, and the latter is because anxiety is preventing the recall of previously learned material. Thus, learners become unable to remember anything. Besides, test anxiety has been recognized to be the predominant anxiety component comparing to communication apprehension and fear of negative evaluation.

Aida (1994) examines Horwitz, Horwitz and Cope's (1986) construct of foreign language anxiety: the case of students of Japanese. The study is conducted on 96 students (56 males and 40 females) studying second year Japanese at the university of Texas at Austin. The study aims at shedding light on how is language anxiety related to Japanese language learning. Horwitz, Horwitz and Cope's theoretical model of foreign language classroom anxiety is used as a research framework. The findings show that (1) FLCAS is found to be a highly dependable instrument to measure the anxiety level of students. (2)

Sources of anxiety in learning Japanese are mainly speech anxiety and fear of negative evaluation, fear of failing the Japanese class, the degree of comfort when speaking with native speakers of Japanese, and negative attitudes toward the Japanese class. In contrast to the previous studies, Aida does not recognize test anxiety as a factor provoking students' foreign language anxiety. (3) Depending on the outcomes of the study, there are no gender differences in language anxiety. (4) Finally, it has been also found that language anxiety affects negatively students' performance in Japanese.

The current study investigates the effects of anxiety on students' communication in the classroom. Thus, as in the previous studies, this study seeks to investigate anxiety level among foreign language learners. Besides, to determine the major causes of students' anxiety in foreign language classes, its effects, and to seek appropriate techniques to help students cope with their language anxieties if ever found. However, this study is different from its predecessors in that the previous studies are conducted in settings different from our setting (Algerian context). Thus, different population and may be different classroom variables which can lead to different results. Therefore, this study intends to examine anxiety in foreign language classes among second year students at Bejaia University enrolled in LMD system.

Chapter Three

Findings and Discussion

Introduction:

The present study is an investigation of the reasons behind EFL learners' unwillingness to communicate in the classroom focusing on anxiety as the most important factor, and to consider whether it is the cause of students' reluctance. Moreover, it selects a questionnaire as the data collection instrument and a sample of 10 teachers and 68 second year students enrolled in English language courses. Two Questionnaires were designed; one for students and the other for teachers in order to make the data collected more reliable and dependable. Thus, this chapter aims at presenting the complete and the general data collected from both the teachers and students' questionnaires followed by a detailed analysis and interpretation of the final findings.

III.1. Section One : Students' Questionnaire:

III.1.1. Aim of the Questionnaire:

In order to keep the topic under study in its high quality, we adapted Horwitz, Horwitz, and Cope's (1986) construct of Foreign Language Classroom Anxiety Scale (henceforth, FLCAS) which intends to recognize anxiety manifestations, levels, and effects on learning English as a foreign language. Also, and especially, so as to recognize to which extent are the learners aware about their speaking anxieties.

III.1.2. Description of the Questionnaire:

The questionnaire is handed out to 68 second year LMD students of the department of English, Bejaia University (See Appendix I). All the copies were returned back the same day of administration and the collection took two weeks. In order to get the exact data and to avoid any ambiguity, we attended lectures with the students under study, for the sake of observation, and after each lecture we distributed the questionnaire and explained the questions one by one to all the students. Sometimes we were obliged to use other languages during the explanation and even the mother tongue. The original FLCAS is used in this study, however some items are left out to avoid repetition. In addition, the researcher alters some changes to the used items in order to make it fit to our context:

Foreign language —————> English language

Language class → English class

The questionnaire consists of two sections which investigate students' perception of using English language in the classroom and their feelings towards that.

Section One: General Questions (Q1---Q5):

This section seeks to collect information about students' age (Q1), gender (Q2). If they like to speak English language (Q3). Whether they understand spoken English (Q4). Whether they participate in the classroom voluntarily (Q5).

Section Two: Speaking Anxieties (Q6---Q26):

This section consists of 21 questions adapted from FLCAS to know about students' feelings when speaking English in the classroom. Whether they feel confident when they speak in the English language class (Q6). (Q7) is asked to know if they worry about making mistakes. Besides, if they tremble when they are going to be called on (Q8). What is their reaction when they do not understand what the teacher is saying in the English language class (Q9). (Q10) seeks to know, during the course, whether they think about things that are not related to the course. If they think that their classmates are better at languages than them (Q11). Whether they feel at ease during tests (Q12). If their panic is due to speaking without preparation (Q13). (Q14) is asked to know if learners have the feeling of failure. Whether they are among those who think that English language class does not evoke any fear or worry (Q15). Furthermore, if when they are nervous they forget what they know (Q16). (Q17) is asked to know if learners find it embarrassing to speak voluntarily in the classroom. Whether when they do not understand their teacher's correction, they get upset (Q18). If they feel anxious when they are well prepared for English class (Q19). (Q20) seeks to know whether students are afraid of being corrected. If they feel that their classmates speak English language better than them (Q21). Whether their nervousness arouses in English class more than in other classes (Q22). (Q23) is asked to know if they get nervous when they speak. Whether number of English language rules makes them feel overwhelmed (Q24). If they fear that their classmates will laugh at them (Q25). Also if they can speak with native speakers of English without hesitations (Q26).

III.1.3. Data Analysis and Interpretation of the Results:

Section 01: General Questions:

Question 01: Age

Age	Number	Percentage
From 19 to 21	47	69.12%
From 22 to 25	21	30.88%

Table 02: Learners' Age

From the table above, we notice that the participants' age varies from 19 to 25 years old, however most of them are between 19 and 21 years old.

Question 02: Specify your gender please?

Gender	Number	Percentage
Male	21	30.88%
Female	47	69.12%

Table 03: Learners' Gender

We notice that most of our participants are females because they are more interested to learn languages than males. In addition in the Algerian society, the rate of females is higher than that of males. As a result, in all our schools and universities females are the dominant comparing to males.

Question 03:

Part A: Do you like to speak English?

Options	Number	Percentage
Yes	68	100%
No	0	0%
Total	68	100%

Table 04: Students' Willingness to Speak English

The table above reveals that all the participants (100%) like to speak English. Since they chose to follow their higher studies in English, it is surely due to the like they owe to English language and a thirst to speak it effectively.

Part B: If yes, with whom?

Options	Number	Percentage
a-Teacher	5	7.35%
b-Friends	35	51.48%
c-Classmates	8	11.76%
a+b+c	20	29.41%
Total	68	100%

Table 05: Students' Feelings towards Speaking English

Table 05 above shows that 51.48% of the participants prefer to speak English with their friends and 11.76 with their classmates. While for 29.41% of them, it is likely the same whether they speak with teacher, friends or classmates, however what is more important for them is to practice and consider all of them as a source of knowledge. However, only 7.35% of the participants who like to speak with their teacher.

We notice that all the participants like to speak English , however, their willing with whom they prefer to use it differs from one to another. Almost all the participants do not like to speak with the teacher may be because they perceive themselves as incompetent comparing to the teacher who is more knowledgeable or because they are not familiar with him/her. While they prefer to engage in discussions with friends which can be attributed to their ability to speak at ease and comfortably since they have the same level and they are familiar with each other. So, the kind of students-teacher relationship is very influential and affects a lot students speaking in the classroom. Hence, teachers can make their learners talk and produce in the target language if they could build a good relation with them because it helps to provide a comfortable classroom environment.

Question 04: Do you understand spoken English?

Options	Number	Percentage
Easily	46	67.65%
With difficulty	20	29.41%
At all	2	2.94%
Total	68	100%

Table 06: Students' Understanding of Spoken English

The results indicate that the majority of the questioned students understand spoken English easily 67.65%, whereas 29.41% of them understand it but with difficulty. Besides, only 2.94% of them who are not reluctant to confess their total inability to understand when someone speaks to them in English

Furthermore, our participants do not find any difficulty to understand spoken English since most of them report that they understand it easily. So their unwillingness to communicate is not because of inadequate knowledge or incompetence to use the target language. However, it can be because they do not feel comfortable with teacher, peers, or classroom environment.

Question 05: Do you participate in the classroom voluntarily?

Option	Number	Percentage
Always	13	19.11%
Sometimes	41	60.31%
Rarely	14	20.58%
Total	68	100%

Table 07: Students' Participation in the Classroom

Table 07 shows that 60.31% of our participants participate in the classroom sometimes, whereas 20.58% do it rarely. Moreover, only 19.11% of the participants who

report that they always participate voluntarily in the English class. Perhaps it is their hesitation to speak English in front of the whole class which makes them unable to participate during sessions.

Furthermore, among 100% of the participants who report that they like to speak English, only 19.11% of them who always participate voluntarily in the classroom. Since the participants like to speak English and they understand it easily, what can prevent them from participating always? Maybe it is their hesitations which impede their speaking ability. Indeed, if our participants hesitate to use English in front of their peers, their speaking ability will diminish because every language is learned through practice. Therefore, as English language learners, we should develop the habit to use English in and outside the classroom whenever it is needed because this reduces our hesitations to speak.

Section 02: Measuring Students’ Anxiety:

The abbreviations used in table 08 below stand for the following:

SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree.

Item 06: I never feel quite sure of myself when I am speaking in my English language class.

Options	Number	Percentage	
SA	10	14.70%	58.84%
A	30	44.11%	
N	7	10.29%	10.29%
D	14	20.58%	30.87%
SD	7	10.29%	
Total	68	100%	100%

Table 08: Learners’ self- confidence when Speaking English

From table 08, we notice that 58.84% of the participants do not feel sure when speaking in English language class, whereas 30.87% of them are self-confident. Besides, 10.29 % of the respondents choose the neutral position.

Thus, the majority of the informants are lacking self-confidence which is necessary to engage in any discussion. Accordingly, our informants do not feel certain when speaking maybe because they feel themselves unable to perform well, fear and expect failing, worry about their pronunciation, and they fear their peers will laugh at them if they do not give a correct answer. All this factors arouses their anxiety to use English, consequently they prefer not to speak and remain silent. So self-confidence is a crucial factor on which students' speaking ability depends. Therefore, enhancing their self-confidence can stimulate their speaking which is the role of the teacher through providing positive feedback and encouraging their contribution.

Item 07: I don't worry about making mistakes in English class.

Options	Number	Percentage	
SA	8	11.76%	24.99%
A	9	13.23%	
N	14	20.58%	20.58%
D	22	32.35%	54.43%
SD	15	22.05%	
Total	68	100%	100%

Table 09: Learners' Worries about Making Mistakes

The results indicate that 54.43% of the participants worry about making mistakes in English class, and 24.99% have no trouble if they make mistakes when speaking. Besides, 20.58% of them are neutral.

From the result, we understand that our participants' concern is making mistakes which is, maybe, due to teachers' humiliation and harsh error correction which is likely to provoke their anxiety to speak the target language as suggested by many researchers (Young 1991, MacIntyre 1999). Moreover, students worry about being corrected in front of peers because they consider any sort of error correction as a failure. This can also be due to their strong desire to be effective speakers. Consequently, by fear of failing their task, they prefer not to speak in order not to make too many mistakes, then to be negatively evaluated by both teacher and peers. So, fear of making mistakes is considered as a major

source of students' anxiety. Therefore, both teachers and students should unite in order to reduce foreign language anxiety. Teachers should not correct their students constantly when they make any error; however it can be done from time to time and in a kind way. In addition, students should take things easy and not to worry if they make mistakes when speaking because we learn from our mistakes. Besides, error correction is a kind of constructive criticism which is important for any instruction.

Item 08: I tremble when I know that I am going to be called on in English class.

Options	Number	Percentage	
SA	16	23.52%	64.72%
A	28	41.17%	
N	11	16.17%	16.17%
D	8	11.76%	19.11%
SD	5	7.35%	
Total	68	100%	100%

Table 10: Learners' Tremble when Speaking

It is obvious from the table 10 that most of the informants 64.72% tremble when using the English language in class. Besides, 19.11% of them disagree with the item, thus they stay normal when they are called on. However, 16.17% of the participants are undecided.

Furthermore, the majority of the questioned students reply that they tremble when they speak English which can be a sign of anxiety, hence they lose words and become unable to speak. This can be due to shyness or fear of being humiliated. That is why students hesitate to speak the target language in the classroom because anxiety disrupts their ideas and cause mistakes. So, students' inability to speak is caused by their fear. Therefore, teachers should be aware about anxiety provoking situations and provide a more comfortable classroom environment for learners to speak.

Item 09: It frightens me when I don't understand what the teacher is saying in the English language.

Options	Number	Percentage	
SA	10	14.70%	44.14%
A	20	29.41%	
N	14	20.58%	20.58%
D	12	17.64%	35.28%
SD	12	17.64%	
Total	68	100%	100%

Table 11: Learners' Fears when they don't Understand what the Teacher Says

While 44.14% of the participants fear when they cannot assimilate what is being said by the teacher, about 35.28% report that they do not experience this feeling. Moreover 20.58% just take the middle position.

From the results, we understand that most of the questioned students' fear arouses when being unable to understand what the English instructor is saying. However, Krashen in his input hypothesis (1982: 21) emphasizes the idea that being exposed to comprehensible input is the key for a successful learning /acquisition, then production of any language. Input hypothesis says that input learners are exposed to should be a bit beyond their current level or $i+1$, where i refers to the current level and $i+1$ refers to the next level, in order to be acquired. Thus, language teachers should be aware about this and try to make their language production understood in terms of pronunciation and meaning i.e. to use standard language with correct and simple pronunciation instead of using American English with beginners, for example. Besides, to exemplify from reality or to use aids in order to give vitality to their speech. This can contribute to a less stressful classroom environment.

Item 10: During English class, I find myself thinking about things that have nothing to do with the course.

Options	Number	Percentage	
SA	19	27.94%	50.02%
A	15	22.05%	
N	4	5.88%	5.88%
D	14	20.58%	44.1%
SD	16	23.52%	
Total	68	100%	100%

Table 12: Degree of Learners' Concentration

Regarding the results presented in table 12 above, 50.02% of the participants do not concentrate during the English class. Besides, 44.1% report that they concentrate well and they do not think about things that are not related to the course. Moreover, 5.88% are neutral.

Furthermore, as seen in the results about half of the participants lack concentration in English classes which can be due to lack of motivation stemming from: being taught uninteresting topics and being unable to understand what the teacher is presenting. As well as, their inability to engage in the course /discussion due to shyness or fear lead them to be out of the course, demotivated, and think about other things. Or maybe because they are not given enough opportunities to take part in the course which make them bored especially in teacher-centered classrooms. Hence, teachers can avoid this through making their students engaged, provide them with interesting topics, and give them adequate opportunities to speak in order not to make them bored.

Item 11: I keep thinking that the other students are better at languages than I am.

Options	Number	Percentage	
SA	13	19.11%	50.02%
A	21	30.88%	
N	10	14.70%	14.70%
D	11	16.17%	35.28%
SD	13	19.11%	
Total	68	100%	100%

Table 13: Students' Perception of their English Level

The table 13 above illustrates that 50.02% of the participants think that they have lower level comparing to their classmates. Moreover, 35.28% disagree with such thoughts, and 14.70% are neutral regarding this item.

Nearly, half of our participants underestimate their level comparing to their peers which arouses in them fear of being laughed at and fear of being negatively evaluated by peers if they use the target language. When students devalue their English level, they avoid speaking voluntarily in the classroom unless the teacher asks them. Thus, their willingness to communicate will reduce and diminish. With time this feeling develops into anxiety.

Item 12: I am usually at ease during tests in my English class.

Options	Number	Percentage	
SA	10	14.70%	45.60%
A	21	30.88%	
N	20	29.41%	29.41%
D	8	11.76%	24.99%
SD	9	13.23%	
Total	68	100%	100%

Table 14: Learners' Feelings during Tests

From the table 14 above, we notice that 45.60% of the participants do not experience test anxiety and 29.41% are neutral. Moreover, only 24.99% who endorse this statement i.e. test anxiety affects their learning.

From the results, it is obvious that almost half of the participants do not suffer from test anxiety and these results are consistent with the study of Aida (1994) who does not recognize test anxiety as an anxiety provoking factor. This is maybe because they have adequate background knowledge since 67.64% of them report that they easily understand spoken English.

Item 13: I start to panic when I have to speak without preparation in English class.

Options	Number	Percentage	
SA	21	30.88%	72.07%
A	28	41.17%	
N	3	4.41%	4.41%
D	9	13.23%	23.52%
SD	7	10.29%	
Total	68	100%	100%

Table 15: Learners' Panic when Speaking

Table 15 above shows that the vast majority (72.07%) of the informants reply their feeling of panic when they have to speak without preparation, and only 23.52% who do not experience such panic. Moreover, 4.41% of them are neutral.

Thus, it is clear that being unprepared before the course is the primary factor causing panic to students may be because they fear to make too many mistakes or make a fool of oneself or sounding boring if they speak spontaneously. Or maybe because they cannot control their speech when they speak spontaneously and make a lot of mistakes. Therefore, inability to speak spontaneously and fear of being called to use the target language in an unexpected situation are the major concerns of our participants and these results confirm those found by Awan et al. (2010). Preparation for a course is a crucial step

in language learning success. So, preparing the course before the class can help reducing students' panic when speaking.

Item 14: I worry about the consequences of failing my English language class.

Options	Number	Percentage	
SA	15	22.05%	51.48%
A	20	29.41%	
N	9	13.23%	13.23%
D	22	32.35%	35.29%
SD	2	2.94%	
Total	68	100%	100%

Table 16: Learners' Fear of Failing

According to table 16, nearly 51.48% of the students report that they experience fear of failure, and 35.29% disagree with this statement i.e. they do not expect failure. However, 13.23% of them are neutral.

From the table above, we conclude that our participants do not speak English in the classroom because they fear to fail the task. Moreover, their fear of failure stems from worry about making mistakes, negative self-perceptions, lack of self-confidence, and the last and the most important factor is their desire to be perfect. However, when one is highly self-confident, he/she will overcome any obstacle or fear that he/she encounters. Besides, Perfectionist students show their willingness to speak or participate only when they are sure of their answer is right (Gregersen and Horwitz 2002: 563). Thus, students' perfectionism arouses in them hesitations and fears to speak which lead them to make more mistakes. As a result, they do not perform well. So, students desire to be perfect causes their anxiety which confirms the findings of Gregersen and Horwitz (2002). It is obvious then that fear or expectation of failure is an influential factor on students' language learning, since these fears block them from performing well. So, building up students' self-confidence is as important as building up their knowledge. Therefore, students should be confident in their abilities and not to hesitate to try because everything comes through

practice especially language acquisition. Moreover, failing to perform well in one task does not mean that they are not successful or incompetent learners. On the contrary, they should learn from their failure.

Item 15: I don't understand why some people get so upset over English language classes.

Options	Number	Percentage	
SA	3	4.41%	33.82%
A	20	29.41%	
N	8	11.76%	11.76%
D	22	32.35%	54.42%
SD	15	22.05%	
Total	68	100%	100%

Table 17: Learners' Perception of Anxious People

Table 17 above shows that 54.42% of the participants report that English language class means worry and upset, and 33.82% of them think that English language class does not require being upset. Besides, 11.76% of them are neutral.

We notice that the majority of our participants perceive English language class as much as full of worry and fear which can be due to their negative attitudes towards English language classes. This latter is caused by students' lack of self-confidence and low self-esteem which develops in them negative self-image. Therefore, students become unable to participate in the target language or take part in any classroom discussion. Thus, it is crucial, for teachers, to enhance their students' self-esteem and to boost their self-image in order to heighten their self-confidence which is the key for language learning success. Similarly, self-confident students can overcome their fears easily.

Item 16: In English class, I can get so nervous and I forget things I know.

Options	Number	Percentage	
SA	18	26.47%	55.90%
A	20	29.41%	
N	8	11.76%	11.76%
D	16	23.52%	32.34%
SD	6	8.82%	
Total	68	100%	100%

Table 18: Students' Forgetting and Nervousness in English Class

What we can notice from the answers to question "16" is that most of the participants (55.90%) become nervous and forget even things they know when coming to English class. Whereas 32.34% of them do not have such negative feelings, and 11.76% of them are neutral.

Furthermore, more than half of the participants experience the feeling of nervousness related to English language settings which makes them forget things. So, as we notice, their nervousness occurs only in English class which is because their task is to use the language with which they have limited knowledge. Hence, they perceive the classroom environment stressful and uncomfortable. When students' are asked to speak a foreign language in which they have limited background, they fear to make mistakes which evokes their hesitations. Then, when they speak with hesitation, they forget things e.g. grammar structure hence, they make mistakes. So, our participants do not feel relaxed when coming to their English class that is why they hesitate which leads them to forget even things they know. So, their learning is unsuccessful and their fears will increase with time. However, teachers can facilitate the task for learners through providing a comfortable learning environment which can be achieved through building up a good relationship with their students. As well as, to make them at ease and invite them always to speak one by one in order to get the habit to use English. Therefore, teachers can make their learners get the habit of working in cooperation since it makes them feel at ease.

Item 17: It embarrasses me to volunteer answers in my English class.

Options	Number	Percentage	
SA	19	27.94%	72.07%
A	30	44.11%	
N	6	8.82%	8.82%
D	6	8.82%	19.11%
SD	7	10.29%	
Total	68	100%	100%

Table19: Learners' Attitudes towards Answering Voluntarily

The above table shows that a large number of participants (72.07%) report that it is really embarrassing to them to answer voluntarily in the English class and only 19.11% who disagree; it means they do not find any difficulty to participate. Besides, 8.82% of them have opted for the neutral choice.

Almost all participants perceive participating voluntarily in the classroom as an embarrassing task even good and clever students share the same view, thus they choose to remain silent unless they are asked and obliged to do. This can be because of an uncomfortable environment which decreases their self-esteem, hence they perceive themselves incompetent to accomplish such challenging tasks. Besides, they fear to use the target language because they are shy, fear to speak in front of others, they think that their peers will laugh at them, or fear to make mistakes because the teacher will humiliate them or will build a negative image on them. So, what affects our participants' speaking is their perception of their speaking competence, the person they are speaking to, and the classroom environment as it has been found by Riasati 2012. It is obvious that enhancing students' self-image and providing them with a suitable classroom environment can be effective for successful language learning.

Item 18: I get upset when I don't understand what the teacher is correcting.

Options	Number	Percentage	
SA	19	27.94%	73.54
A	31	45.58%	
N	10	14.70%	14.70%
D	7	10.29%	11.76%
SD	1	1.47%	
Total	68	100%	100%

Table 20: Students' Attitudes towards Teachers' Correction

It is obvious from the results presented in the above table that 73.54% of the participants report their negative feeling when teachers' correction to their errors is not clear. However, 14.70% of the participants seem to be neutral regarding item 16, whereas only 11.76% of them who do not encounter any trouble when being corrected.

Furthermore, unclear teacher's error correction can make students upset especially if their relation with their teacher is not good in case where the teacher is very severe. Then, students may feel themselves embarrassed and stupid in front of peers. So, the manner of error correction can have a negative effect on learners. However, teachers can avoid this through a clearer and indirect error correction. Besides, students should know that they learn from their mistakes and take their error correction easy.

Item 19: Even if I am well prepared for English class, I feel anxious about it.

Options	Number	Percentage	
SA	6	8.82%	29.4%
A	31	20.58%	
N	8	11.76%	11.76%
D	14	45.58%	58.84%
SD	9	13.23%	
Total	68	100%	100%

Table 21: Learners' Anxiety in English Class

Table 21 reveals that though 29.4% of the participants feel anxious even if they are well prepared for English class, 58.84% of them report that when they are prepared they do not feel anxious. Besides, 11.76% of the participants have a neutral attitude.

We notice that more than half of the participants exclude the feeling of anxiety when they prepare the course before the class maybe because this enhances their self-esteem and increases their willing to participate and take part in classroom discussions. Besides, students are not expected to make too many mistakes since they are well prepared, so what evokes the feeling of anxiety in students is the fear of making mistakes. Furthermore, a good preparation for the course before the class is a determinant factor in learning a language. Therefore, students should prepare their language courses in order to be motivated more to participate in English class because the only place to practice English is the classroom since we are in a foreign language context. In addition, being unprepared is among the factors that are found by Mak (2011) contributing to students' speaking anxiety.

Item 20: I am afraid that my English teacher is ready to correct every mistake I make.

Options	Number	Percentage	
SA	16	23.52%	61.78%
A	26	38.23%	
N	9	13.23%	13.23%
D	10	14.70%	24.99%
SD	7	10.29%	
Total	68	100%	100%

Table 22: Learners' Fear of being Corrected

From the table above, we notice that the highest percentage of our informants (61.78%) is concerned about teachers' correction of their mistakes, whereas 24.99% of them do not display this kind of worries. Besides, the remaining informants (13.23%) neither agree nor disagree with this item.

Furthermore, most of the participants report their fear towards being corrected constantly which is cited by many researchers to be an anxiety provoking factor especially if it is harsh (Young 1991). Therefore, correcting learners constantly when they make any

mistake evokes in them the feeling of failure which makes them unable to speak. Hence, it is important, for teachers, to know that the manner of error correction is highly influential and crucial at the same time in the learning process. It is influential because if it is done constantly, it makes learners demotivated and fear to speak. While at the same time, correcting students' errors is very important for learners because they learn through the feedback provided to them.

Item 21: I always feel that the other students speak the English language better than I do.

Options	Number	Percentage	
SA	21	30.88%	52.96%
A	15	22.05%	
N	9	13.23%	13.23%
D	12	17.64%	33.81%
SD	11	16.17%	
Total	68	100%	100%

Table 23: Students' Self-evaluation of their Speaking

Table 23 above shows that 52.96% of the participants think that their English speaking level is low comparing to their classmates, whereas 33.81% of them respond negatively i.e. they disagree. However, 13.23% of the participants prefer to be neutral.

We notice that half of our participants underestimate their speaking level and perceive themselves as incapable of speaking English in front of their peers whom they perceive as more fluent than them. This can be attributed to a low self-esteem and lack of self-confidence because a learner who is highly self-esteemed will speak whatever the situation is. Hence, they avoid speaking because they fear to be laughed at by others since they perceive their level low comparing to their peers and with time these fears develop into anxiety. So, low self-esteem is the main factor causing students anxiety and influencing their learning.

Item 22: I feel more tense and nervous in my English class than in my other classes.

Options	Number	Percentage	
SA	18	26.47%	48.54%
A	15	22.05%	
N	7	10.29%	10.29%
D	18	26.47%	41.17%
SD	10	14.70%	
Total	68	100%	100%

**Table 24: Distinguishing Students' Degree of Worry
between English Class and other Classes**

The results obtained indicate that 48.54% of the participants experience anxiety in English class more than other classes and 40.17% of them reject this statement. Besides, the remaining participants are neutral (10.29%).

We notice that more than half of the participants report that their anxiety increases in the English class more than other classes because their anxiety is not a personality trait. However, it is the teaching or classroom environment which provokes their fears. Otherwise, they experience anxiety even in other classes and not only in the English class. Whereas, the remaining participants feel that their anxiety is the same either in English or other classes because their anxiety comes from their personality. Hence, anxiety arousal differs from individual to individual.

Item 23: I get nervous and confused when I am speaking in my English class.

Options	Number	Percentage	
SA	22	32.35%	77.95%
A	31	45.58%	
N	8	11.76%	11.76%
D	4	5.88%	10.29%
SD	3	4.41%	
Total	68	100%	100%

Table 25: Students' Confusion when Speaking

One can notice from the above table that nearly all of the participants (77.95%) declare that when they speak in English class, they become confused and nervous contrary to some of them (10.29%) who claim that they do not have this feelings. Besides, the remaining participants (11.76%) opt for the neutral choice.

Since nearly all the participants cite their confusion when speaking, so even clever students share the same feeling. This can be attributed to their shyness, and fear of speaking in front of others because of inappropriate teaching approach or uncomfortable classroom environment. Therefore, when they do not feel at ease with their teacher and peers, they cannot speak. As a result, they prefer to listen and remain silent though they know that this is neither helpful nor causing any progress in their learning. In contrast, it is better for English students to develop both their ability and their habit to speak in order to be effective speakers.

Item 24: I feel overwhelmed by the number of rules you have to learn in order to speak the English language.

Options	Number	Percentage	
SA	6	8.82%	38.25%
A	20	29.41%	
N	20	29.41%	29.41%
D	16	23.52%	32.34%
SD	6	8.82%	
Total	68	100%	100%

Table 26: Students' Attitudes towards English Language Rules

It is obvious from table 26 that 38.25% of the participants say that the number of English language rules confuses them, whereas 32.34% of them think that language rules does not cause any trouble to them. Moreover, the remaining participants (29.41%) stay neutral.

Furthermore, Learners' beliefs about language learning can lead to anxiety as our participants report who mention that the number of English language rules makes them feel confused. Hence, learners' beliefs about language learning is a crucial factor in learning a foreign language. It is better if the participants try to avoid thinking about how English

language is learned which is the role of the teacher. Instead, what is requested in them is to seek how to like English because when we like something, we do everything to achieve it. In addition, English rules do not need to be worried about since students begin from the simplest to the more complex rules or language structures. However, even difficult things can be achieved if one wants, which will become part of our background knowledge through practice. So, difficult things become easy when we practice it and no need to worry.

Item 25: I am afraid that the other students will laugh at me when I speak the English language.

Options	Number	Percentage	
SA	22	32.35%	69.13%
A	25	36.76%	
N	7	10.29%	10.29%
D	10	14.70%	20.58%
SD	4	5.88%	
Total	68	100%	100%

Table 27: Students' Fear of being Laughed at

According to the results shown in table 27, the majority of the participants fear to be laughed at (69.13%) when speaking unlike 20.58% of them who negate this idea. That is they feel at ease when they speak. Besides, the remaining participants (10.29%) are neutral.

Approximately, most of our participants display the fear of being laughed at caused by their low self-esteem, negative self-perceptions, or low self-confidence. Moreover, this feeling can also be because of students' relationship either with teacher or classmates, if it is not good, or their unfamiliarity with their peers, in case, when coming late to a new school. In fact all these factors lead to anxiety. Anxious learners give too much importance to their peers, fear to make mistakes and to be corrected in front of the whole class which they consider as humiliation. Besides, they think that if they ask or answer a question, it should be correct. Otherwise they consider themselves as incompetent which decreases their self-esteem. As a result, they do not participate in the English class. That is why;

some students take much time before they ask or answer a question to make sure that their sentence contains no mistake before uttering it. However, all the aforementioned factors are related to classroom environment because if it is encouraging and motivating, students will be engaged and confront their fears. Therefore, teachers can avoid this through preventing such behaviours of humiliations, embarrassment and laughing at each other between students, and try to make the classroom comfortable for them to interact. Moreover, in Riasati (2012)'s investigation, one interviewed student asserts that teachers can foster their students' willingness to communicate through encouraging them to speak and take part in classroom discussions. In order to help them cope with their fears and hesitations to speak in the classroom.

Item 26: I would probably feel comfortable around native speakers of the English language.

Options	Number	Percentage	
SA	5	7.35%	22.05%
A	10	14.70%	
N	26	38.23%	38.23%
D	18	26.47%	39.72%
SD	9	13.23%	
Total	68	100%	100%

Table 28: Learners' Perception of Their Ability to Speak with Native Speakers of the English Language

While 39.72% of the participants report their inability to speak comfortably with native speakers of the English language, 22.05% of them think that they would be comfortable. However, 38.23% of the participants are undecided.

From these results, we understand that some of our participants can speak with native speakers of the English language without any inhibition. While others feel that they are incapable of confronting such situations, maybe, in terms of background knowledge or their affective state. In contrast, the remaining participants are undecided may be because they do not imagine experiencing such situation since we are in a foreign language context.

That is why, they prefer to be neutral because they cannot say whether they agree or disagree since they didn't experience this before. If we are in an English speaking country, it would be easier for our participants to describe the situation.

III.2. Section Two: Teacher's Questionnaire:

III.2.1. Aim of the Questionnaire:

In order to check the consistency and reliability of the data collected from students, we devised a questionnaire for teachers about their perception of anxious learners. This questionnaire also has another purpose which is to check teachers' awareness of language anxiety and its serious effects on both learners and learning process.

III.2.2. Description of the Questionnaire:

The questionnaire consists of 15 questions handed out to 10 teachers and only 9 copies were returned back (See Appendix II). 3 copies of the questionnaire were handed back in the same day, 3 copies were collected back after three days and the last 3 copies were handed back after a week. This questionnaire is composed of three sections.

Section One: General Questions:

This section includes three (3) questions: (1---3), seeking information about teachers' gender (Q1), degree (s) held (Q2), and teaching experience (Q3).

Section Two: Students' Participation in the Classroom:

This section is composed of six (06) questions: (4---9), in order to know whether teachers invite their learners to speak (Q4). (Q5) is asked to know if teachers feel their learners' hesitations to participate. If they noticed students who are good but poor communicators (Q6), and how to explain such contradiction (Q7). Besides, their evaluation of their learners' level of English (Q8), and of their speaking abilities as well (Q9).

Section Three: Anxiety Hindrance:

This section consists of six (06) questions: (10---15). The aim is to know learners' unwillingness to take part in the classroom (Q10). Whether anxiety can block learners when speaking (Q11). Options were given to select causes of anxiety (Q12). Moreover, to know whether the silent students are the anxious ones (Q13). (Q14) seeks to know teachers' opinion about forcing students to speak in the classroom, and to give other suggestions if they disagree (Q15).

III.2.3. Data Analysis and Interpretation of the Results:

Section 01: General Questions:

Question 01: Specify your gender please?

Options	Number	Percentage
Female	7	77.78%
Male	2	22.22%
Total	9	100%

Table 29: Teachers' Gender

From the table 29, we notice that most of the teachers are females (77.78%), whereas males are only 22.22% from all the selected teachers.

Question 02: Degree (s) held:

Options	Number	percentage
BA (Licence)	00	00%
MA(Master)	9	100%
PHD (Doctorate)	00	00%
Total	9	100%

Table 30: Teacher's Degree Held

According to the table 30 above, all of the teachers have Magister degree in English language (100%).

Question 03: How long have you been teaching English?

Relying on the answers to question 03, teachers' experience in teaching English differ but it is approximate.

The numbers of years teaching English as a foreign language are as follows, respectively from the least to the most experienced teacher:

- **One year:** two teachers.
- **Two years:** two teachers.
- **Four years:** three teachers.
- **Six year:** two teachers.

We notice that teacher’s experience in teaching English as a foreign language varies from one to six years. Furthermore, they are not experienced enough in the domain; this can affect both the teaching and the learning processes. Besides, since they have not much experience, they may fail in controlling the class and also in identifying signs of anxiety before the situation aggravates. So, they may not be able to help their learners to overcome their anxieties.

Section 02: Students’ participation in the classroom:

Question 04: During the course, do you invite your learners to speak?

Options	Number	Percentage
Often	8	88.89%
Sometimes	1	11.11%
Never	00	00%
Total	9	100%

Table 31: Teachers’ Involvement of their Students during the Course

Table 31 shows that almost all of the questioned teachers (88.89%) mention “often” in their responses to this question since they often invite their learners to take part in the course. So, learners do not participate voluntarily in the classroom unless their teachers ask them. Hence, there is something which impedes them from participating without being asked may be because they hesitate. Besides, only one teacher who says that he invites his learners sometimes may be because he is among the teachers who perceive the teaching

process as a teacher-centered, who prefer to take all the session time talking with no contribution from the part of learners.

Question 05: In the classroom, do you feel your learners' hesitations to speak/participate?

Options	Number	Percentage
Yes	9	100%
No	00	0%
Total	100%	100%

Table 32: Teachers' Awareness of their Learners' Hesitations

From the results, we notice that all the teachers (100%) report that their learners hesitate to speak English in the classroom.

Since, all the teachers notice that their learners hesitate to speak, so it is a common phenomenon among learners of the English language which are our population. This can be because their relationship with the teacher is not good, there is a conflict between them, they are not familiar with their teacher and peers or because the teaching approach does not suit them. In fact, all these factors lead to anxiety.

Question 06: Among your learners, have you noticed one who gets good grades on written exams, but become tongue-tied in the classroom?

Options	Number	Percentage
Yes	9	100%
No	00	00%
Total	9	100%

Table 33: Good Students but Poor Communicators Indeed

The table above shows that all the teachers (100%) notice that there are students who get good grades on written exams, but cannot participate in the classroom in a comfortable way. Since they are good so their hesitation to communicate in the target language is not because of their background knowledge or ability to use English, however it is because of their fears or their personality which make them tongue-tied during English sessions.

Question 07: If yes, how can you explain this contradiction?

Relying on the teachers' answers, students' inability to communicate results from many factors ranging from the learners' personality to the teaching approach.

Teachers' justifications of students' reticence are as follows:

- ❖ **Teacher 01:** It might be explained due to shyness, lack of self-confidence, hesitation, and lack of sufficient oral practice.
- ❖ **Teacher 02:** It is their personality and the kind of interaction between teachers and learners.
- ❖ **Teacher 03:** It is due to anxiety in speaking.
- ❖ **Teacher 04:** This can be caused by shyness or fear.
- ❖ **Teacher 05:** Because speaking and writing are too distinct skills, however, the former provokes more students' fears.
- ❖ **Teacher 06:** As teachers, we should push the learners to speak and interact with both teacher and learners, learners who are tongue-tied are usually those who have great ability to speak, however, they prefer to be reticent in class.

Question 08: How would you evaluate your learners' level of English in general?

Options	Number	Percentage
Good	00	00%
Average	8	88.89%
Poor	1	11.11%
Total	9	100%

Table 34: Teacher's Evaluation of their Learners' Level of English

Table 34 above shows that the majority of the teachers (88.89%) believe that their learners' level of English is average and only one of them who perceive their learners' level as poor. Thus, our learners are competent enough to speak without any hesitation since their level is average. However, they do not participate in the classroom.

Question 09: How would you evaluate their speaking /communication abilities?

Options	Number	Percentage
Good	00	00%
Average	8	88.89%
Poor	1	11.11%
Total	9	100%

Table 35: Teachers' Evaluation of their Learners' Speaking Abilities

According to the above results, shown in table 35, most of the teachers (88.89%) believe that their learners' speaking abilities are average. So, why they hesitate to communicate if they are able to speak? may be because of their fears from using the target language.

Section 03: Anxiety Hindrance:

Question 10: What make your learners unwilling to take part in the classroom?

According to the teachers, learners' willingness to take part in the classroom can be affected by many factors and their justifications are as follows:

- **Teacher 01:** The topic, if their classmates laughed at them, if they are introvert learners.
- **Teacher 02:** anxiety.
- **Teacher 03:** Their personality, teacher's approach.
- **Teacher 04:** Lack of self-confidence; too much importance is given to the classmates by fear of being laughed at; insufficient vocabulary, and lack of interest in the topic.
- **Teacher 05:** Due to shyness, introversion, worry about making mistakes.
- **Teacher 06:** May be shyness, fear of negative evaluation.

Question 11: Is it possible that language anxiety blocks learners from speaking or using English in the classroom?

How? Please, specify.....

All the teachers respond “yes”; they believe that language anxiety is the most important factor which can hamper students from speaking, and their explanations are as follows:

- **Teacher 01:** Worry about making mistakes and fear of being laughed at are serious obstacles that can prevent students from using English in the classroom and from answering and even asking questions.
- **Teacher 02:** When learners feel anxious, they may not be able to well express themselves, make pauses, lose ideas, vocabulary and even sometimes control.
- **Teacher 03:** When using a language which is not their mother tongue, learners are generally afraid to make mistakes when speaking as the language background is limited.
- **Teacher 04:** Anxiety blocks their skills and prevents their brain from functioning in a good way. It disrupts their ideas and then provokes speaking difficulties and tongue slips.
- **Teacher 05:** The students are anxious because they want to be good at speaking. By fear of failing in their task, they prefer remaining silent instead of speaking and making too many mistakes.
- **Teacher 06:** Their anxiety hinders them from interacting in the classroom.

Question 12: For you, what make students anxious?

- a) Shyness
- b) Fear of being laughed at
- c) Worry about making mistakes
- d) Being incompetent

The majority of the teachers select the first three options for this question as the main factors that affect students learning and arouse their anxieties. Moreover, they exclude the last option “Being incompetent” as a source of learners’ anxiety because they think that it is not their language or speaking incompetence which make them silent, this is evident since 88.88% of the teachers believe that learners’ English and speaking levels are average.

Furthermore, teachers mention other factors contributing to anxiety arousal such as: introversion, self-esteem, and uncomfortable learning environment, Moreover students must feel at ease in the classroom among their mates and their teacher.

Question 13: According to you, are the silent students only the anxious ones?

In an attempt to answer this question and relying on the teachers responses, the silent students are and are not only the anxious ones. Silent does not obviously mean anxious, as half of the teachers report. However, it can be because they are not interested, tired, bored, and because some students prefer to listen, take notes and study in their own which is the characteristics of introvert learners. In contrast, some teachers believe that students stay silent only when they are anxious because, generally speaking, some students start to speak but with hesitations, who may be blocked. Hence, it is not because they are bored, tired or not interested in the topic, however it is because there is something which prevents them from accomplishing that. Moreover, students who talk a lot and participate in the class, generally speaking, are those who are not anxious because they have the habit to speak at ease and without fear.

Question 14: Do you think that forcing students to use English in the classroom could help them reduce their anxiety?

Please, justify.....

Options	Number	Percentage
Yes	5	55.56%
No	4	44.44%
Total	9	100%

Table 36: Teachers' Opinion about Forcing Students to Speak

According to the table above, we notice that the teachers are divided into two groups, those who say “Yes” (55.56%) and those who say “No” (44.44%).

Furthermore, some of the selected teachers think that when you push students in a situation where they feel obliged to speak could break the obstacles that prevent them from speaking. And also through asking them one by one which will encourage them to speak. Because the more they use English in class, the stronger they can express themselves, the less they will feel anxious. The second group perceives the idea of forcing students to

speak as more impeding than helping them to cope with their fears as it is explained in the following question.

Question 15: If, no, please, what do you suggest?

While some of the teachers believe that forcing students to use English is an effective strategy, others do not perceive it as the best way to overcome their anxieties because forcing will worsen the situation. Instead, teachers can create a classroom atmosphere in which students feel at ease and to motivate them in a friendly way. Besides, teachers can motivate and attract their learners through providing interesting topics and a variety of activities, and teachers also can help them through talking to them and stimulating them in a more kind way.

Therefore, forcing students does not seem to be the appropriate way. Teachers must invite them to speak in a friendly way, step by step, the students will acquire more and more confidence and overcome any obstacle that block them from speaking.

Conclusion:

In this chapter, we have presented the results of the present study which reveal that anxiety has some negative effects on students' oral communication. Moreover, foreign language classroom anxiety has been found to be a major affective variable which can make students' learning more difficult through hindering them from practicing the target language. Besides, it makes teachers unable to engage their learners or get them engaged in classroom discussions. In addition, this chapter provides some solutions and implications for both teachers and students to overcome this problematic situation. Therefore, what can we say from this chapter is that foreign language anxiety is a significant variable in foreign language learning as the present research findings reveal. However, there are other variables related to anxiety such as motivation and classroom environment.

Chapter Four

**Conclusions, Implications,
and Recommendations
for Further Research**

The present chapter is devoted to present and discuss the findings of the study, and to give its limitations. In addition, it provides some pedagogical implications to help both teachers and learners to cope with the problem of foreign language anxiety in English language classes. Finally, it seeks also to suggest some recommendations for further research.

IV.1. Conclusions:

The results of the study show that all the participants like to speak English, however their preference with whom they like to use English differs from one to another. Thus, the majority of them prefer to speak English with friends because they feel more at ease. They rather, feel unable to engage in discussions with the teacher which can be attributed to their feeling of being incompetent comparing to the teacher, fear of making mistakes, and fear of being corrected or humiliated. As a result, only a few participants who participate voluntarily in the classroom, whereas others perceive it as an embarrassing task rather than an opportunity to practice. And yet, students cannot engage in classroom communication and choose not to take part or interact in classroom discussions during teaching and learning English as a foreign language. However, a significant number of our participants assure that they do not encounter any difficulty to understand spoken English. Accordingly, most of the teachers' evaluation of both students' English level and speaking abilities indicates that they are able to speak English.

Students' responses also indicate that they lack self-confidence which evokes in them self-doubts, negative self-perceptions and attitudes towards their English speaking abilities and language learning in general. Moreover, this increases the level of communication apprehension or fear of speaking in front of others. Hence, students 'freeze up' in the classroom and avoid any sort of participation or interaction. Accordingly, most of the questioned teachers consider lack of self-confidence as the major cause of students' anxiety.

Seemingly, anxious students emanate worries about making mistakes which stems from fear of being laughed at if they speak the target language. They also show fear of looking stupid when answering in a wrong way because they perceive every error correction as a failure and this confirms the findings of Horwitz et al. (1986). That is why, most of the participants endorse statements such as "I tremble when I know that I am going

to be called on in English class” or “I get nervous and confused when I am speaking in my English class”. Which support the idea that students experience communication apprehension or fear of speaking in front of others because they expect humiliation and harsh error correction when they make mistakes. Moreover, the results reveal that our participants’ anxiety also stems from a feeling of being incompetent when they compare themselves to their classmates because too much importance is given to classmates. As a result, they remain silent to avoid being laughed at if they speak. Therefore, worry about making mistakes and fear of being laughed at are serious obstacles that can prevent students from using English in the classroom, from answering, and even from asking questions as all the questioned teachers suggest.

The findings also show that our participants’ anxiety stems from their fear and expectation of failure because they consider less than a perfect classroom performance as a failure. Hence, participants tend to remain silent during sessions of the English language in order not to fail. That is, in order not to answer wrongly or make mistakes when speaking in English. Besides, students who display the feeling of failure are mainly those with low level of self-confidence. Accordingly, teachers assert that students’ fear of failure is an influential factor on their learning since it blocks them from performing well. In addition, it reduces their self-esteem which is believed to be an anxiety provoking factor, as many investigations in the field suggest (Young 1991; Oxford 1999).

In addition, as we have said before, foreign language anxiety is a set of fears and perceptions related to classroom language learning. It is maintained by students’ responses to statements “I feel more tense and nervous in my English class than in my other classes” and “I feel overwhelmed by the number of rules you have to learn to speak English”.

Besides, anxious students attribute their anxiety to the state of being unprepared which is considered as seeds of anxiety because it increases fear of making mistakes. For the reason that students are more likely to make mistakes when speaking spontaneously than when they are prepared. So, students experience anxiety when being called on in an unexpected situation or when they are asked to express themselves spontaneously. This is because they fear to be laughed at or negatively evaluated by both teacher and peers especially if the student is shy as Lucas et al.’s (2011) research has found which is conducted among foreign language learners in the philippines. That is why; participants

hesitate to use English in class unless the teacher asks them. Hence, for all of the questioned teachers, classroom communication would be at 100% teacher-centered if they do not invite their learners to take part.

Besides, our participants also indicate that sometimes they forget even what they know which is explained by some of the questioned teachers due to anxiety. They assert that anxiety blocks their skills and prevents their brain from functioning in a good way. Hence, it disrupts their ideas and then provokes speaking difficulties and tongue slips. Besides, about half of our participants report that in the English class, sometimes their mind goes elsewhere because, according to the teachers, anxiety makes them demotivated and bored.

IV.2. Limitations of the Present Study:

Some limitations are encountered during the completion of this research. First, the sample of this study is around 12 percent of the whole population, this exclusion may affect the generalization of results. Second, students may not take things seriously which can make the obtained results not exact. Third, the data mostly needed in this research is mainly the one obtained from introvert learners as they are the most affected by anxiety. But shy and introvert learners most of the time do not like to express their feelings or report personal experiences because a shy person never says that he is shy. Last, the study is restricted to one affective variable among many others such as motivation and risk-taking which may also affect students' speaking in the classroom.

IV.3. Implications:

As suggested in the present study, students' speaking is negatively affected by foreign language anxiety. Thus, providing a less stressful and safe classroom environment, which can improve their performance, is highly needed. Therefore, this can be attained through some techniques and activities such as:

Integrating cooperative learning methods can reduce students' anxiety because it increases their self confidence and self-esteem. Moreover, promoting cooperative learning leads to a less competitive environment (Crandall 1999: 234). Working in groups can decrease students' fears of speaking in front of peers since they speak together and encourage each other instead of laughing at each other.

Scrivener (2005: 148) offer a set of activities that can help students become fluent and confident such as asking learners to repeat sentences after the teacher, looking at a list of hints and tips for making a business conversation, and prepare a monologue about their hobbies, and then give five minutes to the whole class.

Moscowitz (1978- cited in Harmer 2005: 90) suggests activities to teach grammar structures called 'Caring and Sharing in Foreign Language Classroom'. These activities aim at enhancing students' self-image through making them feel good and remember happy times. When learners have positive self-perceptions, they like to try new things and even difficult ones. Moreover, teachers should provide opportunities for learners to take part in classroom discussions in order to motivate and engage them. Hence, motivated learners can confront their fears to speak. This latter can be sustained through providing interesting topics and tools which keep them engaged such as flashcards, picture stories, and funny stories especially for beginners.

Scrivener (2005: 337) asserts that teachers can tell a story for their learners at the end of a course or in mid-lesson to change their mood instead of sitting in the desk and staring at one another. In addition, using music also helps reducing anxiety among learners because it makes them motivated and relaxed, it can be used as a break between activities and this is useful with a class that a teacher does not know before (Scrivener 2005: 339).

Students' fear of failing and fear of being laughed at are major concerns of anxious students, however with group work learners' beliefs are based on each other and not only on themselves. This can increase their self-esteem and enhance their self-image.

Therefore, teachers should know that their role is to act as a facilitator who is expected to provide input and simplify the learning process and not to be authoritative. As well as to provide opportunities for students to communicate and to take part in the lesson because this helps them to overcome fears of failing, fear of speaking in front of others and increases their self-esteem.

Due to the importance of teacher-learner interaction, it is crucial to improve the relationship between teacher and learners because any conflict between them can make language learning impossible. In contrast, if they share a good relation, it wouldn't be difficult to engage the learners and motivate them to speak which reduces their fears.

Making mistakes is a major concern of anxious students which is caused by teacher's error correction. Hence, teachers should avoid harsh error correction and humiliating their learners. Instead, errors should be corrected from time to time and not constantly in an indirect and friendly way. For instance, teachers can repeat the sentence with correction of the error. Learners also should accept being corrected because it is a constructive process which is important for any instruction.

The main used group work procedures are role play where students are asked to act in a place of another person. It can make learners relaxed, engaged, and less stressful. Another procedure is the jigsaw activity in which students are divided into groups named "home" groups and each student is assigned to a specific part of task. Then, students who are assigned the same part of task from all "home" groups meet together, thus forming an "expert" group. Qian and Seepho (2012) examine foreign language speaking anxiety reduction through a jigsaw activity and found that the use of jigsaw activity helps learners to relieve their speaking-anxiety levels. Moreover, the learners show positive attitudes towards this instrument.

As one teacher suggested: teachers should invite their learners to speak in a friendly way, step by step, the student will acquire more and more confidence and overcome any obstacle that block them from speaking. English is not to be spoken only in the classroom during the oral sessions. However, it has to be practiced everywhere. Teachers must accustom students (from the 1st year) to speak to their teachers in English even outside the classroom: when they come to the "staff room", when they meet in the corridors, in the bus station. Everywhere the conversation must be held in English. This way, students will get rid of their shyness, acquire new vocabulary given by teachers in various contexts, their mistakes (grammatical, phonological) could be corrected whenever they occur. More importantly, they become accustomed to speak to a teacher of English using English language. By following these suggestions, students' anxiety will diminish.

IV.4. Recommendations for Further Research:

Based on the review of literature and the results of the present study, the present researcher suggests the following recommendations for further research:

This study explores all the sources of foreign language anxiety. It would be useful if another research in the field focuses on one source of anxiety as a distinct factor. Then,

apply the empirical study through different instruments in order to cover foreign language anxiety's emergence from its different angles.

Since the results of the present study reveal the existence of foreign language anxiety, it is significant to examine foreign language anxiety reduction through cooperative learning.

It is important, in further research to investigate gender differences and foreign language anxiety which is found to be one of the main anxiety-provoking factors.

Students' fears may come from their social, familial, environment, especially when the experienced anxiety is a personality trait. So, it is recommended in future research to shed more light on this issue and follow each student's progress.

General Conclusion

Conclusion:

The present study explores the effects of foreign language anxiety on students' willingness to communicate in the classroom. It is based on the hypothesis that the population under study is likely to confront oral communication problems in the target language when anxiety is affecting them.

This study aims at shedding light on the importance of speaking in learning English as a foreign language. Moreover, it seeks to describe FLA and make teachers aware of its effects on learners in order to help them overcome their anxiety.

Data collection from the present population requires from us the use of two questionnaires; one for the students and the other for the teachers. The former is conducted on sixty eight students in order to get their perception of their anxiety and its effects on their learning. While the latter intends to obtain information about teachers' awareness of the effects of anxiety and to try to suggest techniques which can diminish students' anxiety in English classes.

This paper falls into four chapters as follows:

The first chapter is entitled 'Theoretical Background' which consists of two sections. Section one offers an overview of Speaking in EFL Classes, while section two describes Foreign Language Anxiety.

The second chapter, 'Literature Review', in which the present researcher provides a list of studies related to the current research. Hence, the different studies reviewed in this chapter show that foreign language anxiety is a salient topic in the study of foreign language teaching. The purpose behind implementing this chapter is to situate the present study in the literature of the subject. Hence, it reveals the significance of the present research.

The third chapter, 'Findings and Discussion' in which the researcher attempts to provide the findings obtained after analyzing the collected data. It, in its turn, falls into two main sections. Section one presents a description of the students' questionnaire, analysis and interpretation of the data collected from the students. While section two reviews the teachers' questionnaire in which the researcher describes the questionnaire, analyzes and interprets the collected data from the teachers.

The last chapter is devoted to present the findings of the study, and to give its limitations. Moreover, some pedagogical implications and suggestions are given in order to overcome the problematic situation. This chapter also suggests some recommendations for further research.

Hence, the findings of the present investigation reveal that the major causes of foreign language anxiety among our participants are: worry about making mistakes, fear or expectation of failure, fear of being corrected, fear of being laughed at, low self-confidence, negative self-evaluation, fear of being negatively evaluated, and fear of confronting others when using English language (CA). Moreover, all the aforementioned factors are sources of foreign language anxiety as language research suggest. Thus, our participants' English language anxiety stems from communication apprehension and fear of negative evaluation. However, test anxiety has not been found to be anxiety provoking similar to the results found by Aida (1994) who does not recognise test anxiety as an anxiety provoking component. So, depending on the previous analysis and interpretation of collected data, our participants experience foreign language anxiety when using English language. It makes them tongue-tied and passive during sessions and the reason behind their unwillingness to communicate in the classroom as we have already hypothesized. Hence, the hypothesis upon which the present investigation is based is confirmed.

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Appendices

Appendix I: Students' questionnaire

Dear students,

I am investigating the Factors Affecting Students' Unwillingness to Communicate in the Classroom. Your anonymous contribution throughout this questionnaire will certainly be of great help. You are kindly invited to answer these questions and tick (✓) appropriately. Please, don't leave statements unanswered.

Section One: General Information:

1- Age?

2- Gender: Male

Female

3- Do you like to speak English? If yes with whom?

Teachers

Classmates

Friends

4- Do you understand spoken English?

Easily

With difficulty

At all

5- Do you participate in the classroom voluntarily?

Always

Sometimes

Rarely

Section Two:

Please read carefully the following statements and say whether you:

SA: Strongly agree

A: Agree

N: Neither agree nor disagree

D: Disagree

SD: Strongly disagree

6- I never feel quite sure of myself when I am speaking in my English language class.

SA	A	N	D	SD

7- I don't worry about making mistakes in English class.

SA	A	N	D	SD

8- I tremble when I know that I am going to be called on in English class.

SA	A	N	D	SD

9- It frightens me when I don't understand what the teacher is saying in the English language.

SA	A	N	D	SD

10- During English class, I find myself thinking about things that have nothing to do with the course.

SA	A	N	D	SD

11- I keep thinking that the other students are better at English than I am.

SA	A	N	D	SD

12- I am usually at ease during tests in my English class.

SA	A	N	D	SD

13- I start to panic when I have to speak without preparation in English class.

SA	A	N	D	SD

14- I worry about the consequences of failing my English language class.

SA	A	N	D	SD

15- I don't understand why some people get so upset over English language classes.

SA	A	N	D	SD

16- In English class, I can get so nervous and I forget things I know.

SA	A	N	D	SD

17- It embarrasses me to volunteer answers in my English class.

SA	A	N	D	SD

18- I get upset when I don't understand what the teacher is correcting.

SA	A	N	D	SD

19- Even if I am well prepared for English class, I feel anxious about it.

SA	A	N	D	SD

20- I am afraid that my English teacher is ready to correct every mistake I make.

SA	A	N	D	SD

21- I always feel that the other students speak the English language better than I do.

SA	A	N	D	SD

22- I feel more tense and nervous in my English class than in my other classes.

SA	A	N	D	SD

23- I get nervous and confused when I am speaking in my English class.

SA	A	N	D	SD

24- I feel overwhelmed by the number of rules you have to learn in order to speak the English language.

SA	A	N	D	SD

25- I am afraid that the other students will laugh at me when I speak the English language.

SA	A	N	D	SD

26- I would probably feel comfortable around native speakers of the English language.

SA	A	N	D	SD

Thank you for your cooperation.

Appendix II: Teachers' questionnaire

Dear teachers,

The present questionnaire is part of a research work that aims at collecting data about the effect of anxiety on learners' unwillingness to communicate in classes of English language.

As teachers, you play a major role in developing learners' interaction in the classroom, we would be very grateful if you could answer the following questions.

Please, tick (✓) the appropriate box and give full answers where necessary.

May I thank you in advance for your collaboration.

The researcher,

I. General questions:

1- Specify your gender?

a- Female

b- Male

2- Degree (s) held:

a- BA (Licence)

b- MA (Master /Magister)

c- PHD (Doctorate)

3- How long have you been teaching English?

.....

.....

.....

II. Students' participation in the classroom:

4- During the course, do you invite your learners to speak?

a- Often

b- Sometimes

c- Never

5- In the classroom, do you feel your learners' hesitations to speak /participate?

a- Yes

b- No

6- Among your learners, have you noticed one who gets good grades on written exams, but become tongue-tied in the classroom?

.....

.....

.....

7- If yes, how can you explain this contradiction?

.....

.....

.....

8- How would you evaluate your learners' level of English in general?

a- Good

b- Average

c- Poor

9- How would you evaluate their speaking /communication abilities?

a- Good

b- Average

c- Poor

III. Anxiety hindrance:

10- What make your learners unwilling to take part in the classroom?

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

11- Is it possible that language anxiety block learners from speaking or using English in the classroom?

How? Please, specify.....
.....
.....
.....

12- For you, what make students anxious?

- a- Shyness
- b- Fear of being laughed at
- c- Worry about making mistakes
- d- Being incompetent

Others? Please, specify.....
.....
.....
.....

13- According to you, are the silent students only the anxious ones?

- a- Yes
- b- No

Please, justify.....

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

14- Do you think that forcing students to use English in the classroom could help them reduce their anxiety?

a- Yes

b- No

Please, justify.....

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

15- If, no, please, what do you suggest?

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

Thank you.

Résumé:

Le premier objectif de l'enseignement d'une langue étrangère est de pouvoir se communiquer dans la langue cible. Dans ce contexte, la classe est le seul endroit favorisé pour se communiquer en Anglais. Mais l'utilisation de la langue cible par les apprenants, dans la classe, est restreinte. Par conséquent, le problème commun rencontré par les enseignants dans une classe d'apprentissage d'Anglais est le manque du zèle pour se communiquer chez les apprenants. Aussi la présente étude cherche les raisons de ce manque chez les apprenants de la langue Anglaise comme langue étrangère (ALE) dans la classe en se focalisant sur l'anxiété comme cause majeure. Cette recherche vise à offrir une image claire sur les effets d'anxiété sur la communication orale chez les étudiants d'Anglais et identifier les principales sources de leur anxiété. L'échantillon de cette étude consiste en soixante huit étudiants de la 2^{ème} année et dix enseignants du département d'Anglais de l'Université de Bejaïa. Pour répondre aux questions de cette étude et tester l'hypothèse, on s'est servi de deux questionnaires un pour les étudiants et un autre pour les enseignants. Dans le premier, le chercheur adopte le model FLCAS de Horwitz et autres (1986) doté de cinq types d'évaluation utilisé pour mesurer l'anxiété des apprenants. Le dernier, est distribué aux enseignants dans le but de vérifier la fiabilité des données déclarées par les apprenants conçu pour les raisons susmentionnées. Après l'analyse des données, les résultats indiquent que le manque de zèle pour se communiquer dans la classe est dû à l'anxiété linguistique chez nos participants. En plus de l'anxiété causée par la crainte de se communiquer et la peur d'évaluation négative. Cependant, le trac des examens n'est pas identifié comme un facteur provoquant l'anxiété chez nos étudiants. La présente étude offre aussi quelques suggestions pour les apprenants de l'Anglais ainsi que les enseignants pour mettre fin à ces ennuis.

Mots-clés: ALE, l'anxiété dans l'apprentissage d'une langue étrangère (FLA), manque de zèle pour se communiquer, la crainte de se communiquer.