



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid – El Tarf

Faculty of Letters and Languages

Department of English



The Effect of Anxiety on Speaking Fluency in Oral Sessions
Case Study: OF First Year LMD Students at Chadli
Bendjedid
University El-Tarf

Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Didactics.

Submitted by:

Miss. Madaci, Imane

Miss. Messikh, Aya

Supervised by:

Dr.KHALDOUN Abdelkader

Board of Examiners

Supervisor: Dr. Khaldoun Abdelkader

MCB

Chadli Benjdid University

President: Mrs. Nadji, Salma

MAA

Chadli Benjdid University

Examiner: Mr. Medjabra Amine

MAA

Chadli Benjdid University

Academic Year: 2020 / 2021

Dedication

In the name of Allah, most merciful, most compassionate

I dedicate this humble work to my family, without you, this would have been impossible

To my lovely mother YAMINA and my father EL-HADI

To my lovely sisters who encouraged me

To my brothers YAMEN and HAKO

To the dearest people to my heart

To my friends

To all my teachers

To all wonderful mates of Master two students 2021

Thank you for all your encouragement and love

May Allah bless you

MADACI IMANE

Dedication

I dedicate this work to my dear family, my father HAKIM and my mother NAIMA for their love and support. To my beloved sister and brothers who are always by my side. A special thank to my friends WISSEM and MALEK who are always motivating and helping me.

MESSIKH AYA

Acknowledgments

We would like first to thank *ALLAH* for giving us strength and capacity to complete this work.

Our sincere gratitude and thanks to our supervisor *Dr. Khaldoun AbdelKader* for the time he spent correcting our work and for his understanding.

We would like to express our heartfelt thanks to all the teachers and First year LMD students, at the Department of English for their support seriousness.

We would like to thank the members of the jury for their time in reading and evaluating this work.

Also Appreciations go to all who helped us in one way or another to accomplish this work.

Abstract

The present study aims to investigate the effects of anxiety on EFL students in oral sessions at the University of Chadli Ben Djedid El Tarf, its existence and influence. A questionnaire was administrated to a sample of thirty four students of first year LMD at the department of English during the academic year 2020-2021, the research focuses on the main sources of students' speaking anxiety in oral performance and its impact on them. Moreover to discover students' and teachers' techniques to decrease anxiety .Study results showed that the majority of learners are affected by anxiety in oral presentation, it also revealed that the rise of motivation and encouragement help very well in reducing learners' stress. The study also provides some recommendations for teachers and students to deal with speech anxiety in the classroom.

Key Words: Anxiety, effect, speaking fluency, oral performance, speech anxiety.

Table of Contents

Dedications.....	I
Acknowledgement.....	III
Abstract.....	IV
Table of Contents.....	V
List of Tables.....	IX
List of Figures.....	XI
List of Abbreviations.....	XIII

General Introduction

1. Statement of the Problem.....	2
2. Aims of the Study.....	3
3. Research Question.....	3
4. Hypothesis.....	3
5. Research Methodology and Tools.....	3
6. Structure of the Study.....	4
7. Limitation of the study.....	4

Literature Review

Chapter One: The speaking skill

Introduction.....	6
1. Definition of Speaking.....	6

2. The importance of Speaking Skill.....	7
3. The components of the Speaking Skill.....	9
3.a The Speakers.....	9
3.b The Listeners.....	9
3.c The Utterances.....	9
3.1. Comprehension.....	9
3.2. Grammar.....	10
3.3. Vocabulary.....	10
3.4. Pronunciation.....	10
3.5. Fluency.....	10
4. Types of Speaking.....	11
4.1. Imitative.....	11
4.2. Intensive.....	11
4.3. Responsive.....	11
4.4. Interactive.....	11
4.5. Extensive.....	12
5. The nature of Speaking.....	12
6. Problems with Speaking Activities.....	13
Conclusion.....	14

Chapter Two: An Overview on Anxiety

Introduction.....	16
-------------------	----

1. Definition of Anxiety.....	16
2. Types of Anxiety.....	17
2.1.Trait of Anxiety.....	17
2.2.State Anxiety.....	17
2.3.Situation Specific Anxiety.....	17
3. Components of Foreign Language Anxiety.....	17
3.1.Communication Apprehension.....	17
3.2.Test Anxiety.....	18
3.3. Fear of Negative Evaluation.....	18
4. Foreign Language Anxiety and Speaking.....	18
5. Anxiety Provoking Factors.....	19
6. Effects of Foreign Language Anxiety on Learners.....	19
Conclusion.....	21

Chapter Three: Field Work

The Analysis and Interpretation of Results

Introduction.....	23
1. The Analysis of Student's Questionnaire.....	23
1.1 Description of the Questionnaire.....	23
1.2 Sample Description.....	23
2. Analysis of the Results.....	24
2.1 Part One: Personal Information (Q1-Q5).....	24

2.2. Part Two: Speaking Anxiety (Q6-Q13).....	28
3. Discussion of the Results.....	35
4. Analysis of Teacher’s Questionnaire.....	35
4.1. Description of the Questionnaire.....	35
4.2. The Sample Description.....	35
5. The Analysis of the Results.....	36
6. Discussion of Teacher’s results.....	45
Conclusion.....	46
Recommendations	47
General Conclusion.....	50
References.....	52
Appendices.....	60
Appendix A.....	61
Appendix B.....	64
Résumé.....	67
الملخص.....	68

List of Tables

Table 01: Student's age	24
Table 02: Student's Gender	25
Table 03: Students choose to Study English.....	26
Table 04: Students Opinions about Oral Expression Course.....	26
Table 05: Students' Participation in Oral Session.....	27
Table 06: Students' Opinion if Presentation makes them feel Anxious.....	28
Table 07: Students' Situation that makes them feel Anxious.....	29
Table 08: The Causes of Students Speaking Stress.....	30
Table 09: Laughing at Mistakes as a reason of Students Speech Stress.....	31
Table 10: The Reaction of the Students when the Teacher suddenly Asks them a Question.....	32
Table 11: Students' Opinion of How Teacher Help to Reduce Anxiety.....	33
Table 12: The Influence of Anxiety on Students Foreign Language Learning	34
Table13: Teachers' Gender Distribution.....	36
Table 14: Teachers' Degree(S) Held	36
Table 15: Teachers' Opinion about Teaching Oral Expression.....	37
Table 16: Teachers' Views about Inviting Students to Speak.....	38
Table 17: Teachers' Opinion about Students Participation in Oral Expression	39
Table 18: Teachers' Opinion about the Source behind Student's Anxiety.....	40
Table 19: Teacher's Opinion about whether Anxious Students are Only the Silent..... Ones.....	40
Table 20: Teachers' Opinion about Students Encouragement to Speak.....	41

Table 21: Teachers' Opinion about the Role of Motivation in Reducing Student's.....	42
Anxiety.....	
Table 22: Teachers' Opinion about the Relation of Anxiety between Speaking and Other.....	
Skills.....	43
Table 23: Teachers' Opinion about If they Talk to Their Students about their Learning.....	
Problem.....	44

List of Figures

Figure 01: The Importance of the Speaking Skill.....	8
Figure 02: Student's Age.....	24
Figure03: Student's Gender.....	25
Figure 04: Students' choose to Study English.....	26
Figure 05: Students' Opinion about Oral Expression Course.....	27
Figure 06: Students' Participation in Oral Session.....	28
Figure 07: Student's Opinion If Presentation makes them feel Anxious.....	29
Figure 08: Students' Situation that makes them feel Anxious.....	30
Figure 09: The Causes of Students Speaking Stress.....	31
Figure 10: Laughing at Mistakes as a Reason of Students Speech Stress.....	32
Figure 11: The Reaction of the Students When the Teacher suddenly Ask them a Question.....	32
Figure 12: Students' Opinion of How Teacher Help to Reduce Anxiety.....	33
Figure 13: The Influence of Anxiety on Students Foreign Language Learning.....	34
Figure14: Teachers' Gender Distribution.....	36
Figure 15: Teachers' Degree(S) Held.....	37
Figure 16: Teachers' Opinions about Teaching Oral Expression.....	37
Figure 17: Teachers' Views about Inviting Students to Speak.....	38
Figure 18: Teachers' Opinions about Student's Participation in Oral Expression.....	39
Figure 19: Teachers' Opinions about the Source behind Student's Anxiety.....	40
Figure 20: Teachers' Opinions about whether the Anxious Students are only the Silent Ones.....	41

Figure 21: Teachers’ Opinion about Student’s Encouragement to.....42
Speak.....

Figure 22: Teachers’ Opinion about the Role of Motivation in Reducing Student’s.....43
Anxiety.....

Figure 23: Teachers’ Opinion about the Relation of Anxiety between Speaking and Other
Skills.....44

Figure 24: Teachers’ Opinion about If they talk to their Students about their learning.....
Problem.....45

List of Abbreviations

EFL	English Foreign Language
LMD	License Master Doctorate
SL	Second Language
ESL	English Second Language
CA	Communication Apprehension
FL	Foreign Language
FLL	Foreign Language Learning
%	Percentage

General introduction

Introduction

Learning English as foreign language has always been an important issue for many students since they are interested in developing their capacities in speaking but through their learning they experience the feeling of anxiety, tension and apprehension when they try to participate and speak in English in the classroom. This phenomenon is reviewed by scholars as a vague of fear, lack of confidence and nervousness. For this, the present study focuses on the effects of anxiety on students' speaking fluency as well as the main factors of students' speech anxiety and the problems that learners face while speaking process.

1. Statement of the Problem

For EFL students, the first goal is to learn English to speak fluently. In EFL classrooms, teachers give different activities aimed at developing learners' skills. Students' experience anxiety in oral performance and when it comes to express their ideas in speaking activities. The researcher pointed that the existence of anxiety in participation threatens students and has a negative impact on their speaking fluency. Therefore, this study discovers the effects of anxiety on students' speaking skills.

The effect of Anxiety on speaking fluency in Oral session

2. Aims of the Study

This research aims to investigate the problems of EFL students' oral performance anxiety, more specifically; the research aims to prove how learners experience anxiety in language learning and explain which factors are more important. Moreover, to find out the strategies that students and teachers can follow to reduce anxiety.

3. Research questions

Q1: What are the main causes of students' anxiety?

Q2: Does anxiety affect learners' speaking fluency?

4. Research Hypothesis

Since there is a relation between anxiety and speaking skill, the present study sets the following hypotheses: If students are conscious about their source of anxiety that prevents them from speaking, they will develop their speaking fluency.

5. Research Methodology and Tools

The nature of the present research calls upon the adoption of the experimental approach to explore the influence of anxiety on EFL students' oral classroom. The experimental method is the appropriate method to obtain and collect data. The questionnaire has been distributed to first year EFL "LMD" students at Chadli Benjdid EL Tarf. The population of 34 students had been randomly selected. While other questionnaire handed to five teachers, because teachers can help learners to minimize their fear of speaking.

6. The Structure of the Study

This study includes a general introduction that contains the statement of the problem, the aims of the study, research questions and hypothesis and the research methodology and tools. The first chapter introduces the speaking skill. The second chapter presents an overview on anxiety. The last chapter paves the way to the analysis of both students' and teachers' questionnaires.

The first chapter introduces the speaking skill. It contains an introduction to the chapter, a definition of speaking, the importance of the speaking skill, its components, its types, its nature and the main problems that students face with in speaking activities.

The second chapter is about anxiety which includes the definition of anxiety, its types, and the components of foreign language anxiety, the causes that lead to anxiety and the impact of foreign language anxiety on learners. The last chapter presents the analysis of the questionnaires and results with recommendations.

7. Limitation of the Study

This research is limited in terms of the small sample size and number of surveyed female and male students. Also the short duration of the study was an obstacle while conducting this research.

Chapter one: The Speaking Skill

Introduction

Speaking English has become very important in language learning because it is a way of sharing and expressing ideas and feelings. During the learning process students countered many problems that affect their performance negatively. This chapter mainly discusses some details of the speaking skills; first it gives a speaking definition, second the main criteria of this skill than those obstacles that prevent learners from speaking fluently.

1. Definition of Speaking

Speaking is the most important means of human communication. When someone speaks a language, he is presumed to know that language. Speaking is one of the four skills that are taught in EFL classes. It is the productive skill along with writing, whereas reading and listening are the receptive skills.

Doğan (2009) confirms that People must speak properly to express themselves, to have a place in society, to provide some information to a specific issue and share ideas and feelings with others who are part of society. This shows the importance of speaking language with precision and floating.

Burns & Joyce (1997) and Luoma (2004:p.2) define speaking "as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking".

Speaking is a skill that deserves much attention when other language skills in the first and second language in the EFL classrooms play a major role for the good oral success of the learner (Bygate, 1987: p.1). He quoted that: "Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much

The effect of Anxiety on speaking fluency in Oral session

language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought".

According to Bygate.M "Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners need always to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a means through which much language is learned, and which for many is particularly conducive for learning" (1987: p.57).

Speaking is the process of interaction and construction of meaning that is received in processes. Syafradin et al. (2020). It is difficult for students to determine or choose such a strategy that is suitable for a competent speaker.

2. The Importance of Speaking Skill

In the current global world, communication plays an important role in success in all fields. The language is used as a tool for communication. Perfect communication is not the possible for people without using a language. In addition, learners cannot achieve their aims, goals and objectives without using the relevant language to communicate. Therefore, there is a need for language to communicate with others those who live worldwide. As English is an international language.

According to Bueno, Madrid, and McLaren (2006:p. 321), Spoken language is one of the most difficult skills that language learners must face. Spoken language is considered to be the most important of the four language skills in English, even if learners have learned the language for so many years; they find it difficult to speak in real time when needed. There are many reasons to overcome this. First of all, English language learning should understand the importance of the speaking skills and try to acquire them because they need them to compete in this highly competitive world.

The effect of Anxiety on speaking fluency in Oral session

Hughes (2006, p.144) states that: “Spoken language is the first way for students to acquire language, and it constitutes their oral expression ability. Most people are engaged in language activities every day, this is the most important motivation for language change. It also provides the main data we use to understand bilingualism and language contact”. Developing abilities to perform basic oral communication or speaking is strongly recommended.

According to Sayin (2015) “Good oral communication is essential to every aspect of life and work.” He also says, “The essence given to speaking skills should be arisen day by day among students which is a real-life measure of learning a language” (p. 828).

Therefore, it is necessary to help students develop the ability to communicate with others, effectively and powerfully. In order to achieve this goal, skills must be provided to students and the strategy of active performance in the case of active participation, conveying information, etc.

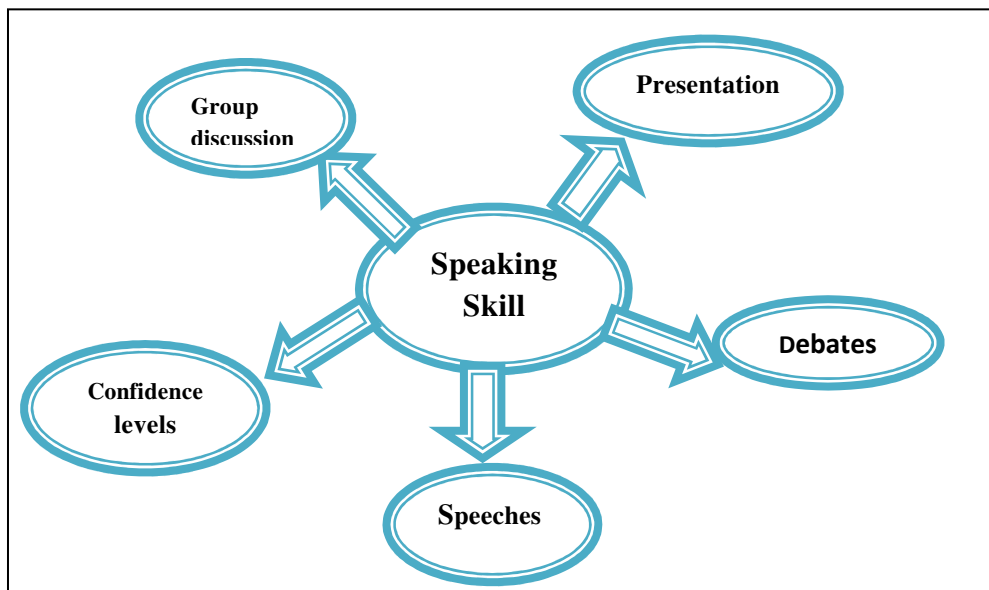


Figure 01: The Importance of Speaking Skill

Speaking skills are essential for all learners who want to learn English to improve their capacities, build confidence, give public speeches, participate in interviews, participate in debates and group discussions, speeches, etc.

3. The Components of Speaking Skill

According to Vanderkevent (1990) there are three components in speaking:

3. a) The speakers:

The speaker is the person who produces the sound. They can be used as a tool to express opinions or feelings to the audience. Therefore, if there is no spokesperson, no opinions or feelings will be stated.

3. b) The Listeners :

The audience is the person who receives or obtains the opinions or feelings of the speaker. If there is no audience, the speaker will express opinions in writing.

3.c) The Utterances:

Utterances are words or sentences expressed by the speaker opinion. If there are no words, both the speaker and the audience will use symbol.

According to Harris (1974) there are five components of the speaking skill concerned with Comprehension, grammar, vocabulary, pronunciation, fluency.

1.1 Comprehension

For oral communication, it certainly requires the subject's response, speech and starts it.

The effect of Anxiety on speaking fluency in Oral session

1.2 Grammar

Students need to arrange correct sentences in the dialogue. Heaton (1978: p. 5) who put forward the explanation that students have the ability to manipulate structure and distinguish the appropriate grammatical form. The utility of grammar is also learning the correct methods to gain professional knowledge of spoken and written language.

1.3 Vocabulary

Vocabulary refers to an appropriate dictionary for communication. No Sufficient vocabulary to communicate or express learners' ideas effectively, oral and written forms. Limited vocabulary is also a barrier that hinders learners start by learning the language. Without grammar, there is almost nothing to convey, the vocabulary cannot be communicated.

1.4 Pronunciation

Pronunciation is a way for students to express clearer language when speaking. It the process of processing speech, which refers to the components of the grammar, composed of the following elements and principles that determine how the voice changes and language patterns. Pronunciation has two characteristics: phoneme and supra segmental characteristics.

1.5 Fluency:

Fluency is the ability to read, speak or write with ease, fluency and expressiveness. The speaker can read, understand and respond to these words clearly and concisely in a language Associate meaning and context at the same time. Fluency can be defined as being able to speak fluent language accurately. Oral fluency is the goal of many language learners.

4. Types of Speaking

Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

4.1 Imitative:

At one of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

4.2 Intensive:

The production of short stretches of oral language designed to demonstrate competence in a collection of grammatical, phrasal, lexical, or phonological relationships.

4.3 Responsive:

The response includes interaction and text comprehension, but in very brief conversations, standard greetings and small chats, simple requests and comments are of limited level. This is a short reply to the teacher or student-initiated questions or comments, and provide instructions and guidance. Those ones the answer is usually sufficient and meaningful.

4.4 Interactive:

The difference between responsive and interactive speaking is the time and complexity of the interaction, sometimes including multiple Communication and/or multiple participants. Interaction can take the following two forms transaction language, the purpose of which is to exchange specific information or interpersonal communication, for the purpose of maintaining social relations.

4.5 Extensive (monologue).

A wide range of oral production tasks including speeches, oral presentations and storytelling, opportunities for oral interaction during this period the voice from the audience is either highly restricted (may be nonverbal responses) or excluded together.

5. The Nature of Speaking

In order to develop oral skills teaching material, we need to know what the skills require. This is a common misunderstanding, for example, if learners use English words and sentences in the classroom, then they will develop speaking skills, even if they are only doing grammar exercises or recitations glossary. To understand why this is a misunderstanding, we need to consider as mentioned above, the complexity of speaking skills, For example, Burns and Hill(2013): said that it is a complex psychological process that combines various cognitive skills, almost simultaneously, using the working memory of words and concepts, at the same time self monitoring.

Johnson and Morrow (1981: p.70) say that "speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level".

Richards (2008:p. 19) states that "The mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency".

Cameron (2001:p. 40) said that speech is a positive use of language to express meaning so that others can understand them. In addition, it is considered interactive; social and contextual communication activities. Spoken language requires learners to possess knowledge on how to not

The effect of Anxiety on speaking fluency in Oral session

only make a connection in language, but also pragmatically appropriate utterances (Martinez, 2006:p.139). In short, learners need to know how to use language in context.

Finnochiaro and Brumfit (1983: 400) proposed that spoken language means verbal expression of thoughts and opinions, feelings in conversations. In order to do this, language learners should have enough knowledge sound, structure, vocabulary. Learners must also consider the thoughts they wish to express. They must be able to express, change the position of the lips and jaws; English sounds and tongue. In addition, learners should consciously understand proper functional expression and grammatical, vocabulary and cultural characteristics required in expressing ideas; sensitive to registration or style changes the people who speak to them and what happened to the conversation.

6. Problems with Speaking Activities

Ur (1999), also points out "there are many problems that learners have in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue (p.121). Spoken language requires a certain level of listening. Learners are usually unwilling to speak in a foreign language; they worry about making mistakes, Fear of criticism or shyness. The second question is lack of topics to talk about, some learners have encountered problems in their studies thinking about what to say, sometimes because they are in a bad mood, and there is no motivation to start talking. The third problem is low participation; usually very little students talked about the subject, while others spoke very little or no. Sometimes due to limited time Participants did not have enough time to speak. At last the problem with oral activities is the use of mother tongue, in multiple classes; learners also share the same mother tongue. They may be inclined to use it because it is easier and feel abnormal when talking with others in a foreign language. When they are less exposed to foreign languages, they like speak in their native language if they are talking group, it is difficult to continue using the target language.

Conclusion

This chapter offers an overview about the speaking skill in EFL classrooms, their importance, their components, their types, and nature. Some EFL learners think of speaking as an anxiety, however, they do hardly efforts to speak in English because speaking is an important skill to develop their capacities in learning the target language, this chapter also provides some difficulties that students face during the learning process that block learners from successful performance. Oral fluency is influenced by anxiety; this issue will be examined and discussed in the next chapter.

Chapter Two: An over view on Anxiety

Introduction

EFL learners can speak English fluently and also demand to be good speakers. However, many of them also suffer from anxiety and fear when they are asked to participate in oral classroom this stress leads them to think deeply about negative thoughts and forgetting words they want to say. In this chapter we will have some different opinions of anxiety meaning, and we will investigate on the causes of students' speech anxiety and the impact of foreign language anxiety on them.

1. Definition of Anxiety

Anxiety is a feeling of distress, tension and unease that all of us experienced in life.

Lewis (1970, p.63) define anxiety as "an unpleasant emotion experienced as dread, scare, alarm, fright, trepidation, horror and panic".

As stated by Speilberger (1983) anxiety" is subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the automatic nervous system ".

Furthermore Yahya (2013,p. 230)declared that "anxiety is a feeling of uneasiness, aggravation, self doubt, lack of confidence, or fear ; intricately entwined with self esteem issues and natural ego-preserving worries".

Also Marwan(2008,p.120)described anxiety as " threats to self efficacy and appraisals of situations as threatening or uneasy feeling due to something threatening".

Mind (2017) believed that "anxiety can occur when we are worried, uneasy or fearful about events that are about to happen or may happen in the future. "

"Anxiety is a psychological construct commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object "Scovel (1991, p. 18).

2. Types of Anxiety

2.1 Trait anxiety

Refers to a person who often felt anxious in any situation (MacIntyre et al. 1991) added that a person are likely to become anxious as if he had a high degree of trait anxiety. Moreover Eysenck (cited in MacIntyre et al. 1991) believes that trait anxiety can damage a human cognitive function, a person memory is interrupted and triggers person to be an "avoidance" character.

2.2 State anxiety

According to MacIntyre (1995) state anxiety is temporary and emotional experience that has an immediate cognitive effect it means that it is short term worry caused by specific provocative situation eg particular important test.

2.3 Situation specific anxiety

MacIntyre & Gardner (1991) argued that conditional specific anxiety is an advanced concept of a state anxiety this anxiety is considered as person's unease that raises over time and in a certain cases eg public speaking.

3. Components of Foreign Language Anxiety

Based on the work of Horwitz et al. (1986) and MacIntyre & Gardner (1989) foreign language anxiety has three components.

3.1 Communication Apprehension

Is defined by Horwitz et al. (1986, p. 127) as "a type of shyness characterized by fear of anxiety about communicating with people " this means that communication apprehension is a sort of unease and fright that affects learners when they speak to people in the target language. Moreover McCroskey and Richmond (1987, p. 142) considered communication apprehension to be" an individual s level of fear and anxiety associated with either real or anticipated communication with

The effect of Anxiety on speaking fluency in Oral session

another person or persons “they assumed that persons level of CA maybe the best indicator of their willingness to communicate.

3.2 Test Anxiety

According to Horwitz et al. (1986, p. 127) “ test anxiety refers to a type of performance anxiety stemming from fear of failure “. They further argued that students who are anxious about exams often have illogical expectations about themselves and are idealists who feel that if they do not perform well on test they have failed young (1991) stated that test anxiety has greater impact on the performance of low level students than those with high proficiency level and more anxiety is found in the assessment situation.

3.3 Fear of Negative Evaluation

Horwitz et al. (1986, p. 128) explained fear of negative evaluation as “ apprehension about others evaluation, avoidance of evaluative situations and the expectation that other would evaluate oneself negatively “it means that learners experience fear and worry when they are evaluated by others in which they expect to be evaluated negatively. MacIntyre and Gardner (1991d) assume that Fear of negative evaluation is related to communication fear when students are not sure of what they are speaking, Negative evaluation occurs and they will doubt about their ability to give a positive impression.

4. Foreign Language Anxiety and Speaking

Horwitz et al. (1986) claimed that students who are afraid of communication may encounter greater problems in the oral performance in the foreign language class so they feel that they cannot control their performance. Young(1990,p.539) showed that speaking in a foreign language is not found to be the only source of anxiety for students but speaking in front of otherwise the only source of anxiety for learners “such finding suggest that foreign language students experience a fear of self exposure they are afraid of revealing themselves or being spotlighted in front of others “(ibid., p. 546) in addition Many students are very anxious in participating in speaking activities

The effect of Anxiety on speaking fluency in Oral session

and It is often claimed that speaking is the most “anxiety provoking aspect in a second language learning situation , Cheng, Horwitz & Schallert, (1999,p.420).

5. Anxiety Provoking Factors

Language learners suffer from fear and tension when they speak in front of others and that leads to poor performance and low achievement.

Ayres (1986) found that speech anxiety is caused by students perceptions of their own ability to speak therefore, Alen (1997) recommended that if students know a certain aspect of their language proficiency anxiety is incredibly reduced. Moreover Neer (1982) believes that speaking in front of classes with large persons is an anxiety provoking situation he also pointed out that anxiety level seem to cause immediate anxiety and immediate verbal feedback he added that the comparison of peers would cause speech anxiety because anxious students don't like being compared with excellent speakers, in addition Neer assumed that being the center of attention cause speech anxiety because worried speakers prefer to deliver their first speak in front of small group of people moreover they prefer to give the first speech surrounded by colleagues and that the class and teacher should not ask questions during their performance. Pite (1996) stated that students in oral classes become more stressed because of continuous oral testing and negative evaluation. Moreover, Horwitz (1986) added that if learners are not linguistically competent they continuously suffer from stress caused by ambiguity and uncertainty.

6. Effects of Foreign Language Anxiety on Learners

For many language scholars anxiety has always been a major obstacle faced in language learning for that reason they tried to analyze its effects on language learners. Eysenck(1979) explained anxiety negative effects in FL learning by saying that anxious students divide their attention between task-related cognition and self-related cognition, thereby reducing the efficiency

The effect of Anxiety on speaking fluency in Oral session

of cognitive performance. They fear from making mistakes and get corrected by the teacher in front of their classmates. Moreover Horwitz, Horwitz and cope(1986) clarify that Foreign language anxiety appears in its strongest form under the test situation students claim that they know and understand a particular grammar but they tend to “forget “ when it comes to oral exam when many grammatical must be recalled at the same time doing persistent errors in spelling due to nervousness are very common same authors explain that over learning is related phenomenon even though students devote a lot of time to studying they still perform poorly in oral exam they become more feeling frustrated when they realize that they have made the same mistake over and over again in contrast some students tend to give up, avoid studying or miss the class to relieve their anxiety since everyone is independent and has different personalities the above mentioned effects influence each student in different ways and severity.

Conclusion

Anxiety always has a negative impact on students' performance. In this chapter we examined the phenomenon of anxiety starting with the definition and types than we discussed Horwitz et al (1986) and MacIntyre & Gardner (1989) components of foreign language anxiety. We explained students anxiety when they speak in a foreign language we clarified the causes of students anxiety. We ended the chapter with the impact of foreign language anxiety on learners.

Chapter Three: Field Work

Analysis and Interpretation of the Results

Introduction

The present study is an investigation of the effect of anxiety on learners speaking fluency in oral classes at Chadli Ben Djedid University Department of English. For more suitable answer, it selects two questionnaires; one for students and the other for the teachers; this chapter followed by a detailed analysis and interpretation of the final findings.

1. The Analysis of Student's Questionnaire

1.1. Description of the Questionnaire:

The questionnaire is handed out to 34 first year LMD students of the department of English, El Tarf University. It contains (13) questions. The first part is concerned with personal information, and the second part is about speaking anxiety.

1.2. Sample Description:

In order to have appropriate answers for our questionnaire we dealt with (34) students, were the whole number of first year students population of (69) at University of Chadli Ben Djedid. We choose to work with first year students because they are exposed to the English language for the first time and they have started to develop their capacity in speaking skill.

2. Analysis of the Results

The effect of Anxiety on speaking fluency in Oral session

2.1 Part one: Personal Information

Question 01: Age

Option	Number	Percentage%
18	15	44.17%
19	10	29.41%
20	3	8.82%
21	1	2.94%
22	1	2.94%
23	1	2.94%
24	2	5.88%
33	1	2.94%
Total	34	100%

Table 01: student's age

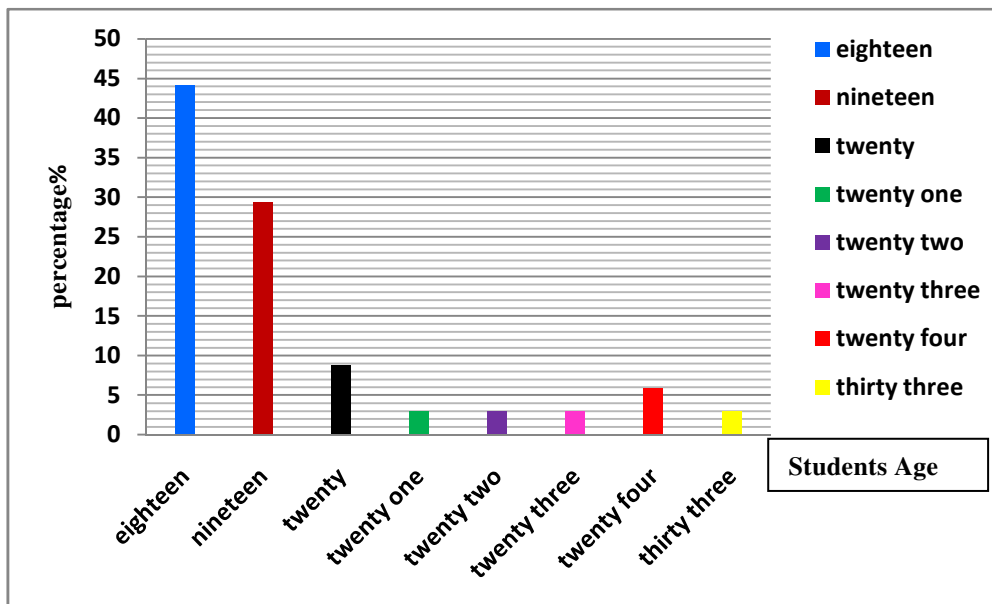


Figure 02: Student's Age

The effect of Anxiety on speaking fluency in Oral session

As it observed from the table above that participants ages differ from (18) to (33) years. The age 18 exceeds the other ages with 44.11%. Then, the age 19 is the second class with 29.41% .and the age 20 with 8.82% .besides the rest ages (21, 22, 23) comes in the last class with the same percentage 2.94% .And the age 24 with 5.88%. We notice from the results that most of learners are at the same age.

Question 02: Gender

Gender	Number	Percentage%
Male	5	14.70%
Female	29	85.29%
Total	34	100%

Table 02: Students Gender

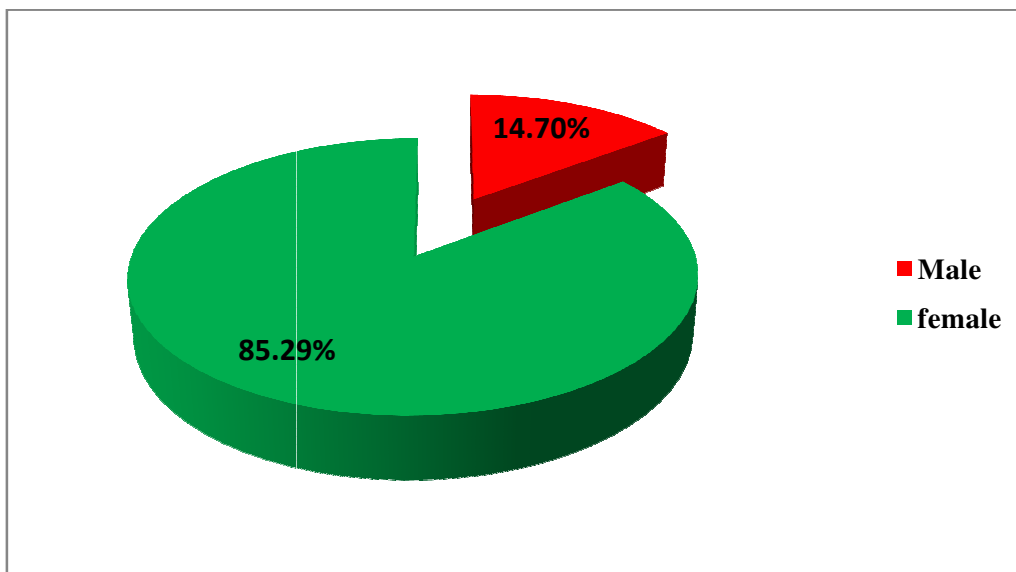


Figure 03: Students Gender

The results of the above table showed that 85.29% is the percentage of females and 14.70% is the percentage of male. So; we notice that girls are more interested in learning English language than boys.

The effect of Anxiety on speaking fluency in Oral session

Question 03: why have you chosen to study English?

Option	Number	Percentage%
Personal choice	28	82.35%
Obligatory	6	17.64%

Table 03: Students Choose to Study English

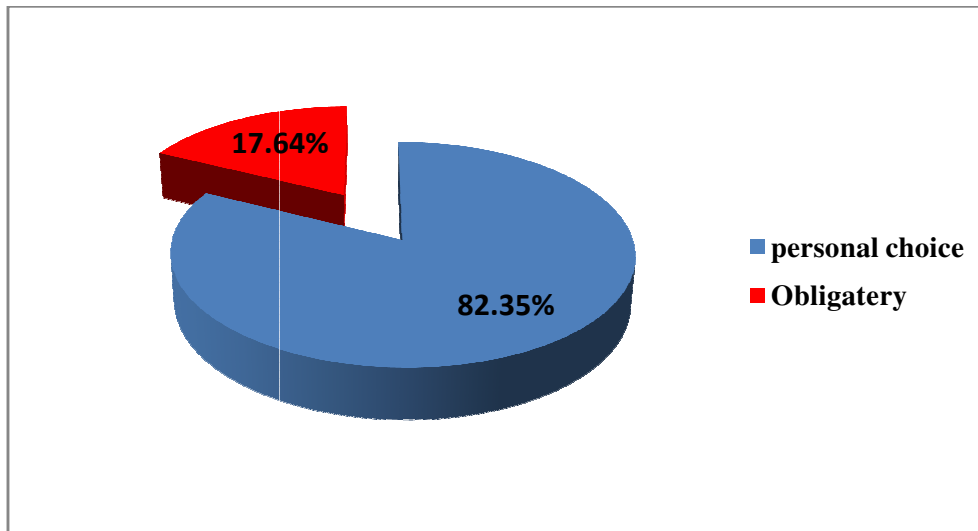


Figure 04: Students Choose to Study English

We have found that there is 82,35% percentage of students who choose to study English voluntarily , and the rest with 17,64% was obliged to study it, so we notice that the study English is willingness of the majority of students .

Question 04: Do you like oral expression course?

Option	Number	Percentage
Yes	24	70.58%
No	10	29.41%

Table 04: Students Opinion about Oral Expression Course

The effect of Anxiety on speaking fluency in Oral session

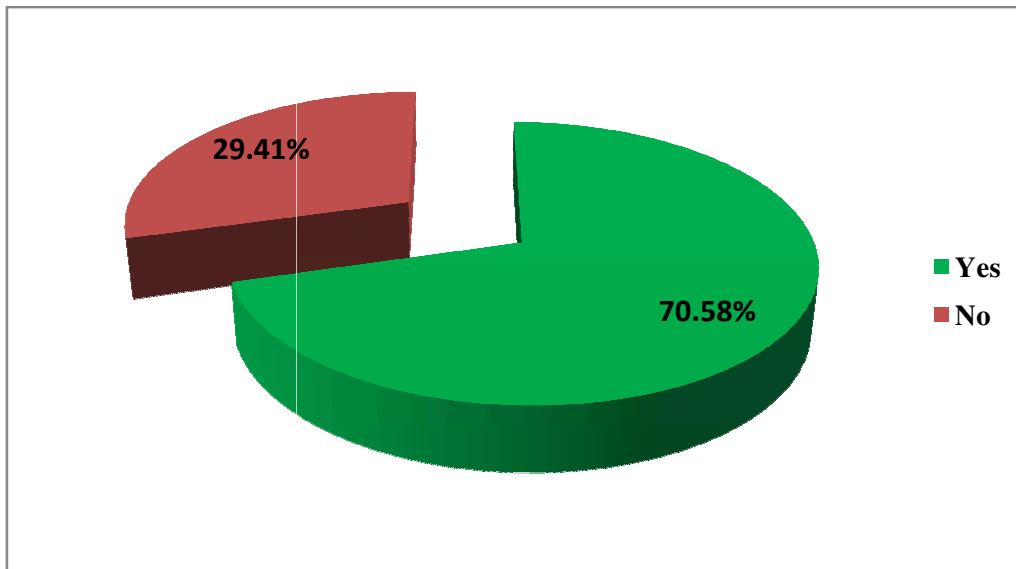


Figure 05: Students' Opinion about Oral Expression Course

Most of numbers 70, 58% choose Yes that they like oral expression class while, 29, 41% choose No that they do not like oral class, so almost, all students like oral session in order to express their thoughts and share opinions.

Question 05: Do you participate in oral classroom session?

Option	Number	Percentage%
Always	12	35.29%
Sometimes	16	47.05%
Rarely	6	17.64%

Table 05: Students' Participation in Oral Sessions

The effect of Anxiety on speaking fluency in Oral session

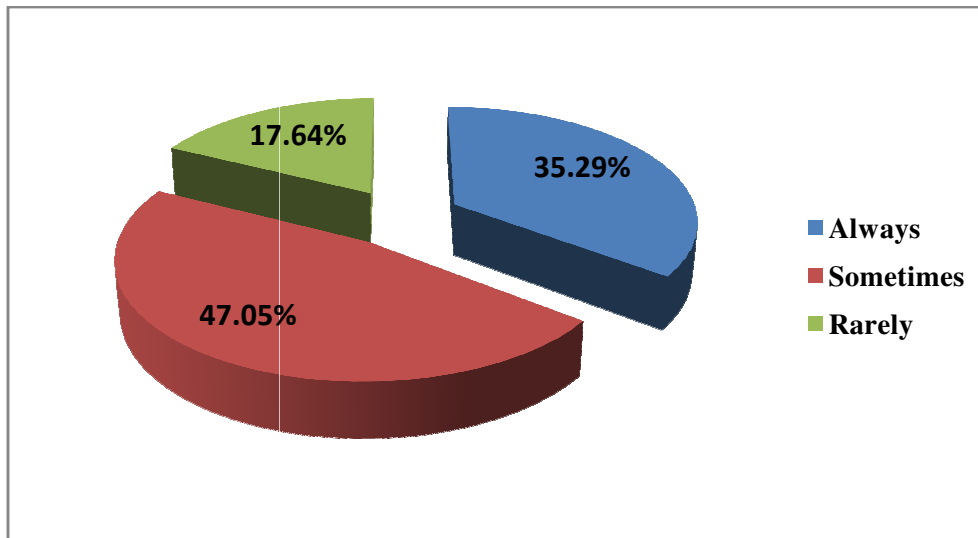


Figure 06: Students' Participation in Oral Sessions

This question identifies student's participation in oral expression sessions. From the table, we noticed that the majority of students respond with sometimes (47.05%), while (35, 29%) always participate. Whereas, (17, 64%) rarely participate. Few students do not participate may be because of their shyness or stress.

Part two: Speaking Anxiety

Question 06: Does presentation make you anxious?

Option	Number	Percentage%
Yes	22	64.70%
No	12	35.29%

Table 06: Student's Opinion if Presentation makes them Feel Anxious

The effect of Anxiety on speaking fluency in Oral session

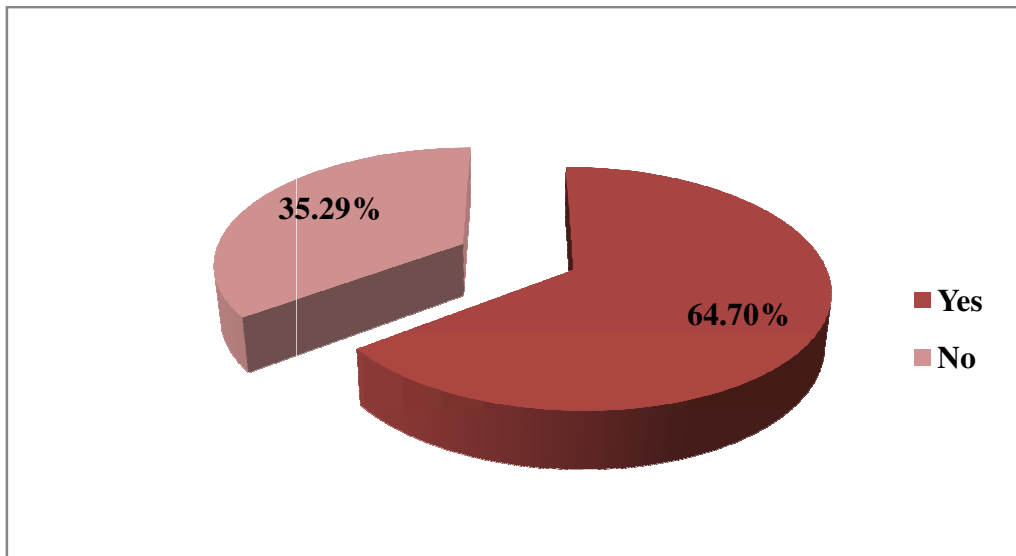


Figure 07: Student's Opinion if Presentation makes them Feel Anxious

From the chart we noticed that 64, 70% of students answered with " yes" because when performing they may feel shy or stressed and forget the words they want to say other participants responded with " no" 35, 29% perhaps they feel comfortable and unstressed.

Question 07: In which situations do you feel anxious?

Option	Number	Percentage%
When talking to your teacher	10	29.41%
When performing in front of your classmates	14	41.17%
In oral presentation	10	29.41%

Table 07: Students' Situation that makes them Feel Anxious

The effect of Anxiety on speaking fluency in Oral session

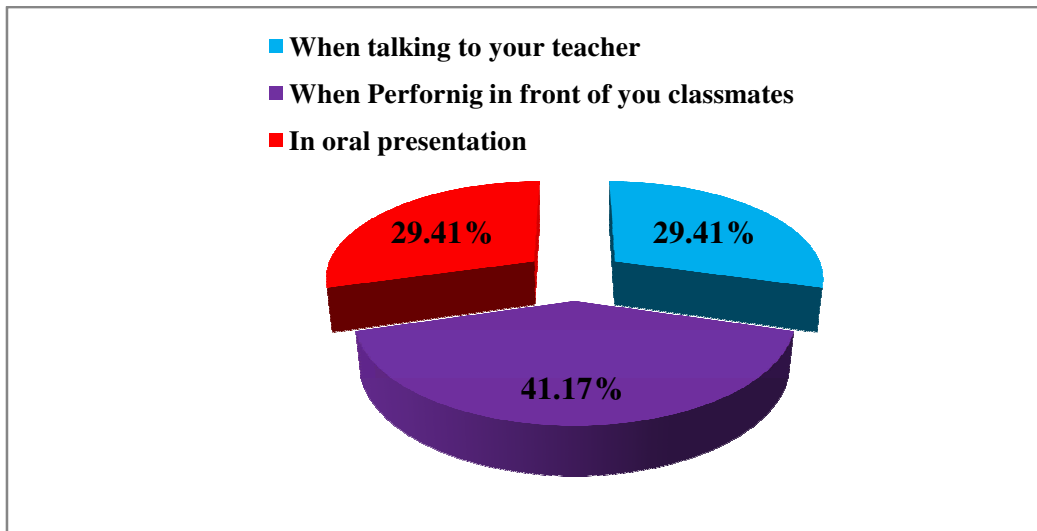


Figure 08: Students Situation that makes them Feel Anxious

The statistic shows that 41,17% of students reported that they experience anxiety when performing in front of their colleagues they may feel afraid of their reaction or feel worried if they make fun of their mistakes, others 29,41 stated that speaking to their teacher makes them feel anxious perhaps they afraid or feel shy from him. The same percentage 29, 41% for students who said that they feel worried in oral presentation they may be afraid if they would be assessed negatively by the teacher or the reaction of their classmates on them.

Question 08: Why do you feel stressed when you speak?

Option	Number	Percentage%
I felt uncomfortable and embarrassed when I was the inter of attention	7	20.58%
I was worried that I would say or do wrong things	16	47.05%
I worried about what other students thought of me	3	8.82%
I felt shy	8	23.52%

Table 08: The Causes of Students Speaking Stress

The effect of Anxiety on speaking fluency in Oral session

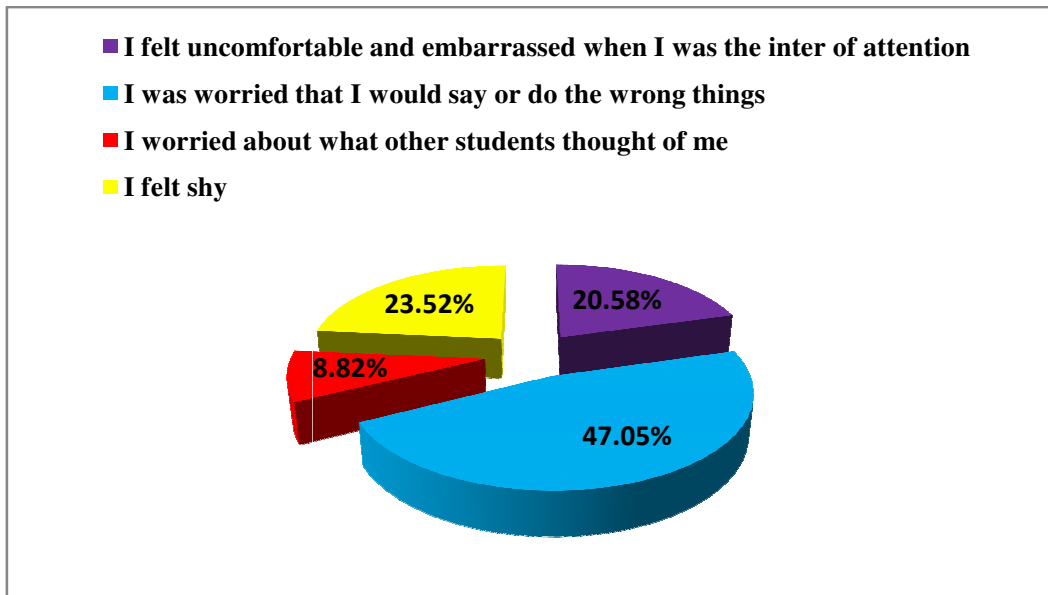


Figure 09: The Causes of Students Speaking Stress

The results reveal that 47, 05% of students reported that they feel stressed from saying or doing wrong things such as spelling mistakes other 23, 52% stated that they feel shy from the teacher or either their colleagues, 20, 58% responded that being the inter of attention leads them to feel worry the rest 8, 82% said that they worry about what other students think of them while performing.

Question 09: Do you feel anxious when your classmates laugh at your mistakes

Option	Number	Percentage%
Yes	16	47.05%
No	18	52.94%

Table 09: Laughing at mistakes as a Reason of Students Speech Stress

The effect of Anxiety on speaking fluency in Oral session

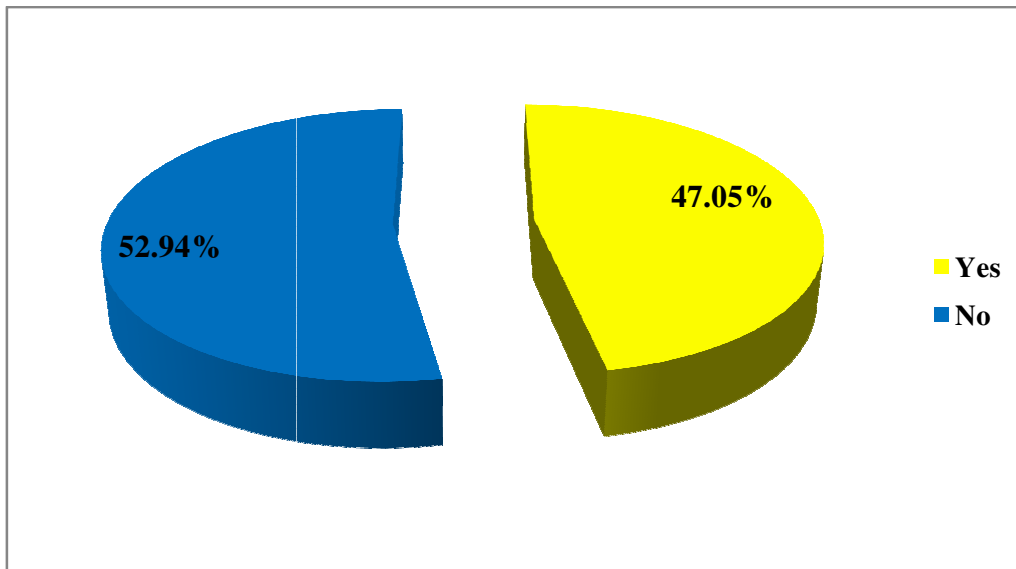


Figure 10: Laughing at mistakes as a Reason of Students Speech Stress

This question showed that sixteen of students (47, 05%) responded “Yes” and eighteen of them (52, 94%) said “No”, so most of learners feel worried when their classmates laughed at their mistakes and that lead them to feel uncomfortable when performing.

Question 10: If you are suddenly asked by the teacher, will you respond?

Option	Number	Percentage%
Anxiously	19	55.88%
Comfortable	15	44.11%

Table 10: The Reaction of the Students when the Teacher suddenly asks them a Question

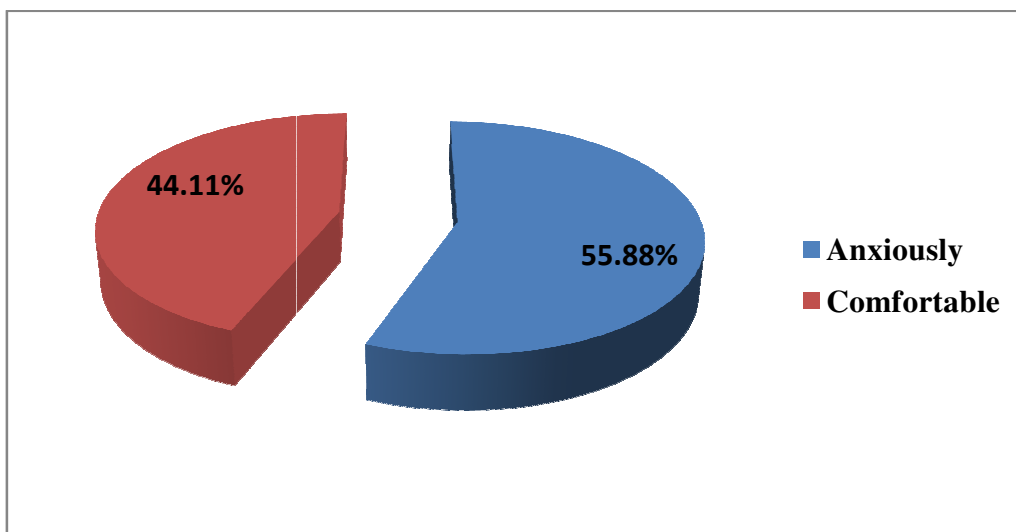


Figure 11: The Reaction of the Students when the Teacher suddenly asks them a Question

The effect of Anxiety on speaking fluency in Oral session

The purpose of this question was to see if direct question lead students to respond anxiously or comfortably. From the table, we observed that nineteen of students (55, 88%) assumed that they felt anxiously. Others, fifteen of them (44, 11%) claimed that they were comfortable. This means that anxiety affects the majority of learners when they are suddenly asked by the teacher.

Question 11: In your point of view, how can students over come anxiety?

This question had the aim of finding out how students can overcome anxiety, the majority of participants answered that you should be confident and trust yourself, be brave and comfortable. Also suggests that speaking and discussion more with classmates and teachers and motivation could help to overcome anxiety. The rest fourteen students did not answer may be because they are not involved to answer.

Question 12: In your point of view, how your teacher can help you to reduce anxiety?

Option	Number	Percentage (%)
Motivate students to speak	14	41.17%
Create a relaxed atmosphere	9	26.47%
Group work	11	32.35%

Table 11: Students Opinion of how Teacher helps to Reduce Anxiety

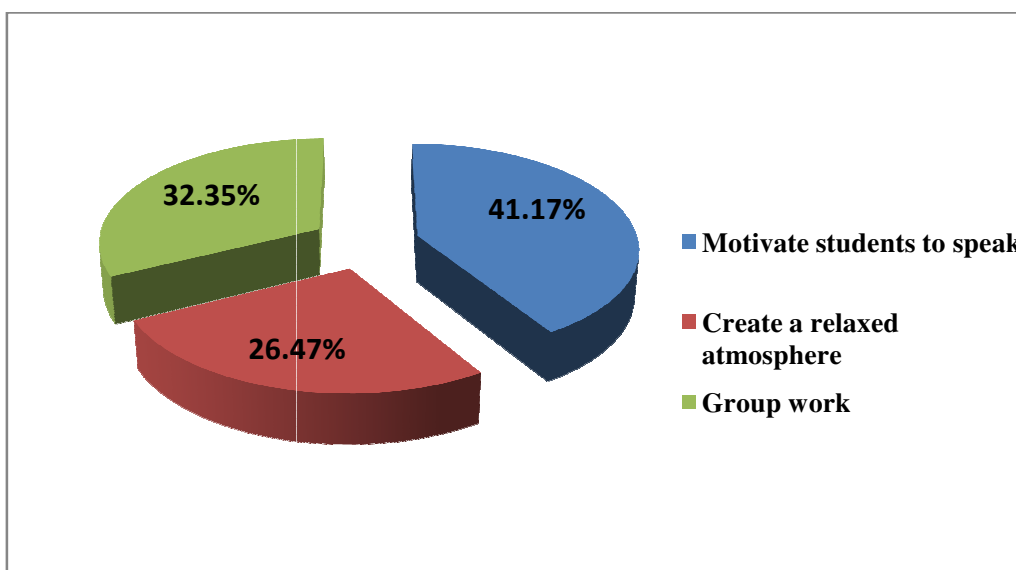


Figure 12: Students Opinion of how Teacher helps to Reduce Anxiety

The effect of Anxiety on speaking fluency in Oral session

The aim of this question is to show how teachers can help students to reduce their anxiety; the majority of participants (41, 47%) claimed that motivation is very helpful in reducing anxiety. Others (32, 35%) said that group work may help to increase stress. The rest (26, 47%) of the students choose a relaxed atmosphere in order to avoid their anxiety in performing and for better understanding.

Question 13: Does anxiety affect you foreign language learning?

Option	Number	Percentage%
Yes	25	73.52%
No	9	26.47%

Table 12: The Influence of Anxiety on Students Foreign Language Learning

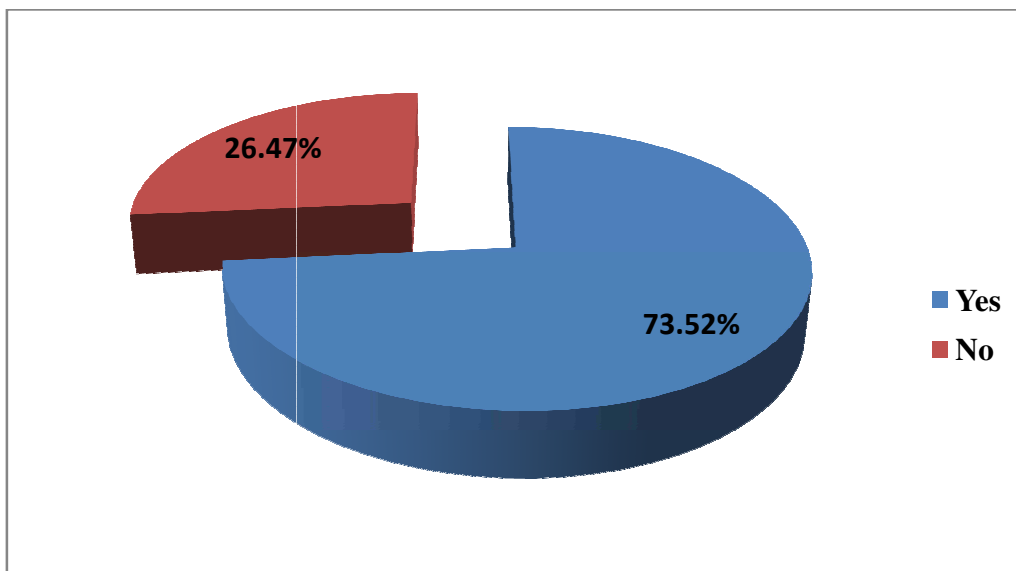


Figure 13: The Influence of Anxiety on Students Foreign Language Learning

From the results, we observed that most of learners (73.52%) claimed that anxiety affects their FL learning .and (26, 47%) stated that anxiety did not affect their FL learning. This shows that anxiety greatly affects foreign language learning for the majority of students and it is the main reason for their poor performance and low achievement.

Discussion of the results

The analysis of the student's questionnaire showed that many students are affected by anxiety in oral performance; most of students declared that they feel anxious in many situations: when talking to their teachers, in oral presentation, and fear of making mistakes also, when their classmates laughed at their mistakes. Many of foreign language learners stated that being confident and comfortable, brave and motivated; could help to reduce anxiety.

Much more, the majority think that anxiety influences their foreign language learning and leads them to have a low achievement. Teachers also have a big role in reducing student' speaking anxiety through many strategies such as: group work, creating a relaxed atmosphere and motivating learners' to speak.

Analysis of Teachers Questionnaire

Description of the Questionnaire

The teachers' questionnaire includes 12 questions. The questions are either closed questions, or the teacher select " yes " or " no " answers and justify their answers with explanation. The teachers' questionnaire aims to investigate the teachers' attitudes toward the impact of anxiety on EFL oral performance.

The Sample Description

The questionnaire was given to (5) teachers of English language at Chadli Ben Djedid University. It contains (12) questions in order to know how teachers can help students to overcome anxiety in their learning process.

The Analysis of the Results

Question 01: Gender

Gender	Participants	Percentage%
Male	1	20%
Female	4	80%
Total	5	100%

Table13: Teachers Gender Distribution

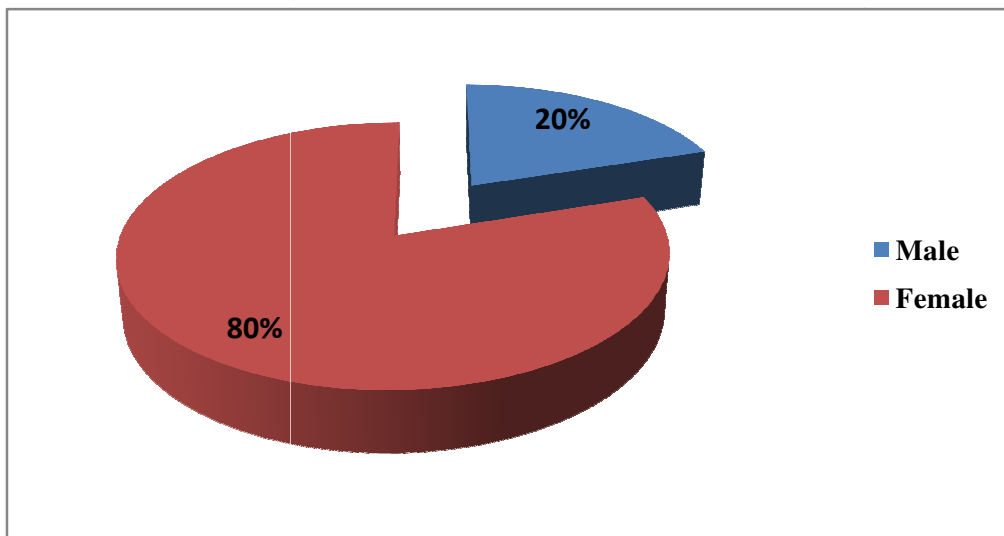


Figure14: Teachers Gender Distribution

As we notice that females take the largest space with 80% of the teachers' whole number while males represents only 20% of the teachers' whole number.

Question 02: Degree(S) held

Option	Participants	Percentage%
License	00	00%
Master	5	100%
Doctorate	00	00%

Table 14: Teachers Degree(S) Held

The effect of Anxiety on speaking fluency in Oral session

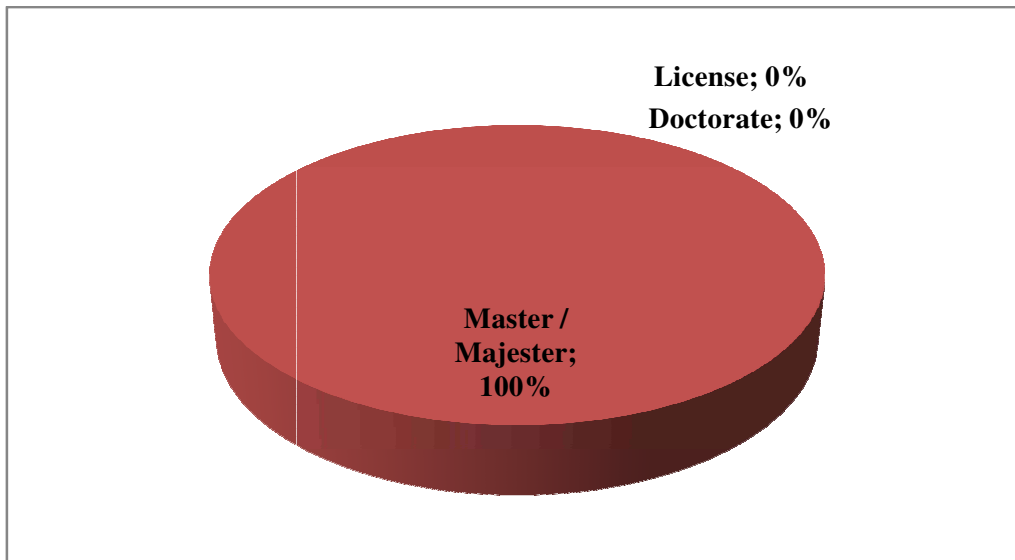


Figure 15: Teachers Degree(S) Held

From the table we notice that teachers have Master degree 100% .

Question 03: Do you like teaching oral expression?

Option	Participants	Percentage%
Yes	4	80%
No	1	20%

Table 15: Teachers Opinion about Teaching Oral Expression

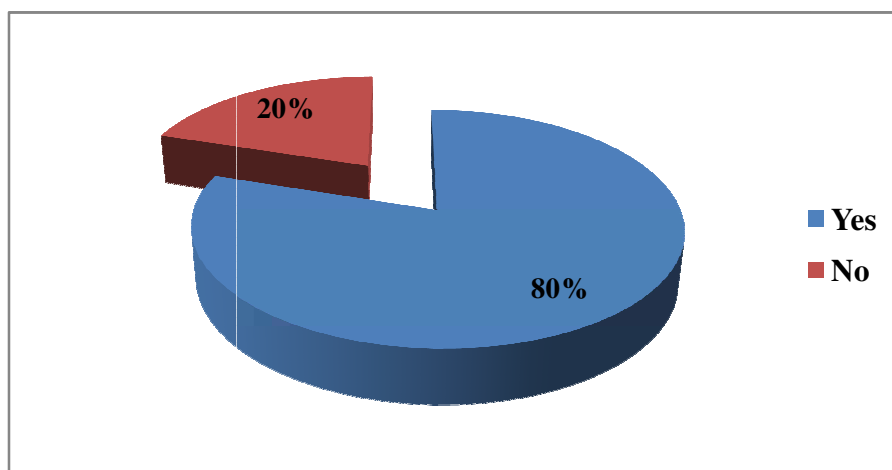


Figure 16: Teachers Opinion about Teaching Oral Expression

The effect of Anxiety on speaking fluency in Oral session

From the results 80% of teachers responded with “yes” while 20% answered with “No” we noticed that the majority of teachers like to teach oral expression session because it allows them to do activities of discussion and debates and fun games; to develop their learners speaking skill.

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

Option	Participants	Percentage%
Often	4	80%
Sometimes	1	20%
Never	00	00%

Table 16: Teachers Views about Inviting Students to Speak

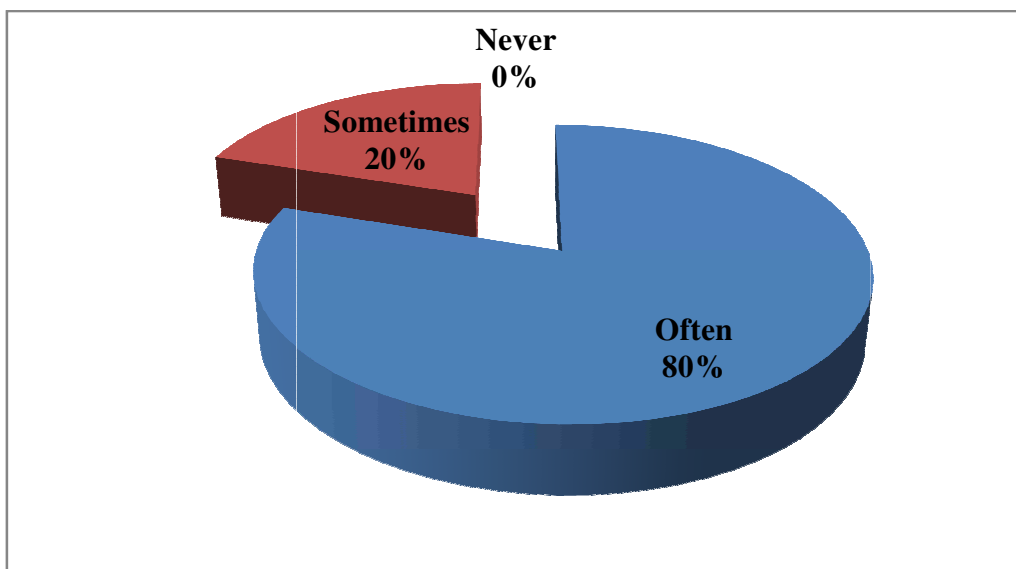


Figure 17: Teachers' Views about Inviting Students to Speak

The obtained results showed that 80% of teachers answered with “often”, while 20% of teachers said sometimes, and none of them said “never”, this means that teachers prefer when their students participate in oral sessions in order to fight their anxiety and to gain self confidence.

The effect of Anxiety on speaking fluency in Oral session

Question 05: How often do your students participate in the oral expression?

Option	Participants	Percentage%
Often	5	100%
Sometimes	00	00%
Rarely	00	00%

Table 17: Teachers Opinion about Student’s Participation in Oral Expression

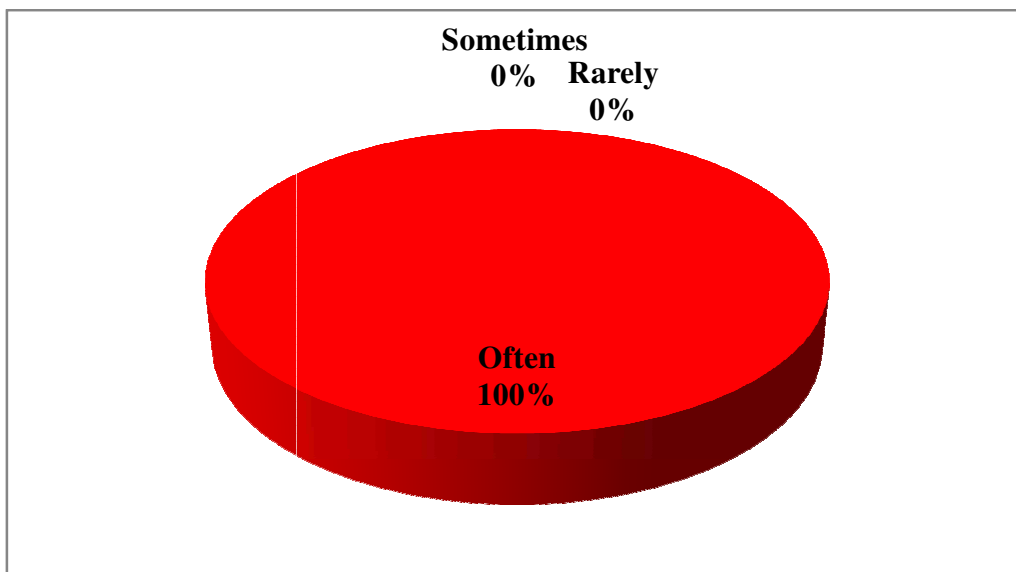


Figure 18: Teachers Opinion about Student’s Participation in Oral Expression

From the chart, we found that all teachers (5) 100% answered “Always “

This shows that students like to participate during oral session to express their views and show their capacities when presentation.

Question 06: is it possible that language anxiety prevent students from speaking in classroom?

In this question, teachers stated that anxiety can prevent learners from speaking or using English appropriately in class because of lack of confidence about information they have and they do not have any background information, also when learners are anxious they cannot give ideas and communicate normally in class.

The effect of Anxiety on speaking fluency in Oral session

Question07: For you what make students anxious?

Option	Participants	Percentage%
Fear of being laughed at	1	20%
Being incompetent	3	60%
Shyness	1	20%

Table 18: Teachers Opinion about the Source behind Student’s anxiety

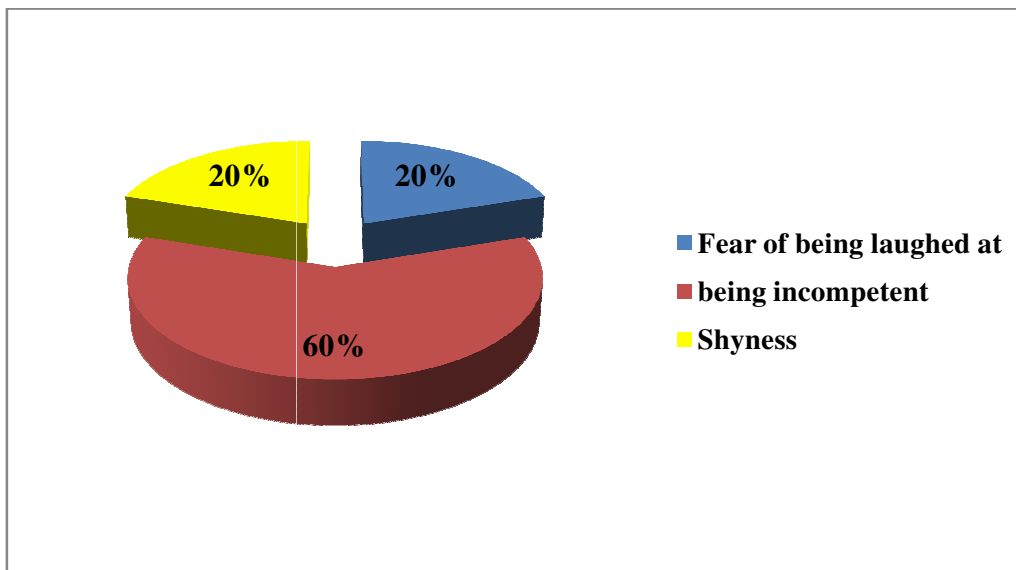


Figure 19: Teachers Opinion about the Source behind Student’s Anxiety

That results showed that most teachers select the second option “being incompetent” as a source of students’ stress when students are not competent enough they will be afraid and worried of speaking in class. Others answered that student’s fear from their colleagues making fun at their mistakes; the rest saw that shyness is a reason of students’ anxiety when students are shies they cannot perform well.

Question 08: according to you the anxious students are only the silent ones?

Option	Participants	Percentage%
Yes	1	20%
No	4	80%

Table 19: Teacher’s Opinion about whether the Anxious Students are only the Silent Ones

The effect of Anxiety on speaking fluency in Oral session

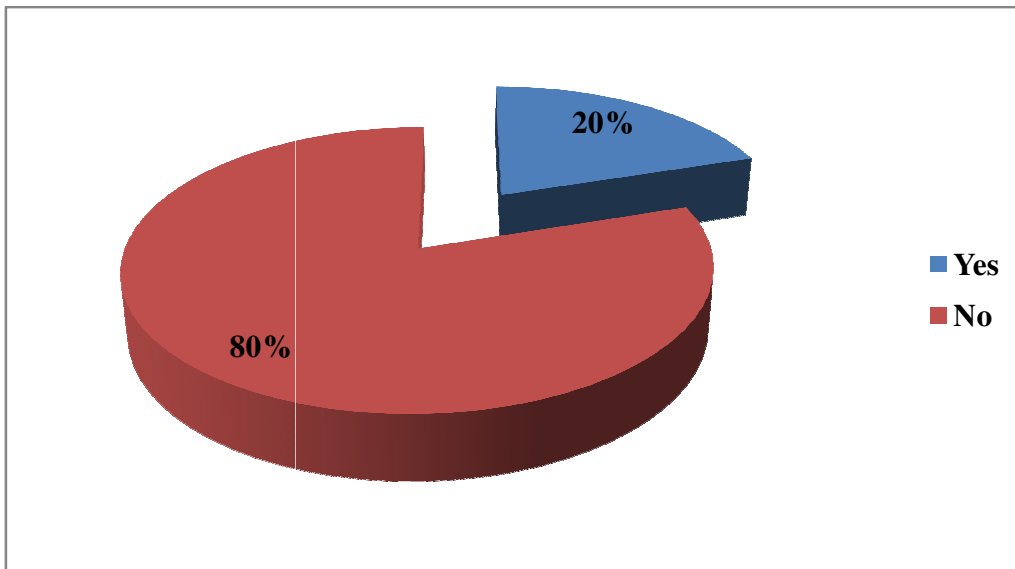


Figure 20: Teacher's Opinion about whether the Anxious Students are only the Silent ones

According to the answers of the teachers, the majority agreed that not only the silent students are the anxious ones since even participating students show anxiety in their performance and feel uncomfortable and uncertain about their opinions, while one teacher agrees that anxious students are the ones who are silent may be because silent learners take a lot of time to express their views.

Question 09: Have you noticed that some of your students are encouraged to speak?

Option	Participants	Percentage%
Always	3	60%
Sometimes	1	20%
Rarely	1	20%

Table 20: Teachers Opinion about Student's Encouragement to Speak

The effect of Anxiety on speaking fluency in Oral session

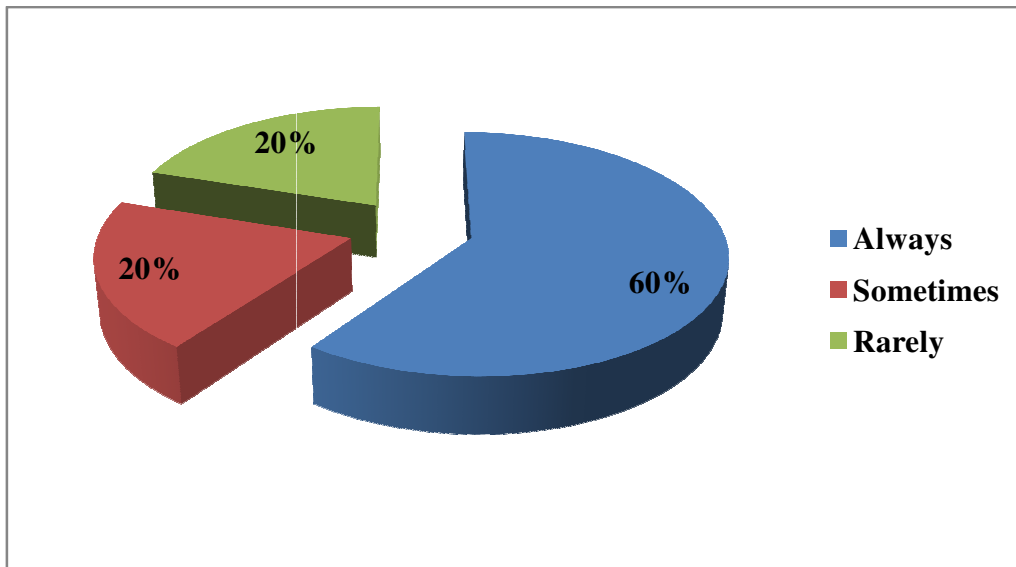


Figure 21: Teachers opinion about student's encouragement to speak

The results demonstrates that (3) teachers reported that they ‘always ‘ notice that their learners are encouraged to speak whereas (1) teacher said ‘ sometimes ‘ and the other said rarely. This means that students are encouraged to speak and communicate with the teacher and classmates, however other learners suffer from stress and perhaps the fear of expressing their thoughts will not motivate them to speak.

Question 10: Do you think that motivating your students in the classroom could help them reduces their anxiety?

Option	Participants	Percentage%
Yes	5	100%
No	0	00%

Table 21: Teachers' Opinion about the Role of Motivation in Reducing Student's Anxiety

The effect of Anxiety on speaking fluency in Oral session

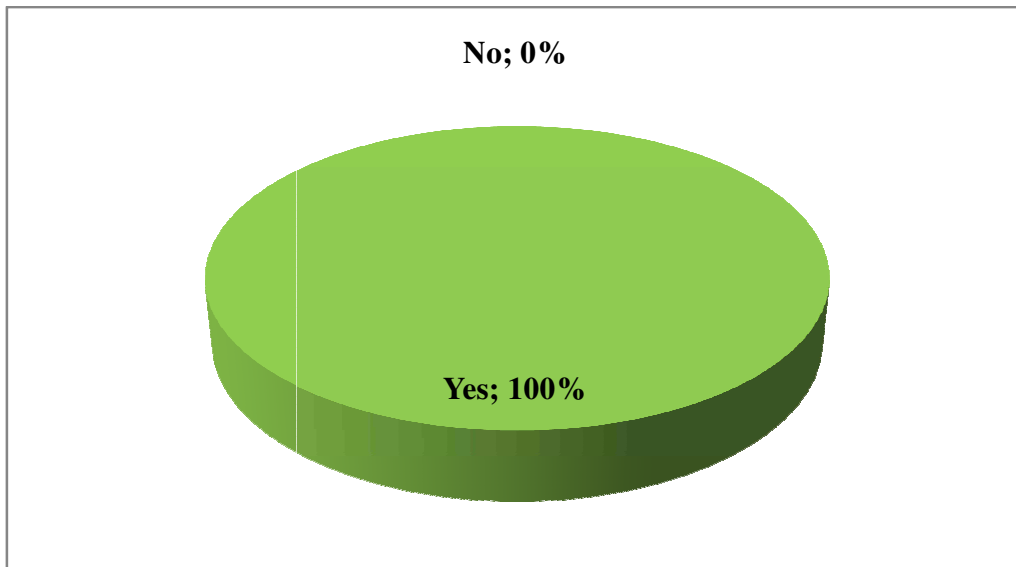


Figure 22: Teachers' Opinion about the Role of Motivation in Reducing Student's Anxiety

The results reveal that all teachers (5) responded "yes". They stated that motivation facilitates the use of language and when the students are motivated they feel free to speak. Moreover when the teacher introduces the topic to them and clarify it, they would be motivated to speak and participate in class comfortably.

Question 11: Do you think that anxiety is more related to speaking skill than other skills?

Option	Participants	Percentage%
Yes	4	80%
No	1	20%

Table 22: teacher's Opinion about the Relation of Anxiety with Speaking and other Skills

The effect of Anxiety on speaking fluency in Oral session

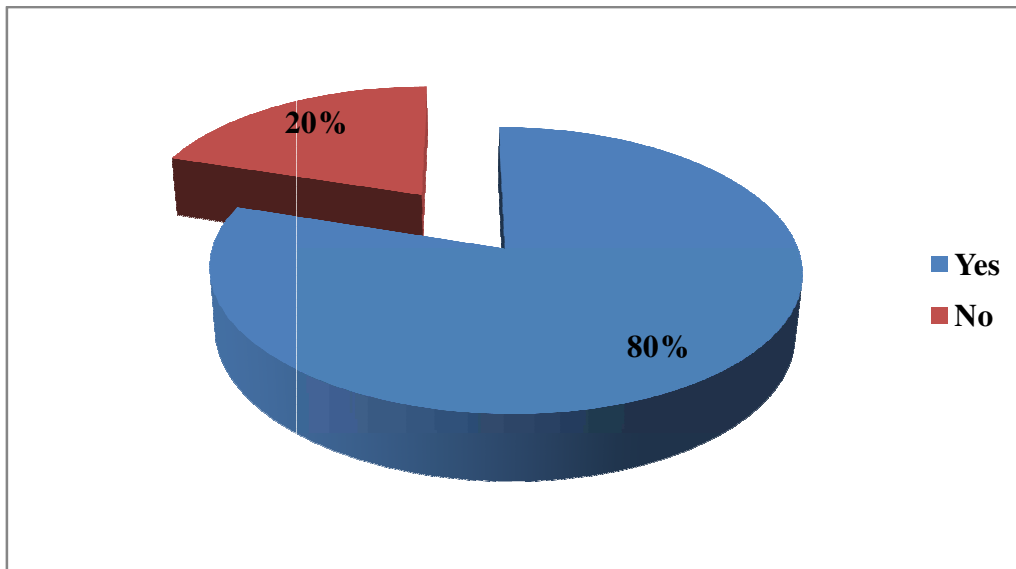


Figure 23: Teachers' Opinion about the Relation of Anxiety with Speaking and other Skills

The statistic shows that the majority of teachers 80% see that anxiety is more related to the speaking skill more than other skills since students experience anxiety when they perform orally, and when students are asked to participate they do not have much time to think. Furthermore, students feel more anxious when speaking in front of their classmates which make them uncomfortable, and that lead to weak performance. The rest 20% believed that anxiety is not more related to the speaking skill than other skills because students may experience anxiety in other skills such as listening and writing.

Question 12: Do you talk with your students about their learning problems?

Option	Participants	Percentage%
Always	2	40%
Sometimes	2	40%
Rarely	1	20%

Table 23: Teachers' Opinion about If they talk to their Students about their Learning Problem

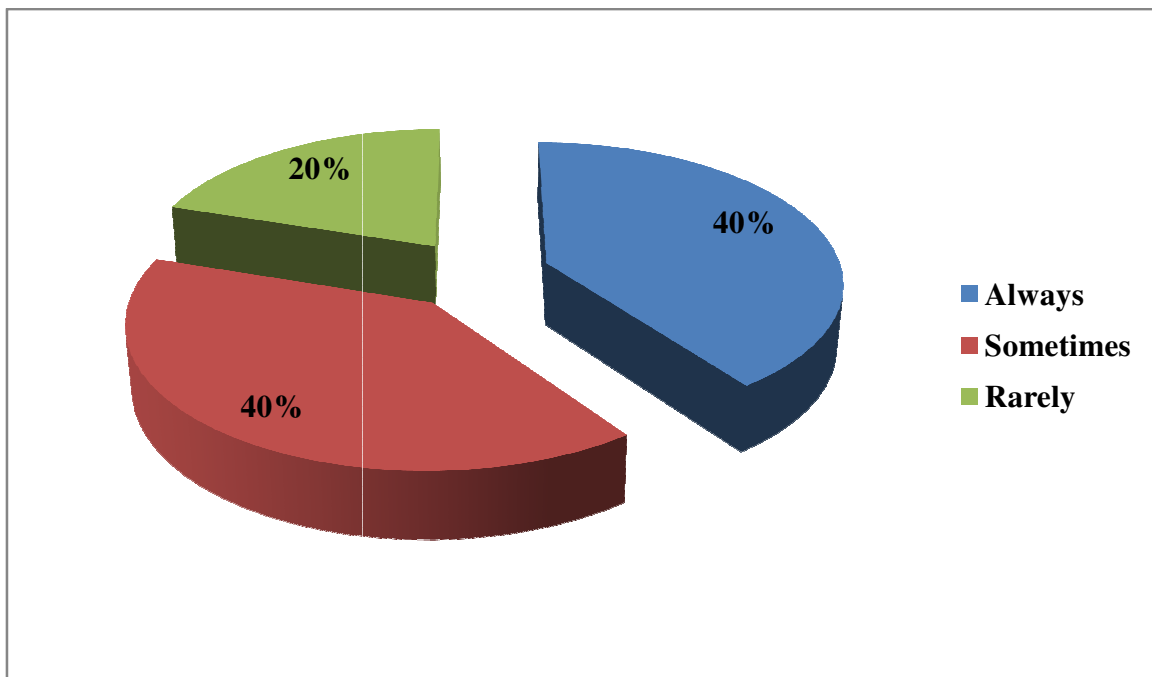


Figure 24: Teachers' Opinion about If they talk to their Students about their Learning Problems

According to the above table, two teachers 40% stated that they "Always" talk with their students about their learning problems, others 40% answered by "sometimes", one teacher said "rarely". From the results we notice that teacher's tried to help their learners' by correcting their mistakes and give them piece of advice as well as find the appropriate solutions to develop their abilities during learning.

Discussion of Teachers' Results

From the results we have found that anxiety has many negative effects on students' speaking performance, it can prevents learners from speaking or participating in class and lead them to feel uncomfortable and its main influence is on the speaking skill, students experience anxiety in oral presentation and when talking to the teacher. The major causes behind students' anxiety are; fear of making mistakes, shyness, lack of confidence, being incompetent, and fear of being laughed at. Teachers can contribute to decreasing learners' stress through motivation and encouragement since motivation is one of the effective tools in reducing students' anxiety, and when the learner is

The effect of Anxiety on speaking fluency in Oral session

encouraged he can feel free to speak easily and develop his abilities in oral performance. Teachers can assist in helping their students' problems by finding out the mistakes and correct them as well as giving them the appropriate solutions for better performance.

Conclusion

This chapter interprets the main results obtained from the analysis of both students' and teachers' questionnaire. The main findings showed that the majority of first year EFL learners Department of English suffer from anxiety in oral performance, and it has many negative effects on them but with good preparation, self confidence and motivation students' anxiety can be decreased as well as they can develop their speaking skills easily towards learning.

Recommendations

Recommendations for learners:

- Students should practice the English language in order to reduce their anxiety.
- Learners should keep in mind that mistakes are part of the learning process, so they should not be afraid and shy of making mistakes.
- Students should keep in mind that tension is natural and can be controlled through preparation courses.
- Students should be brave when they perform in front of the audience and never fear.
- Students should try to practice English orally inside and outside the class and even speaking and chatting with native speakers to develop their oral production and to be fluent.
- Students should motivate themselves to deliver a better performance.
- Learners should be conscious of the negative impact of anxiety on their speaking skill.
- Students should know that speaking activities are necessary to learn a foreign language.
- Learners should be aware that everyone experiences anxiety and has the capacity to reduce it.
- Students should fight the negative feeling like shyness and identifying the main reasons that make stress.

Recommendations for teachers

- Teachers should motivate and encourage their learners to improve their speaking skills.
- Teachers should talk with their learners about their difficulties that they face during the learning process.
- Teachers should use some speaking activities like discussion, role plays; storytelling to push their students feel less anxious.
- Teachers should give the opportunity to all learners to speak freely in the classroom.
- Teachers should encourage students to do work in groups and establish a good atmosphere for learning.
- Teachers should follow some strategies like motivation to help their learners to fight anxiety.
- Teachers should take care about anxious students.
- Teachers should give students some advice concerning their learning to minimize their fear of speaking.
- Teachers also should give learners some topics to practice at home and then, let students select the appropriate ones to discussion in class.
- Teachers should create a peaceful relationship between them and their students and among students too.

General Conclusion

General conclusion

The present research shed the light on the effects of anxiety on students' speaking fluency in oral sessions at the department of English, University of Chadli Ben Djedid El tarf. There are many reasons behind students stress like fear of negative evaluation, lack of confidence, lack of motivation and shyness. All these are problems that lead to weak presentation. This study showed that foreign language anxiety has many negative impacts on students' performance; they fear of making mistakes in front of the audience and they forget the words they want to say.

Both teachers and students can contribute in minimizing speech anxiety by using different strategies like motivation, encouragement, creating a relaxed atmosphere, group work and discuss new and interested topics for better learning. From these results we conclude that anxiety negatively influences students' speaking fluency, but with good preparation it becomes easy to overcome.

References

References

- Ali, J. K. M., Shamsan, M.A., Guduru, R., & Yemmela, N. (2019) Attitudes of Saudi EFL Learners towards Speaking Skills. Arab World English Journal, 10 (2) pp, 253- 364.
- DOI: <https://dx.doi.org/10.24093/awej/vol10no2.27>
- Azarnoosh, M. Zeraatpishe, M. Faravani, A. &kagozari, H, R (Eds). Issues in Materials development. vol. 4, Rotterdam, Boston, Tsipei, 2016, pp. 83-92.
- Allen, M. (1997). Considering ethical decisions in an apprehensive world. Paper presented at the Annual Meeting of the Communication Association (ERIC Document Reproduction Service No. ED414611).
- Ayres, J. (1986). Perceptions of speaking ability: An explanation for stage fright Communication Education, 35.pp,275-287.
- Al-Khasawneh, F.M. (2016). Investigating foreign language learning anxiety: a case of Saudi undergraduate EFL learners. Journal of Language and linguistic studies, (1),137-148.
- Burns A, Joyce H. Focus on Speaking. Sydney: National center for English Language Teaching and research, 1997.

<http://www.allsubjectjournal.com>

The effect of Anxiety on speaking fluency in Oral session

Bygate M. Speaking. Oxford: Oxford University Press,1987.

Bygate, M (1987). Speaking. Oxford. Oxford University Press.

Bueno, A., D. Madrid and N. McLaren (eds.). TEFL in Secondary Education.

Granada: Editorial Universidad de Granada, 2006. Print.

Burns, A., & Hill, D. (2013). Teaching speaking in a second language. In B. Tomlinson (Ed.),

Applied linguistics and materials development (pp. 231–251). London:

Bloomsbury .

Brown, H. Douglas. 2004. Language Assessment: Principles and Classroom

Practices.San Fransisco State University.

Cameron Deborah. Working with Spoken Discourse.Oxford: SAGE Publications, Ltd, 2001.

Cheng, Y., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating

writing and speaking components. Language learning.pp, 417-446.

Doğan, Y. (2009). Konuşma becerisinin geliştirilmesine yönelik etkinlik önerileri [Activity recommendations for the development of speaking skill]. The Journal of Turkish Educational Sciences /Türk Eğitim Bilimleri Dergisi, 7(1).185-204.

Eysenck, H. J. (1979). Anxiety, learning and memory: a reconceptualisation. Journal of

Research in Personality, 13.pp, 363-385

The effect of Anxiety on speaking fluency in Oral session

Finocchiaro M, Brumfit C. The Functional-Notional Approach from Theory to Practice.

Oxford: Oxford University Press, Inc, 1983

Johnson K, Morrow KE. Communication in The Classroom: Handbooks for Teachers' series.

London: Longman, 1981.

Hughes, R. (2006). Spoken English, TESOL, and Applied Linguistics. New York: Palgrave

Macmillan.

Harris, David. 1974. Testing English as a Second Language. New York: Mc.

Graw. Hill Book Company.

Heaton, JB. 1978. The Components of Speaking Ability. Retrieved November 12,

2013 from [http://beddebah-haterulez.blogspot.com/2012/08/the-components-](http://beddebah-haterulez.blogspot.com/2012/08/the-components-Of-speaking-ability.html)

[Of-speaking-ability.html](http://beddebah-haterulez.blogspot.com/2012/08/the-components-Of-speaking-ability.html).

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign

Language anxiety scale. In E. K. Horwitz & D. J. Young (Eds.), Language anxiety: from theory and research to classroom implications (pp. 37-39).

Englewood Cliffs, NJ:Prentice-Hall.

Horwitz, E. K., Horwitz, M. B., Cope, J. A. (1986). Foreign Language Classroom Anxiety.

The Modern Language Journal, Vol. 70(2),pp,125-132.

The effect of Anxiety on speaking fluency in Oral session

Horwitz, M. B., Horwitz, E. K., & Cope, J. A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2).pp, 125-132.

G huzayyil M. Al-O taibi, M.A. "Speech anxiety among EFL Arab college students ." *vol. 16(2), 2016, www.languageinindia.com.*

Kráľová , Z, and Sorádová D. "Foreign Language Learning Anxiety." *Teaching Foreign Languages in Inclusive Education: (A teacher-trainee's handbook)*, 2015.

Kurniati, A .Eliwarti, N. "A study in the speaking ability on the second of SMK telkon pekanbaru." no. Hp: 085265622055
Email: azlinakurniati@gmail.com, eliwarti@gmail.com, novitri_11@yahoo.com

Luoma S. *Assessing Speaking*. Cambridge: Cambridge University Press, 2004.

Lewis, A. (1970). The ambiguous word "Anxiety". *International Journal of Psychiatry*, 9. pp,62-79

Martinez Flor Alicia, Esther Uso-Juan. *Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition)*. Walter deGruyter GmbH. & Co. KG, 2006, 139

Mina, B.Bahman, G.(2018). "Using whispering game in teaching speaking skill to EFL learners ." *Journal of applied and language learning*. Islamic Azad University, Abadan, Iran, vol. 4(2), pp. 40-48, Doi: 10.5923/j.jalll.2018402.03.

The effect of Anxiety on speaking fluency in Oral session

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning : Toward a theoretical clarification. *Language Learning*, 39(2), pp,251-275. doi:10.1111/J1467-1770.

MacIntyre, P. D., & Gardner, R. C. (1991d). Anxiety and second language learning: Toward a Theoretical clarification. In E. K. Horwitz, & D. J. Young (Ed.), *Language anxiety :From theory And research to classroom implications* (pp. 41-54). Englewood Cliffs, NJ :Prentice Hall.

MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning :A review of the literature. *Language learning*, 41 (1), 85-117.

MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Spark and Ganschow. *The Modern language journal*, 79(1), 90-99.

Marwan, A. (2008). The exploration of factors triggering foreign language anxiety: learners' voice. *TEFLIN Journal*, 19(2), 119-126. Mind (2017) *Anxiety and panic Attacks* London: Mind

McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate. In J. C. McCroskey, & J. A. Daly (Eds.), *personality and interpersonal communication*. (pp. 129-156). New bury Park, CA: Sage publications

Milne R, Munro M (2020) Symptoms and causes of anxiety, and its diagnosis and management. *Nursing Times* [online]; 116: 10, 18-22

The effect of Anxiety on speaking fluency in Oral session

Neer, M. (1982). Instructional methods for managing speech anxiety in the classroom. (ERIC Document Reproduction Service No ED222942).

Pite, D. (1996). The influence of anxiety upon achievement in EFL by Japanese students. Paper presented at the 1996 Meeting of the International Congress of Psychology. (ERIC Document Reproduction Service No. ED432143).

Pamungkas, A. "The Effect of English Language Anxiety on Speaking Performance of English Department Students." English Education Department, Language and Art Faculty, Surabaya State University adjipamungkas@mhs.unesa.ac.id.

Reyad omer, A R. Alhaj, A. A "The importance of using speaking skill at Sudanese EFL class3." International journal of multidisciplinary research and development , vol. 7(2), 2020, pp. 95-102.

<http://www.allsubjectjournal.com>

Rao, P.S. (2019) "The importance of speaking skills in English classrooms." Alford council of international English & literature journal (ACIELJ). Al-Hasa, kingdom of Saudi Arabia, vol. 2, p. 8-9, issn:2581_650

www.acielj.com

Richards Jack C. Teaching Listening and Speaking: From Theory to Practice: Cambridge: Cambridge University Press, 2008.

Sayin, B. A., (2015). Considerations on Speaking Skills: Essence of Learning and Teaching

The effect of Anxiety on speaking fluency in Oral session

Speaking. Sino-US English Teaching, 12(11), 827-834.

Syafryadin S, Martina F & S (2020) Compensation strategies in speaking activities for non-English department students: Poor and competent speakers. Eng. Educ. Society. 5:2.doi: 10.21070/jees.v5i2.819

Scovel, T. (1991). The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research, in Horwitz, E. K. – Young, D. J. (eds) Language Anxiety: From Theory and Research to Classroom implications. Englewood Cliffs, NJ: Prentice Hall, 15-24.

Spielberger, C. D. (1983). Manual for the state-trait anxiety inventory. Palo Alto, CA: Consulting Psychologists Press.

Sanaei, O. "Investigating Anxiety Symptoms and Reactions within EFL Learners' Oral Narratives: The Case of Intermediate Level Students." Journal of Language Teaching and Research , vol. 7(5), 2016, pp. 902-912, DOI: dx.doi.org/10.17507/jltr.0705.10.

Tomak, B. (2021). "Evaluation of the "Speaking" Component of a Curriculum Applied in a School of Foreign Languages: An Action Research in a State University in Turkey." International Journal of Educational Methodology, vol. 7(1), pp. 33-51, Doi: 10.12973/ijem.7.1.33.

[\(https://creativecommons.org/licenses/by/4.0/\)](https://creativecommons.org/licenses/by/4.0/).

Ur. P. (1999). A Course in Language Teaching. Cambridge,U.K.: Cambridge University Press.

The effect of Anxiety on speaking fluency in Oral session

Vanderkevent.1990. Teaching Speaking and Component of Speaking. New York:
Cambridge University Press

Yahya, M. (2013). Measuring speaking anxiety among speech communication course student
at the Arab American University of jenin (AAUJ). European Social Science Research
Journal, 1(3), 229-248.

Young, D.J (1990).An investigation of students perspectives on anxiety and speaking.
Foreign Language Annals, 23 (6), 539-553.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language
Foreign Language Learning Anxiety in Japanese EFL University
Classes: Physical, Emotional, Expressive, And Verbal Reactions anxiety research
suggest? The Modern Language Journal, 75(4), 426-439.

Appendices

The effect of Anxiety on speaking fluency in Oral session

Appendix 01: Students Questionnaire

Dear students,

This study aims to investigate your attitudes towards the impact of anxiety on EFL oral performance of students .we would be grateful if you could helps us to accomplish our research by filing in the questionnaire. You are kindly requested to answer the following questionnaire by putting a tick (√) and make a full statement whenever necessary.

Thank you for your time and help.

Part one: personal information

1. Age.....

2. Gender

a) Male

b) Female

3. Why have you chosen to study English?

a) Personal choice

b) Obligatory

4. Do you like oral expression course?

a) Yes

b) No

5. Do you participate in oral classroom session?

a) Always

b) Sometimes

c) Rarely

Part two: speaking anxiety

6. Does presentation make you anxious?

a) Yes

b) No

7. In which situation do you feel anxious to speak?

a) When talking to your teacher

b) When performing in front of your classmates

c) In oral presentation

Others,

.....

8 .Why do you feel stressed when you speak?

a) I felt uncomfortable and embarrassed when I was the inter of attention

b) I was worried that I would say or do the wrong things

c) I worried about what other students thought of me

d) I felt shy.

9. Do you feel anxious when your classmates laugh at your mistakes?

a) Yes

b) No

10. If you are suddenly asked by the teacher, will you respond?

a) Anxiously

b) Comfortable

11. In your point of view, how can students over come anxiety

The effect of Anxiety on speaking fluency in Oral session

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

12. In your point of view, how your teacher can help you to reduce anxiety?

a) Motivate students to speak

b) Create a relaxed atmosphere

c) Group work

Others,

.....
.....

13. Does anxiety affect you foreign language learning?

a) Yes

b) No

The effect of Anxiety on speaking fluency in Oral session

Appendix 02: Teachers Questionnaire

Dear teachers,

The study aims to investigate teachers' attitudes towards the impact of anxiety on EFL oral performance. We would be very grateful if you could help us to accomplish our research by filling in the questionnaire.

Thank You.

1- Gender

- a) Male
- b) Female

2-Degree (S) Held

- a) Licence
- b) Master /Magister
- c) Doctorate

3 - Do you like teaching oral expression?

- a) Yes
- b) No

Please, Say why?.....

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

- a) Often
- b) Sometimes
- c) Never

The effect of Anxiety on speaking fluency in Oral session

5- How often do your students participate in the oral expression?

- a) Always
- b) Sometimes
- c) Rarely

6- Is it possible that language anxiety prevent students from speaking in classroom?

How? Please, specify.....

7- For you what Make students anxious?

- a) Fear of being laughed at
- b) Being incompetent
- c) Shyness

8- according to you the anxious students only the silent ones?

- a) Yes
- b) No

Justify

9- Have you noticed that some of your students are encouraged to speak?

- a) Always
- b) Sometimes
- c) Rarely
-

The effect of Anxiety on speaking fluency in Oral session

10- Do you think that motivating your students in the classroom could help them reduce their anxiety?

a) Yes

b) No

Please, justify.....

11 -Do you think anxiety is more related to speaking skill than other skills?

a) Yes

b) No

12- Do you talk with your students about their learning problems?

a) Always

b) Sometimes

c) Rarely

Résumé

La présente étude vise à étudier les effets de l'anxiété sur les étudiants de langue anglaise dans la classe d'expression orale à l'Université de Chadli Ben Jdid Al-Tarf sa présence et son influence. Un questionnaire a été mené sur un échantillon de trente-quatre étudiants de la première année de le département d'anglais au cours de l'année académique 2020-2021. Cette recherche se concentre également sur l'exploration des principales sources et causes de l'anxiété des élèves dans la performance orale et son impact sur eux, en plus de découvrir quelques techniques pour les étudiants et les enseignants pour réduire la peur et la tension. Les résultats de l'étude ont montré que la plupart des élèves souffrent d'anxiété lors de la présentation orale. Nous avons également révélé qu'augmenter la motivation et les encouragements aident bien à réduire le stress des apprenants. L'étude progresse. Également quelques recommandations pour les enseignants pour faire face à l'anxiété de la parole en classe.

المخلص

تهدف الدراسة الحالية إلى البحث عن آثار القلق على طلاب اللغة الإنجليزية في حصة التعبير الشفهي في جامعة الشاذلي بن جديد الطارف وجوده وتأثيره تم إجراء استبيان على عينة من أربعة وثلاثين طالبا من السنة الأولى قسم اللغة الانجليزية خلال العام الدراسي 2020-2021 أيضا يركز هذا البحث على استكشاف المصادر والأسباب الرئيسية لقلق الطلاب في الأداء الشفوي وأثره عليهم، بالإضافة إلى اكتشاف بعض تقنيات الطلاب والمعلمين لتقليل من الخوف والتوتر أظهرت نتائج الدراسة أن معظم التلاميذ يعانون من القلق في العرض الشفهي كما كشفنا أن زيادة التحفيز والتشجيع تساعد بشكل جيد في تقليل توتر المتعلمين، تقدم الدراسة أيضا بعض التوصيات للمعلمين للتعامل مع قلق الكلام في الحصة.